

From: ." <irje@unja.ac.id>
To: Selvi Panggua <selvipanggua@ukitoraja.ac.id> rachel@ukitoraja.ac.id

Subject: [IRJE] Submission Acknowledgement
Dear Selvi Panggua and Rachel et al.,

Thank you for submitting the manuscript, " Exploring the impact of school field experience on prospective English teachers' readiness" to Indonesian Research Journal in Education | IRJE | . With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:
Submission URL: <https://online-journal.unja.ac.id/irje/authorDashboard/submission/43106>
Username: Panggua

If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

Sincerely,
Editor
Indonesian Research Journal in Education
The Graduate School, Doctoral Program in Education
Jambi University
Jl. Raden Mattaheer No.16, Jambi
Indonesia 36113
E-mail: irje@unja.ac.id

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From: Selvi Panggua <selvipanggua@ukitoraja.ac.id>

To: ." <irje@unja.ac.id>

Dear Editor,

We sincerely appreciate your time and consideration. We hope that our manuscript will be favourably considered for further processing.

Thank you for your attention and cooperation.

Sincerely,

Selvi Panggua

[Corresponding Author]

From: " <irje@unja.ac.id>

Subject: Manuscript Review Update

To: : Selvi Panggua <selvipanggua@ukitoraja.ac.id>

Dear Selvi Panggua,

This is to inform you that your manuscript has been officially processed with [IRJE](#), for review. The review process takes around 60 days. We will reach out to you once your manuscript has completed this step.

If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

Sincerely,
Editor
Indonesian Research Journal in Education
The Graduate School, Doctoral Program in Education
Jambi University
Jl. Raden Mattaher No.16, Jambi
Indonesia 36113
E-mail: irje@unja.ac.id

From: " <irje@unja.ac.id>

Subject: Manuscript Review Update
To: : Selvi Panggua <selvipanggua@ukitoraja.ac.id>

Dear Selvi Panggua,

I hope you are doing well. I would like to inform you that the review process has been completed. The Editor required that your paper be updated based on the following comments from our reviewers. Please see the attached files.

If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

Sincerely,
Editor
Indonesian Research Journal in Education
The Graduate School, Doctoral Program in Education
Jambi University
Jl. Raden Mattaher No.16, Jambi
Indonesia 36113
E-mail: irje@unja.ac.id

From: " <irje@unja.ac.id>

Subject: Manuscript Review Update
To: : Selvi Panggua <selvipanggua@ukitoraja.ac.id>

Dear Selvi Panggua,

In reference to your manuscript entitled: "[Exploring the impact of school field experience on prospective English teachers' readiness]. Our decision is: Revisions Required. Please find enclosed copies of the referees' reports, along with their remarks on the manuscript. You are kindly requested to address the referees' suggestions and comments and revise your manuscript. It is also requested that you provide us with the following:

- One soft copy of the manuscript in Microsoft Word Format.
- A detailed report of the revisions and modifications to the manuscript.

To expedite the processing of your manuscript, we suggest that you send us the aforementioned items as soon as possible within **One Month**. Please highlight your corrections in red on the body of the manuscript that is sent back to the reviewers.

If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

Sincerely, Editor
Indonesian Research Journal in Education
The Graduate School, Doctoral Program in Education
Jambi University
Jl. Raden Mattaher No.16, Jambi
Indonesia 36113
E-mail: irje@unja.ac.id

From: Selvi Panggua <selvipanggua@ukitoraja.ac.id>

To: ." <irje@unja.ac.id>

Dear Editor,

We sincerely appreciate your time and consideration. I will revise as suggested by reviewers.

Thank you for your attention and cooperation.

Sincerely,

Selvi Panggua
[Corresponding Author]

From: Selvi Panggua <selvipanggua@ukitoraja.ac.id>

To: ." <irje@unja.ac.id>

Dear Editor,

I attached the revision of our manuscript "[Spiritual and Interpersonal Competencies for Advancing Health Equity from the Perspective of Islamic Education Management]."

Looking forward to hearing from you

Thank you for your attention and cooperation.

Sincerely,

Selvi Panggua

[Corresponding Author]

From: " <irje@unja.ac.id>

Subject: Manuscript Review Update

To: : Selvi Panggua <selvipanggua@ukitoraja.ac.id>

Dear Selvi Panggua,

This is to inform you that your revision has been officially processed for review.

We will update you once your manuscript has completed the review. Should you have any questions, feel free to let me know.

If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

Sincerely,

Editor

Indonesian Research Journal in Education

The Graduate School, Doctoral Program in Education

Jambi University

Jl. Raden Mattaher No.16, Jambi

Indonesia 36113

E-mail: irje@unja.ac.id

From: " <irje@unja.ac.id>

Subject: Manuscript Review Update

To: : Selvi Panggua <selvipanggua@ukitoraja.ac.id>

Dear Selvi Panggua,

I hope you are doing well. I would like to inform you that the review process has been completed. After rounds of rigorous reviews, we would like to inform you that your manuscript has been accepted with revisions.

The editors require that you further edit and proofread your manuscript to address grammatical and writing errors before proceeding to the next step.

If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

Sincerely,

Editor

Indonesian Research Journal in Education
The Graduate School, Doctoral Program in Education
Jambi University
Jl. Raden Mattaher No.16, Jambi
Indonesia 36113
E-mail: irje@unja.ac.id

From: Selvi Panggua <selvipanggua@ukitoraja.ac.id>

To: ." <irje@unja.ac.id>

Dear Editor,

I attached the revised version and hope our article can be published.

Looking forward to hearing from you
Best wishes

Looking forward to hearing from you
Thank you for your attention and cooperation.

Sincerely,

Selvi Panggua
[Corresponding Author]

From: " <irje@unja.ac.id>

Subject: Manuscript Review Update
To: : Selvi Panggua <selvipanggua@ukitoraja.ac.id>

Dear Selvi Panggua,

I hope you are doing well. I would like to inform you that the review process with the IRJE has been completed. After rounds of rigorous reviews and looking at the revision of your manuscript, we would like to congratulate you and your article will be published in the next Volume 09, Issue 1, June 2025.

If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

Sincerely,
Editor
Indonesian Research Journal in Education
The Graduate School, Doctoral Program in Education
Jambi University
Jl. Raden Mattaher No.16, Jambi
Indonesia 36113
E-mail: irje@unja.ac.id



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Manuscript Review Form

Title of Manuscript (MS)	Exploring the impact of school field experience on prospective English teachers' readiness
Date MS received:	10 December 2024
Date review returned:	January 18, 2025
Reviewer (name and email):	Blind review
This form should be completed and submitted electronically to the irje@unja.ac.id The reviewer should return the results of his or her reviews with one month after the MS is received	

NOTES FOR REVIEWERS

- Please indicate your assessment of each of the criteria by placing an "X" in the appropriate column and write detailed comments in the spaces provided.
- IRJE reviewers should complete the review forms not only by marking the boxes but also by putting comments for each category.
- We would request reviewers to annotate the manuscript itself and insert comments in the copies of manuscripts themselves in red. This is especially important for manuscripts that will be returned to authors for changes. They should not have their name in the comments boxes.
- Please refer authors to the APA referencing system that is online in the submission guidelines and check they have followed this. Do not reject manuscripts because they do not follow them initially, but make it clear that this is the author's responsibility.
- Adopt the policy of making respectful and encouraging suggestions for all authors whose work is not yet up to standard, so that they are not discouraged from future submissions. Try to emphasize how to remedy an identified problem rather than just emphasizing what appears to be wrong.

Criteria to be rated	Excellent	Acceptable	Unsatisfactory	NA
1. TITLE (maximum 12 words)	X			
Does the title reflect the content properly? Does the title clearly or adequately describe the intent of the study? (suggest alternate language for the title if the answer is NO) Comment: You presented well the content as reflected in the title.		X X		
2. TABLES AND FIGURES	Excellent	Acceptable	Unsatisfactory	NA
Are the tables and figures understandable and following the IRJE guidelines (APA style)? Comments: the table follows the IRJE guidelines.		X		
3. ABSTRACTS (150 words or less)	Excellent	Acceptable	Unsatisfactory	NA
Are the aim, design and nature of the study well expressed in the abstract? Are participants' characteristics, data collection analysis, and major findings summarized in the abstract? Comments: Basicly, one of interesting points is in what you mentioned in findings.		X X		
4. INTRODUCTION	Excellent	Acceptable	Unsatisfactory	NA



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<p>Is the problem described clearly in light of what is already known about the study topic?</p> <p>Is the purpose of the study clearly stated?</p> <p>Is the gap in the literature well-established?</p> <p>Are research questions generated accordingly?</p> <p>Do the authors justify the need for this study, and does this research address the need?</p> <p>Comments: You need to specify the problems of your prior report and describe what you did in the study that you are reporting. Honestly, you have related the specific issue being investigated, and have given an appropriate history of other works.</p>		X		
		X		
		X		
		X		
		X		
5. THE REVIEW OF THE LITERATURE	Excellent	Acceptable	Unsatisfactory	NA
<p>Is the review of the literature up-to-date and comprehensive?</p> <p>Does it address the need for the manuscript?</p> <p>Are the references accurate and in agreement with the statements made in the manuscript?</p> <p>Are the references primary or secondary? The references should generally be the original studies rather than narrative or other reviews or journal supplements.</p> <p>Comments: the review of the literature is up-to-date and comprehensive enough.</p>		X		
		X		
6. METHODS	Excellent	Acceptable	Unsatisfactory	NA
<p>Is the research design clearly described and appropriate for the purpose of the study?</p> <p>Are the participants, their characteristics and their selection methods described in detail and justified?</p> <p>Is the context of the study elaborated to provide in-depth understanding about the setting?</p> <p>Are the purpose, content and usage of data collection tools explained and justified?</p> <p>Are data collection and analysis procedures are clearly explained with a reference to the role and competency of the researcher(s)?</p> <p>For quantitative research, Are the validity and reliability processes in data collection and analyses described sufficiently?</p> <p>For qualitative research, is the credibility or the “trustworthiness described sufficiently?</p> <p>Is the way to protect the rights of human participants described sufficiently?</p> <p>Comments: You are suggested to decide on the specific actions that you are going to take and meet the purpose of the report. Your strategy will specify the procedures which you are going to follow in collecting the data pertaining to</p>		X		
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your following report proposal.				
7. FINDINGS	Excellent	Acceptable	Unsatisfactory	NA
<p>Do findings respond to the purpose of the study, and are presented systematically?</p> <p>Are findings supported with sufficient and relevant quotations, examples, tables, and diagrams?</p> <p>Is the description of the findings consistent with the study methodology (e.g., authors refer to the specific group, time period, or other key details in describing the study findings, so that readers understand the findings clearly)?</p> <p>Comments: You orderly reported and illustrated the direction of data presentation. However, you need to give a sufficient explanation of the presented data to make sure that the readers interpret them correctly.</p>		<p>X</p> <p>X</p> <p>X</p>		
8. DISCUSSION	Excellent	Acceptable	Unsatisfactory	NA
<p>Does the discussion briefly review the principal findings of the current study?</p> <p>Are findings are discussed with a reference to relevant and recent literature?</p> <p>If applicable, do the authors provide possible explanations why the results of the present study do not comport with findings from other relevant studies?</p> <p>Are theoretical implications and practical significance of the study discussed?</p> <p>Comments: You should mention a significant influence of the result obtained after discussing the report. In doing so, you should integrate each finding (findings) with the current issue.</p>		<p>X</p> <p>X</p> <p>X</p>	X	
9. CONCLUSION AND IMPLICATIONS	Excellent	Acceptable	Unsatisfactory	NA
<p>Does the conclusion succinctly but completely sum up the key takeaway points of the study? Does the conclusion match the objective?</p> <p>Are implications for further implementations, suggestions for further research, and limitations of the current study provided?</p> <p>Comments: You need to find the appropriate balance between the description and interpretation in this part. Please, state generally the overall conclusion and offer additional interpretation to provide suggestion for further research. Further, there was no implication statement included in this manuscript. You only put the conclusion. You should have particular attention to this for the improvement of the study itself.</p>		<p>X</p> <p>X</p>		
10. CLARITY AND ACCURACY	Excellent	Acceptable	Unsatisfactory	NA



