

**STUDENT'S PERSPECTIVES ON INTERNATIONAL AND LOCAL
TEACHING PRACTICE PROGRAMS : A COMPARATIVE STUDY**

THESIS

Submitted by

Annisa Magfirah
210203046

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education



FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
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**Has been Approved and Submitted to the Thesis *Munaqasyah* Defense as One
of the Requirement to Obtain a Bachelor's Degree in the Field of Education
in English Language Teaching**

By

ANNISA MAGHFIRAH

NIM. 210203046

**Student of English Language Education Faculty of Tarbiyah and Teacher
Training Ar-Raniry State Islamic University Banda Aceh**

Approved By:

Supervisor

Head of Department

AZIZAH, S.Ag., M.Pd.
197601092007012021

Syarifah Dahliana, M.Ag., M.Ed., Ph.D.
197504162000032001

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It has been defended in Sidang Munaqasyah in front of the board of the Examination for the working paper and has been accepted in partial fulfillment of the requirements for the Bachelor Degree of Education in English Language Teaching

On


Tuesday, April 21st 2026 M
Dzulqai'dah 3rd 1447 H

Board of Examiners,

Chairperson,


Azizah, S.Ag., M.Pd.
NIP. 197601092007012021


Secretary,


Rusmiati, M.Pd.
NIP. 198611062018012001

Examiner I,


Siti Khasinah, S.Ag., M.Pd.
NIP. 196904201997032002

Examiner II,


Rita Hermida, M.Pd.
NIP. 198509082011012009

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh




Prof. Safwat Mubuk, S.Ag., M.A., M.Ed., Ph.D.
NIP. 197301021997031003

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I, the undersigned below:

Name : Annisa Maghfirah
Student ID : 210203046
Study Program : English Language Education
Faculty : Tarbiyah and Teacher Training
Thesis Title : Student's Perspectives on International And Local Teaching Practice Programs : A Comparative Study

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This statement is made truthfully and without coercion from any party.

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Declarant,



Annisa Maghfirah
Annisa Maghfirah
210203046

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Banda Aceh, 19 March 2026

The researcher,

Annisa Maghfirah



ABSTRACT

Name : Annisa Maghfirah
NIM : 210203046
Faculty : *Fakultas Tarbiyah dan Keguruan*
Major : Department of English Language Education
Thesis : Student's Perspectives On International And Local Teaching Practice Programs : A Comparative Study
Supervisor : Azizah, S.Ag., M.Pd
Keyword : Teaching Practice, Challenges, Benefit of PPL, teaching skills, PPL.

This study explores the differences of student perspective on PPL experience in international and local context, and challenges faced by student during PPL program. Using qualitative method, the data collected through open-ended interviews with 8 participants. The participants are the department of English Language Education students at UIN Ar-Raniry batch 2022. The findings of this research reveals that during conducting PPL program, students feel their confidence is increased, the ability in class management and teaching strategy are also increased, during PPL program student also get guidance and support from their mentors. Students also face several challenges during PPL, such as local PPL students faced challenge in school facilities, emotional challenges, and teaching strategy and class management challenges. International PPL students also experiencing challenges during PPL such as culture shock, language barriers, teaching strategies and class management challenges. This study highlights the importance of preparation, insight and adaptability before conducting the PPL program. The findings of this research can give information and valuable insights for students related to PPL, and providing input for teacher education programs to better prepare students for this PPL program.

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CHAPTER I

INTRODUCTION

This chapter would discuss about background of the problem that become base of this study. This chapter consists of several part those are, background of Study, research questions, aims of study, significance of study, and terminologies.

A. Background of Study

Teaching is a process or action to guide, educate, and transfer knowledge, skills and attitudes to students. This activity is carried out systematically, rationally and organizelly. It uses certain methods that according by professional principles and practices. Abdulkhayevich, et al. (2020) defined teaching as the process of directing and supporting learning, where the cognitive activity of the students and the teacher are connected. In order to improve children's knowledge and personality development, it includes elements of education and support.

To obtain good teaching skills, the Faculty of Tarbiyah and Teacher Training at UIN Ar-Raniry uses microteaching and PPL as course to hone the skills of education students at the Faculty of Tarbiyah and Teacher Training.

Microteaching is a course designed to improve student's teaching skills. In this course, students will practice teaching on a small scale, where students are divided into small groups around 10-15 people. Every student will take turns to teach their classmates, then the lecturer will assess and evaluate the performance of the students. Yang (2017) claims that microteaching, sometimes referred to "small-scale teaching," it is a technique that trains both regular students and aspiring teachers in teaching techniques by leveraging contemporary teaching tools. It entails practicing and assessing particular instructional behaviours in a controlled setting. Practice, observe, evaluate, feedback, and demonstrate are essential elements. By emphasising methodical theory and skill breakdown, the technique enables students to develop their teaching abilities through organized processes and peer assessments, thereby increasing their efficacy as future teachers.

After taking the microteaching course, students are required to take the PPL (teaching practice program) course. Where the PPL program aims to develop professional skills, communication skills, and adjustment in the school environment. So that students gain experience to become good teachers. According to Hakim (2021), the teaching practice program or PPL is a training exercise intended to help students apply their knowledge and abilities, become acquainted with the realities of school life, build their teaching capabilities, and mold them into professionals and trustworthy teachers. This program gives participants practical teaching experience as well as practice performing other educational duties and activities. In recent years, the Faculty of Tarbiyah and Teacher Training at UIN Ar-Raniry, specifically Department of English Education, has collaborated with Thailand and Malaysia on international teaching practice program or usually called by International PPL. This provides students with the opportunity to gain new knowledge and experience through international PPL programs. However, most of students at the Faculty of Tarbiyah and Teacher Training still choose the local PPL program, also known as regular PPL, which is conducted in Great Aceh and Banda Aceh.

International PPL is a program that is implemented in several schools in Thailand and Malaysia. Students are distributed to several schools around Malaysia and Thailand to conduct and receive guidance on teaching practice. Meanwhile local PPL or also known as regular PPL is a program that is implemented in schools located around the UIN Ar-Raniry campus, such as the schools which is located around Great Aceh and Banda Aceh areas.

International and local PPL programs have their own characteristics, challenges, and unique experiences. International PPL students get some benefit from the program, such as gaining experience teaching students abroad. Jacob, et al (2010) explains that the benefits of student teacher's field experiences in an international setting include improved job skills, an awareness of cultural diversity, effective teaching techniques, opportunities for collaboration, and exposure to various educational systems, all of these help to create teachers who

are successful and valuable from a global standpoint. In local or regular PPL programs, students can adapt more easily due to the absence of cultural and language barriers. They also have a better understanding of the local PPL system due to their familiarity and the training provided during their previous classes.

Despite this, students face several challenges during their international PPL programs, particularly in Thailand. One of students admitted that they didn't have many opportunities to practice teaching in the classroom, this issue makes it difficult to improve their teaching skills. This could be due to language and cultural differences, Setyaningsih et al. (2023) believe that cultural differences, language hurdles, classroom management problems, and disparate teaching methods are among the difficulties in international teaching practicums. Local or regular PPL students also face several challenges, such as classroom management, lack of guidance from their mentor teachers, and other challenges. This is one of the reasons this research is conducted.

In various previous studies, there have many contributions have been made in deepening the implementation of local and international PPL. These studies generally discuss how PPL helps students develop teaching skills, increase self-confidence, and prepare them to become prospective professional teachers. For example, research conducted by Abdullah, et al (2020) entitled "Perspectives on Mentoring Support During Teaching Practicum in Local & International Settings". This research tells about prospective teacher's perspectives on mentoring support during teaching practicum, whether local or international. The findings indicate that mentors cumulatively provide cognitive support, such as lesson planning, pedagogical skills, classroom and time management, and assessment. Mentors also provide affective support, such as motivation and attention to the teacher trainees (TTs). And the last, social support comes in the form of mentors building positive relationships with the TTs. All of these types of support can enhance prospective teacher's competencies, making them more prepared and confident to become effective teachers in the future.

