

Field Practice Experiences of Prospective Indonesian Language Teachers: Preparing for 21st-Century Education Challenges

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ABSTRACT

This study explores the experiences of prospective Indonesian language teachers during field practice in schools, focusing on their interactions with students, teachers, school management, infrastructure, and the learning process. Using a phenomenological approach, data were collected through in-depth interviews with eight pre-service Indonesian language teacher candidates. Qualitative analysis techniques were employed to extract comprehensive insights. Findings reveal that field experience practices are highly effective in preparing prospective teachers to become professional educators. Key themes emerged: (1) the critical role of field practice in fostering professionalism; (2) the necessity for advanced technological competencies to effectively engage Generation Z students; (3) the importance of maintaining harmonious interactions with students and teachers to support a conducive learning environment; and (4) the adherence to school regulations, emphasizing the principle of adapting to institutional norms. The study underscores the importance of field practice in equipping pre-service teachers with the skills and attitudes needed for 21st-century education. Emphasis on technological proficiency and relational skills highlights the evolving demands of teaching Generation Z. Adherence to institutional norms ensures alignment with professional standards. Field experience practice plays a pivotal role in shaping professional Indonesian language teachers. By mastering technological skills, fostering positive relationships, and respecting school regulations, prospective teachers are better prepared to meet the challenges of modern education. These findings contribute to the broader discourse on teacher training and professional development.

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1. INTRODUCTION

The challenge of human resource development lies in the quality of education. In line with this, various efforts to enhance teacher professionalism form the framework of national education. In practice, these activities constitute a synergistic process between improving the quality of education and enhancing educational standards, both of which have a reciprocal impact. One indicator of the success in achieving educational goals is the quality of teachers. Teachers are educators who play a primary role in shaping high-quality education, thereby promoting educational excellence. The enhancement of teacher professionalism is crucial for improving teaching quality (Zaky & Islami, 2022).

Twenty-first-century teachers are expected to excel across multiple dimensions to meet the demands of modern education (Martinez, 2022). They are tasked with educating a golden generation adept in science and technology (Ernalida, Oktarina, & Turama, 2021; Cilliers, 2017; Oktarina, Indrawati, & Slamet, 2023). This golden generation encompasses individuals equipped with 21st-century skills, such as strong character, critical thinking, creativity, innovation, communication, collaboration, and competitiveness. Preparing Indonesia's golden generation for the complexities of the 21st century presents significant challenges (Tican & Deniz, 2018). These include globalization, rapid technological advancements, migration, heightened competition, transformative changes in various sectors, and pressing environmental concerns. In response, the Indonesian government has prioritized reforms in the education sector by advancing curricula and promoting teacher professionalism to address these evolving demands effectively.

The teacher professional education program is one of the government's initiatives to improve the quality of teachers in Indonesia. This program is crucial for enhancing professional competencies (Niu et al., 2021). The purpose of the Teacher Professional Education (PPG) program is to produce prospective teachers capable of realizing national educational goals (Loeneto et al., 2020). The Pre-service PPG is an educational program designed to prepare teachers as quality human resources to meet the ideal conditions for teachers in Indonesia, including aspects of quantity, distribution, qualifications, and competencies. The Pre-service PPG aims to produce novice professional teachers who practice the values of Pancasila, embody the spirit of mutual cooperation, and are capable of utilizing digital technology, while also fostering innovation and creativity.

In the Teacher Professional Program, prospective professional teachers are provided with direct experience in partner schools. The Pre-service PPG Field Experience Program (PPL) is designed to offer intensive training for prospective teachers in the field (Pujiastuti & Mushafanah, 2024; Riyana et al., 2024). This program is an integral part of efforts to enhance the quality of teacher education, particularly in preparing prospective teachers. The PPL aims to ensure that PPG students gain real and contextual experience in applying a set of knowledge, attitudes, and skills that support the achievement of pedagogical, personal, social, and comprehensive mastery of the subject matter competencies.

