

## Difficulties Encountered by Student Teacher in Implementing Lesson Plan in the Practical Program at a Senior High School in Kudus

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**Abstract:** The aim of this research is determining the difficulties that student teachers experienced in the practicum programs at a senior high school in Kudus, Central Java and explore some potential solutions to address them. Employing qualitative case study approach, this study utilized interviews, documentation, and observation as the data collection instruments. The data were collected from five students who were currently enrolled in the English Education Department of a private university in Kudus and were undertaking their practical program at a senior high school Kudus in the academic year 2024/2025. Within the context of teaching, this study highlights ten difficulties that arise in three distinct phases: pre teaching, while teaching, and post teaching. To address these difficulties, five strategies have been identified as effective solutions. The study emphasizes the importance of self-reflection in enabling student teachers to recognize and overcome challenges in lesson plan implementation. Additionally, it highlights the need for continuous improvement in practicum programs to better prepare future educators. As a consequence of this, the researcher believes that the student teacher will be able to engage in self-reflection in order to assess difficulties and adopt appropriate strategies in order to overcome difficulties that are encountered throughout the process of implementing the lesson plan in the a practical program. For further research, alternative methodological approaches are recommended to explore additional challenges not identified in this study. By doing so, future studies can contribute to developing more comprehensive strategies to enhance the effectiveness of practicum experiences for student teachers.

**Keywords:** Difficulties, Student Teachers, Lesson Plan, Practical Program

### INTRODUCTION

Preparing to teaching is the most critical components of a lesson plan for educators, the lesson plan is developed to assist teacher in preparing to teach by providing them with a practical approach to conducting a class. According to Mulyana (2012), the lesson plan can assist teachers in anticipating learning difficulties and identifying good strategies prior to the lesson's teaching. The lesson plan is a methodical approach that is intended to accomplish fundamental competency objectives by implementing content standards and creating a syllabus (Mulyasa, 2007, p. 183).

In the learning process, the two primary interactions are between teachers and students. The objective of this interaction is to ensure that students obtain the best possible learning outcomes by effectively implementing tasks. At this moment, Indonesia has implemented two educational curricula: the 2013 curriculum and the *Merdeka Belajar* curriculum. The 2013 curriculum prioritizes character education and comprehension skills, necessitating that students comprehend the subject matter, participate actively in class particularly during presentations and discussions, and exhibit commendable attitudes. The objective of this initiative is to enhance the quality of the material that was neglected during the pandemic. Teachers are

afforded an abundance of opportunities to enhance student learning by implementing effective classroom management.

In the interim the practicum program is an educational activity that purposes to integrate professional experienced into the process of contribute to the real-world situations. The practical program is one of courses that the students must complete in order to prepare themselves professionally to the world of employment (Rusid, 2006, p. 3). A practical program is a lesson endeavor that is conducted in the field, in which students participate. (Suharyanti, 2014) stated that the objective of this program is to familiarize students with the professional world and cultivate their abilities in that domain.

Previous research has shown that student teachers face significant challenges in organizing learning effectively in real classroom settings. According to Jantarah & Soontornwipast (2018) the learning process involves meticulous attention to detail and a degree of complexity. This structured and comprehensive approach is particularly beneficial for students who are actively engaged in the process of learning and have a genuine interest in pursuing a teaching. It highlights the importance of equipping prospective teachers with the skills and strategies necessary to navigate the intricacies of classroom management and instructional delivery.

Some teachers fail to execute all of the components that are detailed in the lesson plan that is established prior to the commencement of instruction. This is due to the fact that in the learning process, numerous unforeseen elements are encountered, necessitating the implementation of learning strategies that facilitate student adaptation. Ichsan et al. (2017) stated that the lesson plan that has been developed can be influenced by the actual conditions in the classroom. According to Mulyani & Kasim (2015) student teacher encounter difficulty in implementation of lesson plan particularly in the areas of time management, classroom management in adapting to student characteristics, and the ability to design learning using a variety of materials and methods. In summary, it is imperative to modify numerous components in accordance with the student learning preferences and the teaching approach. The aim of this research is resolving the difficulties encountered by student teacher in implementation of lesson plan in practical programs. Purpose of this study is to enhance teaching abilities in order to guarantee success in authentic classroom scenarios, thereby enabling the rapid adaptation to unforeseen circumstances and thereby averting chaos.

## RESEARCH METHOD

This research used a qualitative methodology in case study. Case study is a strategy that examines a program, event, activity or process by one or more groups to explore in-depth information (Creswell & Poth, 2018). The data sources for this research are five students of the seventh semester of the English Education Department joining a teaching practice program at a senior high school Kudus in academic year 2024/2025. The researcher used three instruments including interview, documentation analysis, and observation. The data analysis was conducted in several steps as follows:

1. Semi Structure Interview
  - a. Identifying difficulties and student teachers strategies.
  - b. Interpreting interview results.
2. Documentation Analysis: comparing the lesson plan that was designed by the student teachers to its realization in the microteaching
3. Observation: analyzing the teaching materials that were used in the practical program for student teachers' practicums.

