

THE CHALLENGES FACED BY EFL PRE-SERVICE TEACHERS DURING ASISTENSI MENGAJAR PROGRAM

Leony Wiediantin*¹, Novita Triana², Eka Puteri Elyani³

¹²³English Language Education Study Program, Lambung Mangkurat University, Indonesia

*Corresponding Author: wiediatleony@gmail.com

ARTICLE INFO

Article history:

Received : Jul 18, 2023

Revised : Sept 22, 2023

Accepted : Nov 26, 2023

Available online : Nov 30, 2023

Keywords:

Asistensi Mengajar, AM, Challenges,
EFL Pre-service Teachers

ABSTRAK

The path to be an educator can be filled with difficulties, particularly for pre-service teachers enrolled in programs such as *Asistensi Mengajar*. The *Asistensi Mengajar* program, as a first step toward a teaching career, is critical in preparing undergraduate students from the Faculty of Teaching and Training for the demands and rigors of the educational landscape. This journey, however, is not without its challenges. Additionally, comprehensive studies investigating the challenges encountered by EFL pre-service teachers during the program are limited, considering the relatively new modifications implemented

within the segment of the curriculum. These changes reflect broader trends in teacher education, which place a greater emphasis on practical experience, mentorship, and classroom management skills development. The result shows that there are four major area of the problems: 1) writing lesson plan 2) classroom management 3) preparedness and anxiety 4) positive working relationship with mentor teachers and peers. These challenges developed since they did not have much experience and teaching time as they were beginners. The results highlight the need for continual support, mentorship, and training to address these challenges and better prepare for the demands of the teaching profession. Additionally, to guarantee the comprehensive development of teaching abilities and competencies, a more comprehensive provisioning phase is required. Educational institutions and stakeholders should work to establish a supportive learning environment that fosters the growth and development of future educators.

This is an open access article under the [CC BY-NC](https://creativecommons.org/licenses/by-nc/4.0/) license.

Copyright © 2021 by Author. Published by Universitas Bina Bangsa Getsempena



INTRODUCTION

Asistensi Mengajar (AM) is one of *Merdeka Belajar Kampus Merdeka* (MBKM) programs aimed at giving students in the area of education the opportunity to engage in learning and improving their knowledge by becoming teachers in educational units. As announced by the Ministry of Education and Culture in the MBKM Program Guidebook (2020), *Asistensi Mengajar* is a teaching practice program that is designed to give students the

theoretical knowledge and practical skills necessary for their future responsibilities as teachers. As it is aligned with Phillips & Condy (2023) that a well-structured campus courses that integrates both theoretical knowledge and practical experiences is critical. Particularly In the English Language Education Study Program (ELESP) at Lambung Mangkurat University in Banjarmasin, AM has been conducted since 2022. Students were assigned to practice their knowledge and skills of teaching English at the secondary levels in the regional area surrounding Banjarmasin and Banjarbaru. Along with that, the students also learned about microteaching course, language testing and assessment course, instructional design and strategy of English teaching course, media and technology course, as well as curriculum and instruction course for good measures in contributing to their theoretical knowledge. As this program provided both experiences, students can maintain and improve their competencies in their education career.

As stated by Tuli & File (2010), teaching practice allows pre-service teachers to uncover their abilities and inventiveness, which will benefit them in the future. Beyond the acquisition of academic knowledge, this phase facilitates the development of important abilities such as adaptation, communication, and classroom management. Expert educators such as Vygotsky (1980) and Dewey (1986) also emphasize the pivotal role of experiential learning in honing teaching skills. Experiential learning and active involvement may help pre-service teachers build their teaching competencies by encouraging them to participate in practical teaching experiences. Through guided mentorship and immersive engagement within educational settings, this process becomes the cornerstone for their professional growth and efficacy in shaping the minds and futures of the next generation.

As the majority of pedagogical techniques in teacher education focus primarily around supervised field experiences, particularly teaching practice programs, it is essential to explore the challenges that pre-service teachers may encounter during their practice and to identify viable solutions. Moreover, aiding these individuals in transitioning from being students to novice teachers is equally important. The effectiveness of teaching practice greatly hinges on the support given to pre-service teachers. Despite its relevance, engaging in teaching practice is not an easy task. According to Broadbent (1998), it is considered the most challenging experience for pre-service teachers within their educational journey.