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Is the language appropriate and fluent? Is Syntax correct and appropriate? Are technical terms defined clearly? Is the manuscript easy to follow? The central idea is clear and supported. The organization is orderly. The manuscript flows smoothly and logically, with the sentences, paragraphs, and sections fitting together and carrying the reader forward comfortably. Comments: Overall, this was an orderly manuscript as in line with the IRJE policy in terms of organization. Meanwhile, this manuscript is only reviews of several studies regarding to the issue, it guides the readers easier to follow the sentences.	X X	X X		
DISCLOSURE STATEMENT	Excellent	Acceptable	Unsatisfactory	NA
Does author provide a conflict of interest statement?(e.g. No potential conflict of interest was reported by the authors)		X		
REFERENCES	Excellent	Acceptable	Unsatisfactory	NA
Are in-text citations and references following the APA referencing system?		X		

Recommendation for this manuscript (indicate your recommendation with an "X"):

___ **Accept** as written without any revisions

X **Accept** with minor revisions (a second round of review is not necessary).

___ **Accept** with major revisions (a second round of review will be necessary)

___ **Reject** (the manuscript is not suitable for publication)



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Manuscript Review Form

Title of Manuscript (MS)	Exploring the impact of school field experience on prospective English teachers' readiness
Date MS received:	10 December 2024
Date review returned:	February 15, 2025
Reviewer (name and email):	Blind review
This form should be completed and submitted electronically to the irje@unja.ac.id The reviewer should return the results of his or her reviews with one month after the MS is received	

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- Please indicate your assessment of each of the criteria by placing an "X" in the appropriate column and write detailed comments in the spaces provided.
- IRJE reviewers should complete the review forms not only by marking the boxes but also by putting comments for each category.
- We would request reviewers to annotate the manuscript itself and insert comments in the copies of manuscripts themselves in red. This is especially important for manuscripts that will be returned to authors for changes. They should not have their name in the comments boxes.
- Please refer authors to the APA referencing system that is online in the submission guidelines and check they have followed this. Do not reject manuscripts because they do not follow them initially, but make it clear that this is the author's responsibility.
- Adopt the policy of making respectful and encouraging suggestions for all authors whose work is not yet up to standard, so that they are not discouraged from future submissions. Try to emphasize how to remedy an identified problem rather than just emphasizing what appears to be wrong.

NOTES FOR PROSPECTIVE AUTHOR FROM INITIAL REVIEW

- Due to the formatting of the paper, I suggest that you refer to the previous conceptual article published by Indonesian research journal in education. Kindly browse this website link on how to format your article (sample): <https://online-journal.unja.ac.id/index.php/irje/article/view/4333> or <https://online-journal.unja.ac.id/index.php/irje/article/view/4334>
- Some citations and references have been in accordance with APA 6th edition. Since IRJE set the APA 6th as its guiding reference format. Kindly revise all both citations and references to the APA 6th Ed. Refer to <https://owl.english.purdue.edu/owl/resource/560/01/> for simple explanation and examples.

Criteria to be rated	Excellent	Acceptable	Unsatisfactory	NA
1. TITLE (maximum 12 words)				
Does the title reflect the content properly?	X			
Does the title clearly or adequately describe the intent of the study? (suggest alternate language for the title if the answer is NO)	X			
Comment:				



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2. TABLES AND FIGURES	Excellent	Acceptable	Unsatisfactory	NA
<p>Are the tables and figures understandable and following the IRJE guidelines (APA style)?</p> <p>Comments: One figure</p>		X		
3. ABSTRACTS (150 words or less)	Excellent	Acceptable	Unsatisfactory	NA
<p>Are the aim, design and nature of the study well expressed in the abstract?</p> <p>Are participants' characteristics, data collection analysis, and major findings summarized in the abstract?</p> <p>Comments: An abstract summarizes the major aspects of the entire paper including: 1) the overall purpose of the study and the research problem(s) you investigated; 2) the basic design of the study; 3) major results or trends found as a result of your analysis; and, 4) a brief summary of your interpretations and/or conclusions, Kindly revise it.</p>		X		X X
4. INTRODUCTION	Excellent	Acceptable	Unsatisfactory	NA
<p>Is the problem described clearly in light of what is already known about the study topic?</p> <p>Is the purpose of the study clearly stated?</p> <p>Is the gap in the literature well-established?</p> <p>Are research questions generated accordingly?</p> <p>Do the authors justify the need for this study, and does this research address the need?</p> <p>Comments: the problem was described clearly in light of what is already known about the study topic</p>		X X X X		
5. THE REVIEW OF THE LITERATURE	Excellent	Acceptable	Unsatisfactory	NA
<p>Is the review of the literature up-to-date and comprehensive?</p> <p>Does it address the need for the manuscript?</p> <p>Are the references accurate and in agreement with the statements made in the manuscript?</p> <p>Are the references primary or secondary? The references should generally be the original studies rather than narrative or other reviews or journal supplements.</p> <p>Comments: the review of the literature addresses the need for the manuscript.</p>		X X X X		
6. METHODS	Excellent	Acceptable	Unsatisfactory	NA



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<p>Is the research design clearly described and appropriate for the purpose of the study?</p> <p>Are the participants, their characteristics and their selection methods described in detail and justified?</p> <p>Is the context of the study elaborated to provide in-depth understanding about the setting?</p> <p>Are the purpose, content and usage of data collection tools explained and justified?</p> <p>Are data collection and analysis procedures are clearly explained with a reference to the role and competency of the researcher(s)?</p> <p>For quantitative research, Are the validity and reliability processes in data collection and analyses described sufficiently?</p> <p>For qualitative research, is the credibility or the “trustworthiness described sufficiently?</p> <p>Is the way to protect the rights of human participants described sufficiently?</p> <p>Comments: the purpose, content and usage of data collection tools should be explained and justified?</p>			<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	
7. FINDINGS	Excellent		Unsatisfactory	NA
<p>Do findings respond to the purpose of the study, and are presented systematically?</p> <p>Are findings supported with sufficient and relevant quotations, examples, tables, and diagrams?</p> <p>Is the description of the findings consistent with the study methodology (e.g., authors refer to the specific group, time period, or other key details in describing the study findings, so that readers understand the findings clearly)?</p> <p>Comments: findings should respond to the purpose of the study, and are presented systematically</p>		<p>X</p> <p>X</p> <p>X</p>		
8. DISCUSSION	Excellent	Acceptable	Unsatisfactory	NA
<p>Does the discussion briefly review the principal findings of the current study?</p> <p>Are findings are discussed with a reference to relevant and recent literature?</p> <p>If applicable, do the authors provide possible explanations why the results of the present study do not comport with findings from other relevant studies?</p> <p>Are theoretical implications and practical significance of the study discussed?</p> <p>Comments: the findings should be discussed with a reference to relevant and recent literature, please revise it.</p>		<p>X</p> <p>X</p> <p>X</p>		
9. CONCLUSION AND IMPLICATIONS	Excellent	Acceptable	Unsatisfactory	NA



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email: irje@unja.ac.id

<p>Does the conclusion succinctly but completely sum up the key takeaway points of the study? Does the conclusion match the objective?</p> <p>Are implications for further implementations, suggestions for further research, and limitations of the current study provided?</p> <p>Comments: the conclusion should respond to the research questions</p>		<p>X</p> <p>X</p> <p>X</p>		
10. CLARITY AND ACCURACY	Excellent	Acceptable	Unsatisfactory	NA
<p>Is the language appropriate and fluent?</p> <p>Is Syntax correct and appropriate?</p> <p>Are technical terms defined clearly?</p> <p>Is the manuscript easy to follow? The central idea is clear and supported. The organization is orderly. The manuscript flows smoothly and logically, with the sentences, paragraphs, and sections fitting together and carrying the reader forward comfortably.</p> <p>Comments:</p>		<p>X</p> <p>X</p> <p>X</p> <p>X</p>		
DISCLOSURE STATEMENT	Excellent	Acceptable	Unsatisfactory	NA
<p>Does author provide a conflict of interest statement?(e.g. No potential conflict of interest was reported by the authors)</p>		X		
REFERENCES	Excellent	Acceptable	Unsatisfactory	NA
<p>Are in-text citations and references following the APA referencing system?</p> <p>Comment: the APA referencing system</p>			X	

Recommendation for this manuscript (indicate your recommendation with an "X"):

- ___ **Accept** as written without any revisions
- ___ **Accept** with minor revisions (a second round of review is not necessary).
- ___ X **Accept** with major revisions (a second round of review will be necessary)
- ___ **Reject** (the manuscript is not suitable for publication)

Exploring the Impact of School Field Experience on Prospective English Teachers' Readiness

Rachel^a Selvi Panggua^{b*}, Viktor Siumarlata^c, Yosef Patandung^d

^{a,b,c}English Education Study Program, Universitas Kristen Indonesia Toraja, Tana Toraja, Indonesia;

^dChristian Education, Institut Agama Kristen Toraja, Tana Toraja, Indonesia.