In practice, prospective student teachers gain a wealth of valuable experiences (Kulgemeyer et al., 2021). Through field experience programs, they engage with various aspects of school life, acquire new knowledge, and interact directly with students, teachers, school leaders, and school management. These interactions expose prospective teachers to both opportunities and challenges, necessitating effective strategies to address difficulties. To comprehensively understand these experiences, phenomenological research provides an ideal framework. As a research approach, phenomenology delves into the subjective experiences of individuals, offering insights into their perceptions and meanings in specific educational contexts (Mufaridah, Yono, Ikhtiar, & Raharjo, 2022; Chukwunye, 2024). This methodology is particularly relevant in exploring the intricate dynamics of teaching and learning environments. In educational settings, phenomenological research often examines how teachers, students, and other stakeholders perceive and navigate their experiences, including curriculum changes, student dynamics, and the integration of technology (Kusumaningsih, Burhanuddin, & Erviana, 2020). Additionally, the approach emphasizes the importance of social and cultural contexts, making it highly suitable for understanding the diverse experiences encountered in multicultural educational environments.

Therefore, this paper aims to describe the diverse experiences of prospective Indonesian language teachers in the field experience program at four partner schools in Indonesia. Specifically, this article details the experiences of prospective Indonesian language teachers regarding interactions with students, teachers, school management, facilities, infrastructure, and the teaching and learning processes in partner schools.

2. METHODS

The aim of this study is to explore the experiences of prospective Indonesian language teachers in the 21st century using a qualitative approach. The method employed in this research is phenomenology, which aims to describe the common meaning of a phenomenon from the perspectives of several individuals concerning their life experiences related to the concept or phenomenon (Neupane, 2024; Creswell, 2014). Data for this study were gathered from respondents regarding the experiences of prospective Indonesian language teachers in the 21st century during field practices in partner schools, developing a composite description of the essence of these experiences across all individuals. The study subjects consist of eight prospective Indonesian language teachers. The respondent criteria in this study were students of the Indonesian language pre-service program who had carried out field experience 1 in 4 partner schools, were female or male, and were able to provide information according to research needs. The identities of these respondents can be seen in the table below.

Table 1. Identity of Respondents

No.	Respondents	Gender	Age
1.	Respondent 1	Female	23 years
2.	Respondent 2	Female	22 years
3.	Respondent 3	Female	24 years
4.	Respondent 4	Male	23 years
5.	Respondent 5	Male	24 years
6.	Respondent 6	Female	24 years
7.	Respondent 7	Female	32 years
8.	Respondent 8	Male	24 years

Data were collected through in-depth interviews. The use of interview collection methods is ideal for collecting the type of data needed to answer research questions. Interview questions are designed openly to obtain comprehensive information. These interviews centered on interactions between the prospective teachers and students, interactions with other teachers, school management/rules, facilities and infrastructure, and the learning process. Interviews were conducted on-site with the consent of the respondents. The interview results were recorded and then transcribed in written form. The data were analyzed using qualitative data analysis techniques. The data analysis procedure for this study is as follows.

Table 2. Data Analysis Procedures

No	Procedure	Subprocedure
1.	Data Organization	<ul style="list-style-type: none"> • Creating and organizing files for data.
2.	Reading of Memos	<ul style="list-style-type: none"> • Reading the entire text, making marginal notes, forming initial codes
3.	Describing the data into codes and themes	<ul style="list-style-type: none"> • Describing personal experiences • Describing the essence of the phenomenon
4.	Classifying data into thematic codes	<ul style="list-style-type: none"> • Developing key statements • Developing statements into units of meaning

- | | | |
|----|---|--|
| 5 | Interpreting data into codes and themes | <ul style="list-style-type: none"> • Developing textual description of “what happened” • Developing structural description of “how” the phenomenon is experienced. • Developing the essence |
| 6. | Presenting and visualizing data | <ul style="list-style-type: none"> • Presenting a narrative on “the essence of the experience in the discussion.” |

