

## Exploring Pre-Service Teacher Professional Learning on Their Preparedness for Teaching Practicum

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### ABSTRACT

The teaching practicum is essential in pre-service teacher education, allowing aspiring teachers to apply theoretical knowledge in real classrooms. It helps them to develop practical skills, build communication abilities, and connect with clients, colleagues, and mentors. This study investigates pre-service teachers' perceptions of their readiness for teaching practicums, the influencing factors, and the contribution of professional learning programs on their preparedness. Using a mixed-method approach with an explanatory sequential design, the research was conducted in Metro City, Lampung. Data were collected through a close-ended questionnaire from 80 pre-service teachers and semi-structured interviews with 9 pre-service teachers who were ready as the volunteers. Descriptive statistics and qualitative analysis were used to analyze the data. Results indicated that professional learning programs significantly enhance preparedness in pedagogical training, content knowledge, classroom management, understanding diverse student needs, and technology integration. These programs boost confidence, competence, and the ability to create effective learning environments. Informal learning, such as roles as teaching assistants and using social media, also contributes significantly to innovative teaching. Integrating formal and informal learning experiences is crucial for the holistic development of pre-service teachers

## **INTRODUCTION**

The educational sector is continually evolving, driven by advancements in teaching methodologies, technological progress, and the changing demographics of the student population. In this dynamic environment, the education of pre-service teachers has gained critical importance as it shapes the future landscape of teaching and learning. A pivotal aspect of pre-service teacher education is the teaching practicum, where prospective educators transition from theoretical understanding to practical classroom implementation (Landon-Hays et al., 2020; Rasmussen & Rash-Christensen, 2015). The success of this transition is largely dependent on the preparedness of pre-service teachers, which is significantly influenced by the quality of their professional learning experiences before the practicum.

Professional learning for pre-service teachers encompasses a diverse range of activities aimed at equipping them with the necessary knowledge, skills, and attitudes for effective teaching. Darling-Hammond et al. (2017) characterize teacher professional learning as context-specific, integrated into the job, and focused on content—elements essential for addressing the distinct needs of students and teachers in various settings. These activities include coursework modules covering topics such as pedagogy, subject matter expertise, understanding the diverse needs and backgrounds of students, classroom management techniques, and assessment strategies. Furthermore, workshops and seminars focusing on specific instructional methods or the latest educational trends are often part of these programs. Experiential learning opportunities, such as observing experienced educators or engaging in micro-teaching exercises, are also typical components (Santovena-Casal et al., 2024).

The teaching practicum is crucial in enabling prospective teachers to apply theoretical knowledge in real classroom settings. During this period, pre-service teachers can observe seasoned educators, engage with students, and practice instructional strategies under supervision. The effectiveness of the practicum largely hinges on the preparedness of these future educators and their ability to manage the challenges they may encounter (Kosar, 2021). Adequate preparation impacts not only the quality of instruction provided by future educators but also their confidence levels and overall well-being during their initial years in classrooms.

Despite the recognized importance of professional learning experiences, concerns have been raised about whether current pre-service teacher programs sufficiently prepare individuals for the demands they will face during teaching practicums. Studies have indicated gaps between theory-based training received within teacher education institutions and its application in actual classrooms (Manasia et al., 2019; Willis et al., 2022). These gaps can lead to feelings of unpreparedness among pre-service teachers when faced with complex instructional situations or managing diverse student populations. Inadequate preparation can also result in heightened stress levels during the practicum.

A significant issue is the lack of integration of technology and digital literacy in teacher preparation programs. Agustini et al. (2019) found that the competence of 21st-century teachers in technology was still low, and Fernandez-Batanero et al. (2022) demonstrated that most teachers lack adequate technology training. Kormos (2022) suggests that teachers may need additional guidance and professional development to effectively integrate technology into the classroom. Santos and Castro (2021) argue that technology integration enhances lesson delivery by incorporating various elements of technological pedagogical content knowledge. These issues notably affect the quality of pre-service teacher programs and the readiness of prospective teachers.

