CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented findings and discussions from data collected in reflection sheets. The researcher reported the findings during data collection from experience the Students'-Teacher in Teaching Practicum.

4.1 Findings

In the reflection sheet provided online via Google Form, participants were asked one question related to participants' experiences in implementing field teaching practicum practice. The question is about, "What are challenges faced by EFL Students'-Teacher before teaching Practicum?" This following description elaborates about the challenges faced by the participants.

4.1.1 Challenges to EFL Students'-TeacherSchool-Oriented

Corona Virus "COVID "19 outbreak sphere on human life, it can resist some activities such as Economic growth, Social Interaction include Education system. In the situation of the COVID-19 pandemic, every people should make a social distance to avoid the spread of this virus. The government should temporarily close the schools, universities, and all public places to avoid the COVID-19 (Bhamani et al. 2020). The normal classroom teaching could not be carried out and the COVID-19 pandemic has made all the entire school system shocks (Johnson, Veletsianos, and Seaman. 2020).

Here, Schools as medium to assembly students should be closed and follow government rules ordue process of learning change onto online course.The change of the learning system forces the system school should apply the distance education or online learning (Rasmitadila et al. 2020). All schools in the world are announcing about what teacher¨s expectations, the schools should close their door (Nasr 2020).

While, Students' Teacher has programmed teaching practicum or PLP II, This situation has been challenges for searching a School. As medium to implement this program,several participants outlook about the circumstance:

"Ifeel confused about finding the location of PLP 2even I got insightfrom lecturer, they explained everything related to how to implement PLP 2 that we could do later. After hearing all this information, the first thing that burdened my mind was the location where I could do PLP 2 activities"(S3)

"Initially I wanted to do PLP II activities online, but I had trouble adjusting to the format provided. For that I am looking for schools that carry out offline teaching and learning activities"(S20)

"Where is the practicum II place?At the beginning of this PLP 2, I have many questions in my head about practicum, reliable to the question above, including where will I do my internship"(S4)

"Search for schools where PLP is being implemented 2. Actually, there are several schools in my neighbourhood. But due to the Corona virus, these schools do not carry out face-to-face learning processes, but with online learning." (S13).

"Since the beginning of the entry of the corona virus in Indonesia, the government has appealed to the education minister to shift face-to-face learning to online learning"(S30)

"Difficulty in finding a location as a place to carry out PLP II activities Because at this time it is still in a pandemic period so many schools are closed and carrying out online learning so that it makes me difficult and confused in implementing the PLP 2"(S32)

"It is very difficult to find place for internship, because the situation is amid a pandemic, not all schools carry out offline learning, and also students'-teacher that teaching at schools, it is still doing face-to-face learning but it just limit to prevent the spread of Covid 19" (S29)

"The first point that I will explain here is the problem of finding a location for PLP to do" (S11)

From the data above, Schools are close being first and dominant challenges. Students-teachers comes with relative interpret about difficulty for searching schools, they have presumed that a comprehensive material can delivers by offline meeting and some participants' major reason which is highlighted that interactive atmosphere construct by peer to peer study (direct learning).

It need problem-solving, from this pandemic situation, each teacher should have other strategies for applying his or her teaching through an online classroom. The teachers can not meet the students, as usual, so the teachers should quickly adopt the new teaching method (Yao, Rao, and Xiong 2020). On the other side, teachers should provide feedback in the manner and amount that students can learn

most effectively from whilst following up on its effects on their progress and engagement with the subject (Canals and Robbins 2017)

4.1.2 Classroom Management Problem.

PsT and object (Students') are coined.In this section,Participant initiative and manner to collect students consider as critical aspect.Even, STS felt difficulties found object and teach themit can be categorized as challenges on teaching practicum field. Some participants said:

> *"At the beginning, I thought to carry out PLP2 in the area around the house only. However, <u>I have difficulty in finding students because there are not many children living around my house</u>"* (S1)

> *"This happens because I still don't know the people here because they are migrants. In addition, here <u>the children have their own busy lives, such as having fun, help their parents,wait for their teacher comes home, they are learning Al-Qur'an in the afternoon and evening. So, it is difficult for me to put them together at one time</u>"* (S14)

> *"<u>I always think about the object of my teaching</u>". (S4)*

> *"<u>On the first day of mapping I didn't know where to find student</u>" (S26)*

> *"<u>This is also one of the challenges because it is not easy to find students</u> in the current pandemic period to do or as students in plp activities"* (S8)

