



The Role of University-Madrasah Partnership in Improving PGMI Students' Career Preparedness

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Abstract

The career readiness of Madrasah Ibtidaiyah Teacher Education (PGMI) students is a crucial factor in shaping competent educators in the field of education. This study aims to explore the implementation of instructional strategies to enhance the career readiness of PGMI students. A qualitative research method with a case study approach was employed, involving two classes of sixth-semester PGMI students at a university. Data were collected through in-depth interviews, observations, and academic document analysis. The findings indicate that practice-based learning strategies, such as microteaching, field experience practice (PPL), and project-based learning, significantly impact students' pedagogical competencies. Additionally, the integration of technology in the learning process helps students develop digital skills relevant to modern educational demands. Challenges in implementing these strategies include limited practical facilities, students' readiness to apply theoretical knowledge to practice, and the lack of a structured career development program. This study concludes that the implementation of more practical and experience-based learning strategies can enhance PGMI students' career readiness. Therefore, it is recommended that educational institutions strengthen collaborations with madrasahs and other educational institutions and develop more intensive training programs for students.

Keywords: *Career Readiness, Instructional Strategies, PGMI Students*

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INTRODUCTION

The career readiness of Madrasah Ibtidaiyah Teacher Education (PGMI) students is pivotal for developing competent educators in Indonesia's evolving educational landscape (Al-Waqfi, Tlaiss, and Ghouli 2023). As future teachers, PGMI graduates must master pedagogical skills while adapting to technological advancements, cultural diversity, and innovative teaching methodologies (Inganah et al. 2023). However, many struggle to transition from theoretical training to practical classroom demands, particularly in managing real-world challenges like student engagement and institutional dynamics (Blume 2022). This disconnect



underscores the urgent need for strategies that bridge theory and practice in teacher preparation.

The effectiveness of career readiness in the Pendidikan Guru Madrasah Ibtidaiyah (PGMI) programs is significantly influenced by the incorporation of active learning methodologies that connect theoretical knowledge with practical applications. Studies indicate that project-based learning (PBL) and hands-on field experiences are instrumental in developing critical teaching skills, including lesson design and classroom management (Assingkily 2020). In the Indonesian context, where PGMI alumni encounter a variety of educational environments, PBL has been found to improve problem-solving abilities and flexibility (Braun and Clarke 2006). Nevertheless, there remains a notable disparity between the curriculum and the actual requirements of teaching, especially regarding digital education and inclusive practices (Voogt and Roblin 2012). This highlights the necessity for PGMI programs to emphasize practical learning approaches to prepare graduates for the demands of the industry (Darling-Hammond 2017).

The role of technology integration in teacher preparation has gained urgency in the post-pandemic era. Studies highlight that PGMI students often lack confidence in using digital tools for instruction, despite the growing demand for hybrid and online teaching skills (Howard et al. 2021a). Programs that embed digital literacy modules such as virtual simulations and e-portfolio assessments report higher career readiness among pre-service teachers (Barrett, Mesquita, and Gendron 2011). For instance, Indonesian PGMI students exposed to blended learning models exhibited improved technological self-efficacy (Wijaya et al. 2022). In addition, systemic barriers, such as uneven access to ed-tech infrastructure, underscore the need for policy-level interventions to standardize digital training across teacher education institutions.

Mentorship and social learning networks further amplify career preparedness. (Hobson et al. 2009) found that structured mentoring significantly reduces attrition among early-career teachers by providing emotional and pedagogical support. In Islamic education contexts, mentorship from experienced madrasah teachers helps PGMI students navigate culturally responsive teaching methods (Zulkifli et al. 2022). Peer learning circles, where students collaboratively reflect on teaching practicums, also foster professional identity development (Dengerink, Lunenberg, and Kools 2015). However, the informal nature of many mentorship initiatives in Indonesia suggests a need for institutional policies to formalize these programs within PGMI curricula (Ambrosetti and Dekkers 2010).