The preparation of highly qualified teachers has been a topic of extensive discussion over the past few decades (Darling-Hammond & Bransford, 2005; National Research Council, 2010). The primary focus has been on understanding how the characteristics of teacher preparation programs impact the knowledge, skills, and performance of those who complete these programs (Floden, 2015). Many pre-service teachers experience confusion and difficulties in dealing with real-world classroom situations due to inadequate preparation and limited knowledge. Celik & Zehir Topkaya (2024) revealed that pre-service teachers felt unprepared to teach during their practicum, and Ronfeldt et al. (2021) highlighted the need to examine which features of preparation programs contribute most to pre-service teachers' readiness.

Despite the existing body of research on pre-service teacher preparation and student outcomes, there is a significant factual gap in understanding how specific features of preparation programs impact the readiness of pre-service teachers and how the perspectives and experiences of teachers themselves contribute to this readiness. This gap underscores the need for more comprehensive studies that integrate the voices and insights of teachers to enhance the overall effectiveness of teacher education programs. Comprehensive research is required to identify the underlying causes of these problems, assess current preparation methods, and develop effective solutions.

This study aims to address these concerns by exploring various components within pre-service teacher professional learning programs and their overall impact on preparedness for the teaching practicum. By examining factors such as coursework content, mentorship experiences, and collaborative environments, this research seeks to identify which elements are most influential in preparing future educators for successful engagement during their practical placements. Understanding these relationships will provide insights into effective strategies and areas for improvement within existing professional development initiatives. This effort is anticipated to improve educational quality and produce prospective teachers who are better equipped to manage the complex dynamics of future teaching. This research proposed two research questions to answer this issue.

- 1) What is the perception of pre-service teachers regarding their preparedness for the teaching practicum?
- 2) How does the professional learning program contribute to the preparedness of pre-service teachers for their teaching practicum?

## **LITERATURE REVIEW**

### **Pre-Service Teacher Professional Learning**

Pre-service teachers, also referred to as teacher candidates, are individuals enrolled in undergraduate teacher education programs (Arista et al., 2022). These individuals are in the process of completing their teacher training and have not yet fulfilled all requirements for full certification. They remain in training and have not commenced classroom instruction. The term "pre-service teachers" designates students who are enrolled in and receiving training from a teacher education institution or university (Freeman, 2009). Teacher professional learning is characterized by intentional engagement in activities designed to improve the effectiveness and quality of teaching practices. The criteria for instructors' professional development differ according to their level of expertise (Louws et al., 2017). Additionally, both individual and contextual factors are believed to influence the acquisition of pedagogical content knowledge (Driel & Berry, 2012). Consequently, it is proposed that various factors contribute to the professional development of pre-service teachers.

Furthermore, these characteristics are assumed to be affected by previous and current experiences received in diverse environments (Leeferink et al., 2015). When examining the factors influencing the acquisition of pedagogical content knowledge, it is reasonable to assert that the individual plays a crucial role. The educational experiences that pre-service teachers have encountered in their prior academic endeavors, as well as those encountered during their pre-service teacher education program, are likely connected to their professional development. Throughout their first teacher training, pre-service educators actively contribute to the growth of their professional knowledge (Tang et al., 2012). The information gained from both campus-based and school-based learning experiences can help students improve their skills in the classroom (Tang et al., 2016). Starting with their programmed, pre-service educators pursue professional development (Toom et al., 2017). This highlights the importance of teacher educators and other stakeholders in pre-service teacher education.

