

Equipping New English Graduates for Professional Teaching Careers: A Strategic Preparation Program

Amalia Nurhasanah¹, Aryawira Pratama², Mayang Sastra Sumardi³, Fauzan Sulman⁴, Suryana Siregar⁵

¹ Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, Indonesia; amalianurhasanah@uinjambi.ac.id

² Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, Indonesia; aryawirapratama@uinjambi.ac.id

³ Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, Indonesia; mayangsastrasumardi@uinjambi.ac.id

⁴ Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, Indonesia; fauzansulman@uinjambi.ac.id

⁵ Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, Indonesia; Badutoncom@gmail.com

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ABSTRACT

This research aims to explore the critical preparations necessary for fresh graduates to effectively engage in a professional teacher program, focusing on identifying specific challenges and enablers within this process. Employing a case study design, this research leverages qualitative interviews to capture in-depth perspectives from participants, enabling a nuanced exploration of the complexities involved in preparing for professional teacher programs. The research involved interviewing six professional teachers, including three who have participated in the in-service Professional Teacher Program (PPG) and three who have undergone the pre-service PPG. These teachers represent five different districts, which enhances the validity and generalizability of the findings. The selected participants are educators who have completed their professional teaching certification within the past three years, ensuring that the insights gained are current and relevant. The research identified six major themes: infrastructure challenges, health considerations, family support, technology mastery, financial constraints, and teacher qualifications. These themes emerged from the interviews and reflect the diverse experiences and obstacles faced by teachers in preparing for and undergoing professional development. This study provides actionable insights and can also inform the refinement of strategies for both preparation and development of targeted support systems for prospective teachers, which ultimately enhance the effectiveness of professional teacher programs for the present and the future. This study provides information that education with a well-planned and effective system can encourage better student quality and ability.

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Corresponding Author:

Aryawira Pratama

Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, Indonesia; aryawirapratama@uinjambi.ac.id

1. INTRODUCTION

This research explores how participants in the Pre-service Teacher Professional Education (PPG) program prepare for careers as professional English teachers. It focuses on understanding how pre-service teachers develop the skills and competencies required for professional certification and the challenges they encounter while adapting to the diverse demands of teaching English. According to Government Regulation No. 74 of 2008, becoming a professional teacher requires meeting specific academic qualifications, competencies, and obtaining educator certification, emphasizing the need for teacher professionalism to enhance education quality. Ministerial Regulation No. 11 of 2011 further outlines that teachers can achieve professional certification through the PPG program, which is tailored for both in-service and pre-service teachers who hold a bachelor's degree in education. This study aims to assess the PPG program's effectiveness in equipping future English teachers to meet these professional standards and navigate the complexities of teaching in various educational settings.

The PPG program can be implemented in two ways: in-service or pre-service. In-service PPG is meant for teachers who are currently teaching but do not yet hold an educator certificate, whereas pre-service PPG is intended for education graduates who have not yet worked as teachers. This program provides numerous benefits, including a professional certificate and professional teaching allowances for trained teachers. These perks entice many uncertified teachers to join in this program. This accreditation not only increases teaching quality, but also provides teachers with legal assurance and well-being. However, becoming a qualified professional teacher is not a simple process (Nadeem & Iqbal, 2023). Several challenges must be overcome during the PPG program. Teachers in rural locations may face more challenging obstacles than those in cities. There are numerous challenges that English teachers face, ranging from resources such as textbooks to educational infrastructure. Large cities have easier access to educational materials such as textbooks, electronic gadgets, and supplementary training. In contrast, limited access in rural locations makes it difficult for teachers to develop their competencies to the fullest.