* selvipanggua@ukitoraja.ac.id; Orchid ID: 0000-0002-8089-8054; LinkedIn ID: 096b82b8

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Exploring the Impact of School Field Experience on Prospective English Teachers' Readiness

Rachel^a Selvi Panggua^{b*}, Viktor Siumarlata^c, Yosef Patandung^d

^{a,b,c}English Education Study Program, Universitas Kristen Indonesia Toraja, Tana Toraja, Indonesia;

^dChristian Education, Institut Agama Kristen Toraja, Tana Toraja, Indonesia.

* selvipanggua@ukitoraja.ac.id; Orcid ID: 0000-0002-8089-8054; LinkedIn ID: 096b82b8

Abstract

This study investigates how the School Field Experience Program (PLP) influences English teacher candidates' preparedness. Using a 22-item questionnaire, data were collected from 41 participants through a quantitative descriptive method. Results show that 78.71% believe PLP enhanced their readiness, particularly in instructional planning, classroom management, communication, and character development. The high percentage of positive responses suggests that PLP effectively bridges theory and practice. However, lower parental communication and administrative task scores indicate aspects needing improvement. The study highlights the value of experiential learning in teacher education and suggests enhancing the program through reflective teaching and stronger mentorship.

Keywords: [Experiential learning](#), [perception-based study](#), [prospective English teacher](#), school field experience program; teaching readiness.

Introduction

Preparing future educators [to be](#) highly qualified and adaptable has become a top priority in the changing educational landscape, particularly considering the rapid growth of technology and global issues. [The School Field Immersion Program extensively supports this objective in Indonesia](#), often [called Program Pengenalan Lapangan](#), or PLP. PLP is a crucial part of the teacher education program because it provides [a valuable](#) framework for connecting pedagogical theory and real-world classroom experience. Under the supervision of qualified mentors, this program immerses aspiring teachers in the actual school setting, enabling them to watch, engage, and gradually acquire critical teaching competencies.

The demand for qualified English teacher candidates is particularly urgent in the context of English language instruction. In addition to having a strong command of the language, prospective English teachers need to be equipped with a wide range of 21st-century teaching abilities, including digital literacy, critical thinking, communication, teamwork, creativity, and intercultural awareness. Therefore, [the PLP program will develop these skills and promote professional readiness among prospective English teachers](#).

In line with the targets of the Indonesian Ministry of Education's *Merdeka Belajar* (Freedom to Learn) policy, the PLP places [strongly emphasize](#), adaptable, student-centered, and contextual teaching and learning methods. [this strategy encourages educational autonomy, innovation, and character education development](#) to prepare teacher candidates to [successfully](#) negotiate modern classrooms' [challenges and](#) make significant contributions to their local communities and national educational objectives.

Several studies have demonstrated how PLP improves teacher readiness. For example, prior studies have shown that student interest and PLP participation [significantly](#) impact teacher readiness ([Moeriyati & Wulandari, 2023](#)). Similarly, [Efendi \(2023\)](#) reported that PLP effectively enhances competencies across pedagogical, personality, social, and professional domains. However, these studies primarily focus on general teacher education programs and often lack specificity regarding English language teaching.

Moreover, [Maharani et al. \(2024\)](#) underscored a gap between theoretical training and practical application, particularly in integrating digital technology within [the](#) English as a Foreign

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Language (EFL) teaching context. This suggests that while *PLP* programs contribute to general teaching competencies, exploring their effectiveness in equipping English teacher candidates with the specific skills required for modern, technology-integrated classrooms is necessary.

A few studies have examined *PLP*'s role in improving prospective English teachers' readiness, particularly considering the *Merdeka Belajar* policy and the challenges of 21st-century education, despite the program's acknowledged advantages in general teacher education. Studies already conducted frequently overlook the difficulties prospective English teachers face, such as adapting to various linguistic and cultural contexts in the classroom and using digital resources in language training.

By examining how English teacher candidates view the benefits of the *PLP* program and how it improves their readiness to teach, this study aims to address this gap. In line with the goals of the *Merdeka Belajar* initiative and the competencies necessary for a successful 21st-century education, this study searches participant questionnaire data to determine how *PLP* influences prospective English teachers' pedagogical, professional, and interpersonal skills.

Literature Review

Theoretical foundations of experiential learning

Experiential learning is a fundamental component of teacher education, emphasizing converting academic information into functional abilities. According to Kolb's experiential learning theory, learning is a continuous process that includes active experimentation, abstract conceptualization, reflective observation, and actual experiences (McLeod, 2017). This framework underscores the significance of real-world experiences in fostering deep learning and skill acquisition among pre-service teachers.

Dewey's philosophy, which supports education based on experience and interaction with the environment, further supports the importance of experiential learning. He maintained that education should be life itself, not just a means of preparing for it, and emphasized the significance of involving students in worthwhile activities that mirror actual circumstances (Miettinen, 2000).

Impact of field experience on teacher readiness

The School Field Experience Program (*PLP*) and other field activities are crucial in bridging the gap between classroom practice and theoretical education. Through these programs, pre-service teachers can manage classrooms, use pedagogical ideas, and cultivate their professional identities. The study has indicated that these experiences improve instructional methods, classroom management abilities, and self-efficacy.

Additionally, it has been discovered that pre-service teachers' evaluation and assessment abilities are enhanced when project-based learning (PBL) is incorporated into field experiences. Poonputta (2023) showed that these areas significantly increase when PBL and experiential learning are combined, underscoring the value of experiential, group-based learning settings in teacher preparation.

Challenges in implementing experiential learning

Implementing experiential learning in teacher education presents several difficulties despite its advantages. These include pre-service teachers' perspectives on experiential learning, mentor teachers' lack of training, and restricted access to resources. While field experiences benefitted international students in a graduate teacher education program, Akinde et al. (2017) revealed that obstacles such as cultural differences and adjusting to new learning contexts were common.

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Integrating technology, such as virtual reality (VR), into experiential learning presents opportunities and obstacles. Solomon (2020) explored the use of VR in teacher education within resource-limited regions, finding that while VR can enhance engagement and provide immersive learning experiences, challenges like limited infrastructure and access to technology hinder its widespread adoption.

Relevance to English teacher preparation

Field experiences are significant for establishing language teaching competencies for prospective English teachers. Their readiness and confidence are enhanced by interacting with various student demographics, practicing language teaching techniques, and getting feedback in authentic classroom environments. English teacher education programs that incorporate experiential learning techniques guarantee that their graduates are prepared to handle the demands of modern classrooms.

Methodology Research design

this study used a quantitative descriptive method to investigate how prospective English teachers perceive the benefits and efficacy of the School Field Experience Program (PLP) in preparing them for their future teaching positions. Using an established questionnaire, a quantitative approach was used to measure and analyze students' responses objectively. This allowed for statistical interpretation of perception patterns and tendencies (Bungin, 2011; Creswell, 2015; Sugiyono, 2014).

The descriptive method was appropriate for this study because it aimed to describe and interpret the current condition of students' perceptions without manipulating any variables. This design allowed the researchers to gain insights into how prospective English teachers evaluate the role of PLP in enhancing their teaching readiness across pedagogical, personal, and professional aspects.

Research site

This study was conducted at an English Education Study Program of Toraja-Christian University of Indonesia during the academic year 2024/2025. This institution was chosen due to its consistent implementation of the PLP program as part of the teacher training curriculum.

The participants of this study were 41 English teacher candidates at UKI Toraja who had completed the PLP program. They were in the final stages of their undergraduate studies and had undergone classroom-based teaching experiences through the PLP. The participants were selected using total sampling, considering all eligible students who recently completed their PLP to ensure relevant and reflective insights.

Data collection and analysis

A close-ended questionnaire with 22 items was used to gather data; each item was created to assess a different facet of teaching preparedness acquired through the PLP. The questionnaire was modified using pre-existing tools and literature that addressed teacher competencies, such as communication, character development, classroom management, curriculum comprehension, pedagogical skills, and professional identity. Students were asked to indicate whether they agreed or disagreed with the assertions regarding the benefits of the PLP experience by answering "Yes"

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or "No" to each item. Education specialists were consulted to verify the instrument's validity and reliability. Before the study began, a few students took a pilot exam to improve the items and ensure internal consistency.

The researchers analyzed the data by scoring, tabulating, and calculating score percentages and score averages. The researchers used a Guttman scale. The Guttman scale is a scale used to get firm answers from respondents; there are only two intervals, such as "agree-disagree," "yes-no," "true-false," "positive-negative," "ever-never" etc. This measurement scale can produce questions in the form of multiple choice or checklists, with answers made with the highest score (yes) one and the lowest (no) zero (Sugiyono, 2014).

Table 1. *Score of Guttman scale*

Value/Score	Information
1	Yes
0	No

The data from the questionnaire was analyzed by using the following formulas:

Percentage

$$P = f/n \times 100\%$$

Where:

P : Percentage

f : frequency of answer

n : total respondent (Bungin, 2011)

Average

$$\text{Average Score} = (\text{Total Score}) / (\text{Total Item})$$

Table 2. *Score interpretation*

Percentage (%)	Category
0-20	Very Weak
21-40	Weak
41-60	Enough
61-80	Good
81-100	Very Good

(Riduwan, 2010)

The average percentage score for each item was used to assess the overall perception. Each questionnaire item was also examined separately to determine PLP program strengths and areas for development from the perspective of English teacher candidates. To gain a deeper understanding of students' opinions and connect them to the Merdeka Belajar policy's conceptual framework of teacher preparedness, the quantitative results were later reinforced by descriptive explanations.

Findings

The following table presents the frequency and percentage of student responses to each questionnaire item regarding the advantages of the PLP (*Pengenalan Lapangan Persekolahan*) Program.

