

## ANALYSIS OF TEACHING READINESS OF STUDENTS OF STAIN MANDAILING NATAL AT MAN 1 MANDAILING NATAL

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### ABSTRAK

*The purpose of this study was to evaluate the teaching preparation of students participating in the Islamic Religious Education and English Education Field Experience Program at MAN 1 Mandailing Natal. The success of the learning process depends on teacher preparation; this preparation includes planning learning materials, mastery of the material, method selection, and the mental and pedagogical readiness of the student interns. This study used qualitative and descriptive methodologies. PPL students, supervising teachers, and school officials were observed, interviewed, and documented to collect data. The results showed that the PPL students of the Islamic Religious Education and English Education Programs were well prepared to teach, especially in creating lesson modules and mastering the material. However, several obstacles remained. These included limited teacher experience, classroom management, and adapting learning methods to student characteristics. As a result, supervising lecturers and mentor teachers require more intensive guidance and mentoring to ensure the quality of preparation and implementation of PPL students' learning improves.*

### ABSTRAK

*Penelitian ini bertujuan untuk menganalisis validitas, reliabilitas, tingkat kesulitan, dan daya pembeda soal pilihan ganda pada materi Da'wah, Khotbah, dan Tablig untuk kelas XI di MAN 1 Mandailing Natal pada tahun ajaran 2025/2026. Jenis penelitian yang digunakan adalah deskriptif kuantitatif, dengan 20 siswa kelas XI sebagai subjek. Data dikumpulkan melalui instrumen tes hasil belajar, yang kemudian dianalisis menggunakan Microsoft Excel. Analisis validitas dilakukan dengan menggunakan rumus korelasi Pearson Product Moment, sedangkan reliabilitas dihitung menggunakan rumus Cronbach Alpha. Hasil penelitian menunjukkan bahwa dari 10 soal terdapat 7 soal yang valid dan 3 soal yang tidak valid. Nilai reliabilitas ( $R_{11}$ ) menunjukkan tingkat konsistensi yang sangat tinggi, sehingga instrumen dapat dikategorikan reliabel. Analisis tingkat kesulitan menunjukkan 30% soal tergolong mudah, 50% sedang, dan 20% sulit, sedangkan analisis daya pembeda menunjukkan 60% dari pertanyaan-pertanyaan dikategorikan sebagai baik, 10% cukup, dan 30% kurang. Secara keseluruhan, instrumen tes dianggap memiliki kualitas baik dan layak digunakan sebagai alat evaluasi pembelajaran Pendidikan Agama Islam, meskipun beberapa item perlu direvisi untuk mencapai kesesuaian konstruk yang lebih optimal.*

**Kata kunci:** Validitas, Keandalan, Tingkat Kesulitan, Indeks Diskriminasi, Evaluasi Pembelajaran

## INTRODUCTION

The most significant aspect of our existence is education. As a result, all Indonesians are expected to continue growing inside it and have the right to enjoy it. Whether through official or informal education, education is a means of knowledge acquisition (Lumintang, 2022). The increasingly complex demands of life can be caused by the rapid development of science and technology. therefore, specialization of individual abilities is necessary to carry out tasks effectively. With this specialization, it is hoped that tanks can be completed effectively, including the duties of teachers in carrying out educational duites (Chaniago, 2015). This requires educators to remain active and creative in improving their abilities to achieve standards in the field of education while maintaining the personality they have possessed since birth.

To meet teacher competency and qualifications, adequate preparation and effort are required. Field Experience Practice is one such effort. It is estimated that this method will be one of the most effective methods for apporoaching the quality of professional graduates with workforce demand, especially for prospective teachers (Rahmawati, 2016). This strategy is adapted to the demands of the times that always demands change, especially in the field of education, which requires better human resources, namely experienced teaching staff and a teaching and learning process that is in accordance with the predetermined curriculum (Kasman & Rohman, 2021; Pratami & Pohan, 2024; Putri & Lubis, 2023).