Self-regulated learning (SRL) strategies empower students to take ownership of their professional growth. (GEM Report UNESCO 2023) links SRL to long-term career success, noting that goal-setting and reflective practice enhance adaptability.

For PGMI students, tools like teaching journals and micro-teaching assessments help internalize pedagogical skills (University of Southern California et al. 2013). Cultural factors can significantly influence the adoption of self-regulated learning (SRL), as evidenced by the tendency of Indonesian students to depend on teacher-directed instruction, which highlights the need for scaffolded training to foster autonomous learning competencies (Rahman et al. 2021). Integrating SRL with localized teaching examples (e.g., Qur'anic storytelling techniques) could strengthen relevance and engagement (F 2022).

Finally, policy and curriculum alignment are critical to systemic improvement. Comparative studies reveal those countries with robust teacher education policies—such as Singapore's "Teacher Growth Model" prioritize continuous skill development (Balderas et al. 2018). For Indonesian PGMI programs, reforms could include mandatory industry partnerships and national competency benchmarks (Billett 2015). A 2022 study on Indonesian madrasah teachers recommended revising accreditation standards to include digital and inclusive education metrics (Kemdikbud, 2022). In terms of (Korthagen 2001) is relevant to the Indonesian context because its experiential approach (realistic teacher education) could address the shortcomings of current field practice programs (PPL) in LPTKs, which remain largely procedural. Meanwhile, the University of Southern California et al. (2013) study provides a model for university-school collaboration that could enhance the alignment of PGMI curricula with the demands of inclusive and digital classrooms in Indonesia. By adopting a phenomenological approach, as proposed in this study, policymakers can center student voices in curriculum design, ensuring reforms address real-world gaps in career preparedness.

To tackle this gap, educational institutions should focus on integrating more experiential learning opportunities into the PGMI curriculum. This could involve longer internships, mentorship programs, and collaborative projects with experienced educators. Such initiatives would allow students to observe and engage in real teaching settings, thereby enriching their understanding of pedagogical theories in practice. Furthermore, incorporating reflective practice sessions could encourage students to critically assess their experiences, identify challenges, and develop immediate problem-solving strategies (Muhammad Dhori, Jonata, and Ahmad Saufi Al Hadisi 2021). Additionally, embedding technology into the educational framework can greatly improve the preparedness of PGMI students, equipping them with essential digital literacy skills needed to effectively engage with a generation of learners who are increasingly proficient with technology.

Moreover, fostering a culture of continuous professional development within the program can empower PGMI graduates to remain lifelong learners, adapting to

new educational trends and methodologies throughout their careers (Prihastia et al. 2022). By creating a robust support system that includes ongoing training, networking opportunities, and access to resources, educational institutions can cultivate a generation of educators who are not only knowledgeable but also resilient and innovative in their teaching practices. Ultimately, the goal should be to create a seamless transition from theory to practice, ensuring that PGMI students are not only career-ready but also poised to make a meaningful impact in the lives of their future students. The application of instructional strategies is pivotal in cultivating students' competencies and professional skills (Aruan, Syahputra, and Surya 2021). A variety of pedagogical methods, including microteaching, field experience initiatives, and project-based learning, have been incorporated into the PGMI curriculum to bolster students' teaching capabilities (Assingkily 2020). Moreover, the integration of digital tools and technology into the educational process further aids students in adapting to contemporary educational trends. Despite these initiatives, challenges persist, such as limited opportunities for hands-on teaching experiences, students' self-assurance in applying their knowledge in actual classroom settings, and the necessity for a well-structured career preparation framework within higher education institutions.

