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EXPLORING PRE-SERVICETEACHERS' READINESSTHROUGH INTERNSHIP PROGRAM COMPLETION

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ABSTRACT

University students in the education faculty are obliged to enroll in a teaching practice program as pre-service teachers in order to improve their teaching competences. The purpose of this study was to find out how prepared pre-service teachers felt about completing their internship. 97 students of Baturaja University's Teacher Education Faculty, South Sumatera Province, who have completed microteaching and internship programs were involved as the population in this quantitative study, and 42 students were the sample of the study who voluntarily answered the researchers' questionnaire. The study employed a questionnaire consisting of eighteen items, which were categorized into four teaching competencies as indicators and assessed using the Linkert scale. These competencies included social, professional, educational, and personality. The result showed that the pre-service teachers from the Faculty of Teacher Training at Baturaja University exhibited a good level of teaching readiness ($M=3.21$). Furthermore, for each competence, the result showed that no pre-service teachers were in the poor category in each competence. There were more than 80% of pre-service teachers in the excellent and good categories. The rest, less than 20% of them, were in the average category. From the research findings, we can conclude that internship program was very essential for pre-service teachers' readiness.

Keywords: *Pre-Service Teacher, Readiness, Internship Program*

INTRODUCTION

The capability of instructors has up to this point stayed an essential concern. A number factors including its positive influence on Indonesian education standard. The significance of creating a conducive instructional environment that benefits both teachers and students, facilitating valuable and memorable learning experiences throughout their academic journey. That makes teachers' roles are far more varied. They direct and facilitate learning in addition to being knowledge transmitters (Maximilian & Ajeng, 2023). Teachers are at the core of initiatives to reform education in order to bring about qualitative changes since they hold the key for elevating educational standards. Thus, teachers must be included in all efforts to increase the caliber of teachers through curriculum modifications,

instructional strategies, the provision of infrastructure and tools, along with additional educational activities (Pribudhiana et al., 2021).

Four factors, according to (Arista et al., 2022), match the Indonesian government's definition of teacher competency. The following are considered to be essential components of a teacher's pedagogy: (1) Professional competence (expertise of content and teaching methodologies); (2) Pedagogical competence (pedagogies, management of classrooms, and learner evaluation); (3) Personal competence (personal traits, such as responsibilities, time-filling, etc.); (4) Social competence (evident through engagement in professional teacher associations, involvement in educational events, and other indicators showcasing a commitment to improving the field of education). These activities serve as avenues for educators to expand their knowledge, skills, and expertise in teaching.

At the tertiary level, students enrolling in the education department are acknowledged as pre-service teachers. This designation pertains to the instruction and guidance that students acquire throughout their educational journey, equipping them with the necessary tools to pursue a career as proficient educators in the forthcoming years. Consequently, one of the fundamental initiatives organized by the faculty of education is the implementation of teaching practice. The core objective of this program is to enhance and refine the pedagogical abilities of pre-service teachers. Within this program, these aspiring educators engage in supervised teaching sessions within educational institutions.

The competence of teachers can serve as a reflection of their overall quality. It is crucial to assess the competency of teachers during their pre-service training to cultivate the essential attributes required for a prosperous teaching career. Improving the quality of educators holds significant value in the field of education, and this objective can be accomplished by concentrating on pre-service teachers and providing them with the essential expertise and understanding before they embark on their teaching journey (Arista et al., 2022).

The readiness of pre-service teachers as they near the completion of their education plays a crucial role in shaping the readiness of graduate candidates/teacher candidates to effectively facilitate teaching and learning activities for achieving successful educational outcomes. (Siswanto et al., 2022). Furthermore, the teaching readiness of pre-service teachers can be assessed based on various teacher competencies, such as pedagogy, personality, social, and professional competencies. These competencies serve as general indicators to determine the preparedness of individuals for the teaching profession (Lunenburg, M., Dengerink, J., & Korthagen, 2014).

