

An Analysis of the Difficulties Faced by FKIP Students in Implementing Field Experience Practice at Partner Schools

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ABSTRACT

Field Experience Practice (Praktik Pengalaman Lapangan/PPL) is an important component of teacher education that provides prospective teachers with direct teaching experience in schools. This study aimed to analyze the difficulties experienced by students of the Faculty of Teacher Training and Education (FKIP) in implementing PPL at partner schools. A descriptive qualitative approach was employed involving ten eighth-semester FKIP students selected through purposive sampling. Data were collected through observations, interviews, and documentation and analyzed using the Miles and Huberman interactive model. The findings revealed that students experienced difficulties in learning preparation and planning, mastery of subject matter, selection of teaching methods and learning media, classroom management, communication and material delivery, assessment and evaluation, as well as psychological and environmental adaptation. These challenges were mainly related to limited teaching experience, lack of confidence, diverse student characteristics, and limited facilities. However, the PPL program contributed positively to the development of students' pedagogical, professional, social, and personal competencies. Factors supporting the improvement of teaching skills included effective collaboration with mentor teachers and supervisors, continuous guidance, students' motivation to learn, adequate learning facilities, and opportunities for repeated teaching practice. The study concludes that PPL plays a significant role in developing teaching competencies despite the various challenges encountered by student teachers during its implementation.

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1. INTRODUCTION

Field Experience Practice (Praktik Pengalaman Lapangan/PPL) is an integral component of teacher education programs designed to bridge theoretical knowledge and

practical experience in educational settings. As part of the curriculum at the Faculty of Teacher Training and Education (FKIP), Larantuka Institute of Teacher Training and Technology (IKTL), PPL serves as a professional training program that enables prospective teachers to develop the competencies required for effective teaching and educational service. Through direct involvement in school activities, student teachers are expected to gain authentic experiences that prepare them to perform their future roles as professional educators independently and responsibly [1], [2].

The implementation of PPL is based on the principle that teacher professionalism cannot be achieved solely through classroom-based theoretical instruction. Prospective teachers must be provided with opportunities to experience real educational environments where they can apply pedagogical theories, develop instructional skills, and interact with students, teachers, school administrators, and the broader educational community. Therefore, PPL functions as a strategic learning experience that facilitates the integration of knowledge, skills, attitudes, and professional values necessary for effective teaching practice [3], [4].

The primary objective of PPL is to prepare student teachers to become competent educators who possess pedagogical, personal, social, and professional competencies. Pedagogical competence refers to the ability to understand learners' characteristics, design and implement learning activities, and evaluate learning outcomes effectively. Personal competence relates to the development of positive character traits, integrity, responsibility, and professional ethics [5]. Social competence involves the ability to communicate and collaborate effectively with students, colleagues, parents, and the community. Professional competence encompasses mastery of subject matter and the ability to continuously improve professional knowledge and skills. Through PPL, students are expected to develop these competencies in a comprehensive and integrated manner [6], [7].

More specifically, PPL provides students with opportunities to gain practical experience in classroom instruction, educational counseling, school administration, and institutional management. Through these activities, students are encouraged to identify and analyze educational problems, explore appropriate solutions, and apply the knowledge and skills acquired during their academic studies [8]. The program also serves as a medium for strengthening partnerships between IKTL, local governments, schools, and other educational institutions, thereby contributing to the improvement of educational quality in the broader community.

The importance of practical teaching experience is strongly supported by Indonesian educational policies and regulations. Law Number 20 of 2003 concerning the National Education System, Law Number 14 of 2005 concerning Teachers and Lecturers, Government Regulation Number 19 of 2005 concerning National Education Standards, and Government Regulation Number 74 of 2008 concerning Teachers emphasize that teachers are required to possess appropriate qualifications and professional competencies. These regulations highlight that teacher competence is not merely theoretical but must be demonstrated through actual performance in educational settings. Consequently, teacher education institutions are responsible for providing learning experiences that allow

prospective teachers to develop and demonstrate these competencies in real-world contexts [9], [10], [11].