Some of research also discusses about student's experiences in facing challenges and benefits obtained during PPL both local and international, including in terms of cultural adaptation and the use of English during the PPL program. For example, a study by Setyaningsih, et al (2023) entitled "Pre-service Teacher's Voices of International Teaching Practicum in Indonesian Elementary School". This study investigated the challenges and problems faced by prospective teachers from a university in the Netherlands during their international teaching program at an elementary school in Indonesia and how to overcome them. The study shows that PSTs (pre-service teachers) face several problems, namely problems from students, such as difficulties in giving instructions and explaining materials clearly due to language differences and also student's lack of understanding of English so that the PSTs use body gestures to communicate with students. Then there are also problems from the PSTs themselves; for example, PSTs have difficulty in finding the right materials for students, and the last problem is the problem of school regulations. PSTs must adjust to school regulations such as teaching durations that are different from their countries.

Those are many previous studies have been instrumental in developing insights into PPL programs, although most have focused on a single type of PPL program, whether in a local or international context. Such as the research conducted by Setyaningsih, et al (2023) which was mentioned previously, where the research only discussed the challenges faced by students who participated in international PPL.

While this study present to complete these existing insights by comparing the perceptions of students who participate in international and local teaching practice program, particularly on department of English language education students.

This study would discuss about perceptions of English language education students regarding their experiences during the PPL programs and the challenges

faced by students due to PPL programs, such as culture, language, classroom management, and others. This study was conducted on department of English language education students who had taken PPL course, both local and international. For international PPL program, researcher would only discuss international PPL conducted in Thailand, because the majority of international PPL programs are conducted in Thailand than in Malaysia, so those are a minimum sample participating in international PPL in Malaysia. Therefore, this study tended to take samples of students who participate in international PPL programs in Thailand.

The perspectives of students are very important for further staff of PPL program evaluation, in order to this program could be continued to develop and also be more beneficial for students.

B. Research Questions

In this study, there are two research questions :

1. How do English language education students perceive their experiences during local or international PPL?
2. What are challenges faced by English education student during international PPL or local PPL?

C. Aims of Study

There are two research aims of this research :

1. To find out the perceptions of English language education students on their experiences during international or local/regular PPL.
2. To identify the challenges faced by English language education students during international or local/regular PPL.

D. Significant of Study

1. Student

This research will provide an overview to students regarding local and international PPL. From the results of this research, students will gain broader insights regarding the experiences and challenges obtained during PPL both international and local. So that students who do not have experience or not participate yet in PPL will obtain very useful information to prepare when conducting international or local PPL, starting from the preparation of academic abilities, cultural adaptation, English language skills, etc. This research also can be a consideration for students in choosing a PPL program that suits their abilities, conditions, and competencies.

2. Lecturer

This research also provides significant benefits for lecturers and academic staff who involved in the management, mentoring, and implementation of PPL programs, both in local and international contexts. By understanding this research, lecturers can adjust their learning strategies, strengthen student competencies, and provide reflection on the preparation and implementation of PPL, such as cross-cultural training, mentoring, teaching practice, and other aspects.

3. Further research

This research can be used as a reference point for research related to international and local PPL, and also can be a reference for researchers who are interested in researching local and international PPL.

E. Terminology

1. Teaching practice program

A teaching practice program is an activity program aimed at honing the

skills of prospective teachers or education students in mastering their teaching skills. Teaching practice, defined by Fatmasari and Suropto (2017), is an activity intended to help students become proficient teachers. This is a crucial exercise for developing the skills of aspiring educators. This program includes teaching practice and training conducted by prospective teachers or education students in actual settings, such as schools.

This program also ensure that prospective teachers or education students gain the experience, information, behavior, and skills that are needed in teaching, enabling them to become competent in educational management and teaching, both inside and outside the classroom.

In this study, the teaching practice program refers to the PPL course where students would be placed in designated schools to teach and receive guidance from supervising teachers starting from making lesson plans, teaching methods, class management, etc. The aim of PPL is to enable students to apply the theories they have learned on campus and become provisions for them to become good teachers in the future.

2. PPL International and Local

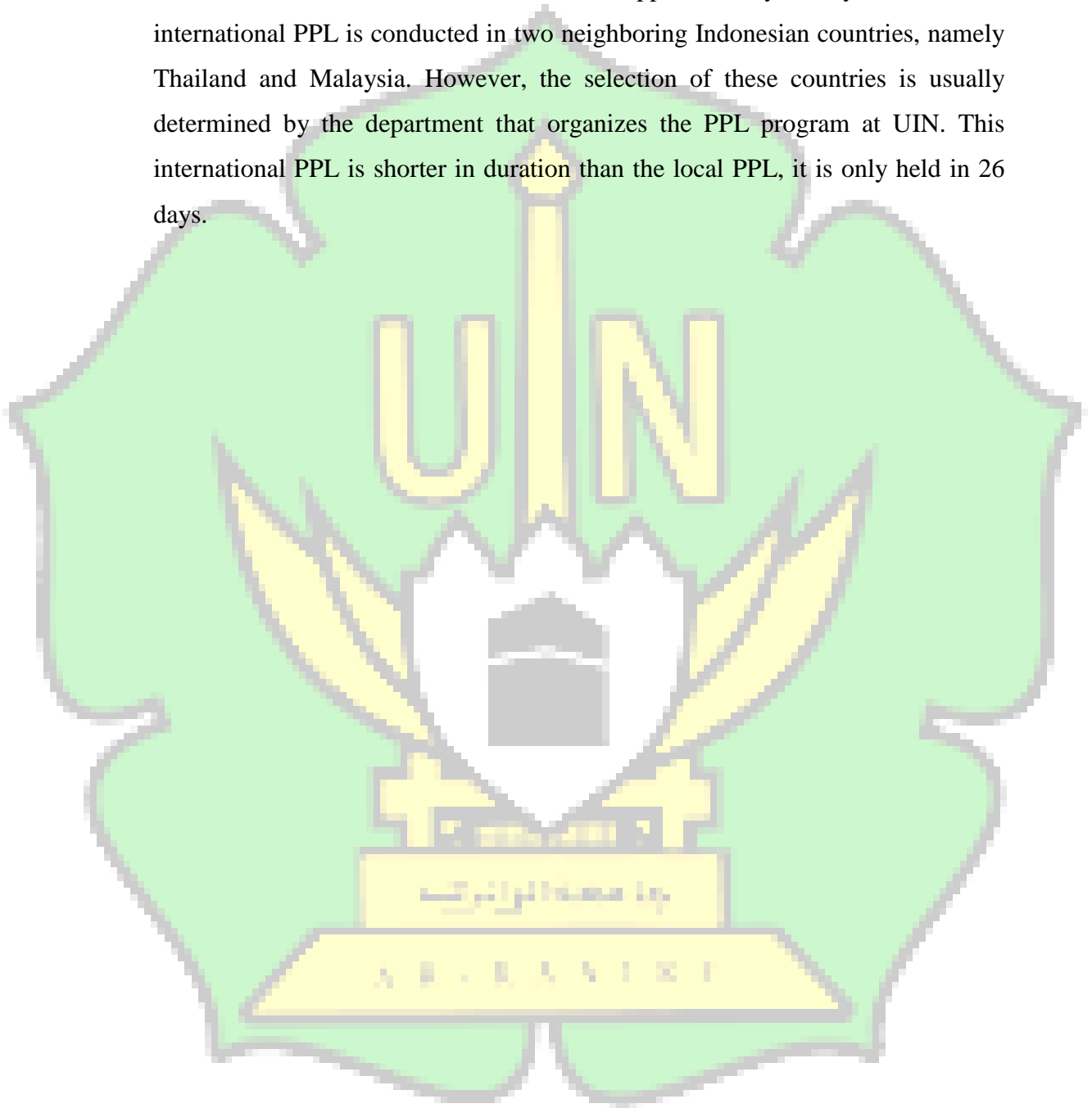
PPL is a course that must be completed by students in the form of a teaching practice program outside the regular classroom. This program is usually carried out outside the classroom where students will contribute directly to designated schools.