"After deciding to carry out study groups, <u>my second challenge is to find students who want to join in participating in study group activities</u>. Finding students is very difficult so it takes a lot of effort to win the hearts of students" (S21)

"Lack of enthusiasm of students to come to school to learn, <u>so that sometimes only 2 to 8 students are taught</u>" (S2)

Based on previous data, Participants' pointed out the reason that influence challenges during PLP II. In this case, Pre-Service Teacher needs work hard and creative idea to attract object as problem solving. Does not matter, students and teacher must completed to do teaching practicum

A teacher has an obligation to teach students using diverse learning models so that pupils may easily absorb the information, however there are problems in doing so. The difficulty that comes from students is that when performing blended learning, students do not pay attention to the information provided by the teacher, similar to what respondents have done when doing blended learning.

Based on the second participants mentioned that the place during teaching practicum as the main problem for conducting blended learning because less facilities such as Smartphone, mobile phone, and personal computers, The respondent believe that teacher want matching in blended learning need some modern equipment that can support and as problems encountered during applying it. Some problems are able to manage, first the lack of facilities support and second, due of lack equipment has led to learning dissatisfaction for the respondent and students.

When teacher are getting trouble during implemented blended learning, particularly caused students lack of learning motivation and interest. This has an effect in directing all classroom members. The problems may come from along students' higher and lower capability composition that incoherence. For example when teaching was dominated by lower abilities to understand material, it takes more time and explains several times to understand material compressively.

In other case teacher cannot moving to next material even every students has unique approaches to increase abilities be like (adunoula 2011), she explained how learners' low academic performance is essentially connected to instructors' use of inefficient teaching methods to impart knowledge to pupils and for some way to encountered the lack of connection are a source of limitation towards having a smooth process of teaching and learning especially during classes that conducted online requires a smooth connection. At the end teacher has to find other approaches to explain what had been taught throughout the class session. Adunoula (2011) added how teachers should be conservant due to numerous teaching strategies. (Susruhiyatun H. et.al 2021)

The findings demonstrate that teachers discovered difficulties caused by students, including a lack of student attention during the teaching and learning process. The remark is supported by the findings of Chin and Daud (2010), who stated that teaching should not merely focus on rules, definitions, and processes. Students should be actively engaged as primary participants in the classroom. In other words, material delivery should include two-way communication. In contrast,

Bandura (2010) proposes a theory of self-efficacy in which learners exert little to no effort to participate in class. As a result, kids appear to be disengaged in class.

Because students are not disciplined, it is difficult for instructors to keep students present in class after the lesson while using blended learning. The challenges that come from environmental factors and student factors have been described above, but there are also challenges that come from teachers as well as in engaging students in blended learning, as the findings show. (Susruhiyatun H. et.al 2021)

4.1.3 Challenges on School's-Oriented Distance.

Teacher considered that People ages range of six and seventeen walk a distance of one kilometer or too long go to school. If students include students teacher walk over one kilometer to school, it may not be the best interest outcomes for both school and student because set goals and objectives cannot be truly achieved. In enforcing the compulsory free education program, many states in Nigeria imposed that school should be located at no more than kilometer from the residence of the civil to be served. This is one dominant reason why school were opened in almost every hamlet in the country(Duze, C.O. 2010).

Some respondents (PsT) claimif distance among home and school has significant effect. When it was quite far distance and hard to accesses, caused STS highlight school oriented distance become a challenges. Participant answer below:

"The challenge I faced at the beginning of PPL II was that the first one was the long distance because it was very difficult to find a school that was close" (S2)

"*The next challenge that I face is the distance from my house to the location of plp 2 being carried out. The distance is quite far*" (S34)

"The distance between the place of residence and the school where PLP 2 is located is very far. I find it difficult to travel the distance from my residence in Kendari to the PLP 2 location in Wongeduku, Konawe. Because the distance is so far, it takes a lot of effort and also costs" (S19)

"The second location is very far from my residence in Anduonohu, where the location of the PLP I am going to is in Ranomeeto, Baruga. Namely Pondok Al-Askar. However, due to the remote location, and I could not use a vehicle, I canceled the location, even though the school was open" (S17)

"The location of the school where I carried out PLP II was at the Darul Mukhlisin Islamic boarding school at Wua-wua, Kendari. while, I live atRanomeeto, and itmake me decided to stay at my friend's house which is closer to the school" (S31)

"*It was difficult to find transport because my teaching place was far from where I lived and also the school was not accessible by public transportation*" (S29)

Most important in the consideration of school location are the population to be served and the distance the children would have to travel to get to school every day. This has become the concern of the educational planner who uses school densities as a rough index of school location and expansion as well as in the

improvement of services provided. Therefore, the distance travelled to school in educational planning should be a sine qua non in the approval and location of schools. However, it piques the investigator that in spite of this, a staggering majority of Nigerian pupils and students are observed to walk long distances to and from school every day, especially in the rural areas (Arubayi, 2005; Duze, 2005).