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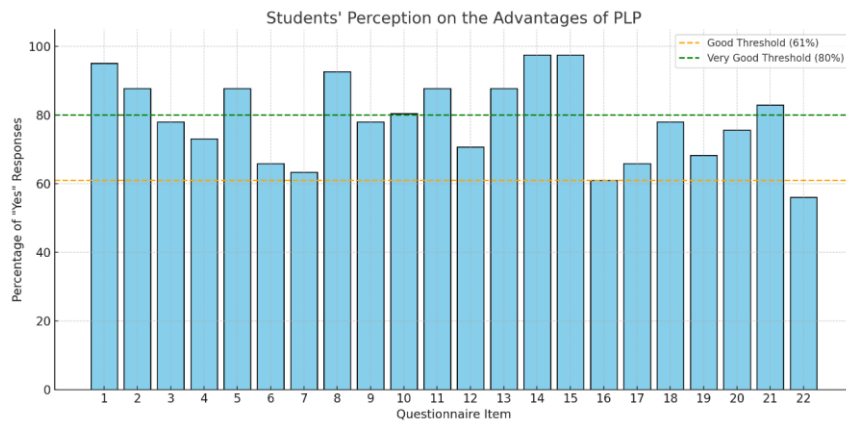
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Table 2. Frequency of percentage answer

Item	Total Respondent	of	Yes %		No %	
			f	%	f	%
1	41		39	95.12	2	4.88
2	41		36	87.80	5	12.20
3	41		32	78.05	9	21.95
4	41		30	73.17	11	26.83
5	41		36	87.80	5	12.20
6	41		27	65.85	14	34.15
7	41		26	63.41	15	36.59
8	41		38	92.68	3	7.32
9	41		32	78.05	9	21.95
10	41		33	80.49	8	19.51
11	41		36	87.80	5	12.20
12	41		29	70.73	12	29.27
13	41		36	87.80	5	12.20
14	41		40	97.56	1	2.44
15	41		40	97.56	1	2.44
16	41		25	60.98	16	39.02
17	41		27	65.85	14	34.15
18	41		32	78.05	9	21.95
19	41		28	68.29	13	31.71
20	41		31	75.61	10	24.39
21	41		34	82.93	7	17.07
22	41		23	56.10	18	43.90
Σ			710	1731.71	192	468.29
Average			32.27	78.71	8.73	21.29

Table 2 shows that the average percentage of "Yes" responses is 78.71%, indicating that students generally perceive the PLP program positively. According to the interpretation scale from Riduwan (2010), a score within the 61%–80% range is categorized as "Good." Therefore, it can be concluded that the overall perception of students regarding the benefits of PLP is good.

Figure 1. *The bar chart of the percentage of students' responses*



As shown in Figure 1, the bar chart visualizes the percentage of students who responded "Yes" to each item on the PLP questionnaire. The dashed lines show the thresholds for "Good" (61%) and "Very Good" (80%) perceptions.

The following is the analysis of each item:

- Item 1: 95.12% of students agreed that PLP provides broad knowledge for prospective teachers. This is categorized as Very Good.
- Item 2 reveals 87.80% of students believed PLP helps develop teaching skills. This is also categorized as Very Good.
- Item 3: 78.05% of students stated that PLP helps build character. This falls under the good category.
- Item 4: 73.17% agreed that PLP trains leadership, indicating a good perception.
- Item 5: 87.80% believed PLP helps recognize student characteristics, which is Very Good.
- Item 6: 65.85% felt PLP helped them master learning theories and principles. This is categorized as Good.
- Item 7: 63.41% agreed that PLP trains curriculum development skills, categorized as Good.
- Item 8: 92.68% agreed PLP improves classroom management skills, indicating a Very Good perception.
- Item 9: 78.05% believed PLP enhances their ability to develop student potential — a good rating.
- Item 10: 80.49% responded that PLP helps in assessment and evaluation, categorized as Good.
- Item 11: 87.80% believed PLP helps shape them as role models, which is Very Good.
- Item 12: 70.73% agreed that PLP supports personality development, categorized as Good.
- Item 13: 87.80% believed PLP encourages continuous self-development, categorized as Very Good.
- Item 14: 97.56% stated PLP strengthens communication with students — categorized as Very Good.
- Item 15: 97.56% agreed PLP enhances communication with colleagues — again, Very Good.
- Item 16: 60.98% believed PLP trains communication with parents and the community — this is categorized as Fair/Enough.
- Item 17: 65.85% agreed PLP helps master relevant scientific concepts — categorized as Good.
- Item 18: 78.05% said PLP helps in mastering curriculum materials — Good.
- Item 19: 68.29% agreed PLP develops interdisciplinary understanding — Good.
- Item 20: 75.61% believed PLP trains the application of scientific concepts in daily life — Good.

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21. Item 21: 82.93% stated that *PLP* helps manage academic assignments — Very Good.
22. Item 22: 56.10% agreed that *PLP* trains administrative task management — categorized as Fair/Enough.

Most items got high percentages of agreement, especially those about self-development, communication, character development, teaching practice, and pedagogical competence. For example, "Very Good" perceptions were indicated by agreement percentages above 87% for Items 1, 2, 5, 8, 11, 13, 14, and 15. These aspects demonstrate how well the *PLP* works to impart general information, improve teaching techniques, evaluate classroom activities, and foster communication skills among students and other educators. Furthermore, questions that focused on curriculum creation, interdisciplinary understanding, and mastery of learning theories (questions 6, 7, 17, 18, 19) also demonstrated favorable perceptions, with percentages ranging from 63% to 78% classified as "Good." These findings imply that the *PLP* program successfully exposes aspiring educators to critical professional skills.

However, certain aspects of the *PLP* program were perceived less positively. Specifically, Item 22, which refers to the ability to manage administrative tasks, received only 56.10% agreement, and Item 16, on communication with parents and the surrounding community, received 60.98%. These results fall into the "Fair/Enough" category, indicating areas needing improvement in future *PLP* implementations.

Discussions

The findings of this study found some implications as the discussions of this study as described as follows:

Pedagogical competence

Lesson design, classroom management, and instructional delivery were among the pedagogical skills that most participants said the *PLP* program significantly improved. This result is consistent with global research that highlights the value of fieldwork in fostering instructional skills. For example, a study found that school-based learning helps pre-service teachers develop their capacity to function well in classrooms and that they actively create professional knowledge during their initial teacher education (Thomas & Casale, 2021).

Kolb's Experiential Learning Theory, which holds that knowledge is produced by transforming experience, supports the growth of pedagogical competency through real-world experience. By allowing teacher candidates to participate in real-world teaching situations, the *PLP* helps them absorb pedagogical knowledge through active experimentation and critical observation.

Furthermore, a shift toward more socially conscious and equitable language teaching methods is suggested by the School Field Experience Program's (PLP) positive impact on the readiness of prospective English teachers. This is consistent with the principles of Critical Language Pedagogy, which support instructional strategies that empower students and deal with structural injustices (Asrifan, 2025).

Professional competence

According to the participants, the *PLP* program assisted them in comprehending educational policies, ethical obligations, and professional behavior, among other aspects of their professional development. This insight aligns with the results of global studies. According to a study, for instance, field experiences are beneficial for teacher candidates, especially as they practice creating and carrying out successful learning experiences, build meaningful relationships with English language learners, and boost their confidence in their capacity to support diverse learners through critical reflection and feedback (Shultz, 2020).

Bandura's Social Learning Theory, which emphasizes that people learn new behaviors and skills through social contact and observation, offers a helpful foundation for comprehending the

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growth of aspiring teachers. Such an environment is provided by the School Field Experience Program (PLP), where teacher candidates can gain practical teaching experience and mentorship to enhance their professional competencies. Furthermore, studies have demonstrated that peer contacts are crucial for improving EFL teachers' professional competence. In this sense, the PLP program is a starting point that could be reinforced even more by using the peer coaching model as a sustainable professional competence training model (Panggua et al., 2021).

Personal and social competence

According to the study, teacher candidates' social skills and personal development were encouraged by the PLP program. The participants reported increased self-assurance, flexibility, and communication abilities. These results are consistent with global research that highlights the value of field trips in fostering social and personal skills. For instance, Köksal (2019) highlighted that field experiences provide pre-service teachers with opportunities to engage in reciprocal interactions with learners in real classrooms, thereby enhancing their personal and social development.

Mezirow's Transformative Learning Theory, which holds that critical reflection on experiences results in a change in one's viewpoints and behaviors, can help us better understand this process (Mezirow, 2018). Because the PLP promotes this kind of introspection, teacher candidates can reconsider their presumptions and better comprehend their educator responsibilities.

Integration of 21st century skills

Although the PLP program successfully fostered traditional teaching competencies, it was less clear how 21st-century skills like digital literacy and creative teaching techniques were incorporated. International studies have underlined the necessity of integrating digital technology into teacher education programs to prepare students for modern classrooms. For instance, a study discovered that instructors had significant deficiencies in their digital competency, which are made worse by insufficient initial and ongoing training models (da Silva & Ramos, 2023; Valverde-Berrocoso et al., 2021). This gap in digital skills hinders teachers' ability to integrate technology into their pedagogical practices effectively (Instefjord & Munthe, 2017; Sitorus et al., 2025; Valverde-Berrocoso et al., 2021).

Conclusion and Recommendations

The benefit of the School Field Experience Program (PLP) in preparing prospective English teachers for the teaching profession was investigated in this study. The results show that the PLP is essential for improving educational, professional, personal-social, and reflective abilities, among other aspects of teacher readiness. Most participants stated that the PLP experience improved their capacity to organize and present lessons, manage classrooms, comprehend school culture, and participate in reflective practices—all critical competencies for successful English language teaching.

Moreover, international research supports the value of early field experiences in building teacher identity and confidence (Tang et al., 2016; Shultz, 2020). These experiences also serve as platforms for experiential learning (Kolb & Kolb, 2005) and social learning (Bandura & Walters, 1977), offering meaningful engagement with real-life teaching scenarios. However, the study also identified a gap in developing of 21st-century teaching skills, particularly in integrating digital literacy and innovative pedagogical tools.

Thus, while the PLP has proven effective in foundational teacher training, there is a pressing need to modernize and enrich the program to better align with global trends and the evolving demands of education in the digital era.

The following suggestions are put up considering the findings:

- Curriculum Enhancement

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Integrate 21st-century skills in the *PLP* curriculum, such as problem-solving methods, digital literacy, and technology-enhanced learning practices. In practical teaching and lesson design, place a strong emphasis on inquiry-based and student-centered techniques.

b. Strengthen Mentorship and Supervision

For pre-service teachers to receive continuous, excellent mentoring, universities and partner schools should work together more closely. Mentor teachers should receive training to successfully supervise, guide, and provide feedback through professional norms and reflective practice.

c. Extend Duration and Depth of Practice

For a more immersive experience, consider extending *PLP* or combining it with subsequent teaching practicums. Introduce graded responsibilities, starting with observation and moving toward full lesson delivery and classroom management.

d. Foster Reflective Practice

To assist pre-service teachers in internalizing and enhancing their practice, encourage frequent coaching sessions, peer discussions, and reflective diaries. Throughout the *PLP*, digital portfolios are used to record, reflect on, and evaluate progress.

e. Future Research

Conduct longitudinal studies to determine how *PLP* affects teacher candidates' career growth and actual teaching performance. To gain a more thorough knowledge of the program's efficacy, the research scope should be broadened to include the viewpoints of mentor instructors and supervisors.