The common challenges that beginner teachers struggle with are mostly concerning in the categories of crafting lesson plan and managing classroom. As found in the

literatures, is not uncommon to encounter challenges in their teaching planning and implementation during teaching practicum (Takaoglu, 2017; Pakpahan, 2023; Shah, Rizve, Khushbash, & Iqbal, 2019). The struggle to tailor lesson plans according to varying student levels, the challenges in classroom management due to overcrowded classes, and the issue in interpersonal relationships with mentors and peers were also found during their teaching-learning activities (Mohammed, Alsadi, Prof, & Silman, 2023; Nuzuli, 2018; Kozikoglu & Senemoglu, 2021; Napanoy et al., 2021). Masood, Siddiqui, & Arif (2022) identified key challenges faced by pre-service teachers during teaching practice. These challenges encompass the availability of instructional materials in cooperating schools, managing large class sizes, ensuring adequate classroom resources, adapting teaching methods for varying student abilities, addressing individual differences, fulfilling demands from cooperating schools, teaching additional classes beyond assignments, and engaging in interpersonal relationships. Corroborates from the statement, pre-service teachers also occasionally encounter challenges when attempting to put studied educational theories into practice in the classroom (Farooq Shah et al., 2019).

The disparity between theoretical knowledge and its practical application presents multiple problems for these individuals within the context of teaching. Many researchers have also studied the obstacles that pre-service teachers face during their teaching practicum in Indonesia. Insufficient preparation indicated in Nuzuli's (2018) study in terms of lesson planning in five key domains as the majority of these issues were caused by inadequate understanding while developing lesson plans. Another study by Mufidah (2019) that highlighted the lack of classroom management and the deficiencies in English language skills, particularly in pronunciations and grammar skills among the pre-service teachers that affected their ability in explaining the lesson. When it comes to proficiently delivering instructions, not only lack of adequate resources and restricted access to media become the problem, insufficient preparation also considered to be an obstacle for pre-service teachers (Abdillah & Fithriani, 2023).

Similar to many teaching practicum, *AM* also gives variety of challenges to its participants. This is because *AM* has a different design from the previous teaching practicum (PPL II). PPL II had activity duration within 3 full months in the assigned schools for their real-world application, whereas *AM* granted 16 weeks included with the teaching theory and practice. PPL II converted three course credits (SKS) while *AM* converted to 20 course credits. Considering modifications implemented within the segment of the curriculum designed for this teacher training program, the rationale of this

study was based on the premise that this program is relatively new, and the journey towards becoming a teacher is a rigorous exploration and self-discovery and exposure to a new and unfamiliar context.

Examining the viewpoints and encounters of individuals undergoing the transition to becoming teachers is deemed highly relevant and crucial in this investigative process. In response to this, this research focus on the challenges faced by EFL pre-service teachers in Indonesia to fill a gap since there was rarely examined within the framework of *Asistensi Mengajar* program. The outcomes would offer significant insights into *Asistensi Mengajar MBKM* program at educational training institutions. Specifically, stakeholders in this domain can use the findings to implement preventative measures against potential hurdles. Additionally, this research can be a great resource for EFL pre-service teachers in providing them with references to help them anticipate and negotiate the potential problems of teacher training. Furthermore, this research has the potential to pique the curiosity of future researchers interested in teacher training programs. This research seeks to answer the following research question: "What are the challenges faced by EFL pre-service teachers participating in the *Asistensi Mengajar* program?"

RESEARCH METHODS

Participants

This research was conducted in ULM Banjarmasin. Thirteen participants were selected purposively for this study. These participants were pre-service teachers of English Language Study Program who had participated in *MBKM Asistensi Mengajar* 2023, had finished their Teaching English as a Foreign Language (TEFL) course, and have high final score of AM. The criteria were chosen for the following reasons: Participation in the AM ensured that the participants had relevant practical teaching experience, aligning with the study focus on real-world teaching challenges. Completing TEFL course ensured that the participants had a foundational understanding of teaching methodologies, which is crucial for assessing the application in practice. Selecting participants with high final scores in the program helped to focus the study on those who were not only experienced but also demonstrated a strong performance, allowing the research to identify challenges even among high-achieving pre-service teachers.