Puspitasari et al. (2022) indicate that Field Experience (PPL) is an activity to enhance student's teaching skills and competencies as well as a way for them to put all of the knowledge they have learned in school to use.

In this PPL programs, students are introduced to the school culture and guided by a supervising teacher, from developing lesson plans and teaching directly to students, being assessed directly by the supervising teacher. They are

also involved in all school activities, both in-class and out-of-class.

The PPL program at UIN Ar-Raniry consists of two types: local PPL and international PPL. The local PPL was conducted in schools located in Great Aceh and Banda Aceh. This local PPL lasts approximately 45 days. Meanwhile, international PPL is conducted in two neighboring Indonesian countries, namely Thailand and Malaysia. However, the selection of these countries is usually determined by the department that organizes the PPL program at UIN. This international PPL is shorter in duration than the local PPL, it is only held in 26 days.



CHAPTER II

LITERATURE REVIEW

This chapter discuss about various relevant literature to this research. There are discussed about several point such as, definition of perception, definition of teaching practice, international teaching practice, and local teaching practice. This chapter also would review and discuss all relevant points about this reseach.

A. Definition of Perception

Perception is the process of receiving stimulation, captured by the five senses, then the brain processes, organizes, selects and interprets it into a meaningful understanding of what occurs in the surrounding environment or an experience that someone goes through, so that this makes someone have different perceptions. Sharma (2020) stated that perception is defined as a process by which individuals organize and interpret sensory impressions to give meaning to their environment. It involves creating an internal image of the outside world, ultimately leading to judgments based on the interpreted. Kurniawati (2025) also explained that perception is a person's perspective on what they see, feel, and hear.

Perspective is a person's perspective or insight into understanding, and interpreting a phenomenon or problem, influenced by their background or experiences. This forms a conceptual framework that influences how they view, act, or react to a phenomenon. Based on Harden (2010), perspective refers to the viewpoint or standpoint from which individuals interpret experiences and data. It encompasses various dimensions, and is crucial for understanding the complexities of multiple viewpoints.

B. Definition of Teaching Practice Program (PPL)

Teaching Practice Program (PPL) is a mandatory course teaching for students of the Faculty of Education and Teacher Training at UIN Ar-Raniry

University, it is conducted at designated schools. Based on Isworo (2016), PPL is a required course for students studying education with the goal of enhancing their ability to teach in a practical setting. In this PPL program, students will be guided by a mentor teacher, starting from the development of lesson plans, implementation, evaluation, and assessment of the teaching process carried out by the student interns.

This PPL program aims to train students to gain direct experience in the field about how to carry out a good teaching and learning process (PBM), providing experience and knowledge to students so that students can understand the educational environment. PPL, identified by Hamilton and Margot (2023), enhanced flexibility and adaptability, connects undergraduate students with professionals, and enables them to observe and apply learned content in real-world settings, all of which support teacher's professional development and comprehension of teaching practices. PPL can also provide an overview to students regarding the challenges they face both in the teaching and learning process in the classroom such as understanding the diversity of students starting from character, learning style, etc, adapting materials to the level of student learning abilities, and conducive classroom management so that the teaching and learning process runs comfortably. The challenges faced by PPL students outside of teaching and learning activities such as guidance with mentor teachers, adapting to the environment and culture that exist in the school, etc.

Overall, teaching practice program provides prospective teachers and education students with the necessary skills to become professional and reliable teachers. Through the challenges they face during their PPL, students gain feedback, hone their teaching skills, and build their confidence to face the challenges in the real world of work more professionally.

In this PPL program, UIN Ar-Raniry offers two program options that can be chosen by students of the Faculty of Tarbiyah and Teacher Training, namely international PPL program and local PPL program or often called regular PPL,

where each of these programs has its own advantages and challenges.

C. International Teaching Practicum

The international PPL program is a teaching practice program conducted internationally, taking place in two neighboring countries: Malaysia and Thailand. PPL students will gain a unique experience, getting new experiences in these countries. Furthermore, cultural, language, and environmental differences will present unique challenges.

According to Jin et al. (2020), an international teaching practicum helps interns gain cross-cultural understandings and experience of different educational systems outside of their own comfortable teaching and learning environments by encouraging and supporting them to participate in brief, intensive international teaching placements in foreign cultures, curricula, and professional practices.

International PPL is a teaching practice program conducted at several schools in Thailand and Malaysia. The program lasts approximately 28 days. Students are distributed to several schools across Malaysia and Thailand to conduct and receive guidance on teaching practice.

This international PPL program was first implemented in Malaysia in 2024. Forty-one students from the Faculty of Education and Teacher Training participated in the program from June 5-9, 2024. This was followed by an international PPL in Thailand from July 19 to August 13.

In the international PPL program, students not only receive guidance in their teaching practice but also gain an introduction to the culture of the country they are assigned to.

This program can provide a glimpse into the teaching and learning process in an international setting. This is highly beneficial for students, especially student who are interested in teaching internationally. Tang and Choi (2004) claimed that foreign field experiences improve language fluency, promote professional

development through interactions with people from other cultural backgrounds, and strengthen personal and intercultural abilities. They enhance student teacher's comprehension of their own cultural identities and pedagogical approaches by offering insight into a variety of educational contexts. The program also fosters student creativity in teaching English, because of the differences in language, environment, and culture. This condition require students to employ effective teaching methods to ensure the material is well understood.

D. Local Teaching Practicum (Aceh Context)

The local or regular PPL program is a PPL program carried out in the Aceh region, specifically in schools in the Banda Aceh and Great Aceh areas, where students are already familiar with the culture, language and environment.

Local PPL or also called regular PPL is a program implemented in schools located around the UIN Ar-Raniry campus, especially in Aceh Besar district and Banda Aceh city. This PPL activity is carried out for approximately 45 days where students participate in every activity at school, both in PBM (Teaching and Learning Process) activities in the classroom and activities carried out outside the classroom such as Monday ceremonies, daily teacher duty, morning exercises, and others. Based on Fathurrahman and Farih (2018), PPL activities for aspiring local teachers include lesson planning, classroom teaching practice, syllabus development, administrative duties, guidance services, extracurricular involvement, and assessment. All of these activities are directed by school staff and mentored by field instructors to improve their professional competencies.

In this regular PPL program, FTK students are divided into small groups of 10-13 education students with a different study program. Every student will be given a mentor teacher based on their respective study program. During the regular PPL program, the mentor teacher is responsible for guiding the education students and assessing their performance at school. During the PPL program, students will help the mentor teacher to handle the class under the supervision and responsibility of the supervising teacher.

In the first week to the second week, PPL students will conduct class observations. In this activity, the mentor teacher will teach in the class, then PPL students observe and study the teaching and learning process that takes place in the classroom. At this stage, PPL students do not practice teaching but only observe, analyze, and study the conditions of the class, both class conditions, student conditions, etc, so that when they do teaching practice, PPL students have the provisions to prepare everything, such as class management, communicate with students, teaching methods applied, etc.

In the third to fifth weeks, PPL students begin their teaching practice in the classroom, they will apply the theory that have learned on campus. During teaching practice, PPL students are also mentored and evaluated by their mentor teacher, from teaching module guidance to the teaching and learning process.

In the final week of local teaching practice program, the mentor teacher will assess the PPL student's teaching and learning process. The mentor teacher will observe the teaching and learning process in the class, handled by the PPL students directly without the assistance of the mentor teacher. After conducting the assessment, the mentor will provide feedback to the PLL students regarding the teaching process in the classroom. This assessment process for PPL students is usually conducted three times in the final week of the local PPL program.

E. Advantages and Challenges in the PPL program

In the PPL program, education students receive extensive training to hone their skills, including developing learning materials (lesson plans), creating assessment instruments, practicing teaching in the classroom, and more. This experience allows students to fully understand the responsibilities of a teacher.