The competences and readiness of educators have garnered significant attention in numerous research studies. A study of Mohamed Z., Valcke, M., & Wever (2016) focused on identifying the important areas in which these aspiring teachers must be developed before they can be ready for the classroom, particularly the central role of their teacher educators in developing their professional competence. This is essential for pre-service teachers to regard themselves as competent and ready for the teaching profession in this field. In addition, the effective teacher readiness is a requirement for effective teaching. If the teacher's readiness in teaching is less effective, the learning process will be less effective, and of course this will have an impact on student learning achievement (Tumanduk et al., 2018).

In addition, teachers play a crucial role in students' social-emotional development through their competencies in identifying and regulating emotions, building positive relationships, and making responsible decisions. Despite the importance of these skills, there is a lack of research on teachers' social-emotional competencies, especially among pre-service teachers. The specific social-emotional attributes expected from teachers and the factors influencing the development of pre-service teachers' competencies remain unclear. Additionally, there is limited information on how pre-service teachers' social-emotional competencies impact their overall life satisfaction.

Higher education plays a crucial role in cultivating skilled professionals who will become the backbone of a nation's educational progress. The Institute of Teacher Training, as a higher education institution, aims to produce competent individuals who will contribute to the field of education. Consequently, it is imperative for the institute to implement an effective learning process that aligns with the established standards, ensuring the production of educators who meet the predetermined criteria. The effectiveness of this process is heavily reliant on the curriculum and teaching methods employed to educate pre-service teachers, as they directly influence the competencies they acquire.

The Faculty of Teaching and Education at Baturaja University has established the *Program Pengalaman Lapangan Kependidikan* (PPLK) as the internship program to ready students for professional teaching roles. The PPLK program is an essential component of the curriculum for seventh-semester students. It consists of 4 credit semesters and is overseen by the Technical Management Unit-PPLC at the Faculty of Teacher Training and Education of Baturaja University. The coordination committee collaborates with the region educational bureau and partner schools to arrange student placements, and also prepares a one-day lecturing that outlining the key aspects of academic excellence, teaching

methodologies, media utilization, and professional ethics before the students start their PPLK program.

During PPLK program, students will encounter authentic scenarios that require the application of various skills in scientific domains. These skills encompass teaching abilities, effective communication and negotiation skills, as well as other educational management competencies that are essential for becoming proficient educators.

Program Pengalaman Lapangan (PPL) encompasses teaching practice and educational tasks beyond the classroom, all conducted in a structured and integrated manner to meet the standards for future educators (Ariani et al., 2016). PPLK proves to be instrumental in allowing pre-service teachers to put their academic learning into practice. In this program, students are obligated to apply their academic knowledge and skills, acquired through lectures, to meet the practical requirements of professional work settings. Additionally, they are expected to acquire valuable teaching experience to enhance their professional development.

For this reason, pre-service teachers' readiness for the teaching profession after completing the PPLK program need to be measured to determine whether pre-service teachers are well prepared in developing their competencies during the education phase and are ready for the teaching profession as teachers.

METHODS

Participants

The population of the study comprised 97 seventh-semester students from the Faculty of Teacher Training and Education at Baturaja University. Specifically, the population included 23 students from the Indonesian Language and Literature Education program, 46 students from the English Education program, and 28 students from the Education Technology program. All participants had successfully finished both the microteaching course and internship program.

The researchers employed a non-probability sampling technique, specifically convenience sampling, in this study. This method was chosen due to the limited population size of only 97 students in the Faculty of Teacher Training and Education at Baturaja University. The sample consisted of students who completed a questionnaire distributed by the researcher. Following the research, a total of 42 students participated by filling out the questionnaire. As a result, the sample size for this study was 42 students.

