

**STUDENT-TEACHERS TEACHING PRACTICE
CHALLENGES DURING *AMALIYAH TADRIS* PROGRAM
AT ISLAMIC BOARDING SCHOOL**

**By
PUTRIANA AYU FATIMAH**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2025M/1446H**

**STUDENT-TEACHERS TEACHING PRACTICE
CHALLENGES DURING *AMALIYAH TADRIS* PROGRAM
AT ISLAMIC BOARDING SCHOOL**

Undergraduate Thesis

Presented to Faculty of Tarbiyah and Teacher Training
In partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

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I, the undersigned, Putriana Ayu Fatimah, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfill the purposes and objectives of this study, and has not been previously submitted to any degree or other purpose. I also declare that the publications cited in this work have been properly acknowledge. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, 11 Juni 2025

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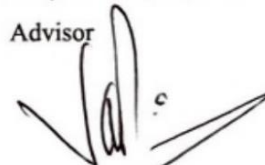
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ABSTRACT

Putriana Ayu Fatimah, 2025. Student-Teachers Teaching Practice Challenges During *Amaliyah Tadris* Program at Islamic Boarding School. Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Drs. Saadillah, M.Pd.

Keywords: Teaching Practice, Teaching Practice Challenges, Student-Teachers, *Amaliyah Tadris*, *I'dad*, Nervousness.

This study explores the real-life challenges faced by final-year high school students participating in the *Amaliyah Tadris* program at an Islamic boarding school, particularly when teaching English. Using a qualitative narrative inquiry approach, the researcher interviewed eight student-teachers from Darul Hijrah Islamic Boarding School for Female. These in-depth interviews captured their teaching experiences, the difficulties they encountered, and the strategies they used to overcome them. The findings reveal that many student-teachers struggled with nervousness, limited teaching experience, classroom management issues, and time constraints in preparing *I'dad* (Preparation Book). In addition, they faced external obstacles such as unmotivated students, poor classroom conditions, and difficulties in helping students with pronunciation and vocabulary. Despite these challenges, the participants demonstrated resilience by preparing independently, using visual aids and engaging activities, adapting their communication styles, and seeking support from mentor teachers. This research highlights the need for stronger guidance, better training, and emotional readiness for student-teachers before entering real classrooms. It also offers practical insights for improving teacher preparation programs, especially within Islamic boarding schools. The study emphasizes the importance of supporting young educators not only pedagogically, but also emotionally and psychologically, to help them grow into confident and capable future teachers.

ABSTRAK

Putriana Ayu Fatimah, 2025. *Student-Teachers Teaching Practice Challenges During Amaliyah Tadris Program at Islamic Boarding School.* Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari. Pembimbing: Drs. Saadillah, M. Pd.

Kata Kunci: Praktik mengajar, Tantangan Praktik Mengajar, Siswa-Guru, *Amaliyah Tadris, I'dad*, Rasa Gugup.

Penelitian ini mengkaji tantangan yang dihadapi oleh siswa kelas akhir sekolah menengah atas selama menjalani program *Amaliyah Tadris* di pondok pesantren, khususnya saat mengajar bahasa Inggris. Penelitian ini menggunakan pendekatan kualitatif dengan metode naratif, melibatkan delapan *student-teachers* dari Pondok Pesantren Putri Darul Hijrah. Data dikumpulkan melalui wawancara mendalam untuk memperoleh gambaran mengenai pengalaman mengajar, hambatan, serta strategi yang mereka terapkan. Hasil penelitian menunjukkan bahwa tantangan utama yang dihadapi oleh *student-teachers* meliputi rasa gugup, keterbatasan pengalaman mengajar, kesulitan dalam manajemen kelas, penyusunan *I'dad* (buku persiapan), serta rendahnya minat dan kemampuan siswa dalam bahasa Inggris, terutama dalam pelafalan dan penguasaan kosakata. Faktor eksternal seperti alokasi waktu yang terbatas dan kondisi kelas yang kurang kondusif juga menjadi kendala. Untuk mengatasi hambatan tersebut, para *student-teachers* menerapkan berbagai strategi, seperti latihan mandiri, penggunaan media visual dan ice breaking, metode komunikasi adaptif, serta dukungan dari guru pembimbing. Penelitian ini menekankan pentingnya bimbingan yang memadai, kesiapan mental, dan pelatihan pedagogis sebelum praktik mengajar. Temuan ini diharapkan dapat memberikan kontribusi dalam peningkatan program pelatihan guru, khususnya di lingkungan pendidikan pesantren, serta mendukung pengembangan profesional calon guru bahasa Inggris di masa depan.

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, 15 Dzulhijah 1446 A.H
June, 11th 2025 A.D

A handwritten signature in black ink, appearing to read 'Putriana Ayu Fatimah', with a long vertical line extending downwards from the end of the signature.

Putriana Ayu Fatimah

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