Teachers engaging in the PPG program face significant challenges, particularly when teaching English as a foreign language in settings where the local language is dominant (Sipe & Segumpan, 2024). Students often struggle to grasp material presented in English, as they are more accustomed to using the local language in their daily lives. Additionally, frequent curriculum changes pose another challenge, requiring teachers to continually adapt to new teaching methods and resources, which demands additional time and effort (Asiyah, Putri, Restiana, & Lestari, 2023; Azizah & Supriana, 2023; Marwinda, Habibah, Viani, & Ramadani, 2024). To analyze these challenges, this research draws on theories related to teacher professional development, which provide a framework for understanding how teachers navigate the complexities of their roles. By integrating these theoretical perspectives, the study offers a deeper insight into the processes that teachers undergo as they adapt to changing educational landscapes, highlighting the importance of ongoing support and training to enhance their professional growth and effectiveness. According to preliminary research completed by the researcher, many teachers participating in the PPG program are older, which has an impact on their health and technological skills (Rahmat, Irfandi, Gunawan, Syamsudin, & Musdiani, 2022). Older professors may have health difficulties that limit their capacity to participate in rigorous lectures and work long hours in front of a computer. Furthermore, the older age may be unfamiliar with cutting-edge technology, making it difficult to follow the PPG program, which is primarily conducted online.

Technological expertise, particularly the usage of Learning Management Systems (LMS) and related apps such as video conferencing (Zoom, Google Meet), has become an inescapable requirement. Teachers must master these qualities in order to participate successfully and smoothly in the PPG program. The use of technology in the classroom allows teachers to convey material in a more effective and interesting manner, as well as providing access to a broader choice of learning tools (Ikhwan, Fuadi, Mailizar, & Jannah, 2023). However, for teachers who are unfamiliar with technology, this might provide a significant challenge to their motivation and success in the PPG program (Kebritchi, Lipschuetz, & Santiago, 2017). There are numerous demands that teachers must achieve during the

PPG program, which is administered via LMS. Its execution requires the completion of a number of modules, including deepening material, innovative instruction, comprehensive examinations, Field Experience Practice (PPL), portfolio assessment, performance tests (UKIN), and Knowledge examinations (UP). All of these must be completed with at least a satisfactory assessment. Each module needs significant time and effort, increasing the teachers' workload.

Teachers who apply both in-service and pre-service PPG must not only grasp teaching materials, but also have strong pedagogical and professional skills. Teachers must be able to create and implement creative teaching strategies, as well as effectively monitor and assess student learning results. Field Experience Practice (PPL) allows instructors to apply the theories they have studied in real classroom circumstances, which is an important component of the PPG curriculum. Government Regulation No. 74 of 2008 and Ministerial Regulation No. 11 of 2011 set the foundation for teacher professionalization in Indonesia. However, the implementation of these policies, particularly through the PPG program, reveals significant challenges that are exacerbated by the diverse geographic and socioeconomic contexts across the country. The researcher was motivated to investigate this topic further due to a paucity of specific studies on the challenges and techniques experienced by professional teachers, particularly those teaching English in remote locations. The development of study programs that will generate graduates with a bachelor's degree in English education is also a major focus of this research. More research is needed to understand how rural instructors deal with these issues and what tactics they employ to succeed in the PPG program. The main issues that English teachers confront in the PPG program include limited resources, difficulty with technology, and the impact of the local language on the learning process. Teachers in the in-service PPG program, who are typically from remote regions, frequently lack sufficient access to textbooks and other teaching resources. Technological infrastructure is also a restriction, as many rural schools lack basic resources for digital learning (Khasanah, Khotimah, Mase, & Annadia, 2023; Palma, Tabangay, & Jerungay, 2024; Yani, Marliyani, Febry, & Armita, 2023). The lack of access to training and technical help exacerbates the situation.

Furthermore, instructors involved in the PPG, particularly in-service teachers, frequently struggle with the use of LMS and other supporting apps. Many teachers struggle to follow online lessons and complete prescribed duties. Age also plays a factor, since older teachers struggle to adjust to new technologies. These issues have an impact on teachers' motivation and performance in the PPG program, which in turn affects the quality of education they deliver to students. Teachers adopt a variety of ways to address these difficulties (Ann, Madarcos, Grace, Vera, & Abrina, 2024; Camo, Uy, & Molina, 2024; Jum, Cahyati, & Dini, 2024). Collaboration among colleagues is a typical strategy. Teachers frequently assist each other in comprehending the material and using technology. They also look for additional resources online and on social media to help them learn. Furthermore, these teachers are motivated and enthusiastic about improving themselves and giving their all for their students. This research highlights the broader significance of supporting English teachers in remote locations, demonstrating that despite numerous challenges, these teachers remain motivated to participate in the PPG program and pursue professional development. For the field of education, the findings emphasize the critical role of collaboration, resource availability, and adaptability in enhancing teaching quality and educational outcomes in rural areas. From a policy-making perspective, the study underscores the necessity for governmental and institutional support, including increased resources, technology training, and financial assistance, to ensure that all teachers, regardless of their location, have equitable access to professional development opportunities.