As one of the leading faculties at IKTL, the Faculty of Teacher Training and Education is committed to producing educators who are independent, creative, innovative, and professional. To achieve this vision, FKIP integrates PPL as a compulsory four-credit course within its undergraduate teacher education curriculum. This course represents the culmination of students' academic preparation and serves as a platform for applying the knowledge, theories, and skills acquired throughout their studies. During the program, students engage in guided teaching practice and participate in various educational activities designed to strengthen their pedagogical, professional, personal, and social competencies.

The implementation of PPL consists of several interconnected stages. These stages include orientation and observation, instructional training, non-teaching educational activities, school management practice, and monitoring and evaluation. During the orientation and observation stage, students familiarize themselves with the school environment, organizational structure, learning culture, and characteristics of learners. The instructional training stage allows students to prepare lesson plans, conduct classroom teaching, and evaluate learning outcomes under the supervision of mentor teachers. In addition, students participate in non-teaching activities and school management practices that broaden their understanding of educational administration and institutional operations. These experiences collectively contribute to the development of well-rounded professional competencies [12], [13], [14].

Despite the importance of PPL in teacher preparation, many student teachers encounter challenges during its implementation. The transition from theoretical learning to real classroom practice often presents difficulties that may affect students' performance and confidence. Various studies have shown that prospective teachers commonly experience challenges related to lesson planning, classroom management, communication skills, instructional delivery, assessment and evaluation, as well as psychological and environmental factors. These challenges can hinder the achievement of learning objectives and reduce the effectiveness of teaching practices [15], [16], [17].

According to Novita [18], learning difficulties refer to conditions in which individuals fail to achieve optimal outcomes due to obstacles originating from internal or external factors. Within the context of PPL, these obstacles may emerge in different forms and influence students' ability to carry out teaching and educational responsibilities effectively. Internal factors may include lack of confidence, limited teaching experience, anxiety, and insufficient mastery of instructional strategies. External factors may involve classroom conditions, student behavior, limited learning resources, inadequate facilities, and adaptation to the school environment [19], [20].

Preliminary observations conducted in FKIP partner schools revealed that the implementation of PPL generally proceeded well and that many students successfully completed their assigned tasks and final reports. Nevertheless, several difficulties were still identified during the implementation process. Some student teachers demonstrated dependence on teaching examples provided by mentor teachers and encountered challenges when required to independently conduct classroom instruction. Difficulties were particularly

evident when students had to replace mentor teachers who were unable to attend classes, requiring them to manage classrooms and deliver lessons independently [21], [22].

Furthermore, several students reported difficulties in maintaining classroom discipline, motivating learners, managing time effectively, and adapting instructional methods to diverse student characteristics. Others experienced challenges in designing learning activities that actively engaged students and promoted meaningful learning. These issues indicate that although students have acquired theoretical knowledge during their university studies, the application of such knowledge in authentic classroom settings remains a significant challenge for many of them [23], [24].

The existence of these difficulties suggests that the implementation of PPL has not yet fully achieved its intended outcomes. Since PPL plays a crucial role in developing future teachers' competencies, understanding the nature and causes of these difficulties is essential. Identifying the challenges encountered by student teachers can provide valuable information for improving the design, implementation, supervision, and evaluation of PPL programs. In addition, such information can assist educational institutions in developing strategies to better prepare prospective teachers for the demands of professional practice [25], [26].

Based on the foregoing discussion, the researcher is interested in conducting a study entitled "An Analysis of FKIP Students' Difficulties in Implementing Field Experience Practice (PPL) in Partner Schools." This study aims to identify and analyze the various forms of difficulties experienced by student teachers during the implementation of PPL and to provide recommendations for improving the effectiveness of teacher preparation programs. Accordingly, the research question addressed in this study is: What types of difficulties are experienced by FKIP students in implementing Field Experience Practice (PPL) in partner schools?

