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Pre-service English Teachers in the Teaching Internship Program (TIP)

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A B S T R A K

Program Magang Mengajar dirancang untuk mempersiapkan calon guru menghadapi dunia kerja tetapi masih banyak tantangan yang dihadapi oleh peserta. Penelitian ini bertujuan untuk menganalisis tantangan dan peluang yang dihadapi oleh mahasiswa calon guru pendidikan bahasa Inggris selama Program Magang Mengajar di sekolah menengah di Indonesia. Penelitian menggunakan pendekatan kualitatif dengan metode studi kasus, data dalam penelitian dikumpulkan melalui wawancara semi-terstruktur dan jurnal reflektif. Analisis dilakukan melalui proses induktif dalam tiga fase: pengkodean terbuka (mengidentifikasi dan mengkategorikan tema), pengkodean aksial (mengeksplorasi hubungan antara tema), dan pengkodean selektif (menyoroti tema yang relevan untuk pembahasan lebih lanjut). Temuan menunjukkan bahwa peserta menghadapi beberapa tantangan selama PPL, terutama dalam manajemen kelas, penyampaian materi pelajaran yang efektif, dan menangani tugas non-pengajaran. Pengalaman guru Pendidikan Bahasa Inggris pra-jabatan dalam Program Magang Mengajar (TIP) sangat bervariasi, dipengaruhi oleh faktor individu, institusi, dan lingkungan sekolah tempat mereka magang. Implikasi penelitian ini menunjukkan perlunya peningkatan kualitas Program Magang Mengajar (TIP) untuk memaksimalkan pengalaman belajar peserta. Hasil penelitian menggarisbawahi pentingnya peran mentor dalam memberikan bimbingan yang efektif, sehingga institusi pendidikan dan sekolah mitra perlu mengembangkan program pelatihan bagi mentor untuk memastikan mereka memiliki keterampilan pendampingan yang memadai.

A B S T R A C T

The Teaching Internship Program is designed to prepare prospective teachers for the world of work, but participants still face many challenges. This study aims to analyze the challenges and opportunities pre-service English language education student teachers face during the Teaching Internship Program in secondary schools in Indonesia. The study used a qualitative approach with a case study method, and data was collected through semi-structured interviews and reflective journals. The analysis was carried out through an inductive process in three phases: open coding (identifying and categorizing themes), axial coding (exploring relationships between themes), and selective coding (highlighting relevant themes for further discussion). The findings showed that participants faced several challenges during the PPL, especially in classroom management, effective delivery of subject matter, and handling non-teaching tasks. The experiences of pre-service English language education teachers in the Teaching Internship Program (TIP) varied greatly, influenced by individual factors, institutions, and the school environment where they were interned. The implications of this study indicate the need to improve the quality of the Teaching Internship Program (TIP) to maximize participants' learning experience. The research results underline the importance of the role of mentors in providing practical guidance, so educational institutions and partner schools need to develop training programs for mentors to ensure they have adequate mentoring skills.

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1. INTRODUCTION

The Teaching Internship Program (TIP) is often described as the most significant, exciting, and challenging experience for aspiring teachers worldwide. Recognizing potential difficulties during student teaching is critical to adequately preparing future educators. The Teaching Internship Program (TIP) aims to equip future educators with the skills to teach in the classroom, research their teaching methods, engage in school-wide decision making, and collaborate with colleagues (Mounce & Mauldin, 2020; Otara, 2019). Emphasizes that teacher educators should focus on the development of their student teachers by assigning only essential courses to interns, discussing classroom management strategies, and fostering collaborative relationships with experienced and enthusiastic mentor teachers and university supervisors. This rigorous, full-time classroom experience helps teacher candidates develop and refine the skills, competencies, and dispositions necessary to become effective educators. Mentor teachers and university supervisors play an important role in guiding student teachers/interns to become thoughtful professionals who create conducive learning environments, organize content knowledge, and teach in ways that promote student learning (Myers, 2019; Olivo, 2022).

