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THE ROLE OF THE FIELD EXPERIENCE PROGRAM IN TEACHER READINESS AMONG ARABIC LANGUAGE EDUCATION STUDENTS AT UIN MADURA: A LITERATURE REVIEW

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ABSTRACT
This study aims to examine the role of the Teaching Field Experience Program (PPL) in supporting students' readiness to become professional teachers, specifically within the context of Islamic Education. Using a qualitative library research design, data were collected through documentary analysis of scholarly literature, including journal articles, books, and relevant official documents. The study employed a descriptive-analytical technique to identify, group, compare, and synthesize findings across existing studies. The findings demonstrate that PPL significantly contributes to teacher readiness by enabling prospective educators to apply university-acquired theoretical knowledge, refine instructional capabilities, build classroom management skills, and enhance personal confidence. Furthermore, in the context of Islamic Education, the program integrates pedagogical growth with personal character development grounded in Islamic principles. The study concludes that PPL serves as a critical bridge between academic preparation and practical demands, and that its success depends heavily on sustained mentorship, adequate teaching opportunities, and constructive evaluation.

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INTRODUCTION

State Islamic University (UIN) of Madura is a public Islamic higher education institution located in Pamekasan, Madura Island, East Java Province, Indonesia. Before becoming UIN Madura, the institution underwent several status changes, beginning as the State Islamic College (STAIN) Pamekasan, which became the State Institute for Islamic Studies (IAIN) Madura in 2018.

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This transition formed part of the broader institutional development of Islamic higher education in Madura (Muslim Obsession, 2019). In education, one key activity that supports students' readiness to become educators is the Teaching Field Experience Program, commonly referred to as PPL.

The Teaching Field Experience Program (PPL) is an academic activity that allows education students to apply their knowledge and teaching skills directly in school settings. It bridges theoretical concepts learned in the classroom and actual instructional practice. PPL includes orientation and adaptation to the school environment, developing and revising teaching materials and plans, practical teaching, and performing other educational duties (Quipper Campus, n.d.). Through these experiences, students gain firsthand insight into real-world learning conditions while developing the competencies essential for a future career in teaching.

PPL involves more than conveying subject matter; it also includes classroom management, building positive relationships with learners, communicating effectively with the school community, and adapting instructional strategies to suit students' diverse characteristics. Beyond teaching practice, students may participate in classroom observations, school administrative tasks, and other educational activities. This experience is vital because becoming a professional teacher requires a combination of subject knowledge, practical skills, and professional attitudes. Accordingly, PPL functions as a critical link between theoretical knowledge acquired at university and the practical demands of the teaching profession.

Khoiriyah et al. (2025) support the value of practical experience in preparing prospective teachers by examining the role of educational field experience in shaping the readiness of Islamic Education students to become teachers. Their work highlights the link between hands-on practice and readiness for professional responsibilities. Separately, Sunaryo et al. (2020) examined readiness among students in the Professional Teacher Education Program (PPG) during their PPL. Their findings indicate that readiness is closely tied to professional, pedagogical, social, and personal competencies. They also found that on-campus learning, prior teaching experience, and support from partner schools are key factors in fostering students' preparedness for field placement (Sunaryo et al., 2020).

In related research, Sukmawati (2019), in her analysis titled *An Analysis of Students' Readiness to Become Professional Teachers Based on Educator Competency Standards*, explored how students measure up against established benchmarks for teaching practice. The study highlighted the central importance of pedagogical, personal, professional, and social competencies in teacher preparation. These findings reinforce that readiness is not limited to content mastery but also includes the ability to facilitate learning effectively and demonstrate professional conduct (Sukmawati, 2019).

Baharuddin and Palerangi (2020) further examined how field experience affects professional readiness among Mechanical Engineering Education students at Makassar State University. Using a quantitative research design, they found that PPL has a positive and significant influence on teaching preparedness. This demonstrates that practical field experience is strongly associated with students' ability to perform effectively in professional roles (Baharuddin & Palerangi, 2020). However, their study focused specifically on technical education, leaving the context of Arabic Language Education students to be explored in its own right.

Previous studies have examined PPL and teacher readiness among students of Islamic Education, Mathematics Education, Mechanical Engineering Education, and the Professional Teacher Program. Nonetheless, the readiness of Arabic Language Education students at UIN Madura remains underexamined—particularly regarding teaching proficiency, classroom management, social interaction, leadership, and the formation of a pedagogical character rooted in Islamic values. This focus distinguishes the present study by situating field experience within the unique context of Arabic Language Education students preparing for professional teaching roles. This statement defines the study's specific focus rather than claiming that no related research exists elsewhere in educational contexts.