Methods

This research is qualitative descriptive research. According to Nassaji (2015), a descriptive qualitative study is more comprehensive in collecting data from multiple sources to acquire greater depth of opinions, perspectives, and attitudes to define the event and the individual's characteristics.

Instrument and Analysis

An interview was conducted to comprehensively gain the entire disclosure of their viewpoints during three months of *Asistensi Mengajar* as the main data. The supporting data such as lesson plan during teaching and learning practice in the classroom were used to strengthen the primary data. The primary and supporting data were used together as research tools to answer the question in this research. To correspond with its specific research objective, this research employed data saturation for primary data collection to ensure its depth and breadth. Data saturation involves continuing data collection until nothing new is apparent (Saunders et al., 2018). This approach is essential for this study to ensure a comprehensive understanding of the participants' perspectives (Legard et al. 2003, p. 152). By achieving data saturation, the researcher can confirm that the collected data provides a thorough insight into the challenges of the pre-service teachers. This process ensures the reliability and validity of the findings.

The collected data was meticulously analyzed using a thematic analysis, which comprises repeated data review, coding, categorization, and the discovery of overarching thematic elements, as explained by Braun & Clarke (2006). First, the researcher transcribed the audio recording of the interview and repeatedly reviewed the data to help in gaining comprehensive understanding of its content and nuances. Second, segments of the data such as phrases, sentences, or paragraphs are coded with descriptive tags. Third, codes were grouped together in similar patterns. Lastly, the researcher aimed to identify overarching patterns that emerged across the data regarding challenges the participants faced. A member check process was meticulously implemented to assure data accuracy and minimize misinterpretation. This procedure entailed confirming the finding with the participants, so improving the overall reliability and integrity of the data acquired.

FINDINGS AND DISCUSSION

The focus of this research is to explore the viewpoints and encounters of EFL pre-service teachers within the framework of *Asistensi Mengajar* program. This research utilized data saturation through the implementation of interviews and the collection of

pre-service teachers' lesson plans. As a result, the qualitative findings report includes direct quotes from the cases. The participants are identified numerically (P1, P2, P3, etc.). The challenges reported by the participants will then be thoroughly examined.

Challenges Faced in Asistensi Mengajar Program by EFL Pre-Service Teachers

Based on the data obtained from 13 participants. The challenges were categorized into four major categories namely lesson plans, classroom management, preparedness and anxiety, and positive working relationship with teacher mentors and peers.

a. Challenges in Writing Lesson Plans

1. Aligning evaluation exercises with the learning objective

From the interviews result, two participants expressed difficulties in tailoring their lesson plans such as adjusting evaluation exercises to match the learning objectives outlined in their lesson plans. For example, P4 and P12 mentioned:

"The most obvious thing was adjusting the learning objectives with the evaluation process." [P4]

"The challenge was in aligning the teaching objectives with the questions we make to test students' understanding." [P12]

2. Adapting lesson plans to student's level

There are also participants who faced problems in adapting the lesson plans to students' levels. As mentioned below:

"Determining the level, you know, the students' level... using language they don't hear in daily life is difficult." [P7]

"It's quite challenging... what's required by the curriculum turns out they haven't reached yet, so we have to adjust again based from what's already there." [P6]

"The challenge is to match the content of the lesson plan and the material in the lesson plan with the students' abilities in the field." [P9]

It is revealed that the significant challenges found in the process of writing lesson plans are: 1) aligning evaluation exercises with the learning objectives and 2) adapting lesson plans to student's level. These findings are consistent with previous research highlighting the need of consistency across learning objectives, instructional activities, and assessment approaches (Nuzuli, 2018; Kozikoglu & Senemoglu, 2021). The result also validates the literatures that showed pre-service teachers faced difficulties in adapting lesson plans to individuals' competency levels (Kozikoglu & Senemoglu, 2021; Napanoy et al., 2021). These difficulties hampered the successful planning of lesson plans, reflecting

wider concerns regarding the alignment of instructional objectives with classroom reality as it is very difficult for beginning teachers because they are new to the profession (Kozikoglu & Senemoglu, 2021; Mufidah, 2009). It can be said that the lack of experience of pre-service teachers caused the struggle in planning the lesson plan effectively and efficiently.

