

ABSTRACT

Noveintine, Dhanesvar Karel. (2023). *From Hybrid to The Real Classroom Teaching Practicum: Pre-Service ELESP Teachers' Emotional States*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Due to COVID-19 pandemic, learning and teaching activities were conducted hybrid in January 2022. It was changed back to fully offline in July 2022. Accordingly, ELESP students who had experienced hybrid Micro-teaching Practicum had to work in the real classroom in Introduction to School Setting: Instructional Practice. The shift from hybrid to fully offline teaching practicum in the real classroom was likely to generate certain emotional pressure. So, students need to release the emotional states perceived during both teaching practicums with various improvement coping strategies.

This research was conducted to answer two research questions; (1) Did pre-service ELESP teachers perceive different emotional states level during hybrid to fully offline teaching practicum? (2) Did pre-service ELESP teachers show improvement strategies in dealing with the emotional states during hybrid to fully offline teaching practicum?

Using the mixed-method, the data were obtained from survey and in-depth interviews. 33 ELESP students in batch 2019 filled out the questionnaire with six chosen students as interviewed respondents.

Students responded positively (69.6% to 73.4%) through the emotional states tested, showing they could overcome it during both teaching practicums. However, the ANOVA results show no significant emotional states perceived distinction ($p > 0.05$) between both teaching practicum experiences. The qualitative results show different depictions that students perceived emotional states during both teaching practicum. To release those perceived emotional states and enhance teaching performance, students agreed to implement various improvement coping strategies.

Keywords: Emotional States, Improvement Coping Strategies, Teaching Practicum

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Pada pandemi COVID-19, kegiatan belajar mengajar dilakukan secara hybrid pada Januari 2022. Situasi ini kembali berganti secara penuh menjadi tatap muka pada Juli 2022. Oleh karena itu, mahasiswa PBI yang telah menjalankan Praktikum pembelajaran mikro secara campuran wajib mengajar di kelas sebenarnya dalam Pengenalan Lapangan Persekolahan (PLP). Pergantian praktik pengajaran dari hybrid menjadi tatap muka secara penuh di kelas menumbuhkan berbagai tekanan emosi. Sehingga, mahasiswa perlu mengurangi tekanan emosi yang dirasakan tersebut selama melaksanakan kedua praktikum pengajaran dengan berbagai strategi peningkatan coping.

Penelitian ini dilakukan untuk menjawab dua rumusan masalah; (1) Apakah guru pra-jabatan PBI merasakan perbedaan level keadaan emosi selama praktikum pengajaran hybrid ke luring penuh? (2) Apakah guru pra-jabatan PBI menunjukkan strategi peningkatan dalam menghadapi keadaan emosi selama praktikum pengajaran hybrid ke luring penuh?

Menggunakan metode campuran, data didapatkan dari survei dan wawancara yang mendalam. Terdapat 33 mahasiswa PBI Angkatan 2019 yang mengisi kuisisioner tersebut dengan enam mahasiswa terpilih sebagai responden untuk diwawancarai.

Mahasiswa merespon positif (69.6% to 73.4%) pada keadaan emosi yang diuji yang menunjukkan bahwa mereka dapat mengatasinya selama kedua kegiatan praktikum mengajar. Namun, hasil ANOVA menunjukkan tidak ada perbedaan kondisi emosional yang signifikan ($p > 0.05$) antara kedua praktik pembelajaran. Hasil kualitatif menunjukkan gambaran yang berbeda tentang kondisi emosional yang dirasakan oleh mahasiswa selama kedua praktikum pembelajaran. Untuk mengurangi keadaan emosi yang dirasakan dan meningkatkan performa mengajar, mahasiswa setuju untuk menerapkan berbagai strategi peningkatan coping.

Kata kunci: Emotional States, Improvement Coping Strategies, Teaching Practicum