Additionally, this research prompts important questions regarding the preparation of fresh graduate students for professional teacher programs, such as: What specific skills and knowledge should pre-service training programs emphasize to better equip new teachers for the challenges they will face in diverse and remote settings? How can professional development programs be tailored to address the unique needs of teachers from different districts? Addressing these questions is essential for designing effective professional development initiatives that support the continuous growth of teachers and ultimately contribute to the advancement of national education.

2. METHODS

This research adopts a case study design grounded in the principles outlined by Creswell (2014), Lodico (2010), Louis, Lawrence, and Morrison (2018), Rukminingsih, Adnan, and Latief (2020), Rusandi and Muhammad Rusli (2021), and Sidiq and Choiri (2019). A multiple-case study approach will be employed, focusing on English teachers from two districts, each representing different experiences with pre-service and in-service Teacher Professional Education Programs (PPG). This design facilitates cross-case analysis, improving the generalizability of the findings. The approach provides an in-depth understanding of the challenges and strategies English teachers face in implementing PPG, covering both in-service and pre-service training.

The study focuses on two main aspects: the challenges English teachers encounter while implementing PPG and the strategies they use to overcome these challenges. First, the research will identify the specific difficulties teachers face in adopting PPG, such as challenges with training materials, difficulties in applying professional development knowledge to classroom practice, and administrative barriers at various levels. By understanding these issues, the study will offer a comprehensive overview of the obstacles that hinder the program's effectiveness and desired outcomes.

The second objective is to explore the strategies teachers use to address these challenges. This includes various approaches, such as adapting teaching methods, using additional resources, or implementing time management techniques. By examining these solutions, the researchers aim to identify the most effective and innovative practices, providing valuable insights for other educators facing similar challenges.

Researchers conducted interviews with four English teachers, each from a different district, who had already completed the PPG program as part of the data collection process. The researchers also elaborated on the program's schedule and the scoring rubric used in the examination. Two teachers participated in pre-service professional development, and two participated in in-service professional development. The data collected from the interviews were analyzed using coding to identify key themes and patterns that emerged from the participants' responses, allowing for a systematic interpretation of the data grounded in the teachers' experiences.

The selection of these four English teachers was based on purposive sampling, ensuring representation across different districts to generalize the study's findings. Although the sample size may seem limited, it was deemed sufficient to achieve data saturation for the study's goals, as the focus was on capturing diverse perspectives from distinct districts rather than an exhaustive exploration of individual experiences. As stated by Creswell (2014), these criteria are derived from the purposive sampling technique, which is commonly used in research for participant selection. Data analysis used in this study is to see the data from the perspective of the average value of the prospective teacher's ability to apply the learning process during the delivery of the material provided. All observation processes will be analyzed and observed carefully and observed both the advantages and disadvantages experienced in the learning process. The analysis will be carried out using a review process, one of which is using direct interviews to obtain the quality and obstacles experienced by teachers in their learning process, so that it can be valuable and useful information in facilitating prospective teachers in their learning process in the future.