The training in this PPL program generally has many advantages for education students in improving the skills needed by education students to become professional teachers. Such as increasing student's self-confidence, providing students with insight into how to determine the right classroom

management and teaching strategies to use in the classroom, PPL also improves the soft skills of education students such as good communication skills, problem-solving because students face dynamic classroom situations, so they are required to be able to make decisions quickly and accurately. All the experiences that students gain during PPL are also useful for training mental resilience and readiness of education students in facing various unexpected situations in the world of education. According to Espada (2014) teaching practice provides education students with early exposure to teaching, enhancing their competence, confidence, and skills. It fosters a positive attitude towards teaching, allows for hands-on experiences, and prepares them for real-life challenges in their practicum stage.

While PPL programs offer numerous benefits for education students, they also face various challenges during implementation, such as limited school facilities and varying levels of student understanding. Furthermore, students face challenges in determining classroom management and teaching strategies that are appropriate to the classroom environment and student characteristics. Furthermore, in international PPL programs, students must adapt to the environment and language differences, which pose significant challenges. Based on Cabaroglu (2014), student teachers faced challenges such as dilemmas over medium of instruction, teaching methods, and lesson plan adherence. They also encountered issues like student misbehavior, lack of facilities, and the disconnect between theoretical knowledge and practical application in the classroom.

CHAPTER III

METHOD

This chapter explain about research method used, on This chapter will discuss about type And research approach, research subject, data collection, research instruments, and data analysis used in this study.

A. Research Design

This research was conducted using a qualitative method. The aim of this method is to describe systematically and deeply about the perceptions or experiences of participants. And also to identify the challenges faced by PPL students. Qualitative research is an approach that seeks to explore and understand human experiences, perceptions, and social phenomena in real-world contexts (Creswell & Poth, 2018).

This method was used to reveal student's perceptions or opinions regarding their experiences during the PPL program, both in the context of local and international PPL, as well as the challenges they encountered during the PPL, both local and international.

B. Research Participant

This research was conducted in Department of English Language Education, Faculty of Education and Teacher Training, UIN Ar-Raniry. The participants of this study were Department of English education students, batch 2022. Participants are individuals who are selected to contribute to research. According to Vaughn & Jacquez (2020) participants are persons or stakeholders actively engaged in the study process, contributing to decision-making, data gathering, and analysis, so that their perspectives and experiences influence research conclusions and actions. Usually they will be interviewed, observed, or fill out questionnaires from the researcher.

In the 2025/2026 academic year, there are approximately 185 batch 2022 students. The batch of 2022 students constituted the population of this study. A population is the entire group or individual with certain characteristics who are the target of the study. From the 185 PBI students of batch 2022, only 11 students have taken local PPL course and 12 students have taken international PPL course. The sample is part of the population that meets the criteria to represent the population. As defined by Florentina (2024) in the context of research, a sample is a subset of people chosen from a population, which is a larger group. A population is the entire group of people from which a researcher wants to study or make conclusion. For the sample of the research, the researcher choiced 8 students who took PPL program, then would divided in to two group, they are 4 students who took Local PPL program and 4 Students who took international PPL program.

To facilitate communication access and obtain in-depth and relevant information, data collection technique was carried out using purposive sampling in selecting participants. Purposive sampling is a data collection technique that uses specific criteria. Creswell (2013, as cited in Ligita 2019) as saying that purposive sampling in qualitative research aim to choose individuals who may offer rich and relevant information about the topic under study. Researcher can obtain valuable insights on solving difficult issues in a particular context by using this strategy. The researcher selected participants based on the following criteria:

1. Active English education students of batch 2022
2. Student who have participated in PPL program
3. Student who respond the researcher's contact to join interview
4. Student who are available to participate in the interview

C. Data Collection

Data collection was conducted through interviews, where participants answeare the questions given by the researcher. This approach is considered more

appropriate for data collection because it would allow participants to provide more flexible and free responses regarding their personal experiences in the PPL program.

The interviews would be conducted in two ways: face-to-face and online. The online interview would be conducted via video call, voice note, or other online platform. So that it could be accommodated the participant's circumstances.

The questions in this interview were designed according to the research objectives and were open-ended in order to explore the following two important aspects:

1. English language student's perceptions of their experiences during the PPL program in both local and international contexts.
2. Challenges faced during local and international PPL programs.

This method was carried out to obtain comprehensive and in-depth responses. This interview consists of three main questions, namely:

1. It was related to background information on the selected PPL program, these questions are demographic and contextual, such as, practice placement, duration of practice, and other general information.
2. Student's perspectives regarding to their experiences during the chosen PPL program, such as during the teaching practice process in the classroom, guidance with the supervising teacher, activities outside the classroom, and so on.
3. It was related to challenges faced by students during their chosen PPL program. These questions will explore challenges faced by students, such as cultural adaptation, language differences, classroom management, etc.

During this data collection interview, participants would be contacted for scheduling and formatting the time that was convenient for them. Face-to-face interviews would be conducted in a comfortable atmosphere, so that participants

could answer the question calmly. Participants who unable to participate in face-to-face interview would be interviewed virtually via voicenote, video call, or other suitable online platforms.

The estimated interview duration was 15 to 30 minutes, depending on the participant's responses. Interviews would be recorded by the participant's permission to ensure their responses captured accurately.

D. Data Analysis

After the research data was collected, the next step was data analysis. The data would be analyzed using thematic analysis, which involves identifying patterns, themes, and important relationships in participants' responses. An approach to analyze qualitative data was thematic analysis. In a data set, it includes finding and reporting patterns that are subsequently analyzed for their intrinsic significance (Braun and Clarke 2006). Data analysis would be carried out in six stages according to the ideas of Braun & Clarke (2006).

1. Data Familiarization

In the first step, the researcher reads or listens to the recordings of all participant responses repeatedly to fully understand their content. Then begins highlighting interesting or relevant points in the participant's responses. This step helps the researcher identify recurring ideas in the participant's responses. Selecting specific interview segments and deleting others is a crucial procedure that results in a more compact and easily analyzed transcript (Brady, 2015).

2. Creating the initial code

In the next step, researcher looked for patterns that are relevant and interesting to the research and then organize them into codes. Codes are the smallest units for analyzing data that contain important information. These codes are organized based on specific elements of participant responses. For example, if a participant answers it is difficult to manage students in the

classroom, it would be coded as "challenges in classroom management." Or, for example, if a participant answers it is difficult to teach or communicate because of language differences, this information could be coded as "language barriers."

3. Identify the theme

In the third stage, similar codes were grouped into broader themes. Each theme had a recurring pattern or common idea containing insights related to the research question. For example, some respondent's answers were coded as language barriers, cultural differences, and curriculum differences. These codes could be combined into a broader theme as "challenges in adaptation." Braun and Clarke (2006) noted that a single extract may be given more than one code.

4. Reviewing the theme

After identifying themes, the next step is to review them. In this step, researcher would review the themes and ensure they represent the data. At this stage, researcher also considered whether to separate the themes if they are too general or combine them if they address similar themes. Every developing topic should be recorded and evaluated for its responsiveness to the research objectives, even if it doesn't seem to be connected to the study questions (Braun & Clarke 2006).

5. Naming and defining theme

In the fifth step, the reviewed themes will be clearly defined and named appropriately. The aims of this step are to provide concise comprehensive information and provide clear meaning to the data in the theme.

6. Producing the report

The last step is producing the report in interesting and clear narrative of the themes structured based on the research data analysis. The narrative should include quotes from respondents to support the research findings.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the results of this study. It divided into two main subchapters, namely research finding, in this subchapter will explain and discuss perception students regarding experience during PPL program both local PPL or international PPL, and challenges faced during the program implemented. Data or information was obtained from the interview of the participants. Then the data organized into themes. The next subchapter is discussion, in this subchapter will explain the themes by comparing the previous study and theory those were relevant to this research. This help to give better understanding related to research finding.

A. Research Finding

The researcher conducted interviews to obtain answers of research questions. This interview was conducted with English language education students batch 2022 who had taken the PPL course, it offers two types of programs for students to choose: international PPL and local PPL. During the interview process, the researcher divided the students into two groups: four students who had taken the local PPL and four students who had taken the international PPL. The researcher asked 15 main questions along with follow-up questions that arose during the interview. The interview was conducted in two ways, depending on the conditions of the participants and the researcher: the first is online interview, the online interview was using the voice note on WhatsApp, and offline or face-to-face interviews. These interviews lasted approximately 20-30 minutes. The results of the interviews will be analyzed by the researcher using thematic analysis.