(Creswell, 2014)

3. FINDINGS AND DISCUSSION

The experience of prospective Indonesian language teachers during field practice in the pre-service teacher program is an important phase in the formation of their professional competence. This program provides opportunities for prospective teachers to apply the learning theories they have learned in a real classroom environment. During field practice, prospective teachers face various dynamics that include interaction with students, collaboration with senior teachers, and adaptation to the curriculum and school culture. This experience not only tests their academic abilities, but also forms pedagogical, social, and emotional skills that are essential for an educator. Through field practice experience, prospective Indonesian language teachers not only enrich their professional competence, but also gain a deeper understanding of the challenges and responsibilities in the education profession. This experience becomes a solid foundation for them to develop into competent, inspiring, and dedicated educators in the future.

The experience of prospective Indonesian language teachers during field practice in the pre-service teacher program cannot be separated from their interactions with various elements in partner schools, such as students, teachers, school management, facilities and infrastructure, and the teaching and learning process. Each of these aspects provides valuable insights as well as challenges that shape the competence and readiness of prospective teachers to become professional educators. The following clearly describes the experiences of prospective Indonesian language teachers in terms of interactions with students and teachers, school management or rules applied in schools, facilities and infrastructure, and the learning process.

3.1 Interaction with Students

In conducting field practice, prospective Indonesian language teachers must effectively interact with students. Positive interaction between students and these prospective teachers is crucial for smooth learning activities. However, students at the secondary education level in the four partner schools exhibit varying characteristics, influenced by factors such as gender, social status, ethnicity, and age. Based on research findings, which include the experiences of prospective teachers interacting at partner schools, both positive and negative interactions were observed. Additionally, various mitigation strategies were implemented to address existing challenges. Below is a detailed description of the experiences of pre-service teachers from the Indonesian language education program in the four partner schools.

Respondent 1

“The students at this junior high school generally exhibit a spoiled demeanor. Therefore, it is necessary to first address how to handle this behavior. Additionally, the limited time available for interaction with students results in pre-service teachers having insufficient understanding of each student’s character. However, open communication exists between students and pre-service teachers, which greatly facilitates interactions, especially since the students demonstrate high levels of intelligence.”

Respondent 2

"Initially, we, as students, were not well received because the students at the school are predominantly children of affluent individuals (officials, entrepreneurs), while we are newcomers with modest social status. However, over time and through numerous activities guided by pre-service teachers, such as extracurricular activities and practicals, we managed to elicit a positive response from the students. They began addressing us respectfully as 'miss' or 'sir,' sought our guidance, and classroom participation gradually increased. Through several incidents we encountered, the key lesson learned is how educators strive to understand and accommodate the diverse characteristics of students who naturally differ from one another."

Respondent 3

"During the PPL (Field Experience Practice) at the partner school, the direct interaction with students consistently garnered positive responses. The students were willing and open to engage with the pre-service teachers, freely sharing information when asked. According to the students, 'They were open with us, and we received good responses when seeking information.' Overall, there were no significant communication obstacles encountered in the partner school environment."

Respondent 4

"The students generally exhibit a spoiled character. Therefore, it is necessary to first address how to manage this spoiled nature. The limited time available for interacting with the students results in the pre-service teachers having insufficient understanding of each student's character. However, communication between the students and the pre-service teachers remains open."

Based on the experiences described, prospective professional teachers in the Indonesian language education program have gained valuable insights into interacting with students. These experiences underscore the challenges involved in becoming a professional teacher, necessitating the navigation of diverse student characteristics, personalities, social backgrounds, and ethnicities. Establishing a positive relationship between teachers and students is crucial for success in the teaching and learning process. Effective learning occurs through meaningful interactions between teachers and students both inside and outside the classroom, fostering an environment conducive to learning.