Discolours Statement

No potential conflict of interest was reported by the authors.

Acknowledgements

We sincerely thank Research and Community Service Institute of UKI Toraja for their guidance and support during this research. Our gratitude also goes to *Universitas Kristen Indonesia Toraja* for providing the resources and facilities needed for this study. We appreciate the contributions of Students of English Education Study Program of UKI Toraja for supporting as in data collection. Lastly, we thank our friends, family, and colleagues for their encouragement throughout this process.

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Rachel Rachel

Exploring the impact of school field experience on prospective English teachers' readiness

 IRJE June 2025



 Universitas Jambi (LPTIK)

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Exploring the impact of school field experience on prospective English teachers' readiness

Abstract

This research investigates how the *Program Pengenalan Lapangan* or *PLP* (the School Field Experience Program) influences English teacher candidates' preparedness. Using a 22-item questionnaire, data were collected from 41 participants through a quantitative descriptive method. Results show that 78.71% believe the school field experience program enhanced their readiness, particularly in instructional planning, classroom management, communication, and character development. The high percentage of positive responses suggests that the school field experience program effectively bridges theory and practice. However, lower parental communication and administrative task scores indicate aspects needing improvement. The research highlights the value of experiential learning in teacher education and suggests enhancing the program through reflective teaching and stronger mentorship.

Keywords

Experiential learning, perception-based research, prospective English teacher, school field experience program, teaching readiness

Article History

Received 01 December 2024

Accepted 15 April 2025

How to Cite

Rachel, Panggua, S., Siumarlata, V., & Patandung, Y. (2025). Exploring the impact of school field experience on prospective English teachers' readiness.

Introduction

Preparing future educators to be highly qualified and adaptable has become a top priority in the changing educational landscape, particularly considering the rapid growth of technology and global issues. The School Field Immersion Program extensively supports this objective in Indonesia, often called *Program Pengenalan Lapangan* or *PLP*. The school field experience program is crucial to the teacher education program because it provides a valuable framework for connecting pedagogical theory and real-world classroom experience. Under the supervision of qualified mentors, this program immerses aspiring teachers in the actual school setting, enabling them to watch, engage, and gradually acquire critical teaching competencies.

The demand for qualified English teacher candidates is particularly urgent in the context of English language instruction. In addition to having a strong command of the language,

prospective English teachers need to be equipped with a wide range of 21st century teaching abilities, including digital literacy, critical thinking, communication, teamwork, creativity, and intercultural awareness. Therefore, the school field experience program will develop these skills and promote professional readiness among prospective English teachers.

In line with the targets of the Indonesian Ministry of Education's *Merdeka Belajar* (Freedom to Learn) policy, the school field experience program strongly emphasizes adaptable, student-centered, and contextual teaching and learning methods. This strategy encourages educational autonomy, innovation, and character education development to prepare teacher candidates to successfully negotiate modern classrooms' challenges and make significant contributions to their local communities and national educational objectives.

Several studies have demonstrated how the school field experience program improves teacher readiness. For example, prior studies have shown that student interest and participation in the school field experience program significantly impact teacher readiness (Moeriyati & Wulandari, 2023). Similarly, Efendi (2023) reported that the school field experience program effectively enhances competencies across pedagogical, personality, social, and professional domains. However, these studies primarily focus on general teacher education programs and often lack specificity regarding English language teaching.

Moreover, Maharani et al. (2024) underscored a gap between theoretical training and practical application, particularly in integrating digital technology within the English as a Foreign Language (EFL) teaching context. This suggests that while the school field experience program contributes to general teaching competencies, exploring their effectiveness in equipping English teacher candidates with the specific skills required for modern, technology-integrated classrooms is necessary.

Despite the program's acknowledged advantages in general teacher education, a few studies have examined PLP's role in improving prospective English teachers' readiness, particularly considering the *Merdeka Belajar* policy and the challenges of 21st century education. Studies already conducted frequently overlook the difficulties prospective English teachers face, such as adapting to various linguistic and cultural contexts in the classroom and using digital resources in language training.

By examining how English teacher candidates view the benefits of the school field experience program and how it improves their readiness to teach, this research aims to address this gap in line with the goals of the *Merdeka Belajar* initiative and the competencies necessary for a successful 21st century education, this research searches participant questionnaire data to determine how the school field experience program influences prospective English teachers' pedagogical, professional, and interpersonal skills.

Literature Review

Theoretical foundations of experiential learning

Experiential learning is a fundamental component of teacher education, emphasizing converting academic information into functional abilities. According to Kolb's experiential learning theory, learning is a continuous process that includes active experimentation, abstract conceptualization, reflective observation, and actual experiences (McLeod, 2017). This framework underscores the significance of real-world experiences in fostering deep learning and skill acquisition among pre-service teachers.

Dewey's philosophy, which supports education based on experience and interaction with the environment, further supports the importance of experiential learning. He maintained that education should be life itself, not just a means of preparing for it, and emphasized the significance of involving students in worthwhile activities that mirror actual circumstances (Miettinen, 2000).

Impact of field experience on teacher readiness

The school field experience program and other field activities are crucial in bridging the gap between classroom practice and theoretical education. Through these programs, pre-service teachers can manage classrooms, use pedagogical ideas, and cultivate their professional identities. The research has indicated that these experiences improve instructional methods, classroom management abilities, and self-efficacy.

Additionally, it has been discovered that pre-service teachers' evaluation and assessment abilities are enhanced when project-based learning (PBL) is incorporated into field experiences. Poonputta (2023) showed that these areas significantly increase when PBL and experiential learning are combined, underscoring the value of experiential, group-based learning settings in teacher preparation.

Challenges in implementing experiential learning

Implementing experiential learning in teaching education presents several difficulties despite its advantages. These include pre-service teachers' perspectives on experiential learning, mentor teachers' lack of training, and restricted access to resources. While field experiences benefited international students in a graduate teacher education program, Akinde et al. (2017) revealed that obstacles such as cultural differences and adjusting to new learning contexts were common.

Integrating technology, such as virtual reality (VR), into experiential learning presents opportunities and obstacles. Solomon (2020) explored the use of VR in teacher education within resource-limited regions, finding that while VR can enhance engagement and provide immersive learning experiences, challenges like limited infrastructure and access to technology hinder its widespread adoption.

Relevance to English teacher preparation

Field experiences are significant for establishing language teaching competencies for prospective English teachers. Their readiness and confidence are enhanced by interacting with various student demographics, practicing language teaching techniques, and getting feedback in authentic classroom environments. English teacher education programs that incorporate experiential learning techniques guarantee that their graduates are prepared to handle the demands of modern classrooms.

Methodology

Research design

This research used a quantitative descriptive method to investigate how prospective English teachers perceive the benefits and efficacy of the school field experience Program (PLP) in preparing them for future teaching positions. Using an established questionnaire, a quantitative approach was used to measure and analyze students' responses objectively. This allowed for statistical interpretation of perception patterns and tendencies (Bungin, 2011; Creswell, 2015; Sugiyono, 2014).

The descriptive method was appropriate for this research because it aimed to describe and interpret the current condition of students' perceptions without manipulating any variables. This design allowed the researchers to gain insights into how prospective English teachers evaluate the role of the school field experience program in enhancing their teaching readiness across pedagogical, personal, and professional aspects.

Research site

This research was conducted at an English Education Study Program of Toraja-Christian University of Indonesia during the academic year 2024/2025. This institution was chosen due to its consistent implementation of the school field experience program as part of the teacher training curriculum.

The participants of this research were 41 English teacher candidates at UKI Toraja who had completed the school field experience program. They were in the final stages of their undergraduate studies and had undergone classroom-based teaching experiences through the PLP. The participants were selected using total sampling, considering all eligible students who recently completed their school field experience program to ensure relevant and reflective insights.

Data collection and analysis

A close-ended questionnaire with 22 items was used to gather data; each item was created to assess a different facet of teaching preparedness acquired through the PLP. The questionnaire was modified using pre-existing tools and literature that addressed teacher competencies, such as communication, character development, classroom management, curriculum comprehension, pedagogical skills, and professional identity. Students were asked to indicate whether they agreed or disagreed with the assertions regarding the benefits of the school experience program by answering "Yes" or "No" to each item. Education specialists were consulted to verify the instrument's validity and reliability. Before the research began, a few students took a pilot exam to improve the items and ensure internal consistency.

The researchers analyzed the data by scoring, tabulating, and calculating score percentages and score averages. The researchers used a Guttman scale. The Guttman scale is a scale used to get firm answers from respondents; there are only two intervals, such as "agree-disagree," "yes-no," "true-false," "positive-negative," "ever-never," etc. This measurement scale can produce questions in the form of multiple choice or checklists, with answers made with the highest score (yes) one and the lowest (no) zero (Sugiyono, 2014).

