

ABSTRACT

Dennaya, Irene Anggita. (2020). *Emotions and coping strategies during the teaching practicum: A case study of novice and experienced teachers*. Yogyakarta: English Education Master's Program, Faculty of Teachers Training and Education, Sanata Dharma University.

Teaching is a profession which requires teachers to engage in emotional labor. How teachers manage their emotions is likely to make them remain committed and able to teach at their best. While facing tensions or vulnerability, teachers must have strategic plans on how to overcome them and how they maintain their professional identity.

This research aimed to scrutinize how novice teachers, in comparison to experienced teachers, managed their emotions and how they employed such coping strategies in dealing with their emotions. The formulated problems were (1) To what extent did novice and experienced teachers manage their emotions during teaching practicum for undergraduate students? and (2) How did experienced teachers employ coping strategies in comparison to novice teachers?

The researcher applied a qualitative approach in this study. A case study was employed in order to learn more about the research problems. The data were collected through open-ended questionnaires, teacher's journals and in-depth interviews. The data analysis was done through five stages starting from doing multiple readings into conducting research write-up. The supporting theory used to explore how novice and experienced teachers managed their emotions was proposed by Gross (1998). Meanwhile, the theory used to investigate novice and experienced teachers' coping strategies was the theory proposed by Lazarus and Folkman (1980).

The results of this research showed that in regulating their emotions, novice and experienced teachers were found to have different (1) emotions on the first and second teaching practices, (2) ways in regulating emotions, (3) capacity in emotional regulation, and (4) responsive or preventative strategies in emotional regulation. Furthermore, novice and experienced teachers were evident to share different coping strategies namely (1) Self-Blame, (2) Emotional Support, (3) Self-Distraction, (4) Behavioral Disengagement, and (5) Religion.

Considering that there were still gaps between novice and experienced teachers in regulating emotions and employing coping strategies during teaching practicum, it suggested for the English Education Master Program in particular lecturers of the study program to pay attention to the differences and address the needs of teaching practices for all students to reduce the gaps.

Keywords: *emotions, coping strategies, novice teachers, experienced teachers.*

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Mengajar adalah sebuah profesi yang menuntut guru untuk terlibat dalam kerja emosional. Bagaimana guru mengelola emosi mereka akan membuat mereka tetap berkomitmen dan mampu mengajar dengan sebaik-baiknya. Saat menghadapi ketegangan atau kerentanan, guru harus memiliki rencana strategis tentang cara mengatasinya dan bagaimana mereka mempertahankan identitas profesionalnya.

Penelitian ini bertujuan untuk meneliti bagaimana guru pemula dibandingkan dengan guru berpengalaman mengelola emosi mereka dan bagaimana mereka menggunakan strategi dalam menangani emosi mereka. Rumusan masalah adalah

(1) Sejauh mana guru pemula dan guru berpengalaman mengelola emosi mereka dalam melakukan praktikum mengajar bagi mahasiswa S1? dan (2) Bagaimana guru berpengalaman menggunakan strategi dibandingkan dengan guru pemula?

Peneliti menerapkan pendekatan kualitatif dalam penelitian ini. Studi kasus digunakan untuk mempelajari lebih lanjut tentang masalah penelitian. Data dikumpulkan melalui kuesioner terbuka, jurnal guru dan wawancara mendalam. Analisis data dilakukan melalui lima tahap yang dimulai dari melakukan beberapa bacaan hingga melakukan penulisan penelitian. Teori pendukung yang digunakan untuk mengeksplorasi sejauh mana pemula dibandingkan dengan guru berpengalaman berhasil mengelola emosinya dikemukakan oleh Gross (1998). Sedangkan teori yang digunakan untuk mengkaji strategi pemula dibandingkan dengan guru berpengalaman adalah teori yang dikemukakan oleh Lazarus dan Folkman (1980).

Hasil penelitian ini menunjukkan bahwa dalam mengatur emosinya, guru pemula dan guru berpengalaman ditemukan memiliki perbedaan (1) emosi pada praktik pengajaran pertama dan kedua, (2) cara dalam mengatur emosi, (3) kapasitas dalam pengaturan emosi, dan (4) strategi responsif atau preventif dalam regulasi emosi. Selanjutnya, guru pemula dan berpengalaman terbukti memiliki strategi koping yang berbeda yaitu (1) Menyalahkan Diri Sendiri, (2) Dukungan Emosional, (3) Gangguan Diri, (4) Pelepasan Perilaku, dan (5) Agama.

Mengingat masih adanya kesenjangan antara guru pemula dan guru berpengalaman dalam mengatur emosi dan menerapkan strategi selama praktikum mengajar, maka disarankan kepada Program Magister Pendidikan Bahasa Inggris khususnya dosen program studi untuk memperhatikan perbedaan dan menjawab kebutuhan praktik mengajar. untuk semua siswa.

Kata kunci: *emosi, strategi koping, guru pemula, guru berpengalaman.*