This research is especially timely because Arabic Language Education students must not only master linguistic content but also design instruction, deliver material effectively, manage classrooms, communicate meaningfully with learners, and demonstrate the ethical responsibility inherent in the teaching profession. PPL offers a primary avenue to develop these capabilities through direct immersion in school life. Understanding how field experience contributes

to readiness will clarify which competencies are being strengthened and which require further attention.

Overall, this study suggests that the Teaching Field Experience Program can support prospective teachers' professional readiness by providing practical teaching experience, opportunities to develop teaching skills, and guidance from supervisors, although its contribution depends on the quality of mentoring and the opportunities available for teaching practice.

METHOD

This study adopts a qualitative research approach using a library research design to examine the role of the Teaching Field Experience Program (PPL) in enhancing students' readiness to become professional teachers, with particular focus on the context of Islamic Education. Library research involves the systematic review and examination of scholarly literature previously published by researchers and academics relevant to the topic under investigation (Mahanum, 2021). The materials studied encompass published works concerning PPL, student readiness for the teaching profession, teacher competence, and teacher professionalism. Data sources include peer-reviewed journal articles, academic books, research reports, undergraduate theses, graduate dissertations, and relevant official documents.

Data collection used documentary analysis, retrieving literature from physical libraries and credible digital platforms, including Google Scholar, GARUDA, and academic journal websites (Bowen, 2009). The researcher conducted the literature search in October 2026 using Google Scholar, GARUDA, and academic journal websites. The search focused on publications relevant to the Teaching Field Experience Program (PPL), teacher readiness, teacher competence, and teacher professionalism. The researcher selected sources based on their relevance to the research focus, credibility, and alignment with the study's objectives. Throughout this process, the researcher served as the primary research instrument, supported by a standardized literature recording form used to document source details, study objectives, methodologies, and key findings relevant to the inquiry.

The researcher analyzed the collected data using a descriptive-analytical technique through sequential stages: identifying relevant material, grouping

findings thematically, comparing results across prior studies, and synthesizing evidence to develop a comprehensive understanding of how PPL contributes to students' readiness to become professional teachers (Snyder, 2019). The analysis outcomes are presented in narrative form, structured around the central research focus. This study did not involve human participants, interviews, or direct field observation, as it drew exclusively on published sources. The study used library and digital resources, and the pace of literature retrieval and analysis determined its duration. To ensure the validity of the findings, the study assessed each source's credibility and cross-referenced information across multiple works. It verified that all claims and conclusions were grounded in relevant, defensible scholarly literature.

RESULTS AND DISCUSSION

RESULTS

Readiness to Become a Teacher

Readiness to become a teacher describes a state in which an individual has the knowledge, skills, mental maturity, motivation, and ability to carry out an educator's duties. Slameto explains that readiness encompasses a person's overall condition, enabling them to respond appropriately to a given situation. Such readiness includes physical, mental, and emotional well-being; personal needs, motivation, and goals; and the skills, knowledge, and understanding gained through prior learning experiences (Wulandari & Prijowuntato, 2024). Accordingly, readiness for teaching involves not only subject mastery but also personal preparedness and the capacity to manage diverse situations within the learning process.

Readiness to become a professional teacher also requires command of the core competencies necessary for educational practice. Under Law No. 14 of 2005 of the Republic of Indonesia concerning Teachers and Lecturers, a teacher is defined as a professional educator whose primary responsibilities include educating, instructing, guiding, directing, training, assessing, and evaluating learners. Effectively discharging these duties requires proficiency in four domains: pedagogical, professional, social, and personal competence. Pedagogical competence involves understanding learners and managing instruction; professional competence centers on subject-matter mastery; social

competence encompasses communication and interpersonal interaction; and personal competence reflects the character, maturity, and exemplary conduct expected of a teacher.

Beyond competency mastery, professional interest, self-efficacy, and practical teaching experience shape readiness. Qibthiyah et al. (2024) examined the relationships among educational field experience, self-efficacy, and student readiness for the teaching profession. Similarly, Baharuddin and Palerangi (2020) investigated how field experience influences readiness to become a professional teacher. Both studies highlight the significance of hands-on practice and personal confidence in shaping prospective teachers' preparedness. Readiness may therefore be understood as an integration of knowledge, instructional skill, professional attitude, motivation, self-efficacy, and experience that together underpin effective educational practice.