The first year of teaching is a year full of challenges because of the many obstacles that new instructors must overcome. Without proper induction, new teachers must rely on their initiative to improve their skills (Musfiqon, 2020; Putman, 2022). Pre-service teachers face many challenges, as is widely documented. Although these studies have different lists of problems and concerns, the data consistently highlight important issues for the teaching profession and the school environment as a workplace (Redmond & Lock, 2020; Swift & Kent, 2019; Ulla, 2023). Several studies have examined the Teaching Internship Program (TIP) finding that interns felt more motivated and increased their ability to apply classroom knowledge to real-world problems after participating in TIP (Soleimani & Razmjoo, 2018; Stevenson et al., 2023; Tak, 2018; Tanjung et al., 2022; Zielinski et al., 2022). Identified three main issues for teacher candidates during online TIP: students' internet connectivity, motivation and attitudes toward online learning, and the knowledge and abilities required for online teaching and student evaluation. Experiential knowledge from a pre-service teacher education internship program in India, based on a conceptual understanding of the program in Canada. The researcher's two decades of experience as a teacher educator provides a unique perspective on the Indian context. Motivations and challenges of cooperating teachers in Thailand in supervising student teachers, finding that these teachers were motivated by personal interests and systemic considerations (Freeman et al., 2023; Khoso et al., 2020). Examining pre-service English teachers' classroom pedagogy during TIP, revealed that reflective education and expanded teaching practices under experienced ELT instructors were beneficial to these teachers. Common Challenges for Pre-service Teachers Figure 1.
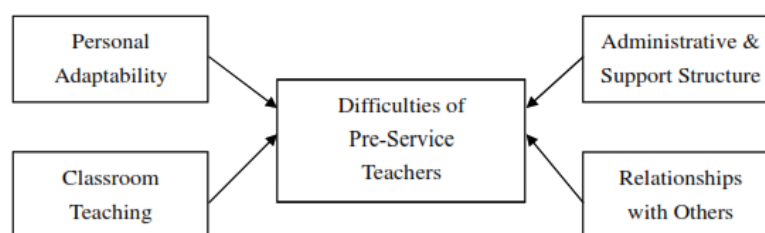

Figure 1. Common Challenges for Pre-service Teachers

Although research has demonstrated the value of TIPs in providing students with important teaching experiences, more research is needed to explore the impact of internships on students' ability to apply their learning effectively in the workplace (Ghufron et al., 2020; Gut et al., 2018). Additionally, the specific challenges and opportunities for pre-service English language education teachers during TIP in secondary schools in Indonesia have not been thoroughly explored. As a result, some countries are implementing apprenticeship policies to better prepare new teachers. Gaining personal experience is essential in learning any profession, including teaching. TIP gives students the opportunity to practice teaching in the classroom, marking the final step for aspiring teachers. The findings of this research will provide input for the planning and implementation of TIP professional development, thereby ensuring its implementation is more effective. Addressing the challenges teacher candidates face during their internships is critical to improving their readiness and effectiveness in the classroom.

TIP is designed to better prepare intern teachers, mentor teachers, students, and university lecturers. Intern teachers, who are students, work full time at a school for one or two semesters, studying and teaching under the guidance of a supervising teacher. These mentor teachers, who are experienced

educators, regularly reflect on their roles with other mentor teachers and university cluster coordinators (Hansford et al., 2020; Shamina & Mumthas, 2020). Internship programs assist students in the transition from pre-service education students to full members of the teaching profession. This concept is important in teacher preparation, emphasizing the importance of university-school relationships in supporting the professional development of prospective teachers. The term 'practicum' often reinforces the 'theory-practice' gap, highlighting the need for increased interaction between teacher education programs and schools and a deeper understanding by student teachers of a coherent and effective theory of action.