b. Challenges in Classroom Management

1. Technology integration

Various challenges found in classroom management setting. A few participants confirmed that they found a hurdle in utilizing technology in the classroom. The tools that are mostly used by the participants for technology integration are LCD, laptop, and loudspeaker. The challenge lies in the school's limitation in students bringing their phone to school and lack of technological facilities. P5 revealed that the school forbid the students into bringing their phone limiting his/her chance to share the lesson material that includes audio and visual for the students to study further at home. It continues with limited media in school such as LCD and other needed devices such as loudspeaker and a working cable to connect the LCD to a laptop rendering the participant to stuck with printed papers if ever to give context examples with a picture. Following with the statement, P9 and P3 shared the same concern regarding the lack of teaching media.

"First thing I noticed was the challenge with teaching media..., in the classroom, the resources didn't support the situation at all." [P9]

"The media facilities were lacking, like we only have a projector, and even that we have to borrow. So, for example, if other classmates have already used it, then I have to resort to traditional media." [P3]

2. Physical environment

Participants highlighted the damaging impact of overcrowded classrooms and inadequate environmental conditions on the teaching-learning process. P2 Expressed discomfort in poorly ventilated and cramped spaces with 35 students in one class, consequently affecting both teachers' delivery and students' engagement.

"Oh yeah, there's this class that's dark and extremely hot, and it's quite cramped considering the number of students. It feels uncomfortable to teach and learn there, in my personal opinion. And in that class, the students are quite crowded and preoccupied with their own activities. Although the classroom is decently sized, it's quite small for around 35 students, so they tend to lack focus. Teaching a large number of students like that can be quite challenging." [P2]

[P3, P6] and [P12] echoed this statement, emphasizing the challenges posed by insufficient cooling systems, particularly in hot climates, leading to discomfort and distraction among students. P9 further emphasized the disruptive influence of lack of ventilation on student concentration, as a result, impeding the learning atmosphere.

3. Student motivation

Apart from the overcrowded classrooms and physical conditions, the participants also reported the struggle to ignite and sustain students' engagement and motivation, particularly in a subject perceived as challenging or uninteresting. As participants quote:

"In the place where I was assigned to, the biggest issue seems to be the students' motivation. It's like 0%, if I could say 0%. Just hearing the word 'English' makes them feel nauseous, so it's a huge challenge for pre-service teachers like us when we teach." [P13]

"I'd say they were somewhat lazy to bring a dictionary to class. Maybe only one or two students brought a dictionary, but in reality, they're aware that their vocabulary isn't extensive enough. So, when they encountered new words, they became confused." [P6]

"Firstly, when I took attendance, there were some absentees, but not too many. More students were willing to sit in, although some were sleeping or not fully engaged when I gave assessments, they were listening to music. The classroom condition was beyond what I had imagined." [P8]

"The challenge... was when there were two or three students who were less attentive." [P12]

4. Discipline enforcement

Several participants faced the burden of maintaining discipline while also promoting meaningful engagement in a variety of classroom settings. P7 recounted the students' misconduct, including phone usage and disruptive behavior, underscoring the complexities of enforcing discipline while maintaining rapport.

"But they treated me more like a friend, very relaxed in class, even drinking and using their phones. Of course, that shouldn't be allowed." [P7]

The researcher also found that while they addressed the problem with the variety form of discipline, there are a few that stated it was challenging for them to give the students a firm warning of their disruptive behavior. Mainly from the lack of bravery and the belief that they weren't in the actual position to do so because they were only pre-service teachers.