Another source of worry is that distance travelled to school has some measure of relationship to ills like absenteeism, delinquency, truancy, lateness, indiscipline, and non-attendance to school. These ills, either singly or combined ultimately affect achievement at school. Also, when the distancetravelled to school is too far for the child, besides fatigue, there is the tendency for the child to lose interest at school and begin to be truant, and may drop out of school completely (Arubayi, 2005; Duze, 2005). Statistics in Nigeria today, show that more than fifty percent of primary school pupils and thirty percent of secondary school students, drop out of school yearly, and this is worse in some eastern states (AIT News Hour, 2008).

It has also been observed that cases abound where children travel up to five kilometers to school on foot. Even when they could afford to travel by car, motorcycle or bicycle for such long distances, the stress of commuting to school weighed the children down, and the exigencies of the road left parents and guardians worried until their children returned home safely. Again, there are schools that are over-populated because of their location, and these are not without their peculiar problems associated with over-crowding in classrooms, inadequate

provision of services, staff, and infrastructures, and poor attendance by pupils due to lack of seating places.

To faced this challenges, participant just searching for alternative way, many of them are rent dominator and few people are using public transportation to go to School (Teaching Practicum Field). Sometime, Students' Teacher thinks that activities spend much of money and may calculate a cheaper manner than others.

4.1.4 Students-Teachers' Anxiety for Starting the Field Teaching Practice

Anxiety disease attacks someone suddenly and rapidly. It can be a problem for Pre-service teacher when faced this one at before or during teaching practicum.The research investigated if pre-service EFL teachers feel anxiety doing teaching practicum. Several factors contribute to the pre-service EFL teachers' teaching anxiety such feeling doubts, difficult, panic attack and sometime gerd (Stomached). More explanation about pre-service EFL teachers anxiety, It can shaped a negative perception; incompetent, over thinking, not confident, and unwisely teacher. On the other hand, they can't build a deepest interactive with students' intensively and systematically. In this activity, many respondents acknowledge that it should encounter as long as teaching practicum began. such comments below;

> *"Feelings of doubt and worry comes toourself,when we imagined the PLP 2 condition"*

"The second challenge is feel worriesto do PLP 2 in a perfect way,because I want to be a good teacherto servea perfect material so that students easyto understand even I do not have a lot of experience in real teaching," (S3)

"Based on my low teaching profile experience,the next challenges arefeeling confused, unenthusiastic and worries about how teaching strategies can work effectivelyon class." (S32)

"I feel very anxious and insecure because I am not prepared well to teach. This happened because I have no adequate teaching preparation,teaching practiced,and I did microteaching courses in the previous semester due to the COVID-19 virus outbreak." (S9)

Factors Contributing to Student Teachers' Anxiety;

The first issue was unfamiliarity with classroom conditions. The participants stated that they were worried since they were unfamiliar with the situations and students in the class. They stated that it was not the same as micro instruction. They taught their friends/classmates as pupils in micro teaching, and their lecturer served as a mentor. However, in the classroom, they discovered genuine students with diverse personalities and abilities, who were in greater numbers than in micro instruction. They were astonished, nervous, concerned, and fearful as a result of this event.

The second aspect was observation by a mentor or supervisor. According to the participants' knowledge, one of the reasons they feel apprehensive, worried, uneasy, and afraid when teaching is because they are being monitored by a mentor. They stated that they felt ashamed and apprehensive when their mentor saw their teaching in the classroom, and they were anxious and concerned about their mentor's assessment, fearing a poor review.

The third element was ineffective teaching. The results of the interviews and weekly journals written by student teachers revealed that participants were concerned about delivering the curriculum because they were frightened of making mistakes or not mastering the taught material. Furthermore, participants were required to apply the lesson they had prepared, despite their uncertainty regarding the suitable teaching technique to be applied in the 2013 curriculum in order to encourage students to be more involved throughout the session. Participants lacked ability in teaching due to a lack of teaching experience as well as knowledge of learning strategies.