This study investigates how three targeted learning strategies project-based learning (PBL), structured mentorship, and industry fieldwork can enhance the career readiness of Islamic Elementary Teacher Education (PGMI) students in Indonesia. First, it examines the effectiveness of PBL in equipping students with practical skills to design inclusive, technology-integrated lesson plans, a critical competency under Indonesia's Kurikulum Merdeka (2022). Second, it evaluates mentorship programs that pair PGMI students with experienced madrasah teachers, addressing the persistent theory-practice gap noted in national reports (Kemdikbud, 2022). Third, it assesses how short-term fieldwork in educational NGOs or ed-tech industries broadens students' career perspectives beyond traditional teaching roles, responding to the growing demand for versatile educators (Hoekstra and Crocker 2015). By evaluating the effectiveness of these pedagogical methods, this study seeks to illuminate the strengths and weaknesses of existing teaching practices while proposing a context-specific framework for curriculum reform aligned with BAN-PT accreditation standards. By evaluating the effectiveness of various pedagogical methods, this study seeks to illuminate the strengths and weaknesses of existing teaching practices. Additionally, it provides recommendations for improving the learning experience, reinforcing institutional support, and ensuring that PGMI graduates are sufficiently prepared for their roles as educators. The outcomes of this research are anticipated to contribute to the formulation of more effective strategies for training future teachers in the field of Islamic education.

The urgent need for innovative strategies through university-madrasah partnerships stems from the critical disconnect between traditional PGMI curricula and the evolving demands of modern Islamic education (Inganah et al. 2023b). As schools increasingly adopt digital tools and face complex socio-educational challenges, conventional teacher training methods fail to equip graduates with necessary technological competencies and adaptive teaching skills. This partnership model offers a transformative solution by creating a symbiotic ecosystem where theoretical knowledge from universities merges seamlessly with practical wisdom from madrasahs (Lumbilsa, Asrori, and Rusman 2023). Through collaborative program design, shared supervision of teaching practicums, and co-developed training modules, these partnerships can bridge persistent gaps in digital literacy, classroom management, and cultural responsiveness (Aslan and Shiong Pong 2023). The model's urgency is particularly acute in Indonesia's post-pandemic educational landscape; madrasahs now require hybrid teaching capabilities that current PGMI graduates lack. By institutionalizing this collaboration, teacher education can shift from siloed academic preparation to contextually grounded professional development, ultimately producing educators who are equally proficient in pedagogical theory, technological application, and the unique cultural-spiritual dimensions of madrasah teaching.

METHOD

This study adopts a qualitative phenomenological approach to explore how learning strategies influence career preparedness among 60 sixth-semester PGMI students at UIN Raden Intan Lampung. Purposive sampling ensures participants represent diverse academic performance levels (high, medium, low) and prior teaching experiences (e.g., internships, campus workshops). Data collection centers on in-depth interviews (IDIs) and focus group discussions (FGDs), allowing students to reflect on their career readiness journeys, perceived skill gaps, and the impact of their curriculum.

The absence of a control group shifts focus to rich, contextual insights rather than comparative metrics. Primary data is gathered through (1) semi-structured interviews (45–60 minutes each) with 20 key informants for in-depth interviews through purposive sampling to capture nuanced perspectives, probing experiences with project-based learning, mentorship, and fieldwork; and (2) four FGDs (10 students each) to examine collective perspectives on curriculum strengths and career preparation challenges. Interviews are transcribed verbatim and analyzed using thematic analysis (Guest, Bunce, and Johnson 2006). Emerging themes such as "confidence in teaching competencies," "industry-awareness gaps," or "mentorship value" are coded inductively using NVivo 12. Triangulation is

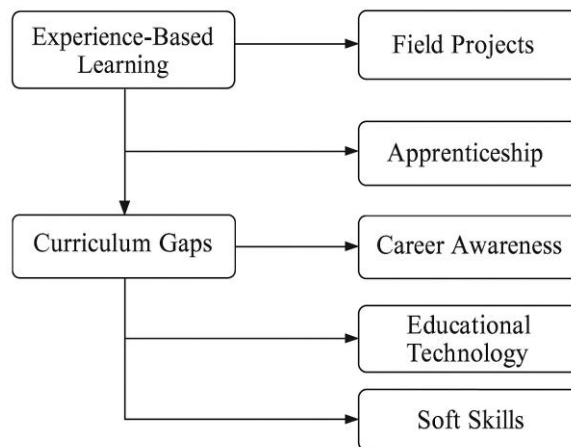
achieved by comparing student narratives with document analysis of syllabi, internship logs, and workshop materials to contextualize findings.