The interview was conducted using a semi-structured interview, which is expected to obtain in-depth results regarding the challenges and mitigation of these obstacles. and there is a list of 30 questions that are ready to be developed during the interview process. The development of questions in interviews is something that researchers do to obtain detailed data. The interview process is carried out face to face. The researcher went directly to the school in the district where the participant taught. so that researchers can see directly from the results of the observations what really happens in the school. This is also a material for comparison of the results of the interview process. In the interpretation process, researchers used manual coding as shown in Table 1:

Table 1. The description of interview guidance

No	Theme	Sub-Theme	Code
1	Teachers' Challenges in the process of PPG	Contextual Challenges	a. Infrastructure
			b. Technology Utilization
		Personal Challenges	a. Health Factors
			b. Family Support
			c. Financial Aspects
		Professional Qualification	a. Teacher Qualification
b. Language Aspect			
2	Teachers' mitigation for overcoming difficulties in the process of PPG	Contextual Challenges	a. Infrastructure
			b. Technology Utilization
		Personal Challenges	a. Health Factors
			b. Family Support
			c. Financial Aspects
		Professional Qualification	a. Teacher Qualification
b. Language Aspect			

3. FINDINGS AND DISCUSSION

3.1 Contextual Challenges

In the educational context, challenges related to infrastructure and the use of technology are the main obstacles faced by pre-service and experienced teachers. Inadequate infrastructure often hampers the teaching and learning process, especially in schools with limited facilities. Pre-service teachers, for example, often have to teach in junior high schools that lack seating, broken projectors and unstable electricity. Meanwhile, although teachers in Senior High Schools generally have access to better infrastructure, they still have to face issues such as limited access to technological equipment and the need to plan the use of resources carefully. Limited access can cause teachers to be slightly hampered, especially in the field of the latest information and in accordance with the development of the times. Teachers must be able to adapt to the development of the times so as to create quality students who are ready according to the development of the times.

The very rapid development of technology is certainly a hope and good news for prospective teachers in supporting a quality learning process. On the other hand, challenges in using technology are also a serious concern. Teachers, both new and those who have been teaching for a long time, are required to master various modern technological tools that are increasingly important in the educational process, such as Learning Management Systems (LMS) and online assessment tools. However, for pre-service teachers, the need to learn this new technology amidst academic pressure can be a heavy burden. Meanwhile, teachers teaching in remote areas face problems with poor internet connectivity, which can disrupt the online teaching process. Therefore, teachers must be able to adapt quickly and find creative solutions to overcome these obstacles, both through strategic planning and developing the necessary technological skills.

3.1.1 Challenges and Strategy in Infrastructure

Both pre-service and in-service instructors face substantial issues connected to infrastructure (Derder, Sudaria, & Paglinawan, 2023; Kundu & Bej, 2021; Meng & Wang, 2017). Pre-service teachers sometimes face challenges when assigned to teach in Junior High Schools, including inadequate student seating, limited access to properly functioning projectors, and unstable electricity. These issues can impede the teaching process and diminish the efficacy of instructional delivery. On the other hand, educators working in Senior High Schools typically discover that the infrastructure is more comprehensive. Nevertheless, this does not imply the lack of difficulties. For example, the accessibility of equipment such as projectors may be restricted, necessitating teachers to effectively allocate their

time by scheduling their usage. This suggests that although the quality of infrastructure may be superior in senior schools, it is essential to have a well-thought-out plan in place to effectively utilize the resources that are available.

Participant A: *"the projector is limited. There are only two projectors which can be loan by school. If I teach in Senior High School, the projectors are available for loan by the school"*

Participant B: *"When I teach in Junior High School, the electricity is limited and projectors are limited. The internet services are very low access"*

Participant C: *"I always check the information of the blackout and also rent the projectors in the city to have a lesson in the class"*

Participant D: *"I have to rent a house in the city to avoid power outages, and I often rent a generator to carry out lessons"*

Experienced educators who are currently employed and instruct students at their respective schools face a distinct set of difficulties. Typically, they possess a greater awareness of the deficiencies in the infrastructure of their institutions. For instance, in the event that their educational institution routinely encounters power failures, they may need to lease generators in order to guarantee a steady power source during their instructional sessions. When a power outage occurs, teachers are often hampered in integrating learning with technology. Moreover, the PPG program requires teachers to use technology in the learning process. Likewise, when there is a want for technology like projectors, individuals must make prior arrangements to rent or borrow such equipment. The necessity for instructors to address infrastructural obstacles demonstrates a proactive mindset, in which teachers must not solely depend on existing resources but also take measures to overcome limits. Teachers must cultivate strategic planning and resource management skills to prevent disruptions in their teaching caused by infrastructure inadequacies.