TIP offers many benefits to students. It typically provides interns with practical experience in their chosen field by involving them in various community service projects. This activity helps interns connect classroom theory with practical applications (Dorsah et al., 2018; Faikhamta & Clarke, 2020). TIP is characterized as a supervised teaching experience where students are closely monitored by their supervisor (Bunyamin, 2019; Fletcher, 2020). TIP significantly improves student learning and motivation (D.F. Beard, 1998). It is considered the most effective form of extracurricular education (Arañas, 2017; Christofferson & Sullivan, 2020). Internship programs benefit traditional college and university students, who often lack practical experience, by offering hands-on exposure and experience. Additional benefits include increased career focus, practical experience, graduate employability (D. F. Beard, 2020; Chennat, 2020). interpersonal skills (Burnett, 2020; Denuga & Nkengbeza, 2020), and knowledge of educational theory (Cook & Parker, 2020; Kim, 2019).

Previous research regarding pre-service teachers' experiences in the Teaching Internship Program (TIP) has demonstrated significant progress in understanding the challenges and benefits of this program. Several studies highlight the gap between theory and practice, where prospective teachers feel less prepared to face dynamic classroom situations despite having studied theoretical teaching strategies. Additionally, previous research also emphasizes the important role of mentors and the school environment in shaping participants' experiences, with findings indicating that intensive guidance from mentors can help improve prospective teachers' confidence and teaching skills. However, most research is still limited to the challenge aspect and does not explore the factors that support participant success. Thus, current research needs to expand the focus on strategies to increase program effectiveness, including strengthening collaboration between educational institutions, mentors, and partner schools, as well as the use of technology to support learning and teaching processes during internships.

The novelty of this research lies in its thorough exploration of the experiences of pre-service English Language Education teachers in the Teaching Internship Program (TIP) by highlighting the interactions between individual readiness, mentor support, and the school environment. Different from previous research which focused more on challenges or obstacles, this research also identifies factors supporting participant success and provides strategic recommendations to improve the quality of TIP. In addition, this research integrates the perspectives of participants and mentors simultaneously, thus providing a more comprehensive picture of the dynamics of program implementation. Another novelty is the research approach that includes analysis of the use of educational technology as a teaching aid during internships, an aspect rarely discussed in previous research. It is hoped that these findings can provide new contributions in the development of more effective and relevant internship programs in the digital era.

Based on existing literature, this research aims to explore the challenges and opportunities faced by pre-service English teachers during the TIP program in secondary schools in Indonesia. The research questions guiding this study are What challenges do pre-service English language education teachers face during TIP in secondary schools in Indonesia and what opportunities do they gain from TIP. The aim of this research is twofold: to analyze the challenges faced by prospective English language education teachers during TIP in secondary schools in Indonesia, and to examine the opportunities they gain from the TIP experience. This research addresses the need for further investigation in this area, aiming to provide insights that can help prospective teachers in Indonesia better understand the TIP experience in secondary schools. This study contributes to the growing body of literature on teaching practicum in various country contexts, allowing for a global comparative analysis of TIP practices. By focusing on the secondary school context in Indonesia, this research provides unique insights that can help prospective teachers in Indonesia understand and navigate the TIP experience more effectively.

2. METHOD

This research uses a qualitative research approach with a case study design with a constructivist paradigm. Qualitative research prioritizes depth of data over breadth, aiming to provide a detailed understanding of a specific context rather than generalizing findings (McMahon & Quinn, 2019; Vlachou et al., 2020). In the constructivist paradigm, knowledge is viewed as a joint construction between researchers

and participants, recognizing that truth is relative and varies according to individual perspectives (Ugalingan et al., 2020; Woolfolk & Woolfolk, 2020).

This research involved ten prospective teachers from an English language education program at a state Islamic university in Central Java, Indonesia, who were selected purposively. The participants were involved in this research for almost one and a half months (45 days), during which they participated in the Teaching Internship Program (TIP) at a secondary school in Indonesia. Data were collected using two main methods: reflective journals and semi-structured interviews. Reflective Journal: Tenure teachers keep reflective journals throughout their TIP experience, documenting daily observations, challenges, and reflections on their teaching practices. Semi-Structured Interviews: Upon completion of the TIP program, semi-structured interviews are conducted with pre-service teachers. This interview was conducted in Indonesian to prevent misinterpretation and ensure clarity. The interview transcripts were then translated into English for analysis. An orientation session was held to familiarize participants with the research objectives, TIPs, and expectations for maintaining a reflective journal.