Design

This research was a survey study with a ready-made questionnaire that consisted of 18 items as the instrument. It was used as the data gathering instrument with focus on teachers' readiness in terms of teaching competencies. The information gathered from the field underwent analysis through the utilization of descriptive statistics in order to depict the level of teaching readiness among pre-service teachers within the Faculty of Teacher Training at Baturaja University. Additionally, the readiness of pre-service teachers for teaching was classified by calculating the standard score based on the ideal mean and standard deviation values outlined in Table 1.

Table1.The Criteria of Pre-Service Teachers' Readiness Levels

No	Formula	Scale/Range	Description
1	$> (Mi + 1.5SD) \text{ to } (Mi + 3SD)$	$> 3.25 \text{ to } 4.00$	Excellent
2	$> (Mi) \text{ to } (Mi + 1.5SD)$	$> 2.50 \text{ to } 3.25$	Good
3	$> (Mi - 1.5SD) \text{ to } (Mi)$	$> 1.75 \text{ to } 2.50$	Average
4	$(Mi - 3SD) \text{ to } (Mi - 1.5SD)$	$1.00 \text{ to } 1.75$	Poor

Source: Wagiran (2015) in (Siswanto et al., 2022)

RESULTS AND DISCUSSION

Results

Descriptive statistical analysis was utilized to provide a comprehensive overview of the statistical measurements derived from the research findings. The summary of the descriptive statistics analysis outcomes concerning the level of teaching readiness within the Faculty of Teacher Training at Baturaja University was illustrated in table 2.

Table2. Descriptive Statistics Result of Pre-Service Teachers' Readiness

Mean	3.2143
Median	3.2222
Std. Deviation	.25313
Minimum	2.83
Maximum	3.83

Table 2 illustrates that the pre-service teachers from the Faculty of Teacher Training at Baturaja University exhibited a good level of teaching readiness, as indicated by the mean score (3.21). The result also showed that the highest score of students' readiness level was 3.83, which was categorized as excellent. Meanwhile, the lowest score was 2.83, which means that the students' readiness level was at a good level. Furthermore, the descriptive statistical analysis also obtained that 17 (40.5%) pre-service teachers were categorized as excellent and 25 (59.5%) pre-service teachers were at good level of

readiness. Table 3 and chat 1 illustrate the summary of the percentage of the per-service teacher levels of teaching readiness.

Table3. The Result of Pre-Service Teachers' Readiness Level

No	Scale/Range	Description	Frequency	Percentage
1	> 3,25 to 4,00	Excellent	17	40,5%
2	> 2,50 to 3,25	Good	25	59,5%
3	> 1,75 to 2,50	Average	-	-
4	1,00 to 1,75	Poor	-	-
Total			42	100%

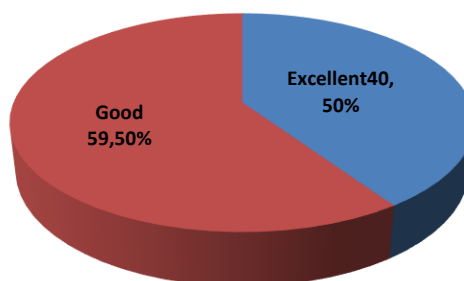


Chart1. The Readiness Levels of Pre-Service Teacher of the Faculty of Teacher Training at Baturaja University

The research findings also indicated the level of readiness for teaching based on each teaching competence. Table 4 displays the readiness level of pre-service teachers in the Faculty of Teacher Training at Baturaja University, as indicated by their scores. The data analysis was then followed by categorizing the teaching readiness level of these pre-service teachers, as shown in Table 4.