Teacher educators should seek deliberate, specialized, and continuous professional development to instruct teachers (Liao et al., 2021). Various methods can improve pre-service teachers' professional growth. The research done by Bone et al. (2019) suggests that peer-supported learning can be stimulating. According to Moorhouse & Harfitt (2021), argue that teaching overseas can enhance the comprehension of pre-service instructors regarding the intricacies of instructing in more demanding settings. Furthermore, Ahmed (2016) demonstrated that incorporating information and communication technologies (ICTs) into professional development for English language instructors enhanced their pedagogical expertise. It would go against the grain of current trends to not include technology in pre-service teacher training programmed, considering the extensive use of technology in education over the last 20 years.

### **Preparedness for Teaching Practicum**

Pre-service teachers' opinion of teaching readiness is crucial to their success. This phenomenon refers to a state in which prospective educators perceive themselves as prepared to effectively demonstrate their teaching abilities, encompassing both cognitive and affective dimensions that have been acquired and honed through their participation in a teacher education curriculum. This section will examine previous studies that have underscored the significance of comprehending the sense of preparation among pre-service instructors.

Since teacher education programs are becoming more important in language teaching, more study is needed to determine how well they train pre-service language instructors. The lack of theory and practice in pre-service language teacher training programs has been proven to leave them unprepared (Grossman, 2005). However, Pajares (1992) noted that pre-service language teachers' ideas are hard to change if not challenged throughout program implementation. To prepare pre-service teachers with teaching skills, teacher education programs should incorporate practices that challenge their views. Richards (2008) also underlined the global need for educated English language instructors and the need for better preparation and professional development. Presentations, observations, and micro-teaching practices in education programs give pre-service language instructors teaching experience and self-efficacy.

There is strong evidence to support the effectiveness of aligning coursework and micro-teaching experiences in pre-service teacher education programmed for successful preparation. Onchwari (2010) highlights the importance of incorporating theories related to managing student stress within teacher education programs. In addition, she emphasizes the vital role that teaching practicum supervisors have in helping pre-service teachers in controlling student stress. As part of their training to become teachers, student teachers should be ideally equipped with the confidence to transition into actual teaching roles. Their preparation should include not only teaching skills but also readiness for the realities of school environments during in-service training. An effective pre-service teaching program must be attuned to the demands of the contemporary educational landscape and promote a conducive learning atmosphere. The readiness of student teachers upon completing their education should be substantial for them to deliver effective and high-quality teaching; they should not be expected to learn everything once they commence actual teaching duties.

### **METHODOLOGY**

In this study, the researcher utilized a combination of quantitative and qualitative methods, specifically through a sequential explanatory design. These combined approaches utilized the advantages of both quantitative and qualitative research, providing a more thorough and intricate comprehension of the study topic and questions than each method could do separately (Creswell, 2018). This methodology was based on a participant selection strategy that involves gathering quantitative and qualitative data in two separate stages. The

first stage entailed gathering quantitative data, which was then succeeded by the collection of qualitative data in the second stage. The objective of this qualitative phase was to get a more profound comprehension and analysis of the results obtained in the initial quantitative phase. According to (Creswell, 2018), defines a sequential explanatory design as a research approach that involves initially gathering quantitative data, followed by the collection of qualitative data to provide additional clarification or expansion of the quantitative results.

The population of this research was all the students of the English Education Department in the sixth semester at university in Lampung. This university was chosen as the research site due to its strong reputation for excellence in teacher training programs, particularly in English education. The university's administration and faculty have shown exceptional cooperation and support for academic research, facilitating smooth data collection. According to the coordinator of the department, the department has the total number of students was consist of 80 students. So, the total of number population in this research is 80 pre-service teachers.

In the quantitative phase, as stated by Arikunto (2017) if the number of respondents is expected to be fewer than 100, then the entire population is sampled, making this research a comprehensive study. The research consisted of 80 pre-service teachers who were enrolled in the English Language Education program and were prepared for their teaching practicum. The aforementioned students were enrolled in the English language education program at university in Lampung, which spanned a duration of four years and led to the attainment of a Bachelor's degree. The data collection occurred in the sixth semester of the school year 2023/2024. In the qualitative phase, the participants were from the sample population of quantitative data as the volunteers. The pre-service teacher who was ready as the volunteers consisted of 9 students. Volunteering in research refers to the act of willingly offering oneself to participate in qualitative section without coercion or expectation of significant personal gain. Volunteers are essential because they provide data and insights that are critical for the validity and reliability of research findings.