To ensure the validity of the data, several strategies are used. Triangulation: The use of multiple data sources (reflective journals and interviews) provides a comprehensive understanding of the challenges and opportunities faced by pre-service teachers. Member Checking: Participants are asked to review interview transcripts and preliminary findings to ensure the accuracy and authenticity of the data. Peer Debriefing: Researchers engage in discussions with colleagues to review and critique the data analysis and interpretation process. Data collected from reflective journals and semi-structured interviews were analyzed inductively using coding procedures outlined (Saleem et al., 2022; Zangani et al., 2023). Open Coding: In this initial stage, all themes are identified and categorized. The researchers carefully examined the data to uncover recurring patterns and significant statements. Axial Coding: In this phase, the relationships between the identified themes are explored. Researchers look for relationships and interactions between categories to understand the underlying structure of the data. Selective Coding: In the final stage, the most relevant themes are selected for further exploration and discussion. The researchers focused on the themes that provided the most significant insight into the challenges and opportunities experienced by pre-service teachers during their TIP. By using rigorous data collection and analysis methods, this research aims to provide a nuanced understanding of the experiences of prospective English language education teachers in the context of secondary schools in Indonesia.

3. RESULTS AND DISCUSSION

Results

Data obtained from interviews and reflective journals of prospective teachers who took part in the Teaching Internship Program (TIP) revealed that almost all participants faced significant challenges. This section brings together the main issues reported, focusing on two main areas: classroom management and teaching strategies, and administrative workload and support structures. The most common challenges reported by 8 out of 10 prospective teachers relate to teaching skills, particularly managing large classes. For example, NA participants highlighted the difficulty in engaging students with varying levels of motivation.

"I met students with average or low motivation. Even when I try different strategies, sometimes they don't work." (Reflective Journal - NA)

NA also faces time management problems, which impact her ability to complete planned activities. *"Another problem is time management. Sometimes I am too lenient which makes students stall. As a result, I spend more time on activities and cannot complete all the steps in my lesson plan." (Interview - NA)*

FA participants experience challenges in understanding and applying appropriate teaching methods mandated by *Independent Curriculum*, especially project-based learning approaches. *"The most serious problem I faced was the teaching methodology. I didn't know that the Independent Curriculum required project-based learning." (Reflective Journal - FA)*

"After discovering this, I researched project-based learning and asked for advice from a friend whose mentor had explained it." (Interview - FA)

Likewise, RPR participants experienced difficulties in terms of student engagement and classroom management. She finds it difficult to maintain students' attention and manage disruptive behavior.

"In the classroom, it is difficult to manage students who are noisy and don't care about the teacher. Many students attend school because of parental pressure, not personal motivation." (Interview - RPR)

Other significant challenges reported were administrative workload and lack of adequate support structures. DS participants described the many tasks they were given, often outside of their expected duties, such as being a teacher on duty or handling administrative activities.

"The main problem at the start of the TIP program was adjusting to the assignments given by other teachers. "The teachers on duty are very dependent on us, delegating tasks that should be their responsibility, causing confusion in determining task priorities." (Interview - DS)

MT participants also emphasized the struggle in balancing teaching responsibilities with administrative duties, which often leads to extended work hours and burnout.

"I am often late completing administrative tasks that are not part of my teaching duties. This extra workload is very tiring and leaves me with little time to prepare lessons." (Interview - MT)

Another participant, RL, mentioned the lack of guidance from experienced teachers, adding to the stress of managing administrative tasks.

"We are expected to handle various administrative tasks without proper guidance or training. The lack of support from senior teachers makes managing our workload efficiently even more difficult." (Interview - RL)

Reflective journals also echo these sentiments, highlighting ongoing struggles over administrative responsibility.