3.2 Interaction with Teachers

Social competence is a critical attribute that professional teachers must possess, enabling effective communication and interaction with students, educational staff, parents/guardians, and the community. Indicators of social competence include inclusive behavior, effective communication with diverse educational stakeholders, strong adaptability skills, and proficient oral and written communication abilities. Establishing positive interactions with mentors, colleagues, and school leaders is crucial for prospective professional teachers to learn and gain valuable experiences from these educators. Based on the research conducted at four partner schools, the following are the reported experiences of the respondents.

Respondent 5

"We did not encounter any major issues with our mentoring teachers, as our PPL mentors at our location were very supportive and welcoming. We communicated all tasks and instructions through our WhatsApp group. However, one challenge we faced was the considerable distance between our PPL basecamp and the teachers' room. This distance meant that as PPL students, we had limited opportunities to meet with the teachers, resulting in infrequent communication being the only hindrance. These challenges solely stemmed from the distance. Besides that, all the teachers at the partner schools were very kind."

Respondent 6

"We received positive feedback and acceptance from all the teachers at the partner school. Whenever we encountered difficulties, we were guided and given advice. The positive response from the teachers at the partner school is attributed to their high competence, enabling them to act professionally as motivating, accomplished, and exemplary teaching practitioners."

Respondent 7

"We received a very warm reception from the teachers, starting from our arrival to the implementation of PPL. Several days before the PPL team arrived, the teachers were already informed about our presence. The placement of the PPL basecamp at the partner school was considered excellent, as students were accommodated in rooms alongside the teachers. This arrangement provided us with access to the same facilities as the teachers and other school operational elements."

Respondent 8

"The mentors are often busy, which makes direct communication challenging. They rarely participate in team discussions, so the PPL teachers have established a specific schedule for discussions with them. Building rapport with other teachers has been more difficult, but this is not overly concerning as rapport can develop over time."

Based on the experiences of these prospective professional teachers in interacting with the teachers at the school, overall interactions have been well-established, with good communication channels established. This indicates that the social competence of these prospective teachers is generally good. However, some prospective professional teachers have experienced challenges in communicating with their mentoring teachers and other teachers due to the mentors' busy schedules, leading to occasional communication difficulties. This issue does not reflect a lack of social competence on their part. From this experience, it is evident that effective interactions can be established when both parties are able to build these relationships harmoniously.

3.3 School management/rules implemented in schools

As prospective professional teachers, they are expected to adhere to the management and rules implemented by the partner school, which govern behavior and activities within the school. This experience introduces prospective professional teachers to school management practices. The following are the experiences of professional teachers from the Indonesian language education program related to school management or school rules.

Respondent 1

"School management presented a challenge for us as we needed to adapt to the school's unique system, which differed slightly from others. For instance, at the partner school, the day began with a morning assembly at 6:20 AM. Adjusting to this early start time was initially challenging for us, as we were accustomed to starting later. Despite our surprise, we recognized the effectiveness of the school's management because both students and teachers arrived punctually. As PPL students, we had to quickly adjust to this schedule."

Respondent 2

The school management utilizes a unique attendance system at the partner school, where attendance is recorded using a barcode system. Students' name tags are scanned upon entry at the system

available in the school lobby, automatically recording their name and time of arrival. For students who arrive late, two sanctions are routinely applied: reading and cleaning specific areas of the school, such as sweeping, mopping, and cleaning windows.

Respondent 3

"No significant obstacles were encountered regarding the management or rules of the school. The rules implemented at the partner school are clear and effectively impact the management of school activities. Thus, the management is well-structured across various domains. For example, during holidays, teachers are completely relieved of their duties, and there are designated security guards focused solely on school security."

Respondent 4

"There were no significant obstacles. PPL teachers simply needed to acclimate to following school rules, such as prompt reprimands for teachers with long hair. The advantage is that all aspects of management are already well-established."