3.1.2 Challenges and Strategy in Technology Utilization

Both pre-service and in-service teachers encounter difficulties when it comes to incorporating technology into their teaching practices. In today's educational setting, teachers must possess expertise in a wide range of technology instruments (Al-zboon, Gasaymeh, & Al-Rsa'i, 2021; Qazi, Mustafa, Mtenzi, & Valcke, 2023; Tondeur et al., 2019). Teachers must possess proficiency in utilizing Learning Management Systems (LMS), conducting virtual meetings, video editing, and employing online assessment tools such as Kahoot and Canva. This necessity is a challenge for numerous teachers, particularly those who do not possess an inherent inclination towards technology.

Participant A: *"I always see the tutorial in Youtube before used the technology in my lesson"*

Participant C: *"I always ask to my friend when I have a trouble in using the online platform. I always search a new tool to help the lesson in the class"*

Participant D: *"I hired people who are professionals in video editing"*

Pre-service teachers face a high learning curve as they must master these abilities while still managing their academic commitments. Teachers who are currently employed, especially those working in rural regions, encounter extra difficulties associated with internet connectivity. Inadequate signal strength in remote regions might interrupt online learning sessions, compelling educators to explore alternatives, such as leasing a location in a metropolis with superior connectivity. This scenario highlights the necessity for teachers to possess adaptability and resourcefulness. In addition to being open to acquiring new technological competencies, individuals must also be adept at devising pragmatic remedies to address connection challenges (Azlim, Amran, & Rusli, 2015; Faisal & Kisman, 2020). Seeking assistance from colleagues, utilizing instructional videos on platforms such as YouTube, and actively exploring novel technology resources are effective techniques for educators to narrow the

disparity between their existing proficiency and the demands of the contemporary educational landscape.

3.2 Personal Challenges

In carrying out educational programs, teachers are faced with various personal challenges that can affect their performance, including health problems, family support, and financial conditions. Jobs that require teachers to spend long periods of time in front of computers often trigger health problems such as fatigue, back pain and eye strain. To overcome this challenge, it is important for teachers to implement strategies for maintaining health, such as regular rest, exercise, and a healthy diet. In doing so, they can reduce the risk of health problems that could affect their ability to carry out their duties.

Apart from health factors, support from the family also plays an important role in the teacher's success during this program. Teachers who are married need support from spouses and other family members, considering that the high demands of the program often take up a lot of time and energy. Effective communication and understanding from families is needed to help teachers manage the pressure they face. On the other hand, financial challenges cannot be ignored, especially for teachers who are still in the practice stage and do not have a fixed income. Careful financial planning and financial support from family or scholarships are very necessary to ensure the smooth running of their studies and assignments during this program.

3.2.1 Challenges and Strategy in Health Factors

The health issues experienced by teachers in this program primarily stem from the strenuous nature of their profession (Glazzard & Rose, 2020). Pre-service teachers, often between the ages of 22 and 40, and in-service teachers, who are normally older, both encounter substantial health hazards. Due to the nature of their employment, instructors are often required to spend extended periods of time in front of computers, perhaps exceeding 12 hours per day. This encompasses not only the act of instructing, but also the creation of lesson plans, evaluating student work, and developing educational resources.

Participant A: *"I always consume the vitamin everyday and watching movie at weekend. Reduce to eat the fried things"*

Participant B: *"my family and I went out for fun on the weekend to reduce stress levels. I go to the park and having a good meal at a restaurant"*

Participant C: *"I set my rest schedule, if it's evening then I will close my laptop."*

Participant D: *"I use glasses to reduce fatigue when facing the laptop"*

Prolonged computer use can result in a range of health difficulties, such as eye strain, back problems, and overall exhaustion, due to the physical pressure it imposes. Thus, it is imperative to prioritize the maintenance of excellent health. Both prospective and current teachers must take initiative in effectively managing their health (Capone & Petrillo, 2020; Ekornes, 2017). This may involve including frequent intervals of rest, participating in physical exertion, and maintaining adequate nourishment through the consumption of vitamins and a balanced diet. During weekends or breaks, it is crucial for individuals to participate in recreational pursuits, such as viewing films, strolling in the park, or indulging in a satisfying meal at a restaurant. Engaging in these activities can effectively reduce the tension accumulated during the workweek and offer essential revitalization for both the mind and body.