The fourth issue was that the learning objectives were not met, or that they did not correspond to the intended outcome. The student teachers had truly prepared everything before instructing, yet everything went wrong during the lesson. The situation was different from what was expected, and this is what caused the lesson plan to fail. When an expectation is not met, people may experience worry.

The fifth element was English proficiency. Both participants expressed nervousness about teaching in English. Furthermore, the mentor instructed them to use more English when delivering the material. Student teachers noticed that their English proficiency was still lacking, particularly in speaking and grammar. They became scared and concerned when they had to present the information to their students in English. Furthermore, the mentor was present to observe them. This increased their anxiety and concern about their performance during the teaching practicum.

Classroom management was the sixth component. Managing a large class with a diverse range of pupils was a difficulty for student teachers during their teaching practicum. They found it difficult when their students were not participating in class, were preoccupied with themselves, and failed to complete their homework or tasks. These have heightened their anxiety.Anxiety Reduction Techniques;

The first strategy was to adapt. During the teaching practicum, both participants acknowledged that adaptation may help them overcome and minimize anxiety. Accepting the conditions of the class, learning the personalities of each kid they taught, and enforcing the laws that exist in a school were all part of the adaptation they had to deal with.

The second strategy was planning. According to the findings of the interview and the weekly notebook, making preparations was the most important factor in avoiding anxiety throughout the teaching practicum. Making a lesson plan before class, enhancing vocabulary, viewing learning videos on YouTube to apply in class, and chatting with friends and mentors, for example, were some approaches to assist people minimize their stress.

The third technique was to establish positive relationships with both the mentor and the students. A positive relationship with a mentor has been found to be particularly helpful in the development of student teachers' classroom instruction. Concerning challenges in the classroom, student teachers required to discuss with their mentor. Student teachers have to build positive relationships with their students as well. One approach for creating a favorable learning environment in the classroom was good student cooperation.

The fourth tactic was to increase their self-esteem. Both student teachers' interviews and weekly journals revealed that self-confidence could lower anxiety during teaching practicum. One method for overcoming fear associated to teaching practicum was to believe in one's own talents.

The fifth strategy was to think positively. According to Lampadan (2014), student teachers recognized that they might be in an unexpected scenario and that they needed to remain optimistic. To achieve positive effects, one's mind must always be awakened to think optimistically.

The sixth strategy was to keep calm and relax. Both participants said that remaining cool in the face of challenges and difficulties, as well as remaining

relaxed and enjoying the settings, were helpful approaches to manage anxiety throughout the teaching practicum. (Dila. C.& Puteri. N. 2020)

4.1.5   Challenges on Students'-Teacher Time Management

Time management is an art and a science. Everybody has to learn how to do it. Some people have a good skill at it but not everybody. Time is a priceless source. Time is the single resources that can't be changed, can't be taken back once it is used and is used completely at the appreciation of the owner. No one can control the moving of time but everyone is able todecide how to use it. Time management is self-management with an explicitly focus on time in deciding what to do; on how much time to allocate to the activities; on how activities can be done more efficiently and on when the time is right for particular activities (www.sage-reference.com/organizationalpyschology).

Time management is the art of arranging, organizing, scheduling and budgeting one's time for the purpose of generating more effectiveness work and productivity. It is a priority-based structuring of time allocation and distribution among competing demands since time cannot be stored, and its availability can neither be increased beyond nor decrease from the 24 hours.

Gerald(2002) defined time management as a set of principles, practices, skills, tools and systems that work together to help you get more value out of your time with the aim of improving the quality of your life. Argarwal (2008) in his contribution asserts that time management is usually a personal problem and if one instinctively knows what the right is, then there is no need to worry. Daily life is

not actually a gamble and allocating time to every activity will help. Unlike other things, time lost never comes back. (Adebayo, 2015)

Time management also, means as planning, organizing, mobilizing, and monitoring productivity. Teacher realized that a good teacher attempt to understand and used it optimally,it will navigate to ideal class. But without time management they will hard to achieve something. participant's statement:

> *"In this case I felt stuck because my teaching practicum II while writing a rapport or reflection journal.* ". (S5)

The study showed that there was significant relationship between time management and students academic performance. It gives the impression that students need the proper use of time before they can be effective in their various assignments. All the activities being performed by students are done within the time hence time management cannot be separated from academic achievement. Akomolafe (2005) advocated proper usage of time by principals so as to be effective on the job and spent less time on receiving telephone calls instead should engage their secretaries to screen their telephone calls. Implicit in this is that the issue of proper time management is not peculiar to the students alone but to the administrators that are to be examples to them. Hence, this study has established that students should spend their time wisely and spend it judiciously for improved academic performance.