The first instrument of this study used questionnaires. This questionnaire comprises 27 items, categorized into areas such as readiness to promote student learning, understanding of learners, teaching critical thinking and social development, developing instructional leadership, and using technology. The items in the questionnaire were adapted from (Darling-Hammond et al., 2002). Furthermore, semi-structure interview was employed as the second step of instrument to gather information. The interviews aimed to understand more about the participants by asking them to share their experiences, thoughts, and feelings from their teacher professional learning journey.

Statistical analysis of the quantitative data was analyzed using the Statistical Package for Social Sciences (SPSS) software, version 25.0. The data from the questionnaires, collected via Google Forms, then it exported into an electronic file and loaded into SPSS for analysis. For the qualitative phase, the data analysis will follow the interactive model procedures outlined by (Miles et

al., 2014), this involves three main steps: data condensation, data display, and conclusion drawing/verification.

## RESULT AND DISCUSSION

### Pre-Service Teacher's Level of Perception on Preparedness for Teaching Practicum

A comprehensive online survey consisting of 27 items was employed to assess the perceived preparedness of student teachers for their teaching roles. Overall, the survey results revealed that student teachers rated their readiness to teach at a moderate level. This assessment was based on a five-point Likert scale. The interpretation of the mean scores in this study followed the method outlined by Siti Rahaya and Salbiah (1996). A summary of these results is presented in Table 1 below.

Table 1. Model Explaining Means from Siti Rahaya and Salbiah (1996)

Means	Related Levels
1.0-1.80	Very Low
1.81-2.60	Low
2.61-3.40	Moderate
3.41-4.20	High
4.21-5.0	Very High

To answer the research question, "What is the perception of pre-service teachers regarding their preparedness for the teaching practicum?" descriptive statistics have been calculated to indicate the mean score and the standard deviation (SD) of the participant's response to the questionnaire. Table 2 - 6 below presents all items under 'preparedness for teaching'.

The table 2 provides descriptive statistics on pre-service teachers' perceptions of their preparedness to promote students' learning. All statements were obtained between 3.45 and 3.00, rated at high and moderate levels. Concerning the capacity to "adapt teaching methods to student needs," the majority of respondents had a good view of their capabilities. The descriptive data indicated as highest score with high level of preparation on promoting students' learning, with an average score of 3.45. However, the item of "establish demanding and suitable standards for the educational and academic achievements of students" with respondents exhibited a moderate level of preparedness, with an average score of 3.00.

Table 2. The Descriptive Statistic of Preparedness to Promote Students' Learning

No	I feel prepared to	Mean	Std. Deviation
1.	Adapt teaching methods to student needs	3,45	0,692
2.	Apply classroom knowledge to life	3,44	0,709
3.	Learn how my students learn differently	3,43	0,742
4.	Implement teaching methods that encourage students to participate in their own education	3,39	0,720
5.	Assist every student in reaching their full potential academically	3,39	0,539
6.	Help beginners by teaching in a way that is supportive and easy to understand.	3,38	0,644
7.	Plan lessons by using what you know about a topic, the curriculum, and how students are growing.	3,36	0,680
8.	Employ a diverse range of evaluations to ascertain the aptitudes, deficiencies, and curricula suitable for individual students.	3,31	0,704
9.	Adapt your pedagogical approaches to meet the needs of your students	3,24	0,641
10.	Facilitate student learning by imparting subject-specific information, understanding, and competence.	3,24	0,698
11.	Teach your students to evaluate their own progress in class.	3,21	0,882
12.	Establish demanding and suitable standards for the educational and academic achievements of students.	3,00	0,636

The descriptive statistics data revealed level of perception on understanding the learners with two items. As shown in Table 3, the items number 1 indicated as the high scale levels with 3.46 mean score while the item number 2 showed as moderate scale levels with 3.31 mean score.