2. METHOD

This study employed a qualitative approach using a descriptive research design. A descriptive qualitative approach was chosen because it enables researchers to explore, understand, and describe comprehensively the phenomena experienced by participants in their natural settings. The focus of this study was to identify and analyze the difficulties encountered by students of the Faculty of Teacher Training and Education (FKIP) in implementing Field Experience Practice (Praktik Pengalaman Lapangan/PPL) in partner schools. This approach was considered appropriate because the study did not aim to test hypotheses, determine causal relationships among variables, or implement experimental treatments. Instead, it sought to obtain an in-depth understanding of the forms, causes, and contexts of the difficulties experienced by student teachers during their teaching practicum.

The research was conducted at partner schools affiliated with the Faculty of Teacher Training and Education, Larantuka Institute of Teacher Training and Technology (IKTL). The study involved ten partner schools that served as PPL placement sites during the academic year of the research. These schools were selected because they represented the locations where FKIP students carried out their teaching practice activities and were expected to provide relevant information regarding the implementation of PPL.

The primary participants of this study were ten eighth-semester FKIP students who had completed or were undertaking their Field Experience Practice in partner schools. The participants were selected using purposive sampling techniques. Purposive sampling was employed because the selected students possessed direct experience and sufficient understanding of the implementation of PPL, making them capable of providing rich and relevant information regarding the difficulties encountered during the program. The selection criteria included students who were officially registered as PPL participants, actively involved in teaching and school activities, and willing to participate in the research process.

The data used in this study consisted of qualitative data in the form of descriptive information obtained directly from participants and supporting documents. The qualitative data focused on various difficulties experienced by student teachers during PPL implementation, including challenges related to lesson preparation and planning, classroom management, instructional delivery, communication with students and teachers, assessment and evaluation processes, as well as psychological and environmental factors that influenced teaching practice.

Data were collected through observation, interviews, and documentation techniques. Observation was conducted to obtain direct information regarding the implementation of teaching practice and students' interactions within the school environment. Through observation, the researcher was able to identify actual conditions, teaching behaviors, classroom situations, and challenges encountered by student teachers during the learning process. Field notes were used to record important findings observed during the implementation of PPL.

Semi-structured interviews were employed as the primary data collection technique. This interview format allowed the researcher to prepare guiding questions while still providing opportunities for participants to elaborate on their experiences and perspectives. Interviews focused on participants' experiences during PPL, the difficulties they encountered, factors contributing to those difficulties, strategies used to overcome challenges, and their perceptions of the effectiveness of the PPL program. The interviews were conducted individually to ensure that participants could express their opinions openly and comprehensively.

Documentation was used as a complementary data collection technique to strengthen and verify information obtained through observation and interviews. Documentation included lesson plans, teaching journals, observation sheets, attendance records, PPL reports, photographs of activities, and other relevant documents related to the implementation of PPL. These documents provided additional evidence regarding students' teaching practices and supported the credibility of the research findings.

To ensure the trustworthiness of the data, source triangulation and technique triangulation were applied. Source triangulation was conducted by comparing information obtained from different participants, while technique triangulation involved comparing data collected through observation, interviews, and documentation. The use of triangulation helped increase the credibility, consistency, and accuracy of the research findings.

The collected data were analyzed using the interactive model developed by Miles, Huberman, and Saldaña. The analysis process consisted of four stages: data collection, data condensation, data display, and conclusion drawing/verification. Data collection involved gathering information from observations, interviews, and documentation. Data condensation referred to the process of selecting, focusing, simplifying, and organizing data relevant to the research objectives. Subsequently, the data were presented in the form of descriptive narratives, matrices, and thematic categories to facilitate interpretation. Finally, conclusions were drawn and continuously verified throughout the research process to ensure that the findings accurately reflected participants' experiences and the realities of PPL implementation.

Through this methodological approach, the study was expected to provide a comprehensive understanding of the various difficulties experienced by FKIP students during Field Experience Practice in partner schools and to generate recommendations for improving the quality and effectiveness of future PPL programs.