The study also showed that there was a relationship between the time spent on social activities and their academic performance. This means that the students

need to regulate or reduce the amount of time spent on activities such as attending dinners and parties, chatting, phoning and pinging as these have serious negative impact on their academic performance. The more time students spend on social activities the more their educational activities are affected. Thus, it affects the fulfillment and achievement of educational goals of the students.

The study further showed that there was significant relationship between procrastination and academic performance. This implies that students must be wary of regular postponement of actions or events or assignments that can make their study difficult since this can affect their performance. The result may be due to the fact that some students do not meet the deadline in performing some academic activities because of the feelings that time is always available for their use, not keeping in mind some issues that can suddenly come up. Adebayo and Omojola (2012) reinstated that the administrators of higher institutions postponed assignments most often and this had effect on their effectiveness. Perhaps, this is transferred to the students' altitude to improper time management. Hence, this study came out that students should minimize procrastination.

The study also revealed that there was a significant relationship between prioritization and academic performance. The study came out with the indication that lack of setting regular ordaily goals do affect academic activities. What may be responsible for the findings is that goals are not arranged or performed according to order of importance and urgency by the students. The study of Agarwal (2008), Bradley and Mcrae (2007) opined that students need to be self disciplined in planning their time to improve their performances.

The study further revealed that there is no significant difference in the impact of time management on student's academic performance on the basis of their gender. This means that the male students as well as their female counterpart use their time in similar ways. This is in agreement with Omolola (2010) study which concluded that both male and female undergraduate are affected by time management (Adebayo. 2015)

Time management should beconsidered as essential aspect to control something. Efficient time in use to help students achieved learning goals and classroom become pleasant place for teachers and students.

4.1.6 Participants' Healthiness Problem

Health definedas a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity. STs' must care about healthiness. It can guarantee to do everything normally.

> *"After debriefing, I did the operation. I did not prepare at all regarding PLP II activities because I was focused on healing my surgery*" (S20)

From the text, participant cannot allow PLP II completed because she get illness. She just absence on PLP II ceremonial from IAIN Kendari, after that she need take rest to cure it.

4.1.7 Students' teacher lacks' Blended Learning System

This Section described participants' perception about the important of can be adaptive to deal with something new. Blended or hybrid learning system known as technology-mediated instruction. It kind of mixed traditional in-class Teacher-led teaching with Technological Modern Class "e-learning content" to create more flexible learning experience.

"Schools limit face-to-face meetings at school but continue to do offline learning"(S2)

"There are one or two schools that conduct face-to-face learning, but only once or twice a week with only a few minutes of study time for each subject. There are also schools that open only to provide materials or questions for students and students collect their assignments. So with such conditions, it is very impossible for me to do good teaching if I choose a school as a PLP 2 place. In addition, the committee requires us in PLP 2 to do at least 5 lessons" (S3)

"Now at this point I am very wary of looking for points where the network is good. In the area around my house in hombis, the network sometimes disconnects and even disappears, so I have to find a certain internet place to usezoom" (S28)

"I found some of the obstacles they experienced, namely a bad internet network that made it difficult for them to participate in online learning and other things I got when I asked about what difficulties they experienced apart from the network, many students complained about the problem of buying expensive internet quotas, especially students with low economics, they find it difficult to buy internet quota" (S9)

Actually, Blended learning system has a good purpose for educational world. Teacher or leaner can benefit from the guidance and interaction of an in-class experience while having accesses to dynamic and flexible learning outside the classroom. But from participants believe that, Hand phone specification network bad quality, Limited data Package and technological missing out, this whole of challenges.

4.1.8 Uncomfortable learning atmosphere

The last but not least, STS complain about an un-conducive learning situation challenges. Uncomfortable learning zone defines anything else can disturb people to do something. This is the data:

> *"Because at the beginning of the briefing at home <u>I was visiting my sister and there was my little nephew. And I feel this is a challenge</u> too because I have to try to focus on receiving the material and information in the briefing in this plp 2"* (S28)

An uncomfortable learning atmosphere will cause Students' Teacher to experience stress, participants also unable to focus especially starting this program. Based on, Pre-service teacher reason of the noisy situation when she/he visits his/him family's house.

4.1.9   School administration

theoretically, School administration cannotclaim as challenges but here Pre-service teacher said school administration as challenges because they have nervous to meet someone and ask help about something.