Table 3. The Descriptive Statistic of Preparedness to UNDERSTANDING of Learners

No	I feel prepared to	Mean	Std. Deviation
1	Learn how students' social and cognitive growth affects learning	3,46	0,674
2	Learn how family and culture affect students' learning	3,31	0,704

According to the descriptive statistics, all statements were obtained between 3.63 and 3.25, rated at high and moderate levels. The highest score among these survey items was related to pre-service teachers' ability to develop students' questioning and discussion skills. The sense of preparedness for this skill was highly positive, with a mean score of 3.63 and the lowest mean score is item number 9 with a score of 3.25

Table 4. The Descriptive Statistic of Preparedness to Enhance Learners' Critical Thinking and Social Development

No	I feel prepared to	Mean	Std. Deviation
1	Help students learn how to ask questions and have discussions	3,63	0,802
2	Get students to work together	3,50	0,616
3	Inspire students to be self-directed	3,49	0,693
4	Empower students to learn independently	3,43	0,652
5	Ask questions that encourage diverse student learning	3,41	0,650
6	Enhance your teaching methods by regularly assessing and reflecting on your work	3,35	0,576
7	Instruct students in the skills of critical thinking and problem-solving	3,35	0,658
8	Create a classroom that fosters socialisation and teamwork	3,28	0,656
9	Promote students' ability to see, interrogate, and analyse concepts from a variety of viewpoints	3,25	0,646
Valid N (listwise)			

The descriptive statistics data revealed level of perception on developing instructional leadership with two items. As shown in Table 5, all items indicated as the moderate scale levels with 3.39 and 3.31 mean score.

Table 5. The Descriptive Statistic of Preparedness to Develop Instructional Leadership

No	I feel prepared to	Mean	Std. Deviation
1	Engage in collaborative discussions and resolve issues with peers	3,39	0,703
2	Handle student-teacher disagreements	3,21	0,724

In response to their perceived level of preparedness to "teach and learn using technology," teachers felt highly prepared with the level of mean score 3.61.

Table 6. The Descriptive Statistic of Preparedness to Use Technology

No	I feel prepared to	Mean	Std. Deviation
1	Teach and learn using technology	3,61	0,849

### The Contribution of Professional Learning and Factors that Influence the Preparedness of Teaching Practicum

The programme preparation in professional learning programmes is crucial in improving the preparedness of pre-service teachers for their teaching practicum. By offering a structured curriculum, hands-on experience, mentorship, reflective practice, technology integration, and collaborative learning opportunities, these programs provide a comprehensive foundation for effective teaching. There were five key criteria determine pre-service teachers' preparation for teaching practicum. These factors were viewed from the perspective of pre-service teachers encompassing.

#### a) Content Knowledge

The content knowledge that student teachers' study before embarking on their teaching practicum plays a critical role in shaping their effectiveness and confidence in the classroom. These preparatory experiences provide them with foundational knowledge, teaching methodologies, and insights into student engagement.

Mastery of the subject ensures that teachers can confidently deliver content and answer students' questions, fostering an environment of trust and intellectual engagement. (PSTs 1)

Based on the interview above, showed that mastery of the subject becomes the crucial aspect that influences the preparedness for teaching practicum. Also, the same perspective said by another pre-service teacher:

In my view, the most crucial aspect of the preparation process for teaching practice in the classroom is the mastery of the material. (PSTs 2)

.....because we are English teachers, almost all aspects of learning are equally important such as understanding the material, learning objectives, media, and assessment values. (PSTs 5)

The quote highlights that preparedness encompassed specific aspects, including knowledge about students and mastery of the subject content that student teachers will be responsible for teaching.