"I would address it when I noticed, but since we were just pre-service teachers there, so to speak, I didn't really feel like I had the authority to scold them." [P7]

"I'm a bit hesitant to give punishment. But in terms of reprimands, it's just regular, but firmer, then it's back to normal. But with kids, it's like they're in a transition phase from elementary to junior high. So, they're reminded to behave, but they repeated it again" [P10]

5. Language barriers

Another problem arose from teaching English as a foreign language, as it mainly emerged as a significant barrier to effective instruction, complicating communication, and assessment process within the classroom. P5 claimed the challenges of the translation and assessment design, which often resulted in confusion and frustration among students. P6 and P8 further highlighted the impact of language barriers on students' engagement and comprehension, posing a significant challenge to the pre-service teachers striving for effective instruction. As they quote:

"So, when explained in English, it needs to be translated afterward for the students, we can't just explain directly in English..., they only answer half of them. So, it was difficult, especially when the students were struggling to understand." [P5]

"It goes back to the student-centered approach because apparently in the classroom reality, they don't really have sufficient skills to be involved in student-centered activities." [P6]

"I had to lower the level of difficulty for them, even though they should have been at level F..., Even when we adapted to the Merdeka curriculum, they couldn't handle questions they were supposed to be able to answer." [P8]

The challenges found in managing classroom are deeply intertwined with 1) technology integration 2) physical environment 3) student motivation 4) discipline enforcement 5) language barriers and 6) instructional difficulties. In agreement with prior research regarding the utilization of technology in the classroom can be beneficial (Takaoglu, 2017; Putri & Yoestara, 2023; Ramadhanti, 2023), the technology-based problem they encountered during their teaching practice became a significant problem for several pre-service teachers. In this study, it indicated the lack of media facilities in school that are necessary for the educational purpose of teaching and learning.

On another note, the discomfort caused by physical conditions not only affects the learning atmosphere but also to maintain students' attention and engagement. This resonated with previous literature regarding the effects of insufficient classroom on effective teaching (Kozikoglu & Senemoglu, 2021; Sabrina, 2022; Abdillah & Fithriani, 2023). Negative attitudes towards learning English also resulted in another considerable obstacle for pre-service teachers, which influenced the learning process (Pakpahan, 2023;

Kozikoglu & Senemoglu, 2021; Mohammed et al., 2023). Thus, maintaining discipline and authority are a must for pre-service teachers. Unfortunately, some felt ill-equipped to address students' disruptive behavior due to their perceived lack of experience and authority. Hence, the presence of imbalanced power dynamics between pre-service teachers and students become a related issue as well (Abdillah & Fithriani, 2023; Dwika Herdiawan et al., 2023). As a result, it caused another challenging environment for both students and the participants.

Furthermore, the participants' accounts are in line with Diyamon Prasandha (2022) that participants struggled with students who were difficult to understand English in which often led to confusion and frustration among students. The language barrier not only complicates instructional delivery, but also disrupts students' engagement and comprehension.

c. Challenges in Preparedness and Anxiety

1. The uncertainty of handling the situations in class

Entering the teaching profession as a pre-service teacher was found to be a daunting experience, fraught with the challenges related to preparedness and anxiety. P4 reflected on the anxiety and nervousness experienced during the initial teaching experience, which manifested as trembling and difficulty speaking in class. The participant also expressed uncertainty about how to handle situations where students fail to complete their assignments. As she/he quote:

"I was quite nervous in class the first time, I remember trembling, so speaking was a bit difficult.... Some of them didn't do their assignment, so it's like 'what should I do, what should I do? Should I just leave it blank when evaluating them or what?'" [P4]

And despite receiving guidance from the university, pre-service teachers still need to confront personal insecurities and doubts about their ability to effectively engage with students and deliver instruction. P3 emphasized the challenge in cultivating mental resilience and self-confidence. P10 echoed this statement. As they quote:

The challenge for me during teaching assistance is more intrinsic, it's more about oneself. It's about strengthening mental resilience and being more courageous. Even though the university has provided guidance, there's still a personal challenge, like how will I interact with the students? Will they be afraid, or will I be nervous? [P3]

"The problem is more from myself actually. As for the university, they've taught enough information.... I tend to get nervous easily. So, on the first day, I was quite nervous, to the point where the students actually told me not to be nervous around them." [P10]

2. Forgetfulness

Another intrinsic problem discussed by P10 with forgetfulness and lapses in memory during provisioning phase and lesson planning during in the field. P10 admitted to experiencing difficulty in retaining crucial information, leading to challenges in anticipating classroom activities and effectively preparing for teaching responsibilities.