> *The challenge I face is asking the principal for permission, because the principal does not allow students to monitor or observe teaching activities. The reason is because the implementation of offline learning or learn from home*" (S18)

> "*The challenge I face is asking the principal for permission, because the principal does not allow students to monitor or observe teaching activities*" (S29)

The context above tells about principal did not allow students gather and do leaning at school during pandemic era. So that, Participant needs to get principle's permission to meet and observe the students at teaching practicum field. In maximizing administration in schools is very important. The existence of administration, including its human resources, is one component in the learning process that cannot be done immediately by educators, because there are differences in character in the administrative field which are subject to special rules. What because administrative staff play an important role in managing school administration (Gunawan et al., 2018).

4.2 Discussion

This paper will serve some information about investigating challenges faced by EFL Students' teacher before teaching practicum. The information collected by a reflective question for students-teacher experience during follow teaching practicum at school.

First, as a crucial, the state of the international public health emergency, declared by the World Health Organization on 30 January 2020 and the lockdown imposed by governments had a massive impact on everyday social life and changed the lives of all families (Cluver et al. 2020). This also relates to Parents and children had to deal with the situation with each other's presence at home full-time, while adapting to changes in their working and schooling conditions and a decrease in their social interactions (Fegert et al. 2020). Meaning, Online learning process during pandemic era will be good choice for stakeholder in reducing spread of covid-19 at school. This is in line with, participant here experienced about worries and confuse for searching school stay offline/luring when learning process because many school was close at the time.

Second, this case has drawn by other researchers; participant gets challenges for submitting and maintaining students while PLP II on progress Suspension of school and/or the commencement of distance learning, cessation of extracurricular activities, the discontinuation of sports and leisure activities closure of playgrounds, parks, shopping centres and loss of daily contacts with friends

completely transformed children's and parent's lives without them necessarily being able to prepare for these changes. The sudden and unforeseen interruption of the usual routines brought uncertainty and something crisis-like into daily life, contributing to a vulnerable context for families and challenging of children's well-being (Coyne et al. 2020; International Family Nursing Association, 2020; UNICEF 2020)

Third, the most impactful problem is access from participant's house and it school needed a lot of energy and cost to reach it. similar with, Faisal Akbar (2008), students living at house, boarding house, or friend's house called home. And Learning process affected by students healthiness (hasibuan dan moedjiono, 2006).

Forth,Lack of internet network during mixed learning is a problems faced by the respondent. The finding proved that the teacher assumption if the internet was a challenge in applying blended learning system. This internet problem is caused by infrastructural factor. It relevance with past study "limited opportunity internet access is a major concern in the application of blended learning" (Garrotte Jurado, et al 2010) There are several kinds of other lack of blended learning system;

Self-regulation challenges

Self-regulation refers to the capacity to manage one's actions, feelings, and ideas while pursuing long-term objectives (Gillebaart, 2018). Emotional self-regulation more explicitly refers to the capacity to restrain irrational feelings and impulses, or to deliberate before acting. Self-regulation also entails having the capacity to bounce back from setbacks and behave morally.

Students' loss of self-law capabilities to set up and control their research independently in their instructors is highlighted as a primary difficulty. Other studies have been extra special in characterizing the form of procrastination-associated self-law problems (AlJarrah et al., 2018); Maycock et al., 2018; Sun et al., 2017) and flawed time management (Broadbent, 2017).

The issue of self-regulation has been considered in various areas. Meanwhile, blended learning self-regulation has received a great deal of attention for research and connectivity to other online learning frameworks and models such as the Technology Acceptance Model (TAM) (Yeou, 2016). There is relatively little research on the online components of blended learning that provide an opportunity to curate student self regulatory behavior.

Previously, self-law conduct aid structures aimed to offer learner-focused surroundings with the aid of using guiding inexperienced persons thru an education manner iteratively. (Lin et al., 2016) advanced a machine dubbed "self-regulated studying with organization recognition and peer help" (SRL-GAPA) to decorate students` self-law conduct in mixed studying surroundings with the aid of using organization recognition and peer resource as outside scaffolding.

Challenges of technological literacy and competency

Computer and technical knowledge and skills, among other skills, are essential for students pursuing today's modern education. Educational learning resources are integrated into technology, and access to and use of these materials is dependent on a person's literacy and skill level. According to (Brown, 2016), a disadvantage of blended learning education is students' lack of literacy regarding the usage of technology for learning. Indonesian users of digital media are still limited to acting as consumers of the data and content that circulates online. However, it appears that diverse societal levels are beginning to develop the capacity to use digital media critically.