"The administrative tasks given to us are very heavy. We have to manage attendance, prepare reports, and even handle some administrative work, which takes valuable time away from lesson planning and student engagement." (Reflective Journal - DS)

"I feel the administrative workload is not commensurate with our role as pre-service teachers." (Reflective Journal - MT)

"There was constant pressure to complete administrative tasks on time, which often left me feeling stressed and unprepared for my teaching duties. The lack of support and clear guidance only adds to the confusion." (Reflective Journal - RL)

Reports of excessive workload such as this are common among prospective teachers, indicating the need for better support and a clearer division of responsibilities during the apprenticeship period.

Regarding the opportunities that pre-service teachers gain during the TIP program, the participants' answers were almost the same. Most stressed that the significant opportunities they gained were related to teaching skills, an understanding of what teachers should and should not do. This includes understanding teaching administration, such as understanding and creating learning modules, utilizing learning media, and assessing students. In addition, they learn about school administration through 'non-teaching tasks' such as being a picket teacher, assisting school IT officers in updating online student databases, or helping out in the school library. These activities allow them to understand the broader scope of teachers' responsibilities beyond teaching.

"With a program like this, I know more about how a school works. I know that TIP is not just about teaching in the classroom. TIP goes beyond that. I feel really part of this school because I know how the system at this school works." (Interview-AS)

"The non-teaching assignments were quite enlightening. Being a picket teacher and helping with the library gave me a holistic view of school operations." (BK-Interview)

"Helping the online student database is a valuable experience. This made me realize the importance of technology in modern education." (CF-Interview)

"Through TIP, I learned that a teacher's job is not just to deliver learning but also involves a lot of administrative work, such as creating learning modules and so on." (DG-Interview)

The interview excerpt above is also supported by the results of the reflective journals written by the participants, as follows.

"My experience as a picket teacher taught me the importance of organizing and paying attention to students' needs outside the classroom." (Reflective Journal-BK)

"Updating the student database was a task that showed me the behind-the-scenes work that is essential to the smooth operation of a school." (CF-Reflective Journal)

"Helping out in the library helped me understand the resource management aspect of the teacher's role." (Reflective Journal-USA)

"The TIP program gave me a comprehensive understanding of the diverse responsibilities of teachers, preparing me for teaching in the real world." (Reflective Journal-DG)

These reflections and interviews highlight that TIP was successful in introducing pre-service teachers to the complexities of the teaching profession. Participants acknowledged that engaging in both teaching and non-teaching tasks gave them a holistic understanding of the school environment.

Discussion

Findings from interviews and reflective journals with prospective teachers highlight several significant challenges faced during the Teaching Internship Program (TIP). These challenges can be broadly categorized into issues related to classroom management and teaching strategies, as well as administrative workload and support structures.

Classroom management emerges as a particularly difficult area for many aspiring teachers. The ability to engage and manage students with varying levels of motivation proved to be a major challenge. NA participants' experiences illustrate the complexity of meeting diverse student needs and the frustration when different strategies do not produce desired outcomes. This highlights gaps in pre-service teachers' readiness to effectively handle real classroom dynamics. Some research shows that many feel unprepared to manage student behavior effectively after completing their training program. Common difficulties include overcoming negative student attitudes, low motivation, and lack of participation (Korpershoek et al., 2020; Lam & Ching, 2019; Serliana et al., 2020). Pre-service teachers often struggle with inconsistent beliefs about classroom management philosophies, and their orientation may shift to a more teacher-centered approach after student teaching experience. Although self-paced courses in classroom management provide comprehensive content, mentoring and fieldwork are the most frequently used training resources (Dirgantoro & Soesanto, 2020; Donlon et al., 2020). The combination of didactic courses and hands-on training was associated with the highest sense of preparedness (Doronila et al., 2020; Furco, 2019). However, there remains a significant gap between effective classroom management research and teacher training requirements, highlighting the need for increased preparation in this important area. (Frey et al., 2024; Huu Nghia & Tai, 2018).