#### **b) Pedagogical Knowledge**

Pedagogical knowledge encompasses the essential teaching skills and strategies required to create an effective and dynamic learning environment. Mastery of these skills enables teachers to communicate effectively, manage the classroom efficiently, and deliver instruction that meets the diverse needs of their students.

..... during lesson planning sessions, we were encouraged to incorporate real-world examples, case studies, or problem-solving activities that reflect the practical applications of the concepts being taught. (PSTs 7)

.... I consider the most relevant is the project-based learning model (Project Based Learning). This model revolves around specific projects designed to help students develop critical thinking, communication, and collaboration skills.... (PSTs 9)

The quotes above highlight that pre-service teachers plan to implement the methods during their teaching practicum. By focusing on the strategies that pre-service teachers, they aim to create a more engaging and effective learning environment that mirrors real-life challenges and fosters deeper understanding and skills. This comprehensive preparation ensures they are equipped with the necessary strategies to integrate these methods into their teaching practice, ultimately enhancing student engagement and learning outcomes.

#### **c) Instructional Coaching or Mentorship**

Coaching serves as the cornerstone of pre-service teachers' journey from classroom theory to practical application, offering a nurturing environment where they can grow both personally and professionally. According to the quotes below, most participants thought that the coaching program at their teacher education school had given them enough theoretical knowledge.

The training programs offered in my college, especially micro-teaching, have been incredibly helpful in getting me ready for teaching practicum. (PSTs 1)

.....called micro-teaching. This program lasts for approximately one month during the mid-semester break. It has proven to be extremely beneficial in preparing for teaching practice by imparting effective time management skills, aiding in lesson planning, and offering strategies to foster interactive classrooms. (PSTs 4)

These mentors exemplify exemplary teaching methods, allowing aspiring teachers to refine their instructional approaches by observing professional behaviour. The inclusion of programs like microteaching, highlighted by participants, offers practical training that is instrumental in preparing for teaching practicum by enhancing skills such as time management, lesson planning, and interactive teaching strategies. Furthermore, another layer of aspect preparation in mentorship is professional network and collaboration.

..... collaborative projects and group activities have allowed me to work closely with peers, building relationships and networks that extend beyond the program itself. (PSTs 2)

It has a significant impact on how the pre-service teacher can teach effectively in the teaching practice with the real classroom as they have not ever faced the real of a large classroom.

#### **d) Self-Preparation and Motivation**

Self-preparation and motivation are crucial for pre-service teachers, profoundly influencing their readiness and effectiveness. Self-preparation involves proactive engagement with educational materials, lesson planning, and personal goal-setting that should be improved by themselves, ensuring teachers are well-prepared for various classroom scenarios.

..... I immerse myself in educational content found on social media platforms such as YouTube and Instagram, where I can access comprehensive guides on successful teaching techniques.... (PSTs 1)

..... I have pursued self-preparation by extensively reading educational materials such as books, articles, and journals, focusing on teaching strategies and relevant topics. (PSTs 3)

Based on the interviews with several pre-service teachers, it is evident that self-improvement through various activities is crucial for effective teaching such as YouTube and Instagram for educational content, reading books, articles, journals, and watching instructional videos about teaching.

#### **e) Technology Use and Proficiency**

In today's educational landscape, technology use and proficiency are essential components of effective teaching practice. Proficiency in technology use is crucial for modern educators and should be a key component of any teacher preparation program. As quoted below from several pre-service teachers regarding their use of technology in preparation for their teaching practicum.

Technology can significantly enhance my teaching practice skills by providing digital learning tools, personalizing instruction, facilitating effective communication, encouraging student collaboration, and offering timely assessments..... (PSTs 3)

Currently, there are many websites and applications that support learning that require the use of technology in the classroom. With appropriate management, this can attract students' attention when studying in class so that learning is more meaningful. (PSTs 7)

Based on the quotes above, the result showed that technology plays a pivotal role in enhancing teaching practice skills by providing digital learning tools that personalize instruction, facilitate effective communication, encourage student collaboration, and offer timely assessments.