The community's capacity for comprehending information in the emerging digital world of the internet network is growing. They can now distinguish between material that is suitable for ingestion and information that should be avoided. The findings of the 2021 Indonesia Digital Literacy Index, which was conducted by the Ministry of Communication and Informatics in partnership with the Katadata Insight Center (KIC).

The overall score for Indonesia's 2021 Digital Literacy Index is 3.49 on a scale of 1 to 5, which is higher than the 3.46 score from the previous year. 10,000 respondents from 514 districts and cities in Indonesia were surveyed face-to-face to determine the 2021 Indonesia Digital Literacy Index. Internet users between the ages of 13 and 70 make up the respondents. According to the poll, digital culture (digital culture) received the highest score, 3.90 (Kementerian Komunikasi dan Informatika, 2022).

Pupils' technical illiteracy and poor time management skills, according to (Zacharis, 2015), have resulted in delays in receiving rapid feedback from their lecturers, making students bored and postponing their study efforts. Similarly, (Chen et al., 2016) described the difficulties students encounter when learning a new technology, particularly older students (Salim et al., 2018). This finding may help to explain why pupils are afraid of technology (Safford & Stinton, 2016).

For blended learning students, (Akçayır & Akçayır, 2018a) emphasized the importance of technological competency. Incompetence with mastering technology may be disastrous and probably come to be an obstacle to college students figuring out the advantages of combined mastering due to the fact combined mastering college students are possibly taken into consideration to be fairly ready with technology, having no issues with online sports together with on line peer mastering, help-seeking, problem-solving, and technical know-how.Blended mastering college students additionally have the problem of navigating numerous technological person interfaces (Prasad et al., 2018).

With the development of an extensive variety of working systems, pc hardware, and software program innovations, this will become clear. Students who lack competency and talent withinside the use of numerous hardware and software program technology can not able to well take a look at them because of the complexity of technological versions and interfaces. Although (Akçayır & Akçayır, 2018b) counseled that due to the fact they're deemed "technological born," the prevailing era of college students is anticipated to have less trouble with generation than preceding generations.

Students Isolation challenges

Students take a look at sports together with reading, assignments, and arrangments for face-to-face lessons are hampered via way of means of their online components' loss of interest, alienation, and isolation. The degree of pain and tension that scholars revel in due to isolation whilst sporting out take a look at sports changed defined via way of means (Chyr et al., 2018). According to 2 key findings from taking a look, college students are frightened and uncomfortable with the usage of video projection, microphones, and speakers,

in addition to being in the middle of attention (Szeto & Cheng, 2014)Students may experience isolation and alienation due to their reluctance to participate in online groups. This is due to variables including personality, a sense of transactional distance in the online context, lack of trust and trust in other members of the online community, and lack of communication cues. It may be connection problems, poor writing skills, or a language barrier. Establishing an online social presence as one of the three elements of the research community framework by identifying and participating in the online community and building strong relationships with online participants is key to student academic success. It has been shown to be an element of (Garrison, 2016), especially learning through technologies such as mixed learning.

Technological sufficiency challenges

Because mixed mastering necessitates college students` use of generation whether or not supplied with the aid of using themselves or with the aid of using their instructional institution, technological accessibility troubles should be addressed. Students, in step with (Akçayır & Akçayır, 2018a), are worried approximately now no longer having the same get entry to and technological guide as their friends. Similarly, the study (Safford & Stinton, 2016) discovered that scholars had a hassle connecting to the net of their online component, in addition to handling antiquated generation. Students can also additionally agree that the adoption of mixed mastering is a biased fashion of training as it locations them at a downside to their friends in phrases of online mastering tools. Furthermore, in step with (Safford & Stinton, 2016), college students are disillusioned with their get entry into the present-day generation mastering, and their online sports are hampered by the aid of using a sluggish net.

Technological complexity challenges

Students' whinge approximately the complexity of technology applied with the aid of using their instructional establishments for online activities, in line with (Prasad et al., 2018). As a result, college students spend lots greater time mastering how to make use of those technologies. Students come to be overly enthralled and interested in the generation being used, mainly the software program component, inflicting them to cognizance at the revolutionary capabilities and complexities of the web mastering surroundings as an alternative to analyzing withinside the online

mastering surroundings. Educational establishments that use and set up a present-day generation to compete and update/improve the current academic generation are properly aware of technological distractions and complexity. Students, on the alternative hand, can be at the back of the instances in phrases of technological innovation, locating it hard and insufficient to apply for mastering.