Tabel4. Descriptive Statistics Result of Pre-Service Teachers' Readiness for Each Competence

	Pedagogical	Personality	Social	Professional
Mean	3.28	3.50	3.05	2.94
Std. Error of Mean	0.06	0.05	0.05	0.06
Median	3.3	3.5	3	3
Std. Deviation	0.36	0.32	0.32	0.36
Minimum	2.60	3.00	2.50	2.25
Maximum	4.00	4.00	4.00	4.00

The result showed us that the mean score of pedagogical competence was 3.28 with minimum score was 2.60 and the maximum score was 4.00. Meanwhile, the mean score of

personality competences was 3.50 with minimum score was 3.00 and the maximum score was 4.00. This result indicates that the pre-service teacher level of readiness in pedagogical and personal competences were at excellent level. In addition, the mean score of social competence was 3.05 with minimum score was 2.50 and maximum score was 4.00. The mean score of professional competence was 2.94 with minimum score was 2.25 and maximum score was 4.00. These findings showed that the pre-service teachers' readiness level for personal and professional competences were at good level.

Furthermore, the result showed that no pre-service teachers were in the poor category in each competence. There were more than 80% of pre-service teachers in the excellent and good categories. The rest, less than 20% of them, were in the average category. Table 5 and chart 2 showed us the summarized frequencies of readiness levels among pre-service teachers for each teaching competence.

Table5. The Result of Pre-Service Teachers' Readiness Level for Each Competence

No	Scale/Range	Description	Pedagogic	Personal	Social	Professional
1	> 3,25 to 4,00	Excellent	21 (50%)	32 (76.2%)	5 (11.9%)	4 (9.5%)
2	> 2,50 to 3,25	Good	21 (50%)	10 (23.8%)	37 (88.1%)	31(73.8%)
3	> 1,75 to 2,50	Average	-	-	-	7 (16.7%)
4	1,00 to 1,75	Poor	-	-	-	-

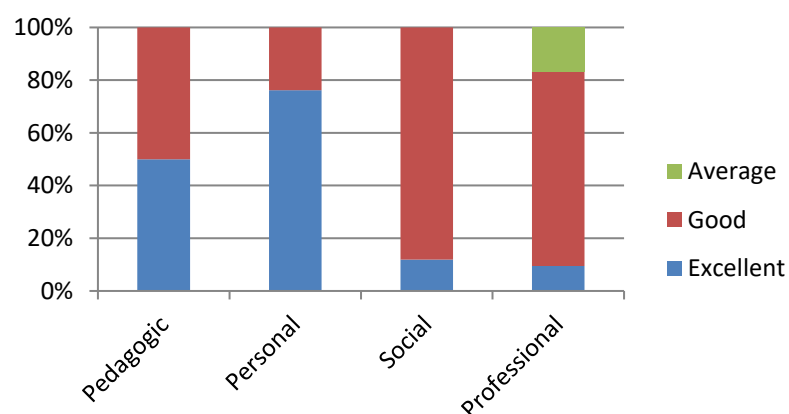


Chart2. The Pre-Service Teachers' Readiness Level for Each Competence

Discussions

The Minister of National Education Regulation No. 16, 2007 outlines the teacher competency standards, which are divided into four categories, they are (1) Pedagogical

competency that requires teachers to possess pedagogical competence, which entails a comprehensive understanding of students from various dimensions, including physical, moral, social, cultural, emotional, and intellectual aspects. Moreover, they are required to have a firm grasp of learning theories and principles, the ability to design curriculum, proficiency in utilizing information and communication technology for teaching and learning purposes, effective and empathetic communication skills, and the capacity to assess and evaluate the learning process and outcomes; (2). Personality Competence that requires teachers to exhibit behavior that aligns with religious, legal, social, and cultural norms, showcasing a high level of competence in their personality. Additionally, they are anticipated to embody traits such as honesty, righteousness, maturity, and wisdom, serving as positive role models for both their students and the community. Moreover, they are expected to uphold strong work ethics, demonstrate responsibility, foster a sense of belonging, and adhere to the ethical standards set for teachers; (3). Social competence, which entails being inclusive, objective, and non-discriminatory towards students based on their religion, race, physical attributes, family background, and social standing. Moreover, teachers are expected to exhibit effective, empathetic, and courteous communication skills when interacting with the wider society; and (4) Professional competence that required teachers to possess a high level of expertise in their respective fields, encompassing a deep understanding of the subject matter, its structure, key concepts, and the underlying paradigm. Moreover, they must demonstrate proficiency in the competency standards and fundamental skills relevant to their field of study. In addition to this, educators are expected to engage in ongoing professional development to enhance their skills and knowledge, while leveraging information and communication technology for effective communication and personal growth. These competencies can be obtained in addition to completing professional education and training programs.