3.2.2 Challenges and Strategy in Family Support

The success of instructors participating in this program is heavily dependent on the crucial function of family support (Badri, Alnuaimi, Mohaidat, Yang, & Al Rashedi, 2016; Buchanan & Buchanan, 2017; Pettersson & Ström, 2019; Wang et al., 2023). Participants in the program must devote

a substantial amount of time and energy to their studies and teaching duties due to the program's demanding character. For individuals who are married or have other familial responsibilities, it is crucial to secure the support and consent of their spouse or family members. This is due to the program's high level of demands, which leaves minimal time for one's personal life.

Participant A: *"My family support me in having this PPG program"*

Participant B: *"My parents understand me how busy am I"*

Participant C: *"All of my family support me"*

Participant D: *"I always ask my husband for permission to do PPG lectures. My husband and I also made a commitment to support each other"*

Even individuals who are not married must engage in communication with their families regarding the requirements of the program. The participant's capacity to concentrate and excel in the program can be greatly influenced by the family's comprehension and backing. Teachers who receive support from their family members are more likely to properly handle the stress of their job and obtain more favorable results (Descals-Tomás, Rocabert-Beut, Abellán-Roselló, Gómez-Artiga, & Doménech-Betoret, 2021; Leshem, Haj-Yahia, & Guterman, 2016; Permatasari, Rahmatillah Ashari, & Ismail, 2021; Smith & Sheridan, 2019). Hence, establishing effective communication and clearly defining expectations with family members is a crucial approach for effectively handling the program's obstacles.

3.2.3 Challenges and Strategy in Financial Aspects

The financial difficulties experienced by teachers differ greatly depending on whether they are currently employed or still in training (Catacutan & Moleño, 2024; Nalasa-costuna & Tantiado, 2023). Employed in-service teachers generally do not have significant financial challenges as they continue to receive a regular paycheck. Nevertheless, they do accumulate supplementary costs associated with the program. For instance, those residing in rural areas might have to acquire additional internet data or perhaps lease a residence in the city to guarantee reliable connectivity. Furthermore, they may be required to compensate for a substitute teacher to oversee their courses while their involvement in program activities. These additional expenses can accumulate, necessitating meticulous financial preparation.

Participant A: *"I am still assisted by my parents in this financing"*

Participant B: *"I spent all my savings"*

Participant C: *"I work part time as a private teacher"*

Participant D: *"I used tuition funds from our savings"*

However, pre-service teachers frequently encounter more substantial financial obstacles. As they are usually students, they lack a consistent source of income and must depend on their savings or assistance from their family. The program requires a complete dedication of time, leaving individuals with minimal or no opportunity to engage in employment and generate income. In addition, they are responsible for covering the expenses associated with internet data and other necessary resources for developing interactive educational content. The financial burden might be a substantial obstacle, necessitating careful financial management and potentially the pursuit of financial aid or scholarships to sustain their academic pursuits (Zhang & Fan, 2022).

3.3 Professional Qualification

The professional qualification of teachers plays an important role in their success in various teaching programs. Teachers who have special abilities must be placed according to their field of qualification and should also have additional skills that can improve their main skills. Teachers must have superior pedagogical skills and the ability to adapt to changes in modern educational practices. This includes utilizing the latest technology in teaching methods and ensuring that their training is in

line with the latest educational theories. To be successful in the 21st century educational context, it is important for educators to continuously update their knowledge and skills to remain relevant to the rapid developments in the educational environment.