Table 1. *The score of the Guttman scale*

Value/ Score	Information
1	Yes
2	No

The data from the questionnaire were analyzed by using the following formulas,

Percentage

$$P = f/n \times 100\%$$

Where:

P : Percentage
f : frequency of answer
n : total respondent (Bungin, 2011)

Average

$$\text{Average Score} = (\text{Total Score}) / (\text{Total Item})$$

Table 2. *Score interpretation*

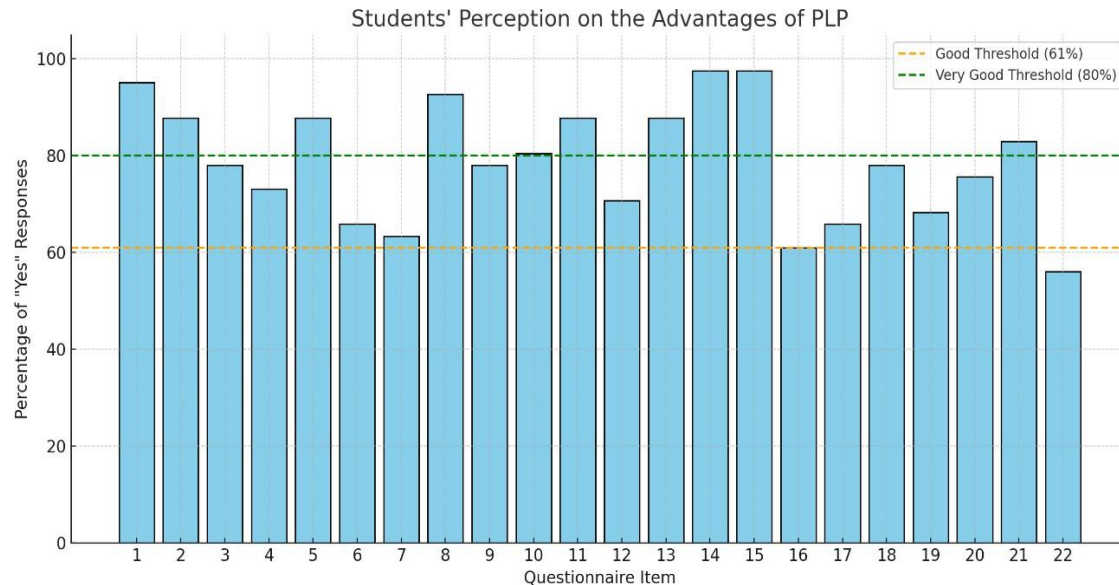
Percentage (%)	Category
0-20	Very weak
21-40	Weak
41-60	Enough
61-80	Good
81-100	Very good

Source: Riduwan (2010)

Findings and Discussion

The results of the data analysis indicate that the average percentage of "Yes" responses is 78.71%, indicating that students generally perceive the school field experience program positively. According to the interpretation scale from Riduwan (2010), a score within the 61%–80% range is categorized as "Good." Therefore, it can be concluded that the overall perception of students regarding the benefits of the school field experience program is good.

Figure 1. *The bar chart of the percentage of students' responses*



As shown in Figure 1, the bar chart visualizes the percentage of students who responded "Yes" to each item on the school field experience program questionnaire. The dashed lines show the thresholds for "Good" (61%) and "Very Good" (80%) perceptions. The following is the analysis of each item:

- Item 1: 95.12% of students agreed that the school field experience program provides broad knowledge for prospective teachers. This is categorized as Very Good.
- Item 2: 87.80% of students believed the school field experience program helps develop teaching skills. This is also categorized as Very Good.
- Item 3: 78.05% of students stated that the school field experience program helps build character. This falls under the good category.
- Item 4: 73.17% agreed that the school field experience program trains leadership, indicating a good perception.
- Item 5: 87.80% believed the school field experience program helped recognize student characteristics, which is Very Good.
- Item 6: 65.85% felt the school field experience program helped them master learning theories and principles. This is categorized as Good.
- Item 7: 63.41% agreed that the school field experience program trains curriculum development skills, categorized as Good.
- Item 8: 92.68% agreed that the school field experience program improves classroom management skills, indicating a Very Good perception.
- Item 9: 78.05% believed the school field experience program enhances their ability to develop student potential — a good rating.
- Item 10: 80.49% responded that the school field experience program helps in assessment and evaluation, categorized as Good.
- Item 11: 87.80% believed the school field experience program helps shape them as role models, which is Very Good.

- Item 12: 70.73% agreed that the school field experience program supports personality development, categorized as Good.
- Item 13: 87.80% believed the school field experience program encourages continuous self-development, categorized as Very Good.
- Item 14: 97.56% stated the school field experience program strengthens communication with students — categorized as Very Good.
- Item 15: 97.56% agreed the school field experience program enhances communication with colleagues — again, Very Good.
- Item 16: 60.98% believed the school field experience program trains communication with parents and the community — this is categorized as Enough.
- Item 17: 65.85% agreed that the school field experience program helps master relevant scientific concepts — categorized as Good.
- Item 18: 78.05% stated the school field experience program helps in mastering curriculum materials — Good.
- Item 19: 68.29% agreed that the school field experience program develops interdisciplinary understanding — Good.
- Item 20: 75.61% believed the school field experience program trains the application of scientific concepts in daily life — Good.
- Item 21: 82.93% stated that the school field experience program helps manage academic assignments — Very Good.
- Item 22: 56.10% agreed that the school field experience program trains administrative task management — categorized as Enough.

Most items got high percentages of agreement, especially those about self-development, communication, character development, teaching practice, and pedagogical competence. For example, "Very Good" perceptions were indicated by agreement percentages above 87% for Items 1, 2, 5, 8, 11, 13, 14, and 15. These aspects demonstrate how well the school field experience program works to impart general information, improve teaching techniques, evaluate classroom activities, and foster communication skills among students and other educators. Furthermore, questions that focused on curriculum creation, interdisciplinary understanding, and mastery of learning theories (questions 6, 7, 17, 18, 19) also demonstrated favorable perceptions, with percentages ranging from 63% to 78% classified as "Good." These findings imply that the school field experience program successfully exposes aspiring educators to critical professional skills.

However, certain aspects of the school field experience program were perceived less positively. Specifically, Item 22, which refers to the ability to manage administrative tasks, received only 56.10% agreement, and Item 16, on communication with parents and the surrounding community, received 60.98%. These results fall into the "Enough" category, indicating areas needing improvement in future school field experience implementations. The findings of this research found some implications as the discussions of this research as described as follows.

Pedagogical competence, lesson design, classroom management, and instructional delivery were among the pedagogical skills that most participants said the PLP program significantly improved. This result is consistent with global research that highlights the value of fieldwork in fostering instructional skills. For example, research found that school-based learning helps pre-service teachers develop their capacity to function well in classrooms and

that they actively create professional knowledge during their initial teacher education (Thomas & Casale, 2021).

Kolb's Experiential Learning Theory, which holds that knowledge is produced by transforming experience, supports the growth of pedagogical competency through real-world experience. By allowing teacher candidates to participate in real-world teaching situations, the *PLP* helps them absorb pedagogical knowledge through active experimentation and critical observation. Furthermore, a shift toward more socially conscious and equitable language teaching methods is suggested by the school field experience program's positive impact on the readiness of prospective English teachers. This is consistent with the principles of Critical Language Pedagogy, which support instructional strategies that empower students and deal with structural injustices (Asrifan, 2025).

Professional competence, according to the participants, the *PLP* program assisted them in comprehending educational policies, ethical obligations, and professional behavior, among other aspects of their professional development. This insight aligns with the results of global studies. According to Shultz (2020), field experiences are beneficial for teacher candidates, especially as they practice creating and carrying out successful learning experiences, build meaningful relationships with English language learners, and boost their confidence in their capacity to support diverse learners through critical reflection and feedback.

Bandura's Social Learning Theory, which emphasizes that people learn new behaviors and skills through social contact and observation, offers a helpful foundation for comprehending the growth of aspiring teachers. Such an environment is provided by the school field experience program, where teacher candidates can gain practical teaching experience and mentorship to enhance their professional competencies. Furthermore, studies have demonstrated that peer contacts are crucial for improving EFL teachers' professional competence. In this sense, the *PLP* program is a starting point that could be reinforced even more by using the peer coaching model as a sustainable professional competence training model (Panggua et al., 2021).

Personal and social competence, according to the research, teacher candidates' social skills and personal development were encouraged by the *PLP* program. The participants reported increased self-assurance, flexibility, and communication abilities. These results are consistent with global research that highlights the value of field trips in fostering social and personal skills. For instance, Köksal (2019) highlighted that field experiences provide pre-service teachers with opportunities to engage in reciprocal interactions with learners in real classrooms, thereby enhancing their personal and social development. Mezirow's Transformative Learning Theory, which holds that critical reflection on experiences results in a change in one's viewpoints and behaviors, can help us better understand this process (Mezirow, 2018). Because the *PLP* promotes this kind of introspection, teacher candidates can reconsider their presumptions and better comprehend their educator responsibilities.

Integration of 21st century skills, although the *PLP* program successfully fostered traditional teaching competencies, it was less clear how 21st century skills like digital literacy and creative teaching techniques were incorporated. International studies have underlined the necessity of integrating digital technology into teacher education programs to prepare students for modern classrooms. For instance, research found that instructors had significant deficiencies in their digital competency, which are made worse by insufficient initial and

ongoing training models (da Silva & Ramos, 2023; Valverde-Berrocoso et al., 2021). This gap in digital skills hinders teachers' ability to integrate technology into their pedagogical practices effectively (Instefjord & Munthe, 2017; Sitorus et al., 2025; Valverde-Berrocoso et al., 2021).

Conclusion and Recommendations

The benefit of the school field experience program in preparing prospective English teachers for the teaching profession was investigated in this research. The results show that the *PLP* is essential for improving educational, professional, personal-social, and reflective abilities, among other aspects of teacher readiness. Most participants stated that the *PLP* experience improved their capacity to organize and present lessons, manage classrooms, comprehend school culture, and participate in reflective practices—all critical competencies for successful English language teaching.

Moreover, international research supports the value of early field experiences in building teacher identity and confidence (Tang et al., 2016; Shultz, 2020). These experiences also serve as platforms for experiential learning (Kolb & Kolb, 2005) and social learning (Bandura & Walters, 1977), offering meaningful engagement with real-life teaching scenarios. However, the research also identified a gap in developing 21st century teaching skills, particularly in integrating digital literacy and innovative pedagogical tools. Thus, while the *PLP* has proven effective in foundational teacher training, there is a pressing need to modernize and enrich the program to better align with global trends and the evolving demands of education in the digital era. The following suggestions are put up considering the findings,

- **Curriculum Enhancement**
Integrating 21st-century skills in the *PLP* curriculum, such as problem-solving methods, digital literacy, and technology-enhanced learning practices. In practical teaching and lesson design, place a strong emphasis on inquiry-based and student-centered techniques.
- **Strengthening Mentorship and Supervision**
For pre-service teachers to receive continuous, excellent mentoring, universities and partner schools should work together more closely. Mentor teachers should receive training to successfully supervise, guide, and provide feedback through professional norms and reflective practice.
- **Extending Duration and Depth of Practice**
For a more immersive experience, consider extending *PLP* or combining it with subsequent teaching practicums. Introduce graded responsibilities, starting with observation and moving toward full lesson delivery and classroom management.
- **Fostering Reflective Practice**
To assist pre-service teachers in internalizing and enhancing their practice, encourage frequent coaching sessions, peer discussions, and reflective diaries. Throughout the *PLP*, digital portfolios are used to record, reflect on, and evaluate progress.
- **Future Research**
Conducting longitudinal studies to determine how *PLP* affects teacher candidates' career growth and actual teaching performance. To gain a more thorough knowledge of the program's efficacy, the research scope should be broadened to include the viewpoints of mentor instructors and supervisors.