"I tend to forget. So, some important information that should be known is missed during the orientation.... Actually, at the beginning, I was writing, but then around halfway through, I started feeling lazy... when I'm at school, there are still many things that I don't fully understand... It's like I always forget, I mean, I always forget to ask, like, what are the activities in the class from the beginning to the end? Well, it turns out I didn't write it in the lesson plan." [P10]

Based on the findings above, the participants faced significant challenges related to preparedness and anxiety that are marked by: 1) the uncertainty of handling the situations in class, and 2) forgetfulness. Furthermore, questions about how to handle circumstances in which students failed to finish tasks highlighted practical challenges that the pre-service teachers faced. This occurred since the AM program was their first exposure to the real teaching profession. The emotional turmoil and personal struggle of the participants such as forgetfulness were supported by literatures which was conducted by Kozikoglu & Senemoglu (2021), and Abdillah & Fithriani (2023). It revealed that adjusting to socio-cultural situations and negotiating relationships in unfamiliar environments as they navigate the transition from student to educator proved to be daunting for pre-service teachers. Forgetfulness and memory lapses can hinder effective lesson planning and execution as well, it impacts pre-service teacher's ability to deliver instruction and engage with students productively.

d. Challenges in Positive Working Relationships with Mentors and Peers

1. Aligning expectations and obligations with mentors

Navigating professional relationships with mentors and peers poses various challenges. two participants faced hurdles in aligning expectations and responsibilities. P13 reflected on the pressure of having strict academic advisor expectations.

"My academic advisor is quite strict, so everything has to adhere to the rules, not a single detail can be missed, which creates quite a bit of pressure." [P13]

2. Mentor teachers' hectic schedules

In addition, P1 expressed the challenge stemming from the mentor teacher's busy schedule, leading to independent learning lesson plan preparation.

"At that time, to be honest, the mentor teacher was quite busy with other matters – which it's difficult for me to explain what it was, so we ended up learning a lot independently for the lesson plan preparation." [P1]

3. Reaching agreements with peers

P2 discussed the challenge in coordinating duty rotations and task assignments within mentorship program. P6 backed up this statement, underscoring the need for effective communication and task management with their peers.

"Coordinating was tough. Yes, it was difficult to coordinate. Though, there were separate schedules already assigned and distributed." [P2]

Echoed with these statements, the researcher also found that P11 and P13 acknowledged difficulties in reaching agreements with peers from other study programs, suggesting challenges in achieving collaborative endeavors.

"Sometimes there wasn't much agreement, like I wanted this, but they wanted that, so reaching cooperation with peers of other study programs was somewhat difficult." [P13]

From the findings above, the challenges noted in the interviews are: 1) aligning expectations and obligations with mentors, 2) mentor teachers' hectic schedules and 3) reaching agreements with peers. These were consistent with prior literature highlighting the value of mentorship and peers in giving support and assistance (Arnesson & Albinsson, 2017; Napanoy et al., 2021; Kozikoglu and Senemoglu, 2021; Masood, Siddiqui, & Arif, 2022). They emphasized the importance of improved communication and mutual understanding between pre-service teachers and mentors, and their peers. Pre-service teachers would struggle to build good teaching practices and pedagogical abilities if they did not have frequent meetings and positive interactions with mentors. Moreover, efforts should also be made by pre-service teachers to foster a more supportive learning environment among peers.

From all four coded categories, the researcher concluded that pre-service teachers often face challenges stemming from their limited experience. Writing lesson plans and effectively managing classroom proved to be challenging for EFL pre-service teachers regardless of the lessons they have studied and learned from the provisioning phase. On a further note, adapting to unfamiliar settings and building a good working relationship with new individuals can be an overwhelming ordeal. However, providing opportunities for them to engage in practicum experiences becomes crucial in preparing them for challenges they will face in their teaching careers.

CONCLUSION

Throughout the AM program, pre-service teachers engage in various teaching and learning activities, and often encounter challenges along the way. These challenges can arise from various resources. Thus, the significant issues revealed by qualitative in this study, are lesson planning, classroom management, teaching preparedness and anxiety, and building positive relationships with mentors and peers.