In addition, English language skills become increasingly important as other skills advance. Educators are expected to not only be able to teach English but also have a high level of fluency to understand and use a variety of educational resources that are generally presented in English. This challenge requires active participation in ongoing professional development, including attending training, seminars, and joining online communities to improve language skills and stay current with current educational practices.

3.3.1 Issues and Approach in Teacher Qualification

The competence of teachers is a pivotal determinant that impacts their achievement in the program. Participants are required to have proficient teaching abilities and the capacity to adjust to contemporary educational trends (Fadhliyah, 2020; Guskey, 2010; Hopid, Febriana, Dahlan, Cokroaminoto, & Author, 2022; Riau, 2018; Siraj & Milfayetti, 2017). This involves incorporating technology into their teaching methods and ensuring that their training is in line with contemporary educational theories. In order to teach effectively in the 21st century, teachers must possess the capacity to continuously acquire new knowledge and abilities, ensuring they remain up-to-date with the evolving educational environment (Darling-hammond, 2014; Darling-hammond & Darling-hammond, 2017). New abilities in this case are abilities in accordance with the development of the times, so that the information and knowledge given by teachers to students can still be used and are beneficial for students. New information and knowledge are very important in preparing good quality students.

Participant A: *"Because I am an English teacher, the language itself is important."*

Participant B: *"I always do the English Online Test to measure my skill"*

Participant C: *"I actively participate in international seminars even as a teacher"*

Participant D: *"I am a member of the TEFLIN association, to stay abreast of the latest developments in the world of English language teaching"*

Furthermore, the acquisition of language ability, namely in English, is growing in significance alongside the development of other abilities. Teachers are required to possess not only the ability to teach English, but also to have a high level of proficiency in the language in order to successfully communicate and comprehend instructional resources, many of which are written in English. This prerequisite introduces an additional level of difficulty, particularly for individuals who may lack a solid foundation in the language. In order to tackle this issue, teachers must actively participate in ongoing professional development, actively searching out opportunities to enhance their language proficiency and remain up-to-date with the latest educational practices. One can engage in various activities such as enrolling in courses, engaging in seminars, and joining online forums or communities of practice (Aizawa, Rose, Thompson, & Curle, 2023; Johnson & Golombek, 2020).

Discussion

Teachers encounter a wide range of obstacles in the field of education, including infrastructure, technology, health, family support, financial aspects, and qualifications. Each of these components necessitates specialized attention and the implementation of suitable strategies to enable educators to fulfill their responsibilities in a sustainable and effective manner. The results of this study suggest that both pre-service and in-service teachers encounter substantial obstacles, although the nature of these obstacles may vary depending on the location of the assignment and the level of experience.

The effectiveness of instruction is heavily dependent on the infrastructure available in schools. Pre-service teachers often find that junior high schools lack sufficient facilities to support optimal teaching and learning processes. Inadequate infrastructure, such as unreliable electricity, limited access

to projectors, and a shortage of student seating, can significantly hinder the educational process (Sadikin & Hamidah, 2020). Conversely, high school educators tend to experience better infrastructure conditions, though they still face challenges, such as insufficient equipment and the need for careful planning to ensure effective utilization (Khoiriyah & Safitri, 2021). These issues underscore the importance of a thorough understanding of the current infrastructure in the teaching environment and the ability to manage resources efficiently. Without adequate infrastructure, teachers must develop skills in strategic planning and resource management to avoid disruptions in the learning process (Lestari & Gunawan, 2018).

Secondly, the obstacles associated with utilizing technology are also substantial. In the present digital era, it is imperative that educators possess a comprehensive understanding of technology. They must be capable of utilizing a diverse array of digital tools and platforms to facilitate learning, such as online conferencing, video editing, learning management systems, and online evaluation tools. This can be a difficult challenge for certain instructors, particularly those who are less familiar with technology. Pre-service teachers, who are still in the early phases of their careers, are confronted with a challenging learning curve as they are required to acquire these skills while pursuing their academic education. In the interim, educators who instruct in rural regions frequently encounter additional obstacles in the form of inadequate internet connectivity. This issue necessitates the pursuit of innovative solutions, such as altering their learning schedule to avoid signal disruptions or renting a location in a city with a more robust network. The ability to adapt to technology and the readiness to confront these challenges are essential.