### **Pre-Service Teacher's Level of Perception on Preparedness for Teaching Practicum**

The research findings indicate that the perception of preparedness for teaching practicum is represented across 27 items in five separate tables. The statistical analysis of these five themes reveals that integrating technology in teaching has the highest mean score of 3.61, with a standard deviation of 0.849,

making it the highest compared to other themes. This is followed by preparedness to enhance learners' critical thinking and social development, which has a mean score of 3.41 and a standard deviation of 0.67. Preparedness to understand learners ranks third, with a mean score of 3.385 and a standard deviation of 0.68. Preparedness to promote students' learning is fourth, with a mean score of 3.34 and a standard deviation of 0.68. Lastly, preparedness to develop instructional leadership has the lowest mean score of 3.3 and a standard deviation of 0.71.

The descriptive analysis findings suggest that the preparedness of pre-service teachers for teaching practicum ranges from moderate to high. This indicates a reasonable confidence in their abilities to create effective learning environments, though there are areas for improvement. Notably, the higher score for the integration of technology suggests that pre-service teachers are well-prepared to use technology. This aligns with Tutyandari (2022), who found that teachers feel comfortable integrating technology in the classroom. This readiness and confidence in using technological tools allow them to effectively incorporate technology into their teaching practices, thereby enhancing the learning experience for their students. However, in the research problem as stated by Agustini et al. (2019), the competence of 21st-century teachers in technology remains inadequate. Kormos (2022) also highlighted that teachers may require more guidance and professional development to integrate technology effectively into the classroom.

It can be concluded that the preparedness for the teaching practicum, which encompasses five key themes, is categorized as being well-prepared for practical teaching. While some theories may contradict the findings of this study, considering the dynamic nature of education necessitates continuous adaptation and improvement in teacher training programs to ensure pre-service teachers are well-equipped for their professional roles

### **The Contribution of Professional Learning and Factors that Influence the Preparedness of Teaching Practicum**

As previously stated, five key criteria determine pre-service teachers' preparation for teaching practicum. These factors were viewed from the perspective of pre-service teachers encompassing (a) Content Knowledge, (b) Pedagogical Knowledge, (c) Instructional Coaching or Mentorship, (d) Self-Preparation and Motivation, and (e) Technology Use and Proficiency. The findings indicate that professional learning programs play a crucial role in preparing pre-service teachers for their teaching practicum.

The first factor influencing pre-service teacher preparedness is content knowledge. Interviews with pre-service teachers highlight the critical importance of mastering the subject content for effective teaching and building confidence during their practicum. According to Akdemir (2019), pre-service teachers who believe they are prepared to teach have teaching competence in both pedagogy and subject content. Pre-service teachers with a good understanding of their subjects inspire passionate student participation in their lessons. Effective teaching requires not only subject matter expertise but also thorough planned preparation of activities and strategies for student

interaction, which helps create a dynamic and effective classroom environment (Kamamia & Thinguri, 2014).

The second factor is pedagogical training, the findings emphasize the pre-service teachers' commitment to employing various instructional approaches to create an engaging and effective learning environment. The pre-service teachers highlight the importance of incorporating practical, real-world elements into lesson planning. By integrating case studies and problem-solving activities, they aim to make learning more relevant and engaging for students. Teacher education programs should concentrate developing pedagogical expertise and linguistic skills (Altheyab, 2023). This method helps bridge the gap between theoretical knowledge and practical application, enhancing students' understanding and retention of the material. Coleman et al. (2023) said that teacher preparation programs support the development of effective pre-service teachers through multiple methods.