Based on the experiences of the respondents above, it is evident that the field practice of prospective professional Indonesian language teachers introduced them to school management. They learned to understand and adhere to various rules existing in the partner schools. These prospective teachers are required to demonstrate an adaptive attitude towards the socio-cultural environment in which they work.

3.4 Facilities and Infrastructure

The education system comprises interconnected subsystems or elements such as goals, curriculum, content, methods, educators, students, facilities, tools, and approaches, all essential for achieving success. The presence of each element is crucial; the absence of any can hinder the education process and lead to failure. Educational facilities and infrastructure play a vital role in this process, encompassing components necessary for its implementation. Without adequate educational facilities and infrastructure, the education process faces challenges, impacting the attainment of educational goals. The following are the experiences of prospective professional teachers in the Indonesian language education program related to facilities and infrastructure at partner schools.

Respondent 5

"The facilities and infrastructure at the partner school, particularly in terms of technology, are generally good. However, we have observed or entered several classrooms where some projectors are no longer functional. Consequently, these classrooms appear to face challenges in fully utilizing technology in their learning processes."

Respondent 6

"The facilities and infrastructure at the partner school are considered highly adequate. PPL PPG students are provided with a basecamp in excellent condition, including spacious rooms, pillows, air conditioning, podcast rooms, whiteboards, and an Infocus projector. These comprehensive facilities enable us to enhance creativity in learning."

Respondent 7

"The facilities and infrastructure at the partner school are considered very adequate, including the availability of internet networks and projectors in every classroom. Each classroom is also equipped with air conditioning. Additionally, vehicles are available for transportation on holidays or when

students wish to go out. We have experienced the benefits of these school facilities and infrastructure, including lunch arrangements and participation in school activities."

Respondent 8

"Several facilities, such as the library and laboratory rooms, are located on the 5th floor, requiring students to use stairs to access them. This has led to many complaints from students. Nevertheless, the facilities and infrastructure are generally sufficient. Students have been provided with air-conditioned rooms, projectors, speakers, and other amenities in every classroom. Additionally, each student has a learning ID to access the premium Canva application."

Based on the experiences of these prospective professional teachers, it is evident that facilities and infrastructure are integral to the overall learning activities in educational units, playing a functional role in achieving educational objectives according to the curriculum. The research results indicate that the four partner schools already have good facilities and infrastructure. These resources enable students in the pre-service teacher program to perform their duties effectively. However, to ensure the provision of facilities and infrastructure is effective and efficient, a precise needs analysis is required during the planning phase. This is essential to avoid potential difficulties arising from the existence of these facilities and infrastructure.

3.5 Learning Process

Every teacher is required to be professional. To achieve this, they must possess four core competencies: pedagogical, social, professional, and personal competencies. In the pre-service teacher program, students are trained to become professionals through field experience courses, which provide them with direct teaching experience at partner schools. Below are the experiences of prospective professional Indonesian language teachers.

Respondent 1

"We must create a teaching and learning process that aligns with the interests and talents of the students. Otherwise, they will be distracted by their gadgets. This is our challenge. Additionally, we need to develop learning media that the students have not previously encountered, as most technologies have already been frequently utilized by their teachers."

Respondent 2

"Time constraints make us feel rushed, resulting in less than optimal learning materials. Field practice often does not align with the Lesson Plans (RPP). In one class, there are dozens of students with diverse characters that PPL teachers must manage. The advantage is that classroom learning can proceed well because the Lesson Plans and media have been prepared and are supported by the availability of facilities and infrastructure."

Respondent 3

"This partner school is equipped with excellent learning support facilities. In addition to instructional media and materials, the school also considers the psychological aspects and attitudes of the students, which serve as references for teachers in choosing teaching methods. The school counselor (BK teacher) maintains data on the psychological profiles of students obtained since their first enrollment, with regular updates each year. This significantly aids teachers in creating instructional media and selecting appropriate teaching methods. Consequently, the learning process proceeds well, with students who are very active and intelligent. This presents a challenge for us to enhance our knowledge and skills to become professional teachers."