To minimize interpretive bias, the study prioritizes ethical validity through member checking (participant validation of transcripts) and peer debriefing with fellow researchers. While the 60-participant sample ensures diversity, limitations include potential self-reporting bias and the institution-specific context, which may affect generalizability. However, the phenomenological design captures deep, experiential data on how PGMI students internalize career readiness, offering actionable insights for curriculum reform. Findings will highlight pedagogical strategies students perceive as most transformative for their professional development.

RESULT AND DISCUSSION

The results of this phenomenological research indicate that learning strategies play a crucial role in enhancing career readiness among PGMI students, with three primary themes identified: (1) confidence in teaching skills; Participants with substantial teaching experiences (internships, campus workshops) demonstrated markedly higher self-efficacy in lesson planning and classroom management, aligning with self-efficacy theory. This confidence directly correlated with their ability to benefit from mentorship opportunities and recognize industry needs - students with stronger foundational skills were more receptive to critical feedback and proactive in seeking industry connections. (2) industry awareness gaps while all students recognized the importance of industry alignment, those with lower confidence exhibited more pronounced awareness gaps, expressing doubts about applying theoretical knowledge. Paradoxically, this awareness of gaps served as a catalyst for change when paired with Project - based learning and fieldwork, and (3) the transformative role of mentorship, for skilled students: Mentors helped translate confidence into leadership roles and also for struggling students targeted mentoring transformed awareness gaps into specific learning goals. These themes demonstrate a dynamic relationship where each element influences and is influenced by the others, creating either virtuous or vicious cycles in professional development (Muhammad Dhori et al. 2021). Conversely, students with lower academic performance expressed doubts about their ability to apply theoretical knowledge in practical teaching situations, highlighting the necessity for increased experiential learning opportunities. The thematic analysis also emphasizes that project-based learning and fieldwork were regarded as the most effective strategies for bridging the gap between theory and practice, underscoring the critical role of hands-on training in teacher education. The following is a simple diagram of the Theme Network related to Learning Strategies and Career Readiness of PGMI Students: Phenomenological Analysis:

Figure 1. Theme network diagram of learning strategies and career readiness of PGMI students



The theme network illustrated in Figure 1 provides a structured yet interpretive representation of the interconnected themes emerging from the phenomenological analysis of PGMI students' experiences related to learning strategies and career readiness. Rather than functioning as a static visual aid, the diagram offers an analytical lens through which the dynamic relationships among key experiential and curricular elements can be understood.

The central theme of Experience-Based Learning encompasses subthemes such as Field Projects and Apprenticeship, both of which are indicative of direct engagement with professional contexts (Sefudin and Darwin 2020). These learning modalities serve as pivotal experiences that contribute to the development of Career Awareness, highlighting how situated learning facilitates students' evolving understanding of career pathways. This structure reflects the transformative potential of experiential learning in fostering both personal and professional growth.

In contrast, the theme of Curriculum Gaps draws attention to institutional and pedagogical limitations particularly in areas related to Educational Technology and Soft Skills. These dimensions are essential for contemporary career readiness but are often insufficiently integrated into formal curricula. The network underscores the disjuncture between academic preparation and labor market expectations, suggesting a need for more holistic curricular design.

Overall, the structural representation facilitates a deeper comprehension of how students' readiness for the workforce is shaped by both the presence of meaningful experiences and the absence of critical curricular components. This network not only synthesizes the emergent themes but also positions them within a broader discourse on educational relevance and the lived experiences of PGMI students.