1. PPL Student's Perceptions of the PPL Program Experience

English Language Education students batch 2022 who participated in both local or international PPL programs gained diverse experiences, insights, and

character development to become professional teachers. During the program, students were placed in different schools and at different levels, which naturally gave them their own perspectives, as explained below:

a. PPL Local

1) Improving teaching skills (Classroom management and teaching strategies skills)

Students who participate in the local PPL program are required to hone their skills. For example, the ability to manage classes and determine teaching methods that are appropriate to the abilities and conditions of the students being taught, as well as in accordance to existing facilities.

Then ID explained “During my PPL, I learned how to deal with stubborn students who refused to follow my instructions in class. Initially, I was a bit afraid to be firm with students. But during my teaching practice in the PPL program, I have come to believe that it's okay to be firm with students sometimes, it makes them learn to respect their teachers.”

RYH stated that :

“I noticed my students had different levels of understanding. Students with low levels of understanding were quiet and didn't ask me any more questions. So, I put them in groups to discuss and ensure that they understood the topic I was teaching them. Because I really like games, I created games in the learning process. I also used various media, such as pictures. Sometimes I connected them to topics familiar to students. So, that's make them interested to the topic.”

RW also revealed that :

“Actually, preparing and implementing learning activities is not too difficult for me. Because I already have four years of previous teaching experience. So, this is not my first time. When doing teaching practice, the first thing I do is build a bond with my students, I do this to make it easier for me to teach them. Then when doing teaching practice, usually 10 minutes before the lesson ends, I will create games in class for students to play. I also create

learning media to make it easier for students to understand the material such as powerpoints, quizzes, and so on.”

MSL also explained that :

“I think students' understanding of the lesson is similar because they come from the same school and region. I assume their English skills and knowledge are similar. So, I probably just make sure they understand the material well. But sometimes students struggle with the lesson, so I use media to make it easier for them to learn, and sometimes I also put them in groups.”

2) Increasing confidence

Beside honing PPL student's skills, the PPL program can also increase Local PPL student's confidence in teaching. ID said that “I felt that my confidence increased. Because maybe I had been trained for 45 days to be more patient and well-spoken. And then, how to deal with the stubborn children.”

MSL also expressed this opinion as follows “I'm very proud of myself, and my confidence increases because I can make students not laugh at me, instead I motivate them to speak English. When I see students who are unfamiliar with English, I motivate them to be more confident in speaking English.”

RW explained that : “I feel quite confident teaching students. Perhaps because I already have previous teaching experience, it wasn't a big challenge for me. However, this PPL has given me a new experience because it is my first time teaching at an Islamic boarding school.”

RYH also explained that “My mentor always tells me the good way to teach the students. So, it makes me want to improve my teaching skills and makes me more confident.”

From the explanation above, local PPL students feel that their confidence has increased due to several things, such as they received good support from their mentors and also because they have started to get used to

teaching during the local PPL program.

3) Guidance from mentor

During their teaching practice, local PPL students will be guided by a supervising teacher in every PPL activity, starting from creating lesson plans or teaching modules, teaching processes in class, discussions related to teaching practice problems or activities at school, to assessments of PPL students. This can help and support them in improving their teaching practice process. MSL said: “I discussed with my mentor about how to prepare the module, how to handle students in class, and also class management.”

ID explains :

“I received a lot of guidance from my mentor on how to become a teacher at school during my PPL. Sometimes I had to consult with my mentor about my teaching modules. She always offered some advice. This greatly helped my understanding of how to create lesson plans and also how to teach. My mentor also always told me what I should do during my PPL.”

RYH revealed that :

“There were several things I discussed with my mentor from the first meeting to the last meeting of the PPL program. The first was how to manage the classroom. Then, we also discussed how to create Prota (annual program), Prosem (semester program), and teaching modules.”

RW also stated that :

“My mentor was one of the homeroom teachers. So, I had the opportunity to observe him as a homeroom teacher. The guidance I received from my mentor during my PPL included how to create annual programs (PROTA) and semester programs (PROSEM), what topics to cover in teaching modules, and so on.

b. PPL international

1) Improving teaching skills (classroom management and teaching strategies)

Despite being in environment and culture that were not too familiar to UIN Ar-Raniry students, international PPL students can also hone their teaching skills just like local PPL student. However, most of the international PPL students have to determine the right teaching strategy to use in classes where most of student communicates using Thai . RC stated that: “Because of language barriers, In teaching, we usually use songs and then translate them into Thai using Google Translate.”

US stated that :

“At first, I had a little difficulty adjusting my teaching methods because the students couldn't speak English and didn't understand Malay at all. So, to teach and explain the material to them, I had to use more gestures, body language, pictures, and demonstrations. I received a lot of feedback during this international internship program. Most of the feedback was related to how I handled the class and how I delivered the material despite the language barrier. From this, I learned that effective teaching doesn't always depend on language.”

AR also revealed that :

“Students at school usually use Thai to communicate. Because of this language barrier, I use several systems to help me teach them. I use visual aids by watching videos while teaching, then songs, games, and also body language to overcome the language barrier. In addition, I also include local examples and simple conversations to make the lessons easier to understand, and I observe how local teachers interact with students. Then I also adjust my speaking speed and tone to suit the student's level of understanding.”

2) Increase confidence

During teaching practice in the international PPL program, several international PPL students also felt that their confidence in teaching had increased. DSN explained that “During my international internship

program, I feel my confidence in teaching has increased. This is also influenced by the support of my mentor and the supportive environment.

US also said : “The school atmosphere was really supportive. Teachers were friendly and open, and the students were generally polite. The social environment around the school was calm and religious, so overall, I felt safe and welcome. The atmosphere really helped me feel more confident while teaching.”

From the explanation above, international PPI students felt more confidence in teaching practice due to several factors such as the social environment of the school is very supportive, the support of their mentors, etc.

3) Guidance from mentor

Similar to the international PPL program, students are also guided by their mentor. However, international PPL students do not receive guidance in creating teaching modules or lesson plans due to the different curriculum from Indonesia. Instead, they create simple lesson plans to be implemented in the classroom.

US explained that “I received guidance from my mentor during my internship. We discussed lesson plans, classroom management, and teaching strategies. After class, my mentor often provided reflections and suggestions, which greatly helped me develop.”

AR also explained something similar :

“I received consistent guidance from my mentor teacher and the school supervisor. We discussed lesson planning and material preparation. They also provided feedback on classroom management strategies, student seating arrangements, and adapting to specific language skills. Many of the students didn't speak both Malay and English, so I needed to speak more slowly to help them

understand. We also discussed assessment methods and student feedback, how to assess them, and cultural sensitivity in teaching.”

DSN revealed that “We're not required to create lesson plans. So, before teaching in class, my mentor usually gives me a textbook and the topic that I'm supposed to cover to student in the class, such as conversations about opinions. After that, I usually search for materials related to the topic my mentor has provided.”

Support and guidance from a mentor is crucial in the PPL program. This guidance helps students navigate their PPL more effectively. Although one international PPL student admitted they didn't have a mentor to guide them through the program due to language barriers.

RC said that :

“We have a mentor, but they are not for guiding us during our teaching practice. Their job is simply to communicate with us about our needs during our PPL, such as food, going out to buy groceries, and other necessities. This probably happens because there is only one mentor at the school who can speak Indonesian. So, if we need to talk to another mentor, we use translation.”

2. Challenges in the PPL program

a. Local PPL

1) Class management and teaching strategies

Students also face challenges in different levels of understanding or ability of students in English and also the different characters of student. This presents a challenge for local PPL students in determining class management and teaching strategies that suit the student's characteristics and classroom conditions.