Another cause students are distracted via way of means of generation is the supply of gadgets and offerings that scholars do now no longer have or do now no longer have to get entry to at home. For example, a high-velocity Wi-Fi community that scholars can use for non-academic functions which include quicker YouTube video streaming, downloads, and different non-academic activities. However, (Li et al. 2021) observed that a not unusual place subject matter withinside the mixed mastering literature is the want for academic establishments to often update getting old generation with the more modern generation. Nonetheless, academic establishments ought to keep everlasting stability among students` generation wishes and sufficiency, Students' in addition to technical gold plating, with the intention to keep away from misuse or abuse of technological resources.

It might be worthwhile to combine the advantages of online and offline teaching methods, called blended learning (Garrison DR & Vaughan ND, 2007). Despite the uncertainties of online learning, it should be allowed in undergraduate education, but to maximize the benefits, a combination of online and offline learning might be the most effective. In meaning students have not a good blended learning to achieve maximum point. such some participants states, Several schools

does practice mix offline and online or making a proportional meeting called blended method but it has problem on time management to create study more effectiveness.

Fifth, the quality of the higher education system can be determined based on the dimensions of the interrelated elements. One dimension is input quality, which is related to the quality of human resources, tools and equipment, and information (U.Suharsaputra,2015). Therefore, the application of ICT in an education is important, whereas act as a tool and equipment as well as a source of information, topic. "Participants has limits ICT (Information and communication Technology) facilities" pre-service state

Sixth, Time management as important role, (Gerald 2002) defined time management as a set of principles, practices, skills, tools and systems that work together to help you get more value out of your time with the aim of improving the quality of your life. in one idea how time management affect people being success such as, time management can be seen as "self-management" the skill of smart decisions about how to allocate your time in order to accomplish set goals: It is about working "smart" and not just "hard" , Strategically determining how you use your time in order to succeed (Robert A. Kenedy, 2009). Even pandemic era has negative side but the other side Pandemic era drill human to active in management nothing just foe healthiness but also time. Participant should make efficiency and optimize time of PLP II at long as 3 (tree) weeks.

Seventh, given the many demands that must be met by preservice teachers in conducting real teaching, not a few among the preservice teachers who experienced various anxiety during the activity (Boadu, 2014). In similar topic, the lack of experience in teaching can also be a problem for preservice teachers (Agustiana, 2014). Given that teaching in real schools can be their first experience, so anxiety in teaching is a natural thing faced by them (Agustiana & Rahmatunisa, 2018).

Ormrod (2011, p. 401) defines that anxiety as "a feeling of uneasiness, nervousness, and apprehension concerning a situation with an uncertain outcome." Anxiety arises when feeling of nervous, unease and fear toward the situation which is not necessary happen. Another definition is explained by Scovel (In Brown, 2007, p. 151) he states that anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension or worry.

In other words, people who experience uneasiness, frustration, selfdoubt, apprehension or worry it means they are in anxiety. While according to Hartmann (2014, p. 1), "anxiety is a subjective state of apprehension, or tension" which "in the face of naturally fearful or threatening situation; anxiety is a normal and understandable reaction". Therefore, everyone gets anxious at certain times in their lives, because anxiety is a natural feeling of being threatened, apprehension, tension or worry related to the unknown situation. As citied (Dila. C. & Puteri. N. 2020)

Eighth, Students'-teacher needs conduciveness atmosphere at school or even at home, This is in line with, Creating a conducive educational environment is as important as what is taught and shared (Kwa, 2007). This also relates to All environments should be conducive in a way so as to enhance the learning process Govender (1997).Meaning, it is not only the infrastructure, the technology, the educators, or the student itself.

Ninth, At the end, According to Gie (2000), school administration is likewise in favor of accomplishing organizational goals through the use of technology, task of conducting out operational jobs. Furthermore, administration performs functions. It gives crucial and necessary information for decision-makers suitable decisions and activities to help the organization in general. From that, via efficient administrative administration, it will have an impact on services at a local level Limo (2016) and Khoirul et al. (2013) discuss the institution and the ultimate goals. Therefore, an institution's archives must be appropriately managed (Ardiana & Suratman, 2021).

According to the findings of Ndibo's (2018) research, school regularity and application are critical for achieving service effectiveness and efficiency. To enable this, strong communication among all personnel is required, as are high-quality human resources, funding for suitable infrastructure such as internet connection and computer equipment, and leadership support. Look at the facts: not all school administration is competent in carrying out their tasks and activities.