Challenges in writing lesson plans involve with aligning evaluation exercises with the learning objectives, as well as adapting lesson plans to student's level. Challenges in classroom management emerge from technology integration, physical environment, student motivation, discipline enforcement, language barriers, and instructional difficulties. Challenges in preparedness and anxiety stem from the uncertainty of handling the situations in class and forgetfulness. Finally, challenges in positive working relationship with mentors and peers resulting from aligning expectations and obligations with mentors, mentor teachers' hectic schedules, and reaching agreements with peers.

In addition to these findings, it is important to acknowledge the limitations of this study. Due to constraints in both temporal time and availability, direct observations were not achieved, which may have limited the in-depth information regarding this study. Despite these limitations, this study contributes to a deeper understanding of the challenges faced by EFL pre-service teachers in teacher training programs like *Asistensi Mengajar*.

Moving forward, providing support from their mentor teachers and advisors can help them address their knowledge gaps and develop positive behaviors. Moreover, pre-service teachers can overcome challenges more effectively. Additionally, to guarantee the comprehensive development of teaching abilities and competencies, a more comprehensive provisioning phase is required. Therefore, it is essential to address these challenges to ensure effective teaching practicum experiences in the future.

Educational institutions and stakeholders should work to establish a supportive learning environment that fosters the growth and development of future educators. This study can be a great resource for EFL pre-service teachers in providing them with references to help them anticipate and negotiate the potential problems of teacher training. Furthermore, this research has the potential to pique the curiosity of future researchers interested in teacher training programs. Lastly, other researchers are encouraged to conduct more in-depth studies on AM program, as it holds significant importance for pre-service teachers.

REFERENCES

- Abdillah, M. G., & Fithriani, R. (2023). Indonesian EFL Pre-service Teachers' Experiences: Revealing English Instructional Challenges during Teaching Practice. *REiLA: Journal of Research and Innovation in Language*, 5(1), 32–47. Retrieved from <https://doi.org/10.31849/reila.v5i1.13228>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. Retrieved from <https://doi.org/10.1191/1478088706qp063oa>
- Dwika Herdiawan, R., Rofi'i, A., Kunci, K., Kekuatan, D., Interaksi, S., Kelas, D. S., & Rofi', A. (2023). Pre-Service Teachers' Power Dominance and Interaction Strategies in EFL Classroom Discourse. *Journal Visipena*, 14(1), 29–39. Retrieved from <https://ejournal.bbg.ac.id/Visipena>
- Farooq Shah, S., Rizve, R., Khushbash, A., & Iqbal, M. (2019). Challenges and Problems Faced by Pre-service Teachers While Linking Theory into Practice: A Case of Mirpur. *AJK. International Journal of Scientific & Engineering Research*, 10. Retrieved from <http://www.ijser.org>
- Jackson, A. (2015). Language Teacher Development: A Study of ESOL Preservice Teachers? Identities, Efficacy and Conceptions of Literacy. Retrieved from <https://doi.org/10.57709/7084307>
- Kozikoglu, I., & Senemoglu, N. (2021). Predictors of the challenges faced by beginning teachers: Pre-service teacher education competency and professional commitment. *Research in Pedagogy*, 11(1), 1–16. Retrieved from <https://doi.org/10.5937/istrped2101001k>
- Masood, S., Siddiqui, M., & Arif, K. (2022). Challenges Pre-Service Teachers Face During Teaching Practicum: An Anatomy of Teachers' Education Programs. *VFAST Transactions on Education and Social Sciences*, 10(2), 131–141. Retrieved from <https://doi.org/10.21015/vtess.v10i2.1049>
- Mohammed, S., Alsadi, A., Prof, A., & dian, F. (2023). Difficulties Encountered by Pre-Service Teachers in Classrooms: The Study of Public High Schools in Zintan City, Libya. *The Online Journal of New Horizons in Education*, 13(2) Retrieved from www.tojned.net
- Mufidah, N. (2019). The Development of Pre-Service Teachers' Teaching Performance in the Teaching Practice Program at English Department of State Islamic University of Antasari Banjarmasin. *Dinamika Ilmu*, 97–114. Retrieved from <https://doi.org/10.21093/di.v19i1.1469>
- Napanoy, J. B., Gayagay, G. C., & Tuazon, J. R. C. (2021). Difficulties Encountered by Pre-service Teachers: Basis of a Pre-service Training Program. *Universal Journal of Educational Research*, 9(2), 342–349. Retrieved from <https://doi.org/10.13189/ujer.2021.090210>
- Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. *Language Teaching Research*, 19(2), 129–132. <https://doi.org/10.1177/1362168815572747>
- Nuzuli, R. (2018). Pre-Service Teachers' Problems and solutions in designing Lesson Plan in English Education Department at Jambi University - *Repository UNJA*. Retrieved from <https://repository.unja.ac.id/3336/>
- Pakpahan, E. M. (2023). Challenges Faced by Pre-Service Teachers During Teaching Practicum. *International Journal of Educational Narratives*, 1(5), 258–263. Retrieved from <https://doi.org/10.55849/ijen.v1i5.389>
- Pandey, P., & Pandey, M. M. (2015). *Research Methodology: Tools & Techniques*. Bridge Center, Romania.