In view of this, the findings of this research showed that the students' readiness level in teaching after the internship program were at excellent and good level. This indicated that the internship program (PPLK Program) was successful and needed by pre-service teachers to prepare them work as professional teachers. This is very crucial to fulfill the Indonesian standard of teacher competency. The findings of this study was in line with the research findings of Siswanto et al. (2022) which stated that the educational training that equipped the future educators for the teaching profession, encompassing theoretical instruction, hands-on training, micro teaching, and real-world teaching experience, was deemed effective. Similar research also discovered a similar research outcome, indicating

that pre-service teachers expressed a strong agreement towards the teacher education program offered by the institution. This program effectively equipped them with the necessary training to foster a sense of commitment towards teaching and learning. Notably, one respondent praised the teaching practices courses, highlighting their significance as the cornerstone of the preparation program(Elmahdi & Fawzi, 2019). These courses allowed candidate teachers to apply the theories and strategies they had learned in other courses, making it an invaluable component of their training. In addition, regardless of the proficiency in theoretical knowledge acquired during lectures, practical application in the field is essential for knowledge enhancement. Hence, a high level of teaching competence is crucial in enhancing the preparedness of pre-service teachers. Through the mastery of teaching competence, teachers will possess the necessary professional skills to effectively manage student learning(Ainie et al., 2023).

The results of pre-service teachers' readiness level for pedagogical competence in this study were at excellent and good levels. It confirmed that PPLK program has given impact successfully toward their in-field teaching experience. The result of this study was also strengthened by research findings which described that professional practice of teachers embodies their capacity to apply their professional expertise in real-world settings. This involves establishing clear goals and objectives, crafting impactful teaching methods, developing assessment tools, utilizing feedback mechanisms, constructing immersive learning environments conducive to self-directed learning, and tailoring instruction to meet the unique needs of each student(Manasia et al., 2020).

Meanwhile, the result of pre-service teachers' readiness level for professional competence in this study highlighted that there were still 7 students (16.7%) who were at average level. The weakness in this indicator was in pre-service teachers' skill and knowledge in the adaptation of information and communication technology integration in the classroom.Awareness of the importance of technological change should be also one of the aspects of the pre-service teachers' readiness in teaching so that their pedagogical and professional abilities can be improved.With the integration of computers and networks into our daily lives, advancements and transformations are evident in various sectors, impacting society as a whole. Education and training are among the fields experiencing significant changes due to technological progress. The way we acquire knowledge has been revolutionized by technological advancements, allowing for learning to take place not only in traditional classroom settings but also through new technologies and online platforms. As digital communication continues to evolve rapidly, new tools are being introduced to

cater to different learning styles, both in physical classrooms and virtual environments. Therefore, it is essential to equip future educators with the necessary skills to navigate these changes, especially as distance learning becomes more prevalent with the support of technology (Zeybek, 2022).

Furthermore, the results of pre-service teachers' readiness level for social and personality competences in this study were at excellent and good levels. The significance of internship program (PPLK, in this case) cannot be overstated, as it is imperative to have well-prepared teachers who can effectively navigate the evolving challenges of today's educational landscape and society. This internship program should encompass not only academic knowledge but also emotional intelligence. The result strengthened that there was strong correlation between teachers' socio-emotional competencies and their effectiveness in the classroom, as well as in fostering positive behaviors in students. Teacher training programs must prioritize the development of emotional skills in educators. It is unrealistic to expect teachers to impart skills they have not mastered themselves, and without adequately trained teachers, the quality of education in the system will suffer. Unfortunately, the result of their study was explained by the fact that emotional skills are not explicitly included in teacher training programs; therefore, they are not considered when assessing learning and the level of training (Izquierdo, A. , Gilar-Corbi, R. , Pozo-Rico, T. & Castejon, 2023).