Teaching readiness further includes the ability to plan instruction, select appropriate methods, manage classrooms, utilize learning media, and assess student outcomes. Prospective teachers need opportunities to apply knowledge from university coursework in real-world educational settings. Such experience fosters understanding of learner diversity, recognition of instructional challenges, and the ability to adapt teaching strategies to classroom needs. In this respect, the Teaching Field Experience Program (PPL) serves as a vital bridge between theoretical learning and practical application. Consequently, readiness is cultivated not only through formal coursework but also through sustained practice, feedback, evaluation, and mentorship.

The Role of Field Experience and Educational Practice in Shaping Readiness to Teach

A role represents the dynamic dimension of a position or status, defined by the exercise of associated rights and fulfillment of corresponding responsibilities (Soekanto, 2012). In education, the Teaching Field Experience Program (PPL) provides a structured pathway for prospective teachers to apply knowledge and skills gained during university coursework. Through direct participation, students gain firsthand experience in planning, delivering, and evaluating instruction in schools or madrasahs. PPL also deepens understanding of a

teacher's full scope of duties—extending beyond classroom teaching to broader responsibilities within the school community.

PPL's formative influence is evident in the opportunity it provides to develop teaching proficiency in authentic settings. Students learn to prepare instructional materials, select appropriate methods and media, present subject matter, manage classrooms, and assess learning outcomes. They also encounter complex realities that university lectures cannot fully replicate, including diverse learning abilities, individual student characteristics, resource limitations, and instructional time management. Such experiences foster adaptability, problem-solving, decision-making, and confidence. Septiani and Widiyanto (2021) found a positive, significant relationship between PPL participation and readiness among Economics Education students at Universitas Negeri Semarang, affirming the value of practical experience in professional preparation.

Beyond instructional technique, PPL cultivates social and personal competence. Daily interaction with students, mentor teachers, university supervisors, and school staff builds communication skills, teamwork, discipline, responsibility, and professional conduct. Supervisors' guidance and feedback further help students identify areas for improvement and refine their practice. Qibthiyah et al. (2024) examined educational field experience alongside self-efficacy as key predictors of teaching readiness. Similarly, Khoiriyah et al. (2025) explored PPL experiences among Islamic Education students, focusing on instructional practice, classroom management, and the development of pedagogical relationships. These studies confirm that practical experience shapes not only the content delivery but also overall readiness to serve as an educator.

In the specific context of Islamic Education, PPL carries added significance: prospective teachers must demonstrate not only subject mastery and pedagogical skill but also conduct consistent with Islamic values. Students practice patience, fairness, courtesy, discipline, accountability, and respect for learner diversity—qualities expressed through communication, mentorship, conflict resolution, and positive relationships across the school community. PPL thus supports the integrated development of pedagogical, professional, social, and personal competencies, ensuring future Islamic Education teachers are

intellectually prepared, professionally skilled, personally mature, and morally responsible.

Implementation typically includes classroom teaching practice, exposure to school administration, development of instructional plans, and participation in school activities aligned with institutional guidelines. Where programs are structured in stages—often designated PPL I and PPL II—the initial phase may emphasize foundational skills through microteaching. In contrast, subsequent phases provide sustained immersion in real classroom settings. Naming and sequencing of stages follow official institutional policy. Through practice, mentorship, and evaluation, students gain a concrete understanding of professional expectations. PPL therefore serves as a cornerstone in preparing confident, capable, and professional educators.

Student Perceptions of the Teaching Field Experience Program

Students' perceptions of the Teaching Field Experience Program (PPL) are shaped by how they interpret practical training as an integral stage in becoming educators. PPL offers direct exposure to real-world learning environments, clarifying the distinction between theoretical knowledge acquired at university and the practical demands of school settings. Through this experience, students develop proficiency in designing instructional materials, delivering content, managing classrooms, and adapting methods to learner characteristics. Khoiriyah et al. (2025) highlighted the value of such practice in building readiness among Islamic Education students, demonstrating that field experience provides a concrete understanding of professional expectations.

A central dimension of student perception is the development of teaching confidence. Before classroom placement, students often express anxiety about presenting subject matter, engaging with learners, and maintaining classroom order. Through guided practice and structured feedback, they build confidence by addressing these challenges in stages. Qibthiyah et al. (2024) identified self-efficacy and field experience as key factors in teaching readiness, underscoring personal confidence as a critical element in teacher preparation. However, confidence growth varies among individuals, shaped by prior experience, the frequency and depth of practice opportunities, and the quality of mentorship.