The goal of the higher education institution STAIN is to train teachers for careers in teaching and other non-teaching positions. Graduates of bachelor's degrees in education are aspiring teachers who need to be well-versed in their profession in order to perform effectively and try to raise the caliber of their graduates. Enthusiasm and a desire for a better common objective are the first steps in student preparation. It takes time to inculcate in pupils the admirable ideals of becoming a good teacher. Teachers must have academic credentials, competencies, a teaching certificate, be in good physical and mental health, and be able to meet national education goals, according to Law No. 14 of 2005, Chapter IV, Article 8 concerning teachers and lecturers (RI, 2005). The academic credentials mentioned in Article 8 are also acquired through higher education, either through a bachelor's degree program or a diploma program, according to Articles 9 and 10. Pedagogical, personality, social, and professional abilities all obtained through professional education are among the teacher competencies mentioned in Article 8. Rohana et al., (2024) explains that graduates of teacher education programs must possess knowledge of learning in order to become effective teachers and be able to give students opportunities to develop in accordance with their abilities. They should also be able to assess the general physical, emotional, and social development of the students they will teach.

To prevent student interns from feeling awkward in front of students, students who will undertake practical field experience have been burdened with teaching theory and practice. They previously conducted microteaching. Prospective student teachers must be able to meet national education goals, be in good physical and mental health, and have academic credentials and competences as learning agents. These skills encompass social, professional, personality, and educational skills. The capacity to demonstrate or apply fundamental teaching competencies in small-scale/limited teaching and learning processes serves as the foundation for the competency standards for microteaching courses (Arifmiboy, 2019).

When student teachers start their teaching careers in classrooms, the task becomes considerably more complicated. Students must deal with managing big classes, adjusting to the school environment, and building relationships with professors in addition to teaching

and learning challenges. In actuality, student instructors no longer have an easy time with teaching and learning, including preparing, aiming for the best performance in class, and evaluating pupils. Consequently, creating a microteaching approach is essential. Student instructors have the chance to enhance their effective behavior in the classroom through microteaching. Following instruction, practice recordings are examined or analyzed to find flaws, generating observations and offering suggestions for better instruction. A methodology called microteaching helps student teachers hone their abilities in using particular teaching methods. The purpose of microteaching is to equip student teachers with the information, skills, talents, and attitudes of professional instructors in order to prepare them for the task of teaching in the classroom (Apriani et al., 2020).

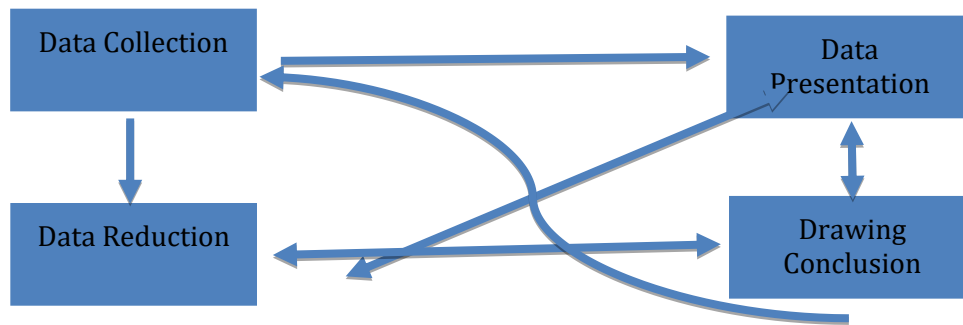
Students undergoing practical training will be more competent because the teaching and learning environment is purposefully made to be controllable. This allows for the smooth and controlled development of new skills or the renewal of existing teaching skills in the classroom. During their practical training, students who have finished microteaching should be completely equipped to teach in a school (Siregar, 2021). According to the principles of competency-based education, internship students must become professional future educators by mastering the four teacher competencies (pedagogical, professional, social, and personality); understanding and comprehending the teaching courses they have taken; taking part in microteaching courses; passing microteaching exams until they are successfully completed; and making sure the students are psychologically and health-ready before assigning them to partner schools to complete internships (Lubis, 2025). A code of ethics for internship students is required as a guide for attitudes and behavior that embodies moral and ethical values in the teaching profession. This is necessary to support the implementation of prospective teachers' professional duties, the success of microteaching, and the achievement of the four teacher competencies. In order to present aspiring teachers as people who will hold an acceptable, noble, and dignified vocation, the practical field experience student code of ethics establishes guidelines for attitudes and behavior (Postgraduate et al., 2023).