Teachers should possess strong personal and social competence as one of the four essential competencies. This is crucial due to their significant role and the influence they have on the social and emotional development of their students. In terms of personal competence, it is vital for teachers to serve as role models and maintain positive relationships with the public and students. The connection between personal competence and social competence is evident when considering the importance of relationships in the teaching profession (Hermana et al., 2021). Teachers must have social competence in order to effectively communicate and interact with students, colleagues, parents or guardians, and the community.

Social competence also links to how teachers can create a good rapport with their students. It will influence students' interest in studying. Interest is a crucial factor in determining students' success; it should be one of the things that teachers focus on and manage well. Students that are motivated to study are those who are interested in learning and who are always willing to expand their potential by remembering, knowing, understanding, assessing, and analyzing everything they have learned (Susilowati,

2020). Thus, in addition to teaching, a professional teacher's duties also include educating, guiding, leading, and evaluating the students. As a result, educators ought to be well-versed in the subject matter they are teaching and possess a thorough comprehension of it. A high-quality education will be produced by a competent teacher. One way to motivate and encourage pupils to learn is to design enjoyable learning activities. Skilled educators will be able to carry out the learning exercise that sparks students' creativity by utilizing a variety of acceptable teaching techniques.

Active student engagement remains a persistent obstacle for educators, regardless of the teaching methodologies utilized (Ahshan, 2021). Student engagement comprises attention, focus, belief, interest, and emotions that effectively inspire students to engage in higher levels of critical thinking skills and cultivate meaningful learning experiences to accomplish course learning objectives and advance in their academic journey (Yehya, 2020). In sum, that is why it is important to create a good course through an internship program for pre-service teachers.

CONCLUSION

One element in the learning process that affects students' learning achievement is the teacher. Consequently, the instructor ought to be able to design more contextualized learning activities. As was previously mentioned, instructors need to be competent in carrying out their professional responsibilities. In addition to cognitive skills, teachers also need to possess affective and psychomotor talents. Teachers serve as role models for the pupils, thus in addition to being experts in the material they have been teaching, they should also exhibit positive attitudes and behaviors. Hence, the responsibility of teachers extends beyond imparting knowledge to their students. The educator must possess various competencies, including pedagogic competence, behavioral competence, social competence, and professional competence. These competences can be effectively developed through a comprehensive in-field teaching experience course provided by the educational institution.

Teachers' readiness is closely linked to their competences. The findings indicated that future teachers perceived themselves as adequately prepared for a career in education. By acknowledging and assessing their skills and preparedness for the teaching profession, they will gain a greater sense of assurance and preparedness to tackle the actual challenges of teaching as a profession. This, in turn, can foster an environment where their preparedness significantly enhances their effectiveness as educators.

The implementation of micro teaching practice and educational practice enhances the teaching skills of pre-service teachers. In certain instances, feedback is obtained from graduate users/schools regarding the teaching readiness of pre-service teachers during the implementation of educational practice. This suggests that there is room for improvement in optimizing the achievement of pre-service teachers' competencies and the implementation of learning to enhance their teaching competence.

The recommendations put forth in light of the findings are directed towards aspiring teachers in training, as well as other researchers who have an interest in exploring similar subjects in future investigations. The significance of upholding and enhancing the competency and readiness of pre-service teachers to effectively navigate the challenges of the teaching profession is a matter of concern. Additionally, there is a need for additional research on various factors that impact teaching competency and readiness.

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