Disclosure Statement

No potential conflict of interest was reported by the authors.

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Exploring the impact of school field experience on prospective English teachers' readiness

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Abstract

This research investigates how the *Program Pengenalan Lapangan* or *PLP* (the School Field Experience Program) influences English teacher candidates' preparedness. Using a 22-item questionnaire, data were collected from 41 participants through a quantitative descriptive method. Results show that 78.71% believe the school field experience program enhanced their readiness, particularly in instructional planning, classroom management, communication, and character development. The high percentage of positive responses suggests that the school field experience program effectively bridges theory and practice. However, lower parental communication and administrative task scores indicate aspects needing improvement. The research highlights the value of experiential learning in teacher education and suggests enhancing the program through reflective teaching and stronger mentorship.

Keywords

Experiential learning,
perception-based research,
prospective English teacher,
school field experience
program, teaching readiness

Article History

Received 01 December 2024

Accepted 15 April 2025

How to Cite

Rachel, Panggua, S.,
Siumarlata, V., & Patandung,
Y. (2025). Exploring the
impact of school field
experience on prospective
English teachers' readiness.
*Indonesian Research Journal in
Education | IRJE |*, 9(1), 206-
216.

<https://doi.org/10.22437/irje.v9i01.43106>

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Introduction

Preparing future educators to be highly qualified and adaptable has become a top priority in the changing educational landscape, particularly considering the rapid growth of technology and global issues. The School Field Immersion Program extensively supports this objective in Indonesia, often called *Program Pengenalan Lapangan* or *PLP*. The school field experience program is crucial to the teacher education program because it provides a valuable framework for connecting pedagogical theory and real-world classroom experience. Under the supervision of qualified mentors, this program immerses aspiring teachers in the actual school setting, enabling them to watch, engage, and gradually acquire critical teaching competencies.

The demand for qualified English teacher candidates is particularly urgent in the context of English language instruction. In addition to having a strong command of the language, prospective English teachers need to be equipped with a wide range of 21st century teaching abilities, including digital literacy, critical thinking, communication, teamwork, creativity, and intercultural awareness. Therefore, the school field experience program will develop these skills and promote professional readiness among prospective English teachers.

In line with the targets of the Indonesian Ministry of Education's *Merdeka Belajar* (Freedom to Learn) policy, the school field experience program strongly emphasizes adaptable, student-centered, and contextual teaching and learning methods. This strategy encourages educational autonomy, innovation, and character education development to prepare teacher candidates to successfully negotiate modern classrooms' challenges and make significant contributions to their local communities and national educational objectives.

Several studies have demonstrated how the school field experience program improves teacher readiness. For example, prior studies have shown that student interest and participation in the school field experience program significantly impact teacher readiness (Moeriyati & Wulandari, 2023). Similarly, Efendi (2023) reported that the school field experience program effectively enhances competencies across pedagogical, personality, social, and professional domains. However, these studies primarily focus on general teacher education programs and often lack specificity regarding English language teaching.

Moreover, Maharani et al. (2024) underscored a gap between theoretical training and practical application, particularly in integrating digital technology within the English as a Foreign Language (EFL) teaching context. This suggests that while the school field experience program contributes to general teaching competencies, exploring their effectiveness in equipping English teacher candidates with the specific skills required for modern, technology-integrated classrooms is necessary.

Despite the program's acknowledged advantages in general teacher education, a few studies have examined *PLP*'s role in improving prospective English teachers' readiness, particularly considering the *Merdeka Belajar* policy and the challenges of 21st century education. Studies already conducted frequently overlook the difficulties prospective English teachers face, such as adapting to various linguistic and cultural contexts in the classroom and using digital resources in language training.

By examining how English teacher candidates view the benefits of the school field experience program and how it improves their readiness to teach, this research aims to address

this gap. In line with the goals of the *Merdeka Belajar* initiative and the competencies necessary for a successful 21st century education, this research searches participant questionnaire data to determine how the school field experience program influences prospective English teachers' pedagogical, professional, and interpersonal skills.

Literature Review

Theoretical foundations of experiential learning

Experiential learning is a fundamental component of teacher education, emphasizing converting academic information into functional abilities. According to Kolb's experiential learning theory, learning is a continuous process that includes active experimentation, abstract conceptualization, reflective observation, and actual experiences (McLeod, 2017). This framework underscores the significance of real-world experiences in fostering deep learning and skill acquisition among pre-service teachers.

Dewey's philosophy, which supports education based on experience and interaction with the environment, further supports the importance of experiential learning. He maintained that education should be life itself, not just a means of preparing for it, and emphasized the significance of involving students in worthwhile activities that mirror actual circumstances (Miettinen, 2000).

Impact of field experience on teacher readiness

The school field experience program and other field activities are crucial in bridging the gap between classroom practice and theoretical education. Through these programs, pre-service teachers can manage classrooms, use pedagogical ideas, and cultivate their professional identities. The research has indicated that these experiences improve instructional methods, classroom management abilities, and self-efficacy.

Additionally, it has been discovered that pre-service teachers' evaluation and assessment abilities are enhanced when project-based learning (PBL) is incorporated into field experiences. Poonputta (2023) showed that these areas significantly increase when PBL and experiential learning are combined, underscoring the value of experiential, group-based learning settings in teacher preparation.

Challenges in implementing experiential learning

Implementing experiential learning in teaching education presents several difficulties despite its advantages. These include pre-service teachers' perspectives on experiential learning, mentor teachers' lack of training, and restricted access to resources. While field experiences benefited international students in a graduate teacher education program, Akindo et al. (2017) revealed that obstacles such as cultural differences and adjusting to new learning contexts were common.

Integrating technology, such as virtual reality (VR), into experiential learning presents opportunities and obstacles. Solomon (2020) explored the use of VR in teacher education within resource-limited regions, finding that while VR can enhance engagement and provide

immersive learning experiences, challenges like limited infrastructure and access to technology hinder its widespread adoption.

Relevance to English teacher preparation

Field experiences are significant for establishing language teaching competencies for prospective English teachers. Their readiness and confidence are enhanced by interacting with various student demographics, practicing language teaching techniques, and getting feedback in authentic classroom environments. English teacher education programs that incorporate experiential learning techniques guarantee that their graduates are prepared to handle the demands of modern classrooms.

Methodology

Research design

This research used a quantitative descriptive method to investigate how prospective English teachers perceive the benefits and efficacy of the school field experience Program (PLP) in preparing them for future teaching positions. Using an established questionnaire, a quantitative approach was used to measure and analyze students' responses objectively. This allowed for statistical interpretation of perception patterns and tendencies (Bungin, 2011; Creswell, 2015; Sugiyono, 2014).

The descriptive method was appropriate for this research because it aimed to describe and interpret the current condition of students' perceptions without manipulating any variables. This design allowed the researchers to gain insights into how prospective English teachers evaluate the role of the school field experience program in enhancing their teaching readiness across pedagogical, personal, and professional aspects.

Research site

This research was conducted at an English Education Study Program of Toraja-Christian University of Indonesia during the academic year 2024/2025. This institution was chosen due to its consistent implementation of the school field experience program as part of the teacher training curriculum.

The participants of this research were 41 English teacher candidates at UKI Toraja who had completed the school field experience program. They were in the final stages of their undergraduate studies and had undergone classroom-based teaching experiences through the PLP. The participants were selected using total sampling, considering all eligible students who recently completed their school field experience program to ensure relevant and reflective insights.

Data collection and analysis

A close-ended questionnaire with 22 items was used to gather data; each item was created to assess a different facet of teaching preparedness acquired through the *PLP*. The questionnaire was modified using pre-existing tools and literature that addressed teacher competencies, such as communication, character development, classroom management, curriculum comprehension, pedagogical skills, and professional identity. Students were asked to indicate whether they agreed or disagreed with the assertions regarding the benefits of the school experience program by answering "Yes" or "No" to each item. Education specialists were consulted to verify the instrument's validity and reliability. Before the research began, a few students took a pilot exam to improve the items and ensure internal consistency.

The researchers analyzed the data by scoring, tabulating, and calculating score percentages and score averages. The researchers used a Guttman scale. The Guttman scale is a scale used to get firm answers from respondents; there are only two intervals, such as "agree-disagree," "yes-no," "true-false," "positive-negative," "ever-never," etc. This measurement scale can produce questions in the form of multiple choice or checklists, with answers made with the highest score (yes) one and the lowest (no) zero (Sugiyono, 2014).

Table 1. *The score of the Guttman scale*

Value/ Score	Information
1	Yes
2	No

The data from the questionnaire were analyzed by using the following formulas,

Percentage

$$P=f/n \times 100\%$$

Where:

P : Percentage

f : frequency of answer

n : total respondent (Bungin, 2011)

Average

$$\text{Average Score} = (\text{Total Score}) / (\text{Total Item})$$

Table 2. *Score interpretation*

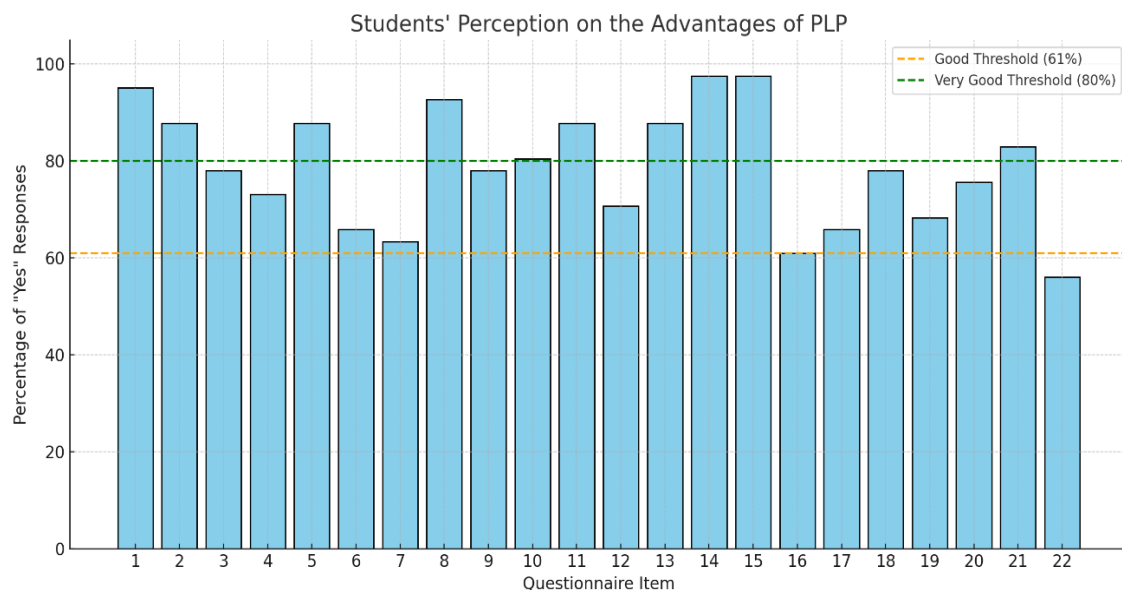
Percentage (%)	Category
0-20	Very weak
21-40	Weak
41-60	Enough
61-80	Good
81-100	Very good

Source: Riduwan (2010)

Findings and Discussion

The results of the data analysis indicate that the average percentage of "Yes" responses is 78.71%, indicating that students generally perceive the school field experience program positively. According to the interpretation scale from Riduwan (2010), a score within the 61%–80% range is categorized as "Good." Therefore, it can be concluded that the overall perception of students regarding the benefits of the school field experience program is good.