3. RESULTS AND DISCUSSION

Forms of Difficulties Experienced by FKIP Students in Conducting Teaching Practicum (PPL) at Partner Schools

The forms of difficulties experienced by FKIP students in conducting the Teaching Practicum Program (PPL) at partner schools are described below. Based on observations, interviews, and documentation conducted by the researchers, it was found that students encountered various challenges during the implementation of PPL. These difficulties included learning preparation and planning, classroom management, communication and material delivery, assessment and evaluation, as well as psychological and environmental factors. Direct interviews with participants were conducted from May 4, 2026, to June 30, 2026. The interview findings are presented as follows.

Learning Preparation and Planning Difficulties

"The most difficult part is preparing teaching modules that truly align with the curriculum and students' abilities. I am still confused about how to connect competency standards, indicators, and learning activities. Often, after I finish preparing them, the mentor teacher still finds many parts that need revision and adjustment. Therefore, I frequently seek assistance from my mentor teacher or supervising lecturer to ensure alignment with the curriculum, indicators, and students' conditions while maintaining a simple yet comprehensive framework." (Informant 1 – PPL Student, Physical Education Program)

"Initially, I did not understand how to prepare an operational lesson plan or teaching module. We learned the theory and preparation procedures at university and during the PPL orientation program, but the actual situation in schools is different. It takes me a long time to prepare a single lesson plan or teaching module, sometimes until late at night, and I am still unsure whether it will run smoothly in the classroom." (Informant 2 – PPL Student, Mathematics Education Program)

Difficulties in Mastering Subject Matter

“I feel that I have studied the material, but when preparing it for teaching, I realize that some parts are still not sufficiently understood. I worry that if students ask questions beyond my lesson plan, I may not be able to answer accurately. Sometimes I do not master the subject matter deeply enough, which makes me hesitant when responding to students’ questions. This causes me to spend more time preparing additional materials.” (Informant 3 – PPL Student, English Education Program)

“Some of the materials I teach involve abstract concepts. The difficulty lies in formulating them into lesson plans and explaining them in a way that students can easily understand. I have to search for many additional references to ensure sufficient depth in the learning process.” (Informant 4 – PPL Student, Indonesian Language Education Program)

Difficulties in Determining Teaching Methods and Learning Media

“Planning teaching methods and learning media is a challenge in itself. I want to use interesting approaches, but they must also match the school’s facilities and available time. Sometimes the methods look good on paper, but I am unsure whether they will be effective during implementation. It is difficult to select appropriate teaching methods and create or use learning media that are attractive and easily understood by students.” (Informant 5 – PPL Student, Economics Education Program)

“My difficulty lies in selecting suitable learning media. If it is too simple, I worry that it will not be engaging; if it is too complicated, the necessary equipment may not be available, or the preparation may take too much time. Therefore, I often consult my mentor teacher to ensure that my plans are realistic.” (Informant 6 – PPL Student, Economics Education Program)

Difficulties in Classroom Management

“I have difficulty controlling the classroom atmosphere, handling noisy students, students who do not pay attention, or those who display disruptive behavior. I need time to build rapport and trust with students, so initially the situation feels awkward, and students may not fully respect me. I also find it challenging to allocate time proportionally among material presentation, question-and-answer sessions, and exercises so that the lesson can be completed on schedule.” (Informant 7 – PPL Student, Indonesian Language Education Program)

Difficulties in Communication and Material Delivery

“My voice is not loud enough, my intonation tends to be flat, and sometimes the language I use is too formal or difficult for students to understand. I need to adjust my language to students’ levels of understanding, especially when there are differences in local languages. Another challenge is transforming abstract material into explanations that are simple and easy for students to visualize.” (Informant 8 – PPL Student, Indonesian Language Education Program)

Difficulties in Assessment and Evaluation

“I find it difficult to design test questions that align with competency achievement indicators and balanced difficulty levels. I am also not yet skilled at assessing students’ answers objectively and providing constructive feedback. In addition, I find it challenging to draw conclusions from assessment results to improve my future teaching practices.” (Informant 9 – PPL Student, Physical Education Program)