Respondent 4 (Partner School D)

"During classroom teaching, significant difficulties are generally not encountered. This is due to adequate facilities and well-evaluated instructional media. Team cohesion among PPL students is also crucial in minimizing the intensity of issues encountered. By working together, we can address difficulties as soon as they arise through immediate discussion. Active learning is implemented by rewarding students, which is aimed at enhancing their learning motivation."

Discussion

Based on the findings of this research, it is evident that prospective professional Indonesian language teachers gain a variety of experiences during their field experience practice at partner schools, encountering both enjoyable and challenging situations. They must be prepared to handle any situation. The objective of field experience courses in teacher education programs is to provide PPG students with real and contextual experiences, allowing them to apply a comprehensive set of knowledge, attitudes, and skills. This supports the mastery of pedagogical competence, personality competence, social competence, and subject matter mastery in its entirety. Prospective teachers must develop competencies based on reflection and inquiry, focusing on continuous professional development (Flores, 2020). Therefore, it is crucial for these prospective teachers to fully utilize these experiences to gain extensive direct learning and practical experience at partner schools.

Based on the experiences related to interactions with students, the research findings indicate that a majority of respondents across three schools encountered challenges in their interactions. These difficulties stemmed from diverse student characteristics and an initial lack of emotional rapport. At the outset of their field experience, the teacher candidates often faced indifference and other forms of initial resistance from students. However, through proactive efforts, these professional teachers endeavored to understand and adapt to the students' diverse traits. Over time, they successfully established emotional closeness with their students. Effective teaching necessitates not only extensive knowledge but also refined social competence, encompassing skills in communication, behavior, and interpersonal interaction (Albareda-Tiana et al., 2018). Teachers must communicate respectfully and empathetically, demonstrating adaptability to various socio-cultural contexts. Such approaches can provide emotional support, bolster cognitive development, and enhance the overall learning experience (Darling-Hammond et al., 2020).

Based on the interactions with teachers, the research findings indicate that all participants reported positive experiences regarding their engagements with teachers at the partner schools. They effectively collaborated, particularly with mentors at each institution, who played a significant role in guiding them through their field experience practices. The conducive environments facilitated effective professional development among these teachers. A positive work environment is crucial for fostering teacher job satisfaction, thereby enhancing overall teacher performance (Toropova et al., 2021). The positive interactions observed are attributed to the social competence exhibited by both the aspiring professional teachers and the teachers at the partner schools, which is a hallmark of effective educators. The majority of teachers at these schools have received professional teacher certification from the government, underscoring their commitment to professional standards. Furthermore, the harmonious relationship between teachers and aspiring professionals signifies strong support for the candidates during their educational journey. Continuous professional development among teachers can be facilitated through collaborative processes within the educational community (Hauge & Hauge, 2019; Admiraal, Schenke, Jong, et al., 2021).

Based on their experiences with school management and rules, Indonesian language teacher candidates did not report encountering significant difficulties in adhering to existing regulations. However, they gained diverse insights related to the implementation of school rules, including punctuality, appearance standards, and the enforcement of disciplinary measures for rule infractions. These experiences are invaluable for Indonesian language teacher candidates as they progress toward

certification and professional status. The school plays a crucial role in supporting the professional development of teachers to attain their educational objectives (Admiraal, Schenke, De Jong, et al., 2021).

Based on their experiences with school facilities and infrastructure, the research findings indicate that the facilities at partner schools are generally deemed highly adequate by teacher candidates. These facilities have proven instrumental in supporting their field experience practices, facilitating effective teaching and learning processes. However, challenges were also noted, including the inconvenience of accessing laboratories located on the fifth floor, requiring ascent via multiple flights of stairs, and encountering equipment that was non-functional. Such feedback underscores the importance for schools to consistently maintain and assess their facilities, including spatial arrangements, to optimize usability and accessibility.