## RESULTS AND DISCUSSION

### 1. Difficulties of student teachers in implementing lesson plan

The Findings of the difficulties of student teachers in implementing lesson plan in the practical programs at a senior high school in Kudus are presented below.

Table 1. The difficulties in Implementing lesson plan on semi structure interviews

Issues	Phase
A students exhibit less attentiveness to lesson	Prior Instruction
Lessons in English are not as engaging for students.	While Instruction
Students' textbooks do not have sufficient learning resources.	While Instruction
Students are generally afraid of answering questions incorrectly or indifferently, so they become passive.	After Instruction
Difficulty controlling noisy students in learning	While Instruction
As a result of the difficulty in providing the right motivation to students, the material presented will eventually become repetitive, and students will eventually get bored of listening to it.	After Instruction
The LCD in the classroom can not be controlled.	While Instruction
Feeling Nervous	While Instruction
Interacting with students is difficult	After Instruction
The perception process does not cover critical topics that are relevant to students in the real world.	Prior Instruction
Lesson only using a whiteboard.	While Instruction
Ignore the learning objective	Prior Instruction

Based on the results of the interviews shown in the table, there were several difficulties from the students' answers when the researcher asked questions related to the difficulties in Implementing the lesson plan faced by student teachers in the practical program. The interview was separated into 3 phases;

#### Phases 1: Prior Instruction

Apperception and explanation of learning objectives are critical components of prior learning activities. Apperception is an important stage that bridges the gap between students' existing knowledge and the new material that will be delivered, resulting in a meaningful learning experience. While five student teachers have exhibited good apperception skills, they frequently fail to make a strong, crucial link between the topics covered and real-life settings. This deficiency causes apperception to be hurried and less engaging, limiting its efficacy in catching students' interest and developing enquiry. Furthermore, most student teachers frequently ignore the specific explanation of learning objectives. This absence may impair students' comprehension of the lesson's aims and purpose, lowering their desire and attention during the learning process.

#### Phases 2: While Instruction

Firstly, there is a significant issue with the delivery of material. The student teachers often struggle with time management due to the presence of many noisy students in the classroom, which disrupts the flow of the lesson.

Secondly, there is a shortage of teaching materials, and the projector used to display PowerPoint presentations frequently experiences connectivity issues. These technical difficulties further hinder the smooth delivery of lessons.

Thirdly, providing constructive feedback to students remains a challenge. Many student teachers lack the skills or experience to offer effective and meaningful feedback that supports student learning and growth.

Lastly, during the while-instruction phase, difficulties arise in terms of teaching methods. Most prospective teachers find it challenging to interact effectively with students. This struggle is largely attributed to the absence of real classroom experience prior to their teaching practice. As a result, teachers must exercise extra patience and employ innovative strategies to ensure that students comprehend the material being taught.

### Phases 3: After Instruction

After the instruction phase, the next steps involve providing a decision, offering motivation, and making suggestions to enhance the learning experience.

However, students' responses during this phase reveal a lack of enthusiasm for studying English. When student teachers pose questions, students often fail to respond. This is either because they do not fully understand the content or are not paying attention to what is being asked. Such disengagement highlights a gap in their interest and focus.

Furthermore, the use of reinforcement, such as awarding fewer points, appears to have a counterproductive effect. Instead of encouraging participation, it leads to students becoming reluctant to step forward and answer questions, even when they know the answers. This hesitation results in many students choosing to remain passive rather than actively engaging in the learning process. This scenario emphasizes the need for more effective motivational strategies to foster student involvement and enthusiasm.

Table 2 The difficulties in Implementing lesson plan on documentations analysis

Issues	Phase
A students exhibit less attentiveness to lesson	Prior Instruction
Lessons in English are not as engaging for students.	While Instruction
Students' textbooks do not have sufficient learning resources.	While Instruction
Students are generally afraid of answering questions incorrectly or indifferently, so they become passive.	After Instruction
Difficulty controlling noisy students in learning	While Instruction
As a result of the difficulty in providing the right motivation to students, the material presented will eventually become repetitive, and students will eventually get bored of listening to it.	After Instruction
The LCD in the classroom can not be controlled.	While Instruction
Feeling Nervous	While Instruction
Interacting with students is difficult	After Instruction
The perception process does not cover critical topics that	Prior Instruction

are relevant to students in the real world.	
Lesson only using a whiteboard.	While Instruction
Ignore the learning objective	Prior Instruction

Based on the findings of the document analysis shown in the table, there are a number of difficulties encountered by student teachers when teaching based on lesson plan form and the actual classroom implementations in the practical program. These difficulties such as follows: 1) Time management, 2) Learning objectives, 3) Unexpected situation, 4) Resource materials, 5) Apperception, 6) Teaching mastery, 7) Providing feedback 8) Reactions from students.

Based on the observation, these difficulties cover missing of learning objective explanation, irrelevant apperception questions, missing of student attendance checking, monotonous material delivery, lack of learning media, lack of reinforcement, conclusions, motivation and suggestions to students, time management, and improper approach to students and student responses.