Figure 1. *The bar chart of the percentage of students' responses*



As shown in Figure 1, the bar chart visualizes the percentage of students who responded "Yes" to each item on the school field experience program questionnaire. The dashed lines show the thresholds for "Good" (61%) and "Very Good" (80%) perceptions. The following is the analysis of each item:

- Item 1: 95.12% of students agreed that the school field experience program provides broad knowledge for prospective teachers. This is categorized as Very Good.
- Item 2: reveals that 87.80% of students believed the school field experience program helps develop teaching skills. This is also categorized as Very Good.
- Item 3: 78.05% of students stated that the school field experience program helps build character. This falls under the good category.
- Item 4: 73.17% agreed that the school field experience program trains leadership, indicating a good perception.
- Item 5: 87.80% believed the school field experience program helped recognize student characteristics, which is Very Good.

- Item 6: 65.85% felt the school field experience program helped them master learning theories and principles. This is categorized as Good.
- Item 7: 63.41% agreed that the school field experience program trains curriculum development skills, categorized as Good.
- Item 8: 92.68% agreed that the school field experience program improves classroom management skills, indicating a Very Good perception.
- Item 9: 78.05% believed the school field experience program enhances their ability to develop student potential — a good rating.
- Item 10: 80.49% responded that the school field experience program helps in assessment and evaluation, categorized as Good.
- Item 11: 87.80% believed the school field experience program helps shape them as role models, which is Very Good.
- Item 12: 70.73% agreed that the school field experience program supports personality development, categorized as Good.
- Item 13: 87.80% believed the school field experience program encourages continuous self-development, categorized as Very Good.
- Item 14: 97.56% stated the school field experience program strengthens communication with students — categorized as Very Good.
- Item 15: 97.56% agreed the school field experience program enhances communication with colleagues — again, Very Good.
- Item 16: 60.98% believed the school field experience program trains communication with parents and the community — this is categorized as Enough.
- Item 17: 65.85% agreed that the school field experience program helps master relevant scientific concepts — categorized as Good.
- Item 18: 78.05% stated the school field experience program helps in mastering curriculum materials — Good.
- Item 19: 68.29% agreed that the school field experience program develops interdisciplinary understanding — Good.
- Item 20: 75.61% believed the school field experience program trains the application of scientific concepts in daily life — Good.
- Item 21: 82.93% stated that the school field experience program helps manage academic assignments — Very Good.
- Item 22: 56.10% agreed that the school field experience program trains administrative task management — categorized as Enough.

Most items got high percentages of agreement, especially those about self-development, communication, character development, teaching practice, and pedagogical competence. For example, "Very Good" perceptions were indicated by agreement percentages above 87% for Items 1, 2, 5, 8, 11, 13, 14, and 15. These aspects demonstrate how well the school field experience program works to impart general information, improve teaching techniques, evaluate classroom activities, and foster communication skills among students and other educators. Furthermore, questions that focused on curriculum creation, interdisciplinary understanding, and mastery of learning theories (questions 6, 7, 17, 18, 19) also demonstrated

favorable perceptions, with percentages ranging from 63% to 78% classified as "Good." These findings imply that the school field experience program successfully exposes aspiring educators to critical professional skills.

However, certain aspects of the school field experience program were perceived less positively. Specifically, Item 22, which refers to the ability to manage administrative tasks, received only 56.10% agreement, and Item 16, on communication with parents and the surrounding community, received 60.98%. These results fall into the "Enough" category, indicating areas needing improvement in future school field experience implementations. The findings of this research found some implications as the discussions of this research as described as follows.

Pedagogical competence, lesson design, classroom management, and instructional delivery were among the pedagogical skills that most participants said the *PLP* program significantly improved. This result is consistent with global research that highlights the value of fieldwork in fostering instructional skills. For example, research found that school-based learning helps pre-service teachers develop their capacity to function well in classrooms and that they actively create professional knowledge during their initial teacher education (Thomas & Casale, 2021).

Kolb's Experiential Learning Theory, which holds that knowledge is produced by transforming experience, supports the growth of pedagogical competency through real-world experience. By allowing teacher candidates to participate in real-world teaching situations, the *PLP* helps them absorb pedagogical knowledge through active experimentation and critical observation. Furthermore, a shift toward more socially conscious and equitable language teaching methods is suggested by the school field experience program's positive impact on the readiness of prospective English teachers. This is consistent with the principles of Critical Language Pedagogy, which support instructional strategies that empower students and deal with structural injustices (Asrifan, 2025).

Professional competence, according to the participants, the *PLP* program assisted them in comprehending educational policies, ethical obligations, and professional behavior, among other aspects of their professional development. This insight aligns with the results of global studies. According to Shultz (2020), field experiences are beneficial for teacher candidates, especially as they practice creating and carrying out successful learning experiences, build meaningful relationships with English language learners, and boost their confidence in their capacity to support diverse learners through critical reflection and feedback.

Bandura's Social Learning Theory, which emphasizes that people learn new behaviors and skills through social contact and observation, offers a helpful foundation for comprehending the growth of aspiring teachers. Such an environment is provided by the school field experience program, where teacher candidates can gain practical teaching experience and mentorship to enhance their professional competencies. Furthermore, studies have demonstrated that peer contacts are crucial for improving EFL teachers' professional competence. In this sense, the *PLP* program is a starting point that could be reinforced even more by using the peer coaching model as a sustainable professional competence training model (Panggua et al., 2021).

Personal and social competence, according to the research, teacher candidates' social skills and personal development were encouraged by the *PLP* program. The participants reported increased self-assurance, flexibility, and communication abilities. These results are consistent with global research that highlights the value of field trips in fostering social and personal skills. For instance, Köksal (2019) highlighted that field experiences provide pre-service teachers with opportunities to engage in reciprocal interactions with learners in real classrooms, thereby enhancing their personal and social development. Mezirow's Transformative Learning Theory, which holds that critical reflection on experiences results in a change in one's viewpoints and behaviors, can help us better understand this process (Mezirow, 2018). Because the *PLP* promotes this kind of introspection, teacher candidates can reconsider their presumptions and better comprehend their educator responsibilities.

Integration of 21st century skills, although the *PLP* program successfully fostered traditional teaching competencies, it was less clear how 21st century skills like digital literacy and creative teaching techniques were incorporated. International studies have underlined the necessity of integrating digital technology into teacher education programs to prepare students for modern classrooms. For instance, research found that instructors had significant deficiencies in their digital competency, which are made worse by insufficient initial and ongoing training models (da Silva & Ramos, 2023; Valverde-Berrocoso et al., 2021). This gap in digital skills hinders teachers' ability to integrate technology into their pedagogical practices effectively (Instefjord & Munthe, 2017; Sitorus et al., 2025; Valverde-Berrocoso et al., 2021).

Conclusion and Recommendations

The benefit of the school field experience program in preparing prospective English teachers for the teaching profession was investigated in this research. The results show that the *PLP* is essential for improving educational, professional, personal-social, and reflective abilities, among other aspects of teacher readiness. Most participants stated that the *PLP* experience improved their capacity to organize and present lessons, manage classrooms, comprehend school culture, and participate in reflective practices—all critical competencies for successful English language teaching.

Moreover, international research supports the value of early field experiences in building teacher identity and confidence (Tang et al., 2016; Shultz, 2020). These experiences also serve as platforms for experiential learning (Kolb & Kolb, 2005) and social learning (Bandura & Walters, 1977), offering meaningful engagement with real-life teaching scenarios. However, the research also identified a gap in developing 21st century teaching skills, particularly in integrating digital literacy and innovative pedagogical tools. Thus, while the *PLP* has proven effective in foundational teacher training, there is a pressing need to modernize and enrich the program to better align with global trends and the evolving demands of education in the digital era. The following suggestions are put up considering the findings,

- Curriculum Enhancement

Integrating 21st-century skills in the *PLP* curriculum, such as problem-solving methods, digital literacy, and technology-enhanced learning practices. In practical teaching and lesson design, place a strong emphasis on inquiry-based and student-centered techniques.

- **Strengthening Mentorship and Supervision**
For pre-service teachers to receive continuous, excellent mentoring, universities and partner schools should work together more closely. Mentor teachers should receive training to successfully supervise, guide, and provide feedback through professional norms and reflective practice.
- **Extending Duration and Depth of Practice**
For a more immersive experience, consider extending *PLP* or combining it with subsequent teaching practicums. Introduce graded responsibilities, starting with observation and moving toward full lesson delivery and classroom management.
- **Fostering Reflective Practice**
To assist pre-service teachers in internalizing and enhancing their practice, encourage frequent coaching sessions, peer discussions, and reflective diaries. Throughout the *PLP*, digital portfolios are used to record, reflect on, and evaluate progress.
- **Future Research**
Conducting longitudinal studies to determine how *PLP* affects teacher candidates' career growth and actual teaching performance. To gain a more thorough knowledge of the program's efficacy, the research scope should be broadened to include the viewpoints of mentor instructors and supervisors.

Disclosure Statement

No potential conflict of interest was reported by the authors.

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