Time management is another important issue that affects the teaching process. NA's difficulty in pacing lessons and ensuring that all planned activities were completed within the allotted time indicated the need for better training in time management techniques. Effective class time management is critical to maintaining student engagement and ensuring comprehensive curriculum coverage. Research consistently shows that effective time management is critical to teaching success. Previous research findings indicate that brief training in time management techniques significantly increases the speed and self-assessment ability of teacher candidates. Another finding found that teachers who allocated more time to teaching and class preparation showed better teaching performance (Hafiz et al., 2019; Hymon-Parker & Smith, 2020). Previous research findings emphasize the importance of time management for teachers and students, suggesting strategies such as frequent testing and engaging activities to optimize learning time. Other research further explores the relationship between allocated curriculum time and student engagement. Although technology has the potential to increase efficiency (F. Beard & Morton, 2020; Bukaliya, 2018). other studies note that this may also require additional time for training and may expand skill criteria. Overall, these studies highlight the important role of time management in improving teaching effectiveness and student engagement, underscoring the need for appropriate training and strategic allocation of teaching time (Frey et al., 2024; Ghufron et al., 2020).

Next, transition to *Independent Curriculum* and the project-based learning approach presents a steep learning curve for participants like FA. This underscores the importance of equipping pre-service teachers with a thorough understanding of contemporary educational methodology before they enter the classroom. Knowledge gaps regarding project-based learning indicate a need for training and support that is more focused on current curriculum requirements. Recent studies highlight challenges in implementing policies in Indonesia *Independent Curriculum*, especially for pre-service and in-service teachers. Project-

based learning approaches in curricula require significant adaptation and additional effort from educators (Fletcher, 2020; Furco, 2019). Tenure teachers benefit from project-based learning experiences, which enhance their skills in critical thinking, collaboration, and creativity(D. F. Beard, 2020; F. Beard & Morton, 2020). However, many still need to improve their understanding of the new curriculum (Hafiz et al., 2019; Myers, 2019). Challenges include integrating religious teachings with curriculum demands, designing holistic evaluations, and overcoming resource limitations (Freeman et al., 2023; Frey et al., 2024). To address this issue, recommendations include providing more focused training and support for teachers, increasing learning resources, and fostering collaboration between education stakeholders (Saleem et al., 2022; Zangani et al., 2023). The application of project-based flipped learning has the potential to support this *Independent Curriculum*goals and improving the quality of education in Indonesia (Shamina & Mumthas, 2020; Zielinski et al., 2022).

RPR participants' struggles in maintaining students' attention and managing disruptive behavior indicate that classroom management strategies need to be a focal point in teacher education programs. The presence of unmotivated and disruptive students not only hinders the learning process but also affects the teacher's ability to deliver effective learning. This requires increased training in behavior management techniques and strategies to foster intrinsic motivation among students. Research supports the need for increased classroom management training in teacher education programs. Beginning teachers often report inadequate preparation in this area, leading to difficulties in student behavior and engagement. Effective classroom management is critical to maintaining a productive learning environment and reducing teacher stress and attrition (Mounce & Mauldin, 2020; Redmond & Lock, 2020). Teacher preparation programs must focus on developing skills in content management, behavior management, and agreement management to meet the demands of the modern classroom. A meta-analysis of classroom management interventions found a small but significant positive impact on student outcomes, with strategies focused on students' social-emotional development showing the greatest impact (Olivo, 2022; Otara, 2019). Incorporating specialized courses and experiences in classroom and behavior management into teacher training programs can help address these issues and improve outcomes for teachers and students. (Doronila et al., 2020; Putman, 2022).