- Patton, M. Q. (1990). *Qualitative Evaluation and Research Methods* (2nd ed.). Sage Publications, Inc.
- Phillips, H. N., & Condy, J. (2023). Pedagogical dilemma in teacher education: Bridging the theory practice gap. *South African Journal of Higher Education*, 37(2). Retrieved from <https://doi.org/10.20853/37-2-4610>
- Prasandha, D., & Utomo, A., P., Y., (2022). Evaluasi Keterampilan Dasar Mengajar Mahasiswa dalam Program Kampus Mengajar Angkatan 1 Tahun 2021. *Jurnal Sastra Indonesia*, 11 (1)(2022) 48-55. Retrieved from <https://doi.org/10.15294/jsi.v11i1.55441>
- Putri, Z., & Yoestara, M. (2023). High School Teachers' Perception of Digital Learning and E-Learning Training. *Journal Visipena*, 14(2), 98-107. Retrieved from <https://ejournal.bbg.ac.id/Visipena>
- Ramadhanti, I. (2023). Challenges of 21st Century Education, Education in the 21st Century, Teacher Strategies Ileana Ramadhanti (2023). *Journal Visipena*, 14(2), 122-134. Retrieved from <https://ejournal.bbg.ac.id/Visipena>
- Sabrina Politeknik LPP Yogyakarta, A. (2022). Classroom Management in English Teaching and Learning Process at A Secondary School in Nepal. *Jurnal Bahasa, Sastra dan Pengajarannya*, Retrieved from <https://doi.org/10.30595/lks.v%vi%i.13661>
- Sandholtz, J. H. (2011). Preservice Teachers' Conceptions of Effective and Ineffective Teaching Practices. *Teacher Education Quarterly*, 38(3), 27-47.
- Saunders, B., Sim, J., Kingstone, T., Baker, S., Waterfield, J., Bartlam, B., & Jinks, C. (2018). Saturation in Qualitative Research: Exploring Its Conceptualization and Operationalization. *Quality and Quantity*, 52(4), 1893-1907. Retrieved from <https://doi.org/10.1007/s11135-017-0574-8>
- Sumani, S., & Arifin, S. (2018). The EFL Pre-Services Teachers' Pedagogical Competence Based on the Instructional Approach. *Advances in Social Science, Education and Humanities Research*. <https://doi.org/10.2991/iconelt-17.2018.45>
- Takaoğlu, Z. B. (2017). Challenges Faced by Pre-service Science Teachers during the Teaching and Learning Process in Turkey. *Journal of Education and Training Studies*, 5(2), 100. Retrieved from <https://doi.org/10.11114/jets.v5i2.2132>
- Tuli, F., & File, G. (2010). Practicum Experience In Teacher Education. *Ethiopian Journal of Education and Sciences*, 5(1). Retrieved from <https://doi.org/10.4314/ejesc.v5i1.56316>
- Vygotsky, L. S. (1980). *Mind in Society*. Retrieved from <https://doi.org/10.2307/j.ctvjf9vz4>