Psychological and Environmental Difficulties at Partner Schools

“I sometimes feel anxious when standing in front of the class because I am afraid of making mistakes or being judged by mentor teachers and students. I also need to adapt to school regulations, the school culture, and the working styles of teachers at the practicum site. Furthermore, school facilities are sometimes limited, making it difficult to implement the teaching methods or learning media that I had planned.” (Informant 10 – PPL Student, Mathematics Education Program)

Discussion

Based on the interview findings, it can be concluded that FKIP students experience difficulties in implementing the Teaching Practicum Program (PPL) at partner schools, particularly in learning preparation and planning, classroom management, communication and material delivery, assessment and evaluation, as well as psychological and environmental aspects. If students do not adequately understand these fundamental aspects, they are likely to encounter difficulties in carrying out teaching and learning activities effectively at partner schools.

This finding is consistent with the opinion of Slameto (2013, p. 54), who states that learning difficulties occur when individuals experience obstacles in understanding fundamental concepts, thereby hindering subsequent learning processes.

In the context of teaching practicum implementation, these difficulties become apparent when student teachers are unable to conduct classroom instruction optimally in partner schools. Based on the theoretical framework, interview results, and observational findings, it is evident that some students still experience challenges due to insufficient understanding of essential concepts that serve as the foundation of the teaching and learning process.

The observations and interviews revealed five major categories of difficulties experienced by student teachers: (1) learning preparation and planning, (2) classroom management, (3) communication and material delivery, (4) assessment and evaluation, and (5) psychological and environmental factors.

These findings were further confirmed by mentor teachers and field supervisors involved in the PPL program. According to interviews with mentor teachers and university supervisors, student teachers continue to encounter difficulties in the same five areas. These competencies are crucial for improving the teaching skills of PPL participants at partner schools.

Through the PPL program, students gain authentic experiences in performing teaching duties within real school settings. Such experiences help them understand actual classroom

conditions and provide opportunities to develop practical teaching skills. During the guided teaching stage, PPL participants receive guidance and support from mentor teachers and university supervisors in preparing learning materials, selecting teaching methods, utilizing instructional media, and implementing learning activities. This guidance helps student teachers improve their understanding and teaching competencies before conducting lessons independently.

Furthermore, during the independent teaching stage, PPL participants are given greater responsibility for managing classroom instruction. Through these experiences, student teachers become more confident in opening and closing lessons, explaining subject matter, asking questions, managing classrooms, and conducting learning evaluations. Direct teaching experiences also help them develop communication skills and establish effective interactions with students.

In addition, the teaching practicum examination conducted at the end of the Field Experience Practice (PPL) program serves as an evaluation tool for assessing the teaching competencies of PPL students. Through this practicum examination, PPL students are able to identify their strengths and weaknesses, enabling them to improve their teaching skills.

The findings of this study are consistent with the opinion of Puka, who stated that PPL aims to develop students into professional prospective teachers through the enhancement of pedagogical, professional, social, and personal competencies. Therefore, Field Experience Practice plays an important role in improving the teaching skills of PPL participants by providing direct teaching experience, increasing self-confidence, and helping them develop the ability to manage the learning process effectively.

Based on interviews with mentor teachers, several important factors support PPL students in overcoming difficulties, particularly in improving their teaching skills. These factors include effective collaboration among students, mentor teachers, field supervisors, and school personnel. Such collaboration creates a conducive learning environment, enabling students to carry out PPL activities optimally.

Furthermore, students' motivation and willingness to learn and accept feedback are crucial supporting factors. An open attitude toward suggestions and evaluations helps students address their shortcomings and improve their teaching abilities. Guidance and mentoring provided by mentor teachers and field supervisors also play a significant role in helping students understand effective teaching practices, ranging from lesson planning to classroom implementation. Another supporting factor is the availability of adequate facilities and infrastructure, such as classrooms, instructional media, LCD projectors, libraries, internet access, and other learning resources. The availability of these facilities assists students in designing and implementing learning activities effectively. Moreover, repeated opportunities for direct teaching throughout the PPL program provide authentic experiences that allow students to apply the theories they have learned during their coursework.