In addition to classroom challenges, prospective teachers report significant difficulties related to administrative workload and lack of adequate support structures. DS participants' stories of being overwhelmed with tasks outside their teaching duties highlight important issues regarding role clarity and support in schools. The expectation of carrying out tasks such as being the teacher in charge or handling administrative activities adds unnecessary stress and detracts from their primary role in teaching. MT's experience with extended working hours due to administrative tasks leading to fatigue is a clear indication of the need for better workload management. Research finds that new teachers struggle with overcrowded classes, high workloads, and inadequate administrative support (Stevenson et al., 2023; Swift & Kent, 2019). Administrative burden often reduces important teaching activities, as teachers spend less time on class preparation and providing feedback to students due to administrative tasks (Ugalingan et al., 2020; Woolfolk & Woolfolk, 2020). Support structures are often inadequate, and mentors are sometimes unavailable or unable to provide necessary guidance (Tak, 2018; Woolfolk & Woolfolk, 2020). Special education teachers in secondary schools report role ambiguity, confused expectations, and undervalued positions on the teaching staff (Stevenson et al., 2023; Vlachou et al., 2020). These challenges highlight the need for clearer role definitions, reduced administrative workloads, and improved support systems for new teachers so they can focus on primary teaching responsibilities and promote inclusive practices in schools.

RL's reflection on the lack of mentoring from experienced teachers underscores the importance of mentoring in the professional development of in-service teachers. The absence of proper support and training for administrative tasks suggests that schools need to implement structured mentoring programs where experienced teachers can provide the necessary guidance and support to prospective teachers. Reflective journals provide further evidence of the pervasive nature of administrative challenges. Reports of numerous administrative tasks interfering with lesson planning and student engagement highlight systemic issues that need to be addressed at the policy level. Schools and teacher education programs need to collaborate to ensure that teacher candidates are not overburdened and that their primary focus remains on teaching and learning. Studies show that mentoring plays an important role in the professional development of teacher candidates, as it provides benefits to both mentors and learners (Dorsah et al., 2018; Ugalingan et al., 2020). However, research shows that there are challenges in providing effective guidance, especially in disadvantaged and rural school settings (Putman, 2022; Redmond & Lock, 2020).. Pre-service teachers often face difficulties in classroom management, teaching performance, and motivation, highlighting the need for supportive guidance (Serliana et al., 2020; Soleimani & Razmjoo, 2018). Reflective dialogue journals have been identified as an effective tool for developing professional competence and enhancing reflective practice (Otara, 2019; Saleem et al., 2022). To overcome these challenges, increased

collaboration between schools and universities, structured mentoring programs, and comprehensive mentor training are needed (Tanjung et al., 2022; Woolfolk & Woolfolk, 2020). Additionally, the quality of mentoring experiences in pre-service teacher education programs has significant implications for the overall effectiveness of these programs (Stevenson et al., 2023; Swift & Kent, 2019).

The challenges identified through this research emphasize the need for comprehensive support and training for pre-service English language education teachers. Addressing issues related to classroom management, teaching strategies, and administrative workload is critical to increasing the effectiveness of the Teaching Internship Program. By focusing on these areas, teacher education programs can better prepare pre-service teachers to face the complexities of the classroom and develop into competent and confident educators. Findings from this research indicate that the Teaching Internship Program (TIP) provides a great opportunity for English language education pre-service teachers to develop important teaching skills and gain a comprehensive understanding of the various responsibilities of a teacher. Participants consistently emphasized that the program allows them to learn the dos and don'ts of teachers, covering important aspects of teaching administration such as understanding and creating learning modules, utilizing learning media, and assessing students.

An important insight from the participants was their exposure to school administration through various 'non-teaching assignments'. These duties include being a picket teacher, assisting school IT officers in updating student databases online, and assisting in the school library. Activities like this are vital in helping them appreciate the broader responsibilities of teachers outside the classroom. Participants' reflections and interview excerpts underscore the value of these experiences, illustrating how they foster a deeper understanding of school operations and the integral role of administrative work in education. For example, one of the participants, AS, stated that the program provided a comprehensive view of the functioning of the school, making them feel like an integral part of the school community. This sentiment is echoed by BK, who considers non-teaching assignments to be enlightening and useful for gaining a holistic view of school operations. CF also noted the importance of technology in modern education through their experience with online student databases, and the DG emphasized that teachers' duties include more than just delivering lessons, involving significant administrative responsibilities.