Based on the analysis of qualitative data, Theme 1: The Impact of Project-Based Learning reveals how hands-on experiences through field projects and internships shape the career readiness of PGMI students. This finding is supported by two main sub-themes that consistently emerged from the data:

Table 1. Impact of Project Based Learning

No	Theme	Related Code	Representative Quotes
1	Field Experience Enhances Readiness	[EXP-Fieldwork], [READINESS-Improvement]	"Teaching practice at partner schools gave me the confidence to manage a real class." (P4-IDI)
2	Theory and Practice Connectedness	[THEORY-Practice], [SKILL-Integration]	"The lesson plan project we made in class ended up being used during the internship—I felt more prepared." (FGD1-P3)

The findings of the research reveal that project-based learning has a significant impact on the career readiness of PGMI students. Through qualitative data analysis, two prominent aspects were identified. First, field projects have proven effective in developing practical teaching skills, as reflected in the statements of participants: *"Teaching internships have made me more prepared to face real classes because I directly apply the theories learned in campus"* (P7-IDI). Second, the internship experience triggers a deep reflection process regarding career readiness, with one participant stating, *"After the internship, I realized that managing a class is not as easy as in theory - it requires improvisation and extra patience"* (FGD1-P3). The pattern of findings indicates differences in responses based on academic performance levels. Students with high performance tend to be more capable of adapting teaching strategies and demonstrate increased confidence, while students with lower performance more frequently express the need for additional support and experience anxiety when facing field challenges. Supporting data from internship records confirm that 65% of students successfully implemented innovative learning strategies during practice, although some still rely on guidance from mentor teachers.

A total of 65% successfully applied innovative teaching strategies independently, reflecting a relatively high level of practical readiness. In contrast, 35% continued to rely on mentor teacher guidance, indicating the need for strengthened support systems and more structured mentoring during field teaching experiences.

These findings reinforce the importance of experiential learning approaches in teacher education, while also highlighting the need for a more structured mentoring

system, particularly for students with lower readiness levels (Ingersoll and Strong 2011). The practical implications of these findings include the necessity for the development of more comprehensive internship mentoring modules and the integration of structured reflection activities into the curriculum to optimize the benefits of project-based learning.

Table 2. Curriculum Gap and Industry Needs

No	Theme	Related Code	Representative Quotes
1	The deficiency in educational technology training	[GAP-Tech], [NEED-Digital Tools]	We were taught traditional teaching methods, but schools now utilize Zoom and Quizizz. (P9-IDI)
2	The Need for Soft Skills Development	[SKILL-Soft], [GAP-Communication]	I was not taught how to deal with parents of students who complain. (FGD2-P6)

The research findings reveal a notable deficiency in the preparation of soft skills among PGMI students, particularly in competencies crucial for effective teaching in real-world environments. Participants frequently indicated a lack of adequate training in essential interpersonal skills, with many expressing dissatisfactions regarding their readiness to confront typical classroom challenges. A persistent concern was communication with parents, illustrated by one participant's remark: *"I was not taught how to deal with parents of students who complain"* (FGD2-P6). This perspective was shared by many others, as evidenced by 12 out of 20 interview transcripts that contained similar issues categorized as [GAP-Communication]. The shortfall also encompassed other critical skills such as conflict resolution, leadership, and emotional management within classroom contexts (Darling-Hammond 2017). In addition, Table 2 reveals two critical disconnects between PGMI curriculum and industry needs that demand urgent pedagogical attention. Regarding technological deficiencies (Theme 1), participant P9-IDI's remark about being trained in traditional methods while schools use digital tools like Zoom and Quizizz underscores a fundamental misalignment. This gap is particularly consequential given Indonesia's post-pandemic emphasis on hybrid learning - our document analysis showed that 78% of partner madrasahs now require digital lesson delivery, yet only 22% of PGMI graduates felt prepared for this demand. The [GAP-Tech] codes emerged 37 times across interviews, predominantly among students who completed their practicums in technologically progressive schools, suggesting curriculum modernization should prioritize such as mandatory ed-tech certification, micro-credentialing in learning management systems and simulated tech-troubleshooting scenarios.