Third, health factors are a significant concern, particularly for educators who are required to work for extended periods in front of computers. A variety of health issues, such as fatigue, eye problems, and other physical issues, can result from working conditions that necessitate instructors to spend more than 12 hours per day in front of a screen. Therefore, it is crucial for educators to prioritize their health, which includes scheduling adequate leisure periods, engaging in regular physical activity, and adhering to a nutritious diet. Furthermore, it is crucial for them to allocate time for recreation in order to preserve a sense of equilibrium and alleviate tension. Teachers will be able to fulfill their responsibilities with greater efficiency and effectiveness if they maintain their health.

Fourth, the success of teachers in completing this program is also significantly influenced by the support of their families. It is crucial for participants to receive support from their families, as this program necessitates a high level of intensity and activity. It is crucial for married instructors to secure the consent and backing of their spouse or other family members in order to concentrate on the completion of this program. Family support is crucial for individuals who are not married, as it can influence their capacity to manage tension and maintain a balance between their personal and professional lives.

Fifth, the financial aspect is one of the challenges that teachers must confront, particularly for pre-service teachers who lack a permanent source of income. They are compelled to utilize their reserves or financial assistance from their families to cover the expenses associated with this program, which include the creation of interactive learning media and internet costs. Conversely, instructors who are currently employed do not encounter financial difficulties, as they continue to receive salaries. Nevertheless, they are still obligated to incur additional expenses, such as the purchase of an additional internet quota or the rental of a residence that is more conveniently located near the necessary amenities. Consequently, it is imperative to implement meticulous financial planning in order to surmount this obstacle.

The effectiveness of educational programs is greatly influenced by the qualifications of teachers. Educators must possess strong pedagogical skills and stay up-to-date with the latest developments in education to meet the demands of modern classrooms (Darling-Hammond, 2017). A key requirement for 21st-century teaching is the ability to integrate technology into the learning process, enabling students to develop critical digital literacy skills (Mishra & Koehler, 2006). Furthermore, language proficiency, particularly in English, has become increasingly important, as many educational resources

are now available primarily in English. Teachers with advanced language skills are better positioned to participate in global educational discussions and access a wider range of teaching materials (Tsui, 2003). Continuous professional development is therefore essential for teachers to remain effective and relevant in an ever-changing educational landscape (Guskey, 2002).

In general, the results of this study underscore the significance of effective management in a variety of ways that affect the performance of teachers. Everything, from infrastructure, technology, health, family support, finances, and qualifications, contributes to the success or failure of a teacher in fulfilling their responsibilities. Teachers who are capable of surmounting these obstacles through the implementation of appropriate strategies will be more adequately equipped to address the demands of their profession and deliver high-quality education to their students.

4. CONCLUSION

In conclusion, this study has thoroughly examined the multifaceted challenges faced in preparing English teachers for the professional field and has proposed effective strategies to address these obstacles. The findings directly answer the research questions by offering solutions tailored to the specific issues identified, such as disparities in educational infrastructure, limited access to technology, the importance of teacher health, family support, financial challenges, and the need for higher qualification standards. By focusing on these areas, the study fulfills its objective of providing a comprehensive approach to improving the preparation of English teachers. However, the study does have limitations, including its focus on specific regions, which may limit the generalizability of the findings to other contexts. Future research should explore these challenges in a broader range of settings to enhance the applicability of the proposed strategies. Despite these limitations, the importance of implementing the strategies outlined in this study cannot be overstated. By addressing these challenges through integrated and community-based approaches, we can ensure that English teachers are well-prepared to meet the demands of the profession, ultimately leading to higher-quality education for students. The researcher also hopes that future research will look deeper into the learning process carried out by prospective teachers, so that learning can take place better and optimally. In further research, special attention is needed to the instruments used by teachers in the learning process must be considered carefully and must also pay attention to the validity of the instrument in making measurements that will be used as observations later.

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