Beyond instructional skill, PPL broadens understanding of the full scope of professional responsibility. Students encounter tasks including administrative procedures, maintaining discipline, communicating with the school community, collaborating with mentor teachers, and evaluating instructional processes. This fosters recognition that teaching extends beyond lesson delivery to encompass accountability, adaptability, and professional conduct. Consistent with this view, Septiani and Widiyanto (2021) found that PPL positively and significantly influences teaching readiness. Perceptions of the program therefore reflect an evolving awareness of how practical experience strengthens competence and professional preparedness.

Collectively, the reviewed literature frames PPL as a formative educational experience that builds readiness through instructional practice, confidence-building, immersion in school culture, and professional socialization. These benefits operate alongside other contributing factors—subject mastery, professional interest, competencies developed through academic coursework, and ongoing support from supervisors and mentors. Consequently, PPL effectiveness depends on sustained mentorship, adequate practice opportunities, and constructive evaluation that help students identify and address areas for improvement. This discussion synthesizes published research and does not represent direct interview data; accordingly, it does not claim to reflect the views of all Arabic Language Education students at UIN Madura.

DISCUSSION

The Teaching Field Experience Program (PPL) is a cornerstone of teacher education, giving students a vital opportunity to translate academic knowledge into instructional practice in real school settings. Through direct engagement, students gain firsthand insight into the full scope of a teacher's role—from preparing lesson materials and delivering content to managing classrooms and assessing student learning. Readiness for teaching depends not only on subject mastery but also on pedagogical skill, communication ability, emotional maturity, and professional conduct. This aligns with Slameto's conceptualization of readiness as a holistic state encompassing physical, mental, and emotional well-being, alongside knowledge and practical proficiency (Wulandari & Prijowuntato, 2024).

PPL further contributes to teaching readiness by developing instructional competence and self-confidence. Students learn to respond to diverse learner characteristics, select appropriate teaching methods, and adapt strategies to dynamic classroom conditions. Such experience fosters recognition that learning does not always proceed as planned, building adaptability and decision-making capacity. Qibthiyah et al. (2024) identified educational field experience and self-efficacy as significant predictors of teaching readiness, affirming the importance of practical engagement and personal confidence in professional preparation.

Beyond instructional technique, PPL cultivates professional responsibility and ethical conduct. During placements, students practice accountability, communicate effectively with mentor teachers and learners, and fulfill institutional expectations. They also receive structured feedback to identify strengths and address areas for growth. Septiani and Widiyanto (2021) provided empirical evidence that field experience positively and significantly influences teaching readiness. PPL thus serves not merely as a practicum but as a formative process that builds independence, responsibility, and resilience in preparation for professional life.

Within the specific context of Islamic Education, PPL integrates pedagogical development with character formation. Prospective teachers are expected to convey religious knowledge effectively while embodying Islamic values—honesty, patience, discipline, and mutual respect—in daily interaction. Field experience offers a meaningful setting to demonstrate these qualities in practice. Readiness in this domain therefore reflects a synthesis of subject expertise, teaching skill, social competence, and exemplary personal conduct, enabling teachers to serve both as instructors and role models.

Synthesizing the reviewed literature, PPL emerges as a key contributor to teaching readiness through practical experience, confidence-building, professional socialization, and exposure to authentic school environments. Nevertheless, field experience alone does not determine readiness; it also depends on theoretical grounding, professional motivation, personal interest, and the quality of mentorship received. Accordingly, PPL effectiveness depends on sustained supervision from university and school mentors, adequate practice opportunities, and ongoing formative evaluation. With this support, the program

equips students with the competencies and confidence needed to serve as capable, ethical, and professional educators.

CONCLUSION

Based on this literature review, the Teaching Field Experience Program (PPL) plays a vital role in supporting students' readiness to become professional teachers. PPL enables students to apply theoretical knowledge acquired during university coursework, refine instructional skills, build self-confidence, and develop discipline, responsibility, and professionalism. In Islamic Education, the program serves a dual purpose: strengthening pedagogical abilities while fostering personal character and exemplary conduct rooted in Islamic values. Accordingly, effective PPL implementation requires sustained mentorship from university supervisors and school-based mentor teachers, adequate teaching practice opportunities, and ongoing formative evaluation to ensure students' readiness develops optimally. This study provides a scholarly basis for higher education institutions to enhance the quality of field experience programs. It also lays the groundwork for future empirical research examining how field experience, self-efficacy, and mentorship quality jointly influence teaching readiness, particularly among students enrolled in Islamic Education programs.

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