Because their preparedness, which includes mastery of the four teacher competences and evaluation of the practical field experience student code of ethics, is evident during the microteaching process, internship students who have finished microteaching are deemed ready to participate in internships. The pedagogical, professional, and personality skills are the only three teacher competencies that are readily apparent. Social competency is one area of competency that is invisible during microteaching. This is due to the fact that a teacher's or aspiring teacher's capacity to communicate and engage with students, mentor teachers, teachers at partner schools, administrative staff at partner schools, school leaders, and actively participate in extracurricular activities can all be used to evaluate social competency (Natunnisa, 2017). Student interns' direct involvement in partner schools during their field experience allows for the measurement of social competency. Given this context, the researcher aimed to carry out a more thorough investigation of the preparedness of STAIN Madina's English Language Education and Islamic Religious Education students for fieldwork.

## **METHODS**

This research is considered descriptive because it involves data collection, determination, and reporting of actual situations. The purpose of this study is to describe the readiness of students of the English Language Education Study Program at STAIN Mandailing Natal to undertake field practice. The author obtained data through interviews and documentation. The data obtained from the interviews and documentation were collected and systematically organized through data analysis. This study uses data analysis

techniques in accordance with the Miles and Huberman data analysis model, which includes data reduction, data presentation, and conclusion drawing. The following figure shows these three main elements (Postgraduate et al., 2023).



**Figure 1.** Data analysis from Miles and Huberman

States that one method of data collection through communication is interviews, which consist of conversations between two people: the interviewer (who asks questions) and the interviewee (who provides answers). Interviews can be structured, unstructured, or direct or indirect. The purpose of interviews is to obtain information that cannot be observed or obtained through other methods (Anto, Nikmatullah, 2024). Mulyana (2024) Said qualitative research is usually conducted in natural settings so that researchers can observe naturally occurring phenomena, explore multiple perspectives, and gain a deeper understanding of the problem or phenomenon being studied.

## RESULT AND DISCUSSION

### Results

The purpose of this study is to examine how well students in MAN 1 Mandailing Natal's Field Experience Program for Islamic Religious Education and English Language Education Study Programs are prepared to teach. Interviews, observations, and documentation of PPL students and supervising teachers were used to gather data. Through the phases of data reduction, data presentation, and conclusion drafting, data analysis was carried out utilizing qualitative analysis approaches. Six key topics regarding the preparation of teaching PPL students were identified based on the data analysis results. These include: 1) Readiness for Learning Planning, 2) Readiness for Mastering Material, 3) Methods and Media of Learning, 4) Class Management Readiness, 5) Teacher Attitude and Communication, 6) Assessment and Reflection.

#### 1) Readiness for Learning Planning

Interviews with PPL students revealed that the curricula used for instruction varied. While students in the English program follow an independent curriculum, those in the Islamic Religious Education program follow a love-based curriculum. The resource person, a student from Madina's Islamic Religious Education Study Program, said: "I teach Islamic cultural history using a love-based curriculum. The love that students have for Allah, the Prophet, themselves, others, knowledge, the environment, and their hometown is emphasized in this curriculum" (Interview result February 16, 2026).

Meanwhile, the resource person, a student from Madina's Stain PPL English Language Education study program, said: "I do employ the student-centered Merdeka curriculum. All of my teaching modules follow the Merdeka curriculum, from the learning objectives to the learning outcomes.". Regarding teaching modules and lesson

plans, PPL students already know the difference between the two. One student said: "A teaching module is a complete teaching tool that teachers have prepared before teaching students" (Interview result February 17, 2026).