RYH revealed that :

“I noticed my students had varying levels of understanding; the students who had lower levels of understanding were quiet and didn't ask questions about material that they didn't understand. So, I put them in groups and had discussions, then made sure they understood the topic that I taught them.”

ID also explained that :

“Some of my students could understand quickly, while others need to be explained repeatedly to understand the material that I give. So, the way I handle this problem, first, I explain everything. After explaining, of course, I'll give them exercises. Some students understand, while others don't. The students who understand will do the exercises by their self. But for the students who don't understand, I usually gather them together, re-explain and re-direct. If that's still not enough, I'll explain it one by one to them so they can do the exercises.”

MSL said that :

“In my first class, the students lacked respect and appreciation for me as their teacher. For example, when they wanted to leave the classroom, they simply left without asking my permission. To address this, I decided to be firm with them so they would respect me as their teacher. Furthermore, I think they are more interested in stories. So, when I tell stories, they want to pay attention to me teaching in class. Therefore, I have to often create interesting stories for the students so they will listen to me.”

one of student admitted that she face very busy school activities, which makes teaching and learning process in the classroom are not optimal. This makes PPL students have to determine appropriate teaching strategies so that students can understand the material being taught. As stated by RW:

“At the school where I did my PPL programe, there were many annual activities and events held, and the students there were given tasks and responsibilities in preparing these events. In addition, the students' activities at school were also very busy, so this had a big impact on the students' condition. For example,

when an event was to be held at the school, the students who became the committee would rarely come to school, and sometimes because of fatigue, the students became sleepy and lacked focus in class, this made students not optimal in learning.”

2) School facilities

Most local PPL students admitted that they experienced difficulties in terms of school facilities, for example the lack availability of infocus, speakers, etc. So some of them have to use their own equipment, for example they have to bring their own speakers.

RYH said that “The facilities were very limited; for example, there was only one projector for the entire school. According to the PPL assessment book, I was supposed to take the teaching using technology (IPTEC) exam. Due to the lack of facilities, I was unable to take the IPTEC. I received a poor grade on the IPTEC.”

MSL explained that “Because of the actual school building was being renovated and we borrowed another school's building, we didn't have adequate facilities, such as a projector. To anticipate this, I created my own media. For example, I used cardboard and then taped it to the whiteboard.”

ID also explained that :

“If we want to teach through presentations or want to show videos, we can actually borrow a school projector, but sometimes, it's very difficult to set up in the classroom. So, it takes a lot of time. So, if we want to use electronic devices, it takes more effort, having to be prepared well before class starts. We also have to bring our own speakers if we want to use them. Also, internet access is available at school, but Wi-Fi is a bit difficult.”

3) Emotional Personal Challenges

Local PPL students often feel stressed by the professional demands

of being a prospective teacher, such as the difficulty of managing students, the demands of creating teaching modules, and so on.

ID explained that “Most of the time, I feel overwhelmed. Because students do not learn enough, they have to be forced, so I often feel overwhelmed. I have to raise my voice so that students can hear me, I also have to try harder to get them to listen to me, and also, I have to force them to write, and so on.”

MSL said that :

“When I teach at a higher level, for example, 9th grade, they're much more active. So, I'm overwhelmed because they don't want to listen to me. Especially because I'm just a PPL teacher, so they don't respect me because of the lack of respect. It's overwhelming. How can I get them to understand what I'm talking about when they won't listen to me? It's very difficult for me to get their attention.”

RYH also explained that “During my PPL, I cried during my teaching practice because at that time I was overwhelmed teaching two classes and most of the students in the class did not listen and respect me when I was teaching, sometimes when I asked them to write they didn't want to write, and that made the class atmosphere annoying.”

RW revealed that :

“I did my teaching practice or PPL at a school that has a very strict dress code, namely having to dress according to Islamic law. So when doing PPL, we PPL students already wear clothes according to Islamic law, but for some teachers there, we have to wear a longer hijab. Actually, there is no fixed rule regarding teachers having to wear a long hijab, only students are required to wear a long hijab. This makes me a little overwhelmed, because we feel like we are already wearing clothes according to the rules.”

From the explanation above, there are several things that cause students to feel overwhelmed when carrying out the local PPL program,

namely: very strict school regulations, dealing with stubborn students, low student motivation in learning English, and so on. However, over time students were able to adapt to these circumstances.

b. International PPL

1) Language and communication barriers

International PPL students must adapt to language differences. Some schools in Thailand have students who communicate in Malay, which is similar to Indonesian, making it easier for PPL students to communicate with them.

DSN explained that :

“Some of the students spoke Malay, and some spoke Thai, making it a little easier for us to communicate with them. They tried to speak to us in Malay, sometimes mixed with a little Thai, but we could still understand what they were talking about.”

However, there are also students who cannot speak Malay and they communicate using Thai. This is one of the challenge for international PPL students. One of the ways they communicate with students is by using body language and sometimes they also use Google Translate to communicate with their students. RC revealed that “ Almost of students speak Thai. However, one or two students can speak Malay.”

US explained that “The biggest challenge I faced during my international teaching practice was the language barrier. At first, it was frustrating because I couldn't communicate my ideas clearly to the students. The students only spoke Thai.”

AR also explained that “Due to language barriers, students at school usually speak Thai, and many students struggle with English and Indonesian.”

Language barriers are a big challenge for international PPL students. Because of this, they experience difficulties in teaching and explaining learning materials to students, requiring them to determine appropriate teaching methods for that situations.

2) Class management and teaching strategies

International PPL students are required to teach students who communicate in a different language from them, most of the students in Thailand communicate in Thai and their English skills are also relatively low, so international PPL students must determine and apply appropriate teaching methods and strategies so that students can understand the material they teach.

US explained that :

“The biggest challenge I faced during my international teaching practice was the language barrier. At first, it was frustrating because I couldn't communicate my ideas clearly to the students. The students only spoke Thai. I addressed this by using body language, pictures, simple written instructions, and sometimes asking local teachers to translate key points. But they couldn't.”

AR also explained that :

“Due to language barriers, students at school usually speak Thai, and many students struggle with English and Indonesian. So I overcome this by using several systems to help me teach them, such as the Total Physical Response (TPR) teaching method, using visual aids like videos, using songs, games, and also using body language to overcome language barriers.”

3) Culture shock

International PPL students experience culture shock due to cultural differences, for example, some things that students are usually prohibited from doing in Indonesian schools are considered normal in Thailand.

US explained that :

“There are differences in customs and social norms in the environment where I conducted the international PPL program, such as, the relationship between teachers and students there is very good. They really care about the students. They teach students that school is fun and students are free to have their own opinions. Even the principal there is very close to the students, he picks up students to go to school, then after school the students are also taken to their respective homes by the principal using the bus.”

AR also revealed that :

“I encountered several different social norms and customs during my international PPL. The first was about greetings. Everyone at school, whether teachers or students, when we met, usually greeted us with greetings like ‘Assalamualaikum.’ In fact, wherever we were, they would greet us with ‘Assalamualaikum.’ This was very unusual for us in Indonesia, we usually shake hands when greeting people. And regarding the dress code, they were very strict about the Muslim dress code, because we were placed in a school with a modern Islamic environment.”

DSN said that : “Their culture is actually similar to ours, as it's also part of the Malay culture. However, one thing that surprised me was that students there weren't prohibited from wearing makeup, such as eyeshadow, blush, and other things, even though they were male, and this happened within the school environment.”

Some PPL students also complained about the food, most of the food in Thailand has a taste that is quite sour for their tongues. “RC also explained that: “The culture is not much different from Indonesia, it's just that the taste of the food there is not acceptable to my tongue.”

AR revealed that “The biggest difference I've encountered is the food, which I find to be very acidic. We need to adjust our taste buds to eat it, but if we become accustomed to that food, it may not be a

problem for us.”

Students who take international PPL program experience culture shock such as differences in customs or regulations at school, how the school staff interacts, food that doesn't suit their tastes, etc. However, ultimately, students are able to adapt to the environment and circumstances they face.