Research shows that non-teaching tasks and administrative roles play an important role in teacher development. Student-teachers who engaged in non-teaching activities during school placements reported increased self-confidence, a stronger teacher identity, and a greater sense of belonging to the school community (Swift & Kent, 2019; Tak, 2018). These additional functions, while contributing to personal and professional growth, can also present challenges such as time management issues (Arañas, 2017; Tanjung et al., 2022). The research and development assignments associated with school internships expose students to the realities of teaching practice but require guidance and support (Bukaliya, 2018; Bunyamin, 2019). Licensed teachers working in school offices face unique experiences, including managing paperwork, adapting to office work, and meeting deadlines. They cope by accepting reality at the office, taking breaks, and seeking help from experienced colleagues (D. F. Beard, 2020; F. Beard & Morton, 2020). These studies highlight the importance of non-teaching experiences in developing a comprehensive understanding of school operations and the diverse nature of teachers' responsibilities.

Reflective journals supported these interview insights, further demonstrating participants' growth and learning through TIP. The experience of being a picket teacher, as reflected in the BK, highlights the importance of organizing and paying attention to students' needs outside the classroom. CF's reflections on updating the student database reveal behind-the-scenes work that is critical to the smooth operation of the school. AS support in libraries highlights the resource management aspect of the teacher's role, and the DG's overall reflection emphasizes the comprehensive understanding of teachers' diverse responsibilities gained through TIP. The implications of this research indicate the need to improve the quality of the Teaching Internship Program (TIP) to maximize participants' learning experience. The research results underline the importance of the role of mentors in providing effective guidance, so educational institutions and partner schools need to develop training programs for mentors to ensure they have adequate mentoring skills. Apart from that, the integration between theory taught on campus and practice in the field needs to be strengthened through a more applicable curriculum. Institutions also need to provide resource support, such as technology-based learning modules, so that participants can more easily overcome the challenges they face in class. Overall, these findings indicate that the success of TIP depends not only on participants, but also on the quality of collaboration between higher education institutions, mentors, and partner schools in creating a conducive learning environment.

Overall, these findings highlight that TIP effectively introduces pre-service teachers to the complexities of the teaching profession. By engaging in teaching and non-teaching tasks, participants develop a holistic understanding of the school environment, preparing them for real-world teaching challenges. This comprehensive exposure is very important to develop educators who are knowledgeable

and ready and able to handle the various demands of the teaching profession. This study has several limitations that need to be acknowledged. First, the study sample was limited to pre-service English Language Education teachers in a particular region, so the results may not fully represent participants' experiences in other regions or contexts. Second, this research relies more on interviews and questionnaires as data collection methods, which have the potential to introduce subjectivity bias from respondents. Third, the relatively short time for conducting the research may not have been able to capture the dynamics of participants' experiences throughout the internship program as a whole. In addition, this research has not fully explored the impact of implementing educational technology on student learning outcomes during internship programs. For further research, it is recommended to expand the geographic coverage and sample size so that the research results are more representative. Researchers can also use a mixed-method approach that combines qualitative and quantitative data to gain deeper and more objective insights. Direct observation of participants' activities in class can be done to complement the data obtained from interviews and questionnaires. In addition, more specific research on the role of educational technology in supporting the learning process during internships is also needed to understand the contribution of digital innovation in improving the teaching effectiveness of prospective teachers.

4. CONCLUSION

The conclusion of this research shows that the Teaching Internship Program (TIP) provides valuable experience for pre-service English Language Education teachers in preparing themselves for the world of professional work. This program helps participants apply the theories they have learned on campus into real classroom situations, despite the many challenges they face, such as classroom management, adaptation of teaching strategies, and limited technological support. The research results confirm the importance of the role of mentors in providing effective guidance, as well as support from a conducive school environment in supporting participants' success. In addition, the success of the program is highly dependent on the synergy between educational institutions, mentors and partner schools in creating relevant and applicable learning experiences. These findings provide recommendations for improving the quality of TIP implementation, such as strengthening mentor training, increasing theory-practice integration, and making more optimal use of educational technology. The findings indicate that while TIP exposes pre-service teachers to real-world challenges in the teaching profession, it also provides them with a holistic understanding of the school environment and the diverse responsibilities of educators.

5. REFERENCE

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