### 2) Readiness for Mastering Material

It's imperative for teachers and prospective teachers to master the material. When students ask questions during the lesson and the prospective teachers or PPL students can't answer them, they'll know what to do, whether it's a question-and-answer session or homework.

When faced with this situation, our resource person, an Islamic Religious Education internship student, replied, "If I were in that situation, I would make it homework for them, so they could research it themselves online or in the real world, not just get the answer from me" (Interview result February 17, 2026).

Conversely, an English Language Education internship student responded, "I would handle it by asking the person next to me or another friend to answer. When they can answer, I will draw conclusions from their answers" (Interview result February 17, 2026).

### 3) Methods and Media of Learning

Interview results showed that the PPL students had attempted to use various learning approaches, including presentations, group discussions, and Q&A. The English Language Education PPL students were more likely to use a communicative approach to increase student participation, while the Islamic Education PPL students more often used lectures combined with discussions.

In terms of learning media use, some students have used simple tools like PowerPoint, whiteboards, and student worksheets. However, there are still some students who use technology-based media.

### 4) Class Management Readiness

The mental preparedness of the PPL students for the classroom showed mixed results. Some students felt awkward and lacked confidence while teaching, which impacted their ability to manage the class and engage students. The following is an excerpt from an interview with an English Language Education internship student: "When I first started teaching in class, I did find it difficult. Students were always noisy during class, and some even fell asleep while I was explaining the lesson. But now, that has decreased. They now respect me as their teacher by not making noise in class and not leaving or sleeping during my lesson" (Interview result February 16, 2026).

This is different from the answer from an Islamic Education internship student, who said: "When I want to start class, I often forget to read the study prayer and apperception to the students. This is because students always make noise in class during class changes, so I use up a little energy reprimanding them. Skipping or leaving during my lesson has never happened, but they sometimes fall asleep while I'm explaining the material in front of the class" (Interview result February 17, 2026).

### 5) Teacher Attitude and Communication

The communication and attitudes of the PPL students as intern teachers at MAN 1 Mandailing Natal showed varying abilities, according to observations and interviews. In general, the PPL students made an effort to communicate well with students during the learning process. The results of interviews with Islamic Religious Education PPL students are as follows: In the first week of PPL, I felt anxious and hesitant when explaining the material in class because I was not used to it, but after several days of

communicating with many students, I began to calm down and was no longer tense when teaching, which allowed the learning to run well (Interview result February 16, 2026)

Furthermore, the results of interviews with English Language Teaching PPL students are as follows: Before the lesson begins, I ask students about their day to keep the class lively. They consider me as their teacher and their conversation partner during my lessons, so I will confidently explain the learning material clearly and directed (Interview result February 17, 2026).

#### 6) Assessment and Reflection

After conducting interviews and observations, the internship students evaluate their learning activities. The purpose of this evaluation is to determine the extent to which learning objectives have been achieved and to identify any obstacles that arise during the learning process.

The results of interviews with English Language Teaching PPL students can be seen below: Personally, I rarely conduct evaluations at the end of lessons, but I do so through oral and written evaluations to determine my students' abilities and whether they have understood the material I have taught. For reflection at the end of the lesson, I always ask about their difficulties during the lesson and provide them with motivation for the next lesson. In addition, the results of interviews with Islamic Religious Education PPL students showed that I had never conducted an evaluation, either verbally or in writing, and had never provided reflections to my students (Interview result February 17, 2026).

### **Discussion**

PPL students typically no longer use the independent curriculum to create lesson plans; they only use it for small groups. Schools under the auspices of the Ministry of Religious Affairs have begun adapting or using this curriculum in accordance with the recommendations issued on July 24-25, 2025. Furthermore, the Love-Based Curriculum has been implemented at MAN 1 Mandailing Natal. Although it has not yet been fully implemented.