### Potential solutions to overcome difficulties in implementing lesson plan

To solve those challenges, the student teachers had some ways. The difficulties occurred in three phases, namely prior, while and after instruction. Therefore, to overcome those problems, they used some strategies in each phase. The detail information is described below.

Table 3 Solutions to overcome difficulties in implementing lesson plan

Solutions	Student teacher
1. Presenting relevant and captivating materials and apperception for students.	1
2. Establish positive relationships and communication with students	
1. Utilising alternative teaching methods that are more engaging for students, such as engaging in activities while engaging in discussions about the subject matter.	2
2. Do not hesitate to discussing with the guidance teacher. Ensure that the materials you are providing to the students are not excessively lengthy, and enquire about the best approach to managing students who are difficult to manage.	
It is important to provide students with explanations and delivery material that is both adaptable and attractive in order to their interest in learning.	3
Provide a warning to students who don't pay attentions and motivating them to do better. Keeping the classrooms conditions upbeat but with under controlling.	4
1. Ensure that the language is straightforward and uncomplicated to enable students to comprehend the objectives and begin learning the material. Alternatively, provide concise notes to facilitate the teaching process.	5
2. Instruct students who are disruptive in class to respond to answer questions on the board by the teacher.	
3. Seek advice from the guidance teacher on how to manage the disruptive students.	

The results of the semi structured interview are as follows:

**Prior Instruction:**

The strategies for enhancing prior instruction focus on engaging students by building a more dynamic and supportive educational atmosphere. An effective strategy is to integrate games into the teaching. These activities can ignite students' enthusiasm for learning while alleviating the tedium of conventional teaching approaches. Incorporating interactive and pleasant activities renders the learning process more dynamic and engaging, fostering active engagement and enhancing students' overall drive to learn.

**While Instruction:**

Solutions for improving the while-instruction phase emphasize the importance of ongoing collaboration with the supervising teacher. Regular discussions about managing students and planning teaching time can help student teachers address classroom challenges more effectively. By refining their strategies based on feedback, they can implement changes that maintain students' interest in learning and ensure that the material is clearly understood. This collaborative approach not only enhances the teaching process but also promotes a more engaging and productive learning environment for students.

**After Instruction:**

Solutions for the after-instruction phase focus on fostering stronger engagement and building rapport with students. To achieve this, teachers should strive to inspire students by sharing ideas, providing constructive feedback, and encouraging open communication. Creating an environment where students feel comfortable expressing themselves can reduce feelings of awkwardness. Engaging in meaningful conversations and assisting students in voicing their concerns or challenges during the learning process will help build trust and connection. These efforts contribute to a supportive atmosphere, where teachers and students can collaborate effectively and develop a sense of camaraderie as close friends.

The findings of this research align with previous research, which highlight the difficulties student teachers in effective learning in actual classroom. Jantarach & Soontornwipast (2018) stated that the learning process requires meticulous attention to detail and involves a significant level of complexity. The difficulties are more evident when student teachers teach by implementing lesson plans with in the actual classrooms. The results of identified difficulties at A senior high school Kudus are ten difficulties through semi-structured interviews, documentations analysis, and audio-visual materials. These difficulties include things like apperception 1), learning objectives 2), material delivering 3), resource media 4), approach teaching 5), feedback 6), time management 7), dealing with unexpected conditions 8), students' responses 9), and providing conclusion, motivation, and suggestion 10).

Furthermore, Jantarach and Soontornwipast note that these challenges can be more manageable for student teachers who possess a strong interest and commitment to the teaching profession. The resulting solutions there are utilizing engaging teaching interest 1), Time management 2), Discussing with the supervising teacher 3), Application of various techniques and tactics 4), Trying be adaptive and flexible 5). These strategies not only help in dealing with difficulties in implementing lesson plans, but also provide support for the development of professional skills that are agline with the complex demands of the teaching process, as emphasized by previous research. Overall, there is a need to provide organized support and adaptable methods for preservice teachers to adequately prepare them for the actual classrooms.

## CONCLUSION

The results indicated that the difficulties encountered by student teacher in the implementation of lesson plan in practical program at A senior high school Kudus include apperception, learning objectives, material delivering resource media, approach teaching, feedback, time management, dealing with unexpected conditions, students' responses, and providing conclusion, motivation, and suggestion. Additionally, there are five solutions that student teachers can employ to overcome the difficulties of implementing a lesson plan in the practical program at A senior high school Kudus. These strategies include the use of engaging teaching methods, the management of lesson time, the consultation with the guidance teacher, the implementation of an approach strategy, and the effort to be adaptable and flexible. Referring to the research result, student teachers should be capable of self-reflection in order to analyze difficulties and modify appropriate strategies to surmount them during the implementation of curriculum in the practical program. Lastly, next researchers are expected be able to process the difficulties in Implementing lesson plan that have not been identified in this study by utilizing alternative research methodologies and optimizing solutions to surmount these difficulties.

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