B. Discussion

This study was conducted to explore student's perceptions of their experiences in participating in PPL programs, both local and international, and the challenges faced by students during the program. This study involved eight English education students from UIN Ar-Raniry who had completed PPL programs, both international and local. Each participant shared their experiences and challenges that they faced during their PPL program. Research data was collected through interviews, then analyzed using thematic analysis to identify common themes within the participant's responses.

In this study there are two questions, the first : What are the perceptions of English language education students regarding their experiences during local and international PPL?. From the results of data collection, there are many perceptions from participants but they have the same direction of discussion so that researchers group them into three themes. The first theme is improving teaching skills. Students who participate in local PPL gain experience and hone their skills in becoming good teachers, they learn how to make lesson plans (teaching modules, LKPD, etc.), classroom management, effective teaching strategies in class and others. While students who participate in international PPL get the opportunity to hone their teaching skills in schools abroad (Thailand), students who participate in international PPL learn to adapt to different environments and curriculum from Indonesia, they teach students with different cultures, English skills, and even different languages from them. Students who

participate in international PPL also learn effective teaching strategies in class so that students can understand what is conveyed. Abdullahi and Salisu (2017) explained that during practice teaching exercises, student-teachers acquired skills in using various teaching methods and instructional resources, improved test construction, scoring and recording abilities, and built their teaching confidence and presentation skills, enhancing their overall pedagogical competence.

The second theme is increasing confidence, most of students who have participated in PPL program, whether local PPL or international PPL, feel more confident in teaching. Based on Kim Chuan Goh et al (2009), teaching practice programs significantly increase student teacher's confidence levels in their knowledge and skills. This can be influenced by several things, such as a supportive environment, regular teaching training, support from mentors, etc.

The final theme is guidance from mentor teachers. During the PPL programs, students receive guidance from mentor teachers, the mentor is a teacher who teaches at the school where the PPL student was placed then appointed by the school to guide the student during the PPL program. Local PPL students were guided by their mentors in various aspects such as making teaching modules, prota, prosem, and LKPD. And also guidance during teaching practice in the form of suggestions and input from the mentor, sometimes the mentor directly supervises students who teach in class, and so on. Students who participate in the international PPL program also receive guidance from their mentors in the form of suggestions and input in teaching practice, providing topics would be taught, sometimes students are also taught some Thai vocabulary by their mentors to make it easier to teach in class. Syadiah (2017) explained that support and guidance from pamong teachers in PPL significantly enhance education student's competencies. Their mentorship includes assistance in lesson planning, teaching methods, and adapting to the school environment, leading to improved pedagogical, personal, professional, and social competencies among prospective teachers. Baeten and Simons (2016) also explained that support and guidance from mentors during field experiences enhance student teacher's confidence,

promote professional growth, and facilitate dialogue. Mentors provide critical feedback and co-planning opportunities, fostering a collaborative environment that benefits both student teachers and learners in the classroom.

The second question is about the challenges faced by students during the PPL program. From the results of the research, researchers found 3 main challenges that are faced by local PPL students and 3 main challenges that are faced by international PPL students, the first is: Language and communication barriers that faced by international PPL students almost of international PPL students experience language and communication barriers, students in several schools where they do teaching practice mostly speak Thai, this is a big challenge for international PPL students. Based on Turbinita et al (2023), the primary challenge of language differences in the International teaching practice program is communication barriers, leading to misunderstandings and difficulties in teaching. Local PPL students do not experience significant language challenges but student's English skills are relatively low in several schools where students do PPL programs.

The second challenge is the challenge of sociocultural adaptation or culture shock at the PPL location that faced by international PPL students. In general, local PPL students do not experience significant difficulties in sociocultural matters, because local PPL students are placed in environment that social and cultural conditions are familiar to them. On the other hand, international PPL students face several sociocultural differences, such as one student said that when they pass by students or teachers at school, they will say assalamu'alaikum to the PPL students to greet them, this is very rare in school environments in Indonesia, especially in Aceh. There are also students who say that the interaction between students and teachers there is very close and not too stiff, so students feel safe and comfortable when interacting with their teachers. Lane, (2009) state that international pre-service teachers faced socio-cultural challenges such as adapting to school culture, understanding student's interests, and managing relationships with supervising teachers. Language barriers further

complicated their ability to communicate effectively and express their teaching ideas during practicum.

The next is challenges faced by Local PPL students is lack of teaching facilities. Most of students who participate in local PPL often face constraints due to facilities. For example, the lack of speakers at school, so students bring their own speakers when teaching. Furthermore, students must determine and implement appropriate teaching strategies to ensure students understand the lesson well. Amankwah et al (2017) explained that lack of teaching aids, such as speakers and projectors, poses significant challenges in the teaching practice program, leading to inadequate instructional delivery, reduced engagement, and limited opportunities for pre-service teachers to effectively demonstrate their teaching skills and methodologies.

The second is challenge is the emotional Personal Challenge. Students who undertake local PPL program, face emotional personal challenges, for example : at the beginning of their teaching practice, some local PPL students feel overwhelmed in dealing with the different characters and abilities of students. They must determine the right class management and teaching strategies so that students can learn in an orderly manner and can understand the material, for example, students use projectors or speakers as learning media, there are also students who play a game in their teaching method so that the atmosphere is more fun and helps students to understand the material that given. Based on Rahmawati, (2021) Education students face personal and emotional challenges such as nervousness, fear, anxiety, confusion, and stress during teaching practice. These feelings arise from adapting to new environments, managing classroom interactions, and balancing academic responsibilities.

Meanwhile, both students from local and international PPL programs face challenges in class management and determining teaching strategies. Local PPL students must learn to be assertive and determine appropriate teaching methods to use in class. International PPL students also experience difficulties in

teaching and also in communicating with students, because most of the students speak Thai, so they also have to determine the right strategy in teaching students who communicate in a different language from them, usually they use body language or gestures to communicate with students, or use songs when teaching to make it easier for students to understand the material. According to Suryawati (2025) Classroom management challenges in the PPL program include maintaining discipline and managing time effectively, while teaching strategies require adapting to diverse student needs. The list of the data finding are explained in table 4.1 and 4.2.

Table 4.1 : Student' perspective on PPL programs

No	PPL Programs	Student' perspective on PPL programs (benefit of PPL)		
		Improving teaching skills	Increasing confidance	Guidance from mentor
1.	Local PPL	✓	✓	✓
2.	International PPL	✓	✓	✓

Table 4.2 : Challenges in PPL programs

No	Program PPL	Challenges in PPL programs				
		Class management & teaching strategies	School facilities	Emotional personal challenges	Languuage barries	Culture shock
1.	Local PPL	✓	✓	✓	-	-
2.	International PPL	✓	-	-	✓	✓

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discuss two theme, those are conclusion and suggestions. On first theme containing conclusion or core from research that is compiled based on objective and results from study. The next theme is suggestion that contains recommendation for relavant stakeholders and for researchers who are interested in conducting further research and development in the same field.

A. Conclusion

This study aims to explore student's perceptions of their experiences and the challenges faced during their PPL programs, both local and international. The results of the study revealed that during their PPL, they engaged in several activities that supported them in becoming professional teachers, such as teaching in class, creating lesson plans, modules, student worksheets, and so on. Students also learn to determine and implement effective learning strategies for the students they teach. Furthermore students felt their confidence increased during the PPL program. In addition, they also receive guidance and support from their respective mentors.

During the PPL, students also face several challenges, such as challenges in language and communication, local PPL students said that the English skills of the students they teach are on very low level, so if they try to communicate in English when teaching in class their students do not understand what they are saying, some of them sometimes use Acehnese when communicating with PPL students where not all PPL students can speak Acehnese, so this is one of the challenges for local PPL students. While students who do international PPL in Thailand, some of them get a school location where almost the student speaks Thai and cannot speak Malay or Indonesian, and most of them have low English skills, this is also a big challenge for students who do PPL in Thailand.

The next challenge is lack of facilities at school such as speakers and projectors, most of students who participated in local PPL encountered limitations related to facilities, but students in international PPL program did not face this challenge. The next challenge is determining teaching strategies and class management that suit the character and abilities of students and the conditions of the school. Both local and International PPL faced these challenges.