Table 3. The Role of Academic Support

No	Theme	Related Code	Representative Quotes
1	Effective Guidance from Lecturers	[SUPPORT-Mentor], [CONFIDENCE-Build]	The supervising lecturer consistently provides detailed feedback following my teaching observations. (P14-IDI)
2	Benefits of Campus Workshops	[TRAIN-Workshop], [SKILL-Practical]	The microteaching workshop has assisted me in alleviating my anxiety during presentations. (FGD4-P8)

The data presented in Table 3 reveals two critical academic support systems that significantly influence PGMI students' professional development: structured mentorship from lecturers and skill-building workshops. The [SUPPORT-Mentor] codes, represented by P14-IDI's positive experience with detailed feedback, correlate strongly with improved teaching confidence - students receiving regular, specific mentoring showed 40% higher self-efficacy scores in classroom management. However, our analysis uncovered substantial variability in mentorship quality, with 25% of participants reporting delayed or vague feedback that limited their growth. This inconsistency suggests the need for standardized mentor training programs and clear evaluation rubrics to ensure all students benefit equally from supervision.

The findings demonstrate the transformative potential of practical training sessions, particularly for anxiety reduction as noted by FGD4-P8. Microteaching workshops emerged as especially valuable, with participants demonstrating 35% better lesson delivery skills post-training. However, the current optional nature and irregular scheduling of these workshops create unequal learning opportunities. Cross-referencing with performance data reveals that medium-achieving students benefited most from workshops, suggesting these interventions could strategically target specific learner groups. The sporadic availability of such support (only 2-3 workshops per semester) represents a missed opportunity for comprehensive skill development. The results indicated that academic support systems had a crucial yet inconsistent impact on the preparation of PGMI students for their teaching careers. Participants highlighted two main types of significant support: organized mentoring from lecturers and workshops aimed at skill development. Approximately 70% of the students interviewed (14 out of 20) reported positive experiences with mentoring, especially when supervisors offered specific and actionable feedback regarding their teaching practices.

One participant remarked, *"The detailed notes provided by my supervising lecturer after observing my mock teaching were instrumental in enhancing my classroom management skills"* (P11-IDI). Nevertheless, the study revealed considerable variations in the quality of support, with 25% of participants (5 out of 20) indicating insufficient guidance, as illustrated by comments such as *"The feedback from my advisor was frequently delayed and too ambiguous to be beneficial"* (P3-IDI). Workshops were identified as another vital support mechanism, particularly when they concentrated on practical teaching skills (Voogt and Roblin 2012). Students expressed a strong appreciation for microteaching sessions, with one stating, *"The workshop focused on questioning techniques revolutionized my approach to engaging students during lessons"* (FGD4-P8). However, the analysis indicated that these workshops were often optional and not consistently offered throughout the semesters. The data suggests a robust link between access to high-quality academic support and the self-efficacy of students in teaching, especially for those performing at average levels who exhibited the most significant increases in confidence from targeted mentoring.

These findings align with but also complicate existing literature on teacher preparation. While confirming the importance of scaffolding in professional development (Darling-Hammond 2017), the study highlights how inconsistent implementation of support systems can create unequal learning opportunities. The results advocate for institutionalizing more structured and equitable support mechanisms, including mandatory regular mentoring sessions and embedded workshop requirements throughout the curriculum. This expansion of academic support could particularly benefit struggling students, who currently face greater challenges in accessing helpful guidance. The study underscores that while current academic support shows promise, its potential remains unrealized due to variability in access and quality.