Based on the experiences related to the learning process at their respective partner schools, the respondents encountered various challenges and experiences. At partner school A, they faced the challenge of students being engrossed in their devices during lessons, as the school does not prohibit their use. This posed a challenge for the Indonesian language teacher candidates to create mobile learning-based teaching media to accommodate the students' habits. In the 21st century, it is essential for professional teachers to be tech-savvy, especially since today's students are Generation Z, closely connected to technology (Oktarina et al., 2022). The integration of technology in 21st-century learning is imperative (Stutchbury et al., 2023; Jeanjaroonsri, 2023). At partner school B, respondents noted their frequent lack of readiness in executing classroom lessons, often due to unpreparedness in providing teaching materials. Moreover, they found that the lesson plans provided by the school often did not align well with actual implementation. From this experience, it is evident that becoming a professional teacher requires a process. Pedagogical and professional competencies are crucial for teachers, and this course aims to develop these competencies so that candidates emerge ready for their teaching career with inherent professionalism. Additionally, based on the respondents' experiences, schools should consider allowing teachers more flexibility to develop and adjust lesson plans according to their needs. At partner school C, the learning process generally proceeded smoothly without significant difficulties. However, the candidates felt challenged by the high intelligence and creativity of the majority of students. This situation constantly motivates them to enhance their pedagogical and professional competencies. At partner school D, it was observed that students were motivated in their learning when the teacher candidates brought rewards for them. Overall, the candidates had a positive experience. Given that there were five teacher candidates in this program at the school, they needed to collaborate closely to overcome challenges and develop into professional educators.

Research on the experiences of prospective Indonesian language teachers in field practice provides several significant benefits for teacher education programs. This research can provide deeper insights into the real challenges faced by prospective teachers in the field. By understanding their needs, gaps, and experiences during practice, teacher education institutions can evaluate and revise the curriculum to be more relevant to the current educational context. The results of this research can identify areas where prospective teachers need additional support, such as classroom management, learning differentiation, or communication with students. This information allows teacher education programs to design more effective training strategies in building the pedagogical and professional competencies of prospective teachers. This research is also useful for improving the quality of guidance provided by mentor teachers or supervising lecturers. The research findings can provide an overview of what prospective teachers expect or need from their mentors, such as more specific feedback, emotional support, or practical guidance in classroom management. This encourages mentors to adopt a more personalized and effective mentoring approach. This research provides empirical data that can be used by education policymakers to improve the quality of teacher education programs as a whole. Policies related to the implementation of field practice, training of mentor teachers, or development of educational facilities can be designed based on research findings, so that they are more appropriate to the needs of prospective teachers and the dynamic educational context.

This study has limitations in the research data obtained. In the future, research should focus on experiences about the learning and teaching process that are more comprehensive. This can be very useful for the development of professional competence of prospective teachers and input for the implementation of professional teacher programs.

4. CONCLUSION

This study concludes that the Field Experience Practice (PPL) course plays a pivotal role in shaping prospective Indonesian language teachers into professional educators. Key findings highlight the necessity for 21st-century teachers to master advanced technological competencies to effectively engage Generation Z students. Additionally, fostering harmonious interactions with students and colleagues is critical for a conducive teaching and learning environment. Adherence to school regulations is equally important, reinforcing professional standards and institutional alignment. The study implies that structured field experience programs can significantly enhance teacher preparedness and professionalism, particularly when tailored to modern educational demands. However, the research is limited by its focus on a single context and a small sample size, which may not fully capture the diversity of experiences in other educational settings. Future research should expand the scope to include varied institutions and larger populations, examining the long-term impact of field experience on teacher effectiveness and its adaptability to diverse educational challenges. This broader approach could provide deeper insights into optimizing teacher training programs.

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