

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

After analyzing the results of interviews with three participants from the English education study program at Jambi University who joined the PLP MBKM program while in their fifth semester, it was found that there were various challenges and strategies they faced during the PLP MBKM period.

1. Several challenges pre-service teachers face during the PLP MBKM, including diverse student needs, effective classroom management, developing learning instruments, and over-workload. Managing the needs of students with various backgrounds and characters is a significant challenge, and creating an active and comfortable classroom environment requires effective classroom management skills. In addition, pre-teachers often face additional workloads outside their field of study.
2. Strategies used by students to overcome challenges during PLP MBKM include observing the different needs of students, establishing good communication between teachers and students, asking for guidance from mentoring teachers, effective time management, and always motivating students through rewards. These strategies emphasize the importance of empathy, effective communication, and positive reinforcement in creating a productive and supportive student learning environment.

The challenges and strategies faced by students during the PLP MBKM are diverse and interconnected. The difference between this and previous studies was that most previous studies analyzed or explored the experiences and challenges of regular PLP,

usually carried out in the seventh semester. In contrast, this study explored the MBKM PLP program, which was participated by students who were still in the fifth semester. Therefore, students who participated in MBKM PLP activities felt more significant challenges. By understanding and addressing these challenges, as well as implementing appropriate strategies, the MBKM program can contribute significantly to preparing graduates who are ready to enter the world of work. In addition, the active involvement of several parties such as educational institutions, teachers, students, and curriculum developers also determine the success of this program.

5.2 Suggestion

The experience of *Pengenalan Lapangan Perssekolahan* (PLP) MBKM program presents challenges and opportunities for teachers and students. However, these challenges can be overcome with the right strategies, resulting in a more effective teaching and learning environment. From the research results that have been found, the researcher provides suggestions for several parts.

1. For the teachers and educational institutions

Teachers and educational institutions must ensure that pre-service teachers have an effective teaching and learning experience. Educational institutions should actively support students during their PLP MBKM. Supervising teachers who are responsible for guiding students during PLP MBKM activities are also expected to carry out their responsibilities because students are also expected to learn something such as learning strategies, making learning instruments, and others while at school. Then, creating a positive and supportive work environment can increase pre-service teachers' enthusiasm and productivity, which will benefit student learning outcomes.

2. For future research

For the future researchers who were interested in conducting research on the challenges of PLP MBKM, researchers suggested choosing research subjects from a single educational level so that the research results obtained were more focused on that one level.

3. For curriculum developments

Curriculum developers should consider that the PLP MBKM program no longer includes students in the fifth semester doing PLP. It is better if students who are mentally prepared and have knowledge of teaching, such as seventh-semester students, do PLP so that the problems researchers have described in this study remain consistent. Curriculum developers should also evaluate the curriculum regularly and maintain its effectiveness and relevance in a changing world.