The third challenge is the challenge of culture shock. Local PPL students do not experience significant challenges of culture shock because they did PPL in an environment that was already familiar to them, in contrast to international PPL students, although the social and cultural conditions in Thailand are similar to those in Indonesia, international students still face several culture shock challenges, such as school customs, interactions between school residents (students, teachers, and staff), differences in food tastes, and others.

The final challenge is the emotional personal challenge. Some students feel a little overwhelmed at the beginning of their PPL. Local PPL students feel overwhelmed when facing different characters and abilities of students in class, while international PPL students feel overwhelmed by language barriers, because most of students communicate in Thai, they have to use body language or gestures to be able to communicate with their students.

From this research, regardless of the challenges faced by students during PPL, both local PPL and international PPL it can be concluded, this program is very helpful for students in honing their skills to become professional teachers, students learn many things during PPL such as making lesson plans, implementing appropriate teaching strategies, and others, in addition, PPL can also increase student's confidence in teaching in class and student's adaptability in the school environment and its surroundings.

B. Suggestion

Overall this study give valuable knowledge about perception of students English education department in Uin Ar-raniry regarding their experience during PPL program both local PPL or international PPL, and also discuss the challenges faced during PPL. However this study has several limitations that should be considered, such as this research only involving eight student for become participants, four of them has completing local PPL and four other has completing the international PPL program, this maybe unfully represent perception all over student to experience they during implementing the PPL program. This research also only discuss perception student regarding their experience and the challenges they faced during PPL and it does not discuss about students strategy in facing challenges.

For next research, it is recommended to explore a larger sample and more participants for get better results and understanding as well as more insight. Besides that for further research could discuss related to student strategy in facing the challenges during do PPL program, both local PPL or international PPL.

This reseach can give valuable information and description related to the PPL program, both local and international PPL to reader especially to student of education and teacher training faculty at UIN ar-raniry. By understanding the students perception regarding their experience and the challenges faced during the PPL program, it is expected that to students, and all the community who involved in this PPL program can prepare more for future PPL programs

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LIST OF APPENDICES

Appendix A

Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 1482 TAHUN 2025

TENTANG:
PENGGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003 tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Km.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.

KESATU : Menunjuk Saudara **Azizah, S.Ag., M.Pd**

Untuk membimbing Skripsi

Nama : **Annisa Maghfirah**
NIM : **210203046**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Students' Perspectives on International and Local Teaching Practice Programs: A Comparative Study**

KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku.

KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025 04 2 423925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025.

KEEMPAT : Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

KELIMA : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 30 Oktober 2025
Dekan,

Tembusan

1. Sekjen Kementerian Agama RI di Jakarta;
2. Dosen/Instruktur Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
4. Kantor Pusat/Manajemen Perencanaan, Pengendalian, dan Evaluasi (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Administrasi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.



Appendix B

Recommendation Letter from The Faculty of Tarbiyah and Teacher Training to conduct field research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-9130/Un.08/FTK.1/TL.00/11/2025

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 210203046

Nama : ANNISA MAGHFIRAH

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Jalan makam pahlawan, Dusun Sejahtra, Desa Latong

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***STUDENT'S PERSPECTIVES ON INTERNATIONAL AND LOCAL TEACHING PRACTICE PROGRAMS : A COMPARATIVE STUDY***

Banda Aceh, 24 November 2025

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 31 Desember 2025

UNIVERSITAS ISLAM NEGERI
AR-RANIRY BANDA ACEH

AR-RANIRY

Appendix C

Confirmation Letter of Conducting Research at the English Education Department



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email: plb-ik@ar-raniry.ac.id, Website: <https://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-146/Un.08/PBI/Kp.01.2/4/2026

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Annisa Maghfirah
NIM : 210203046
Prodi : Pendidikan Bahasa Inggris
Alamat : Lambiheu Siem

Benar telah melakukan pengumpulan data untuk penelitian pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

"STUDENT'S PERSPECTIVES ON INTERNATIONAL AND LOCAL TEACHING PRACTICE PROGRAMS : A COMPARATIVE STUDY"

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 10 April 2026
Ketua Prodi Pendidikan Bahasa Inggris,


Syarifah Dahliana

Appendix D Interview guideline

List of interview questions

LOCAL PPL

- General questions
 1. Can you describe the location and conditions of the school where you conducted your local teaching practicum?
 2. How long did your teaching practicum conduct?
 3. What was the school environment like during your teaching practicum?
 4. What was your daily schedule like during your teaching practicum at the school? How many hours or JP did you spend teaching each week?
 5. What were your main goals and expectations for participating in this teaching practicum program?
- Questions about Perspectives on Experiences During PPL
 1. How was your experience in preparing and implementing learning activities during teaching practice?
 2. Did PPL help increase your confidence in teaching? Explain why.
 3. Did you receive guidance from mentors during PPL? What aspects were discussed during the guidance sessions with mentors (e.g., teaching module guidance, discussions related to classroom management, etc.)?
 4. How did you interact with your students during your teaching practice?
 5. Did the international PPL provide you with feedback on the skills needed to teach in the classroom?
- Questions about Challenges
 1. What was the biggest challenge you faced during your international teaching practice?
 2. Have you ever felt overwhelmed during your teaching practice? Can you explain the situation and the challenges?
 3. How do you handle the varying levels of student understanding when teaching?
 4. Do you face any challenges related to school facilities or resources? how do you adapt to them?
 5. Did you face differences in customs or social norms in the international teaching placement environment? Can you mention them?

INTERNATIONAL PPL

- General Questions
 1. In which city did you complete your international PPL program? Please mention the school and its level.
 2. How long is the duration of the international PPL program that you participated ?
 3. How is the atmosphere of the school and the social environment at the international PPL ?
 4. What was your daily routine during your international teaching practice, and how many hours or credits did you spend teaching each week?
 5. What motivates you to participate in international PPL?
- Questions about Perspectives on Experiences During PPL
 1. How was your experience in preparing and implementing learning activities during teaching practice?
 2. Did PPL help increase your confidence in teaching? Explain why.
 3. Did you receive guidance from mentors during PPL? What aspects were discussed during the guidance sessions with mentors (e.g., teaching module guidance, discussions related to classroom management, etc.)?
 4. How did you interact with your students during your teaching practice?
 5. Did the international PPL provide you with feedback on the skills needed to teach in the classroom?
- Questions about Challenges
 1. What was the biggest challenge you faced during your international teaching practice?
 2. Have you ever felt overwhelmed during your teaching practice? Can you explain the situation and the challenges?
 3. How do you handle the varying levels of student understanding when teaching?
 4. Do you face any challenges related to school facilities or resources? how do you adapt to them?
 5. Did you face differences in customs or social norms in the international teaching placement environment? Can you mention them?

AUTOBIOGRAPHY

1. Name : Annisa Maghlirah / 210203046
2. Place/ Date of Birth : Latong/ 15 Oktober 2003
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Address : Dusun Sejahtra, Desa Latong, Kecamatan
Seunagan, Kabupaten Nagan Raya
7. Email : 210203046@student.ar-raniry.ac.id
8. Occupation : Student
9. Educational background
 - a) Kindergarten : RA Ruhul Ummat
 - b) Elementary School : SDN 1 Jeuram
 - c) Junior High School : MTsN 1 Nagan Raya
 - d) Senior High School : MAS Ruhul Islam Anak Bangsa
 - e) University : Department of English Language Education,
Faculty Tarbiyah dan Keguruan, Universitas Islam
Negri Ar- Raniry Banda Aceh.
10. Parents
 - a) Father's name : Zafrisman Zaira, S.Pd.
 - b) Mother's name : Wahidah, S.Pd.
 - c) Father's occupation : Civil servant/Teacher
 - d) Mother's occupation : Civil servant/Teacher
 - e) Address : Dusun Sejahtra, Desa Latong,
Kecamatan Seunagan, Kabupaten Nagan Raya

Banda Aceh, 10 April 2026

The writer



Annisa Maghlirah

210203046