Our interviews with field experience students revealed that the Merdeka Curriculum and the Love-Based Curriculum are the two curricula used in teaching preparation. The PPL students in the English Language Education study program use the Merdeka Curriculum since they are certain that their curriculum is in line with it. From the fundamental learning outcomes to the progression of learning objectives, my lesson plans are modeled around the Merdeka Curriculum. In the meantime, the Love-Based Curriculum is utilized by the PPL students in the Islamic Religious Education curriculum. This curriculum places a strong emphasis on all learning activities that are centered around love, consistently connecting and highlighting positive attitudes toward parents, instructors, friends, and all other parties in the community as well as at school.

The Love-Based Curriculum means that learning activities are based on love, always linking and emphasizing good attitudes. Examples include parents, teachers, friends, and everyone involved in the school and social environment. All are based on spiritual and humanitarian aspects, which are the main foundation of learning. However, this curriculum increases the emphasis on the values of compassion, spirituality, and humanity. This chair is centered on the "Panca Cinta" (Five Loves): love for God, the Prophet, knowledge, fellow human beings, and the homeland. The Love-Based Curriculum Teaching Module includes:

- a) Identity/Objectives (character-based/Panca Cinta): These learning objectives are oriented towards the Five Loves, such as love for God, self/others, knowledge, the environment, and the homeland.
- b) Material: The values of spirituality and compassion are integrated into the material presented.
- c) Humanistic Learning: Humanistic learning includes an introductory, core, and closing plan that prioritizes a humanistic approach.
- d) Assessment: Initial and formative assessments that examine the development of attitudes and behavior.
- e) Completeness: Includes Student Worksheets, Learning Objective Achievement Criteria, and Learning Objective Flow.

Students use techniques to understand the material by reading, understanding, and reviewing previously summarized material. They also use notebooks to summarize or summarize material deemed important or key words. During classroom learning, PPL students typically use lecture and discussion methods. Grade 12 is an example. It is assumed that students in grade 12 are serious about their studies and should be given sufficient time and attention as they begin to think about becoming leaders or pursuing their dreams. Indirectly, group presentations will teach them speaking skills, sharpen their mental abilities, control themselves, respect their peers, and take responsibility for assigned tasks. Furthermore, media is used to display videos related to the learning material. This is done to ensure that students don't become bored and that the learning is not monotonous or conventional.

When a student asks a question about the material covered during the lesson and the PPL cannot answer it, the PPL will assign the question as homework for other students in the class so they can find the answer without relying on the PPL's answer. To enhance student understanding, internship students consistently strive to find and convey relevant information. When analyzing student needs, it's crucial to ensure the material, attitudes, and skills presented are relevant to the learning objectives. Internship students often forget to recite prayers and provide initial apperceptions to students before beginning the main lesson. As a result, they immediately take attendance and then begin the main lesson. During the lesson, internship students frequently administer short quizzes to ensure students' understanding.

## CONCLUSION

Research and discussion results indicate that students in the Field Experience Program, Islamic Religious Education, and English Language Education at MAN 1 Mandailing Natal have been well prepared to teach. Developing learning tools, mastering teaching materials, and preparing learning methods and media tailored to the students and subject characteristics are all part of this preparation. The communication and attitudes of the PPL students as practicing teachers showed positive tendencies throughout the learning process. The PPL students strived to communicate with students in a polite and communicative manner and demonstrated a friendly and responsible attitude. However, their lack of teaching experience limited their assertiveness, clear instructions, and classroom management. In addition, the PPL students evaluate and reflect on their learning activities. Evaluations are conducted to assess how well students achieve learning objectives and understand what they have learned, and reflections are used to identify strengths and weaknesses in the learning process. Reflection results indicate that the PPL students desire to continuously improve the quality of their learning and enhance their pedagogical and

professional competencies. Overall, the PPL at MAN 1 Mandailing Natal provides a beneficial experience for the PPL students to enhance their teaching skills. However, to maximize the effectiveness of their teaching duties, the PPL students require more intensive guidance and support.

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