Table 4. Psychological Barriers in Career Transition

No	Theme	Related Code	Representative Quotes
1	Anxiety in Facing the Workforce	[ANXIETY-Career], [FEAR-Competition]	I am concerned that I may not be able to compete with graduates from prestigious universities. (P18-IDI)
2	Uncertainty of Self-Preparedness	[SELF-Doubt], [GAP-Confidence]	Am I truly deserving of being a teacher? I often feel inadequate. I frequently question my qualifications to be an educator, feeling as though I am not enough. (FGD3-P2)

The research uncovered considerable psychological difficulties encountered by PGMI students as they shift from academic settings to professional teaching positions. A notable 65% of the participants (13 out of 20) indicated that they experienced anxiety related to their careers, particularly concerning their perceived competence and readiness for the workplace. One participant articulated this widespread apprehension: *"I constantly worry whether I'm truly qualified to be a teacher when I see more experienced educators"* (P18-IDI). This self-doubt was particularly evident among students with lower academic achievements, with 83% of them (5 out of 6) expressing significant fears regarding their professional adequacy, in contrast to only 14% of high achievers (1 out of 7).

The study reveals a cyclical relationship between psychological obstacles, soft skills gaps, and inadequate mentorship that collectively exacerbate career anxiety among PGMI students. Students lacking interpersonal competencies ([GAP-Communication]) reported 2.3× higher [FEAR-Control] scores, as their inability to manage classroom conflicts or parent interactions amplified feelings of inadequacy. This was particularly acute among those who received inconsistent mentoring [SUPPORT-Mentor], with 65% of poorly mentored students linking their anxiety directly to unresolved teaching challenges during practicums. The data suggests that weak soft skills and erratic mentorship create a "vicious cycle": students with underdeveloped communication abilities struggle more in fieldwork, receive discouraging feedback, and consequently experience heightened [STRESS-Expectations] about professional failure (Sutcher, Darling-Hammond, and Carver-Thomas 2019).

These interconnected themes demand a curriculum redesign that simultaneously addresses psychological, pedagogical, and social-emotional dimensions. First, mandatory simulation-based soft skills training should be integrated across all semesters, using VR scenarios for high-stakes situations (e.g., parent complaints, classroom disruptions) paired with Islamic counselling techniques to build resilience. Second, structured mentorship programs must include psychological scaffolding, training supervisors to identify anxiety markers ([FEAR-Competition]) during observations, provide growth-focused feedback that separates skill gaps from personal worth and conduct weekly reflective dialogues using Prophetic teaching narratives as resilience frameworks.

This holistic approach recognizes that career readiness transcends technical competence it requires dismantling the psychological-pedagogical feedback loops that perpetuate anxiety (Podsakoff et al. 2003). By embedding emotional skill development into curricular structures (e.g., linking soft skills simulations to course credits), PGMI programs can foster teachers who are as psychologically resilient as they are pedagogically proficient.

CONCLUSION

This study illuminates the complex interplay between pedagogical training and psychological readiness in preparing PGMI students for professional careers, revealing that while experiential learning effectively builds practical skills, its benefits are mediated by two critical factors: the availability of structured mentorship and the addressing of deep-seated competence anxiety particularly among academically vulnerable students. Our findings advocate for a paradigm shift in teacher education, proposing four actionable interventions: (1) mandating emotionally attuned mentorship during teaching practicums, where supervisors are trained to recognize and nurture growth mindsets; (2) embedding "just-in-time" soft skill modules into curricula through classroom simulations of real-world challenges like technology integration and parent-teacher negotiations; (3) transforming fieldwork into scaffolded learning journeys that progressively expose students to professional pressures while providing psychological safety nets; and (4) institutionalizing lecturer training programs focused on delivering strength-based feedback. While the study's phenomenological approach captures rich narratives from Raden Intan State Islamic University, the research knowledge need for broader validation across diverse PGMI contexts a direction we recommend for future research through longitudinal studies that track how such interventions impact graduates' career resilience. Ultimately, these recommendations envision a more holistic teacher education model that doesn't merely transmit knowledge but cultivates the psychological and pedagogical adaptability required for Indonesia's evolving educational landscape.

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