Furthermore, the role of instructional coaching and mentorship in the development of pre-service teachers is vital, serving as the bridge between theoretical knowledge and practical application. This study highlights the multifaceted benefits of personalized coaching, including the development of confidence, resilience, and effective teaching practices. Instructional coaches provide tailored guidance that addresses individual needs, thereby fostering a sense of belonging and professional growth. It is in line with Ronfeldt et al. (2021) that coaching significantly impacts the effectiveness of preservice teachers (PSTs) during their first year. Coaching quality is crucial for developing effective teaching practices in new educators. Also, similarly to Rao & Wu (2021), mentoring plays a crucial role in influencing the success of teaching practice and significantly impacts pre-service teachers' sense of readiness for their teaching responsibilities.

The fourth component is self-preparation on pre-service teachers' preparedness. According to the findings, self-preparation or personal readiness is a vital factor that has a substantial impact on pre-service teachers' preparation and effectiveness. As stated by Tan et al. (2022), the importance of informal learning in the success of teaching and learning cannot be ignored, as it significantly contributes to innovative teaching. It aligns with Smith (2018) that by accessing a variety of online materials through blogs, websites, and social media feeds, one can build a robust agenda for professional development.

The last elements that determine readiness for teaching are technology use and proficiency. The findings from the pre-service teachers' quotes highlight the indispensable role of technology use in modern educational practices. Integrating technology into teaching not only enhances instructional efficiency but also transforms the learning environment into a more dynamic and engaging space for students. It is similar to the study from Alotaibi (2023), that teachers have the most significant positive impact on the actual use of technology in the classroom, as well as on their confidence in utilizing this technology. It is also stated by Casanova et al. (2020) that a technology-enhanced learning environment yielded benefits in changing pedagogical styles

and applying new teaching strategies, organizing and managing the learning, and accessing useful information sources.

## CONCLUSION AND RECOMENDATION

This study aimed to explore pre-service teachers' perceptions of their preparedness for teaching practicums, the factors influencing these perceptions, and the impact of professional learning programs on their preparedness. The findings indicate that such programs significantly enhance future educators' readiness in key areas, aligning with the Technological Pedagogical Content Knowledge (TPACK) framework. These areas include pedagogical knowledge, content development, classroom management, understanding diverse student needs, and technology integration. Well-structured professional learning programs boost pre-service teachers' confidence, competence, and ability to create effective learning environments. The integration of TPACK components supports their ability to blend technology with pedagogy and content knowledge, enabling dynamic and engaging teaching practices. However, areas such as instructional leadership and customizing learning experiences need further improvement.

Informal learning plays a crucial role in teaching success, contributing significantly to innovative teaching. Opportunities such as serving as teaching assistants provide invaluable hands-on experience. Social media platforms like YouTube, TikTok, and Instagram offer dynamic and interactive ways to learn from experienced educators and peers, allowing pre-service teachers to broaden their understanding and apply innovative methods in their classrooms. Collaborative learning and professional networking, both formal and informal, are essential for improving teaching preparation for practicum challenges. Integrating formal and informal learning experiences is crucial for the holistic development of pre-service teachers, preparing them for the diverse challenges of modern education.

The implications of this study extend to various educational stakeholders. Teacher training programs should prioritize comprehensive and practical training that bridges theoretical knowledge and classroom application, especially in technology integration. Policies should support continuous professional learning and allocate resources to enhance pre-service teacher training programs, addressing identified gaps in preparedness. Mentoring and instructional coaching are crucial, with experienced educators providing targeted guidance and assistance to pre-service teachers. Institutions should incorporate informal learning opportunities into the curriculum, ensuring teacher candidates are well-equipped for teaching practicums. This study has limitations as it is confined to a specific location and may not be applicable in other settings. Conducting similar studies across various institutions would enhance the generalizability of the results, making them more widely applicable.

## FURTHER STUDY

This research still has limitations, so further research is needed related to the topic of Exploring Pre-Service Teacher Professional Learning on Their Preparedness for Teaching Practicum in order to perfect this research and increase insight for readers.

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