The findings of this study are in line with the views of Puka, who argued that PPL is intended to develop students' pedagogical, professional, social, and personal competencies through direct learning experiences in schools. In addition, Oemar Hamalik (2011) explained that the success of teacher education is greatly influenced by guidance, practical experience,

and a supportive learning environment. Thus, these supporting factors contribute significantly to the improvement of PPL students' teaching skills.

Based on interviews with mentor teachers, the implementation of Field Experience Practice (PPL) also encounters several challenges that may affect the enhancement of participants' teaching skills. The primary inhibiting factors include: (1) lesson preparation and planning, (2) classroom management, (3) communication and content delivery, (4) assessment and evaluation, and (5) psychological and environmental factors. These challenges indicate that students still require time to adapt to the school environment and real classroom situations.

In addition, nervousness and a lack of self-confidence during teaching are common obstacles experienced by students, particularly during the initial stages of the PPL program. These conditions may affect students' ability to deliver learning materials, establish communication with learners, and manage classrooms effectively. Students also continue to experience difficulties in classroom management, time allocation, and selecting teaching methods that are appropriate to students' characteristics. The diversity of students' abilities, interests, motivation, and behavior presents a particular challenge for PPL students in creating a conducive learning atmosphere.

Furthermore, the limited duration of the PPL program and the lack of certain learning facilities may hinder students from maximizing the use of instructional media. Therefore, continuous guidance and evaluation from mentor teachers and field supervisors are necessary to help students overcome the various obstacles encountered during the implementation of PPL.

The findings of this study are consistent with the opinion of E. Mulyasa (2007:45), who stated that the ability to manage classrooms, select appropriate teaching methods, and adapt instruction to students' characteristics are competencies that need to be continuously developed through teaching experience. Likewise, Sukirman (2012:45) explained that the implementation of PPL is inseparable from various challenges, such as limited experience, mental preparedness, and students' ability to adapt to the school environment. Therefore, these inhibiting factors must be addressed through continuous guidance and professional development to ensure that the objectives of the PPL program can be achieved optimally.

4. CONCLUSION

This study concludes that FKIP students experience various difficulties during the implementation of the Teaching Practicum Program (PPL) at partner schools. The main difficulties are related to learning preparation and planning, mastery of subject matter, selection of teaching methods and learning media, classroom management, communication and material delivery, assessment and evaluation, as well as psychological and environmental factors. These challenges indicate that student teachers still require adaptation and practical experience to effectively apply the pedagogical knowledge acquired during their university studies.

Despite these difficulties, the PPL program plays a significant role in improving students' teaching competencies by providing authentic teaching experiences in real classroom settings. Through guided and independent teaching activities, students gradually

develop their pedagogical, professional, social, and personal competencies, particularly in lesson planning, classroom management, communication skills, and learning evaluation. The teaching practicum examination conducted at the end of the program also serves as an important mechanism for identifying strengths and areas for improvement in students' teaching performance.

The findings further reveal that the improvement of teaching skills is supported by several factors, including effective collaboration among student teachers, mentor teachers, supervising lecturers, and school personnel; students' motivation and willingness to accept feedback; continuous guidance and mentoring; adequate learning facilities and infrastructure; and repeated opportunities for direct teaching practice. Conversely, factors such as limited teaching experience, lack of self-confidence, classroom management difficulties, diverse student characteristics, time constraints, and limited educational facilities may hinder the development of teaching competencies.

Therefore, continuous supervision, mentoring, and reflective evaluation are essential to help student teachers overcome these challenges and maximize the benefits of the PPL program. Strengthening these support systems will contribute to the preparation of competent, confident, and professional future teachers who are capable of responding effectively to the demands of real classroom environments.

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