



The Development of Pre-service Teacher Resilience during Internship Programs in an Indonesian Private University

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Abstract

Teacher resilience refers to the ability of teachers to adapt to challenges and overcome difficulties in their professional lives. The debates in literatures have centred around the ideas that resilience is not a static characteristic, but rather a fluid and evolving characteristic that can be cultivated and reinforced through a period of time. Pre-service teachers, especially those engaging in school-based practicums as part of their teacher education, should put significant thought into the identities they cultivate as future educators. This study aims to compare pre-service teachers' resilience during first and second of their internship at school. The research question deriving from this aim is as follows, "What are the students' comparative perceptions of their resilience during first and second phase of their internship? A questionnaire was employed to gather the data needed for the research. The findings show that second phase internship students have greater teacher resilience than the first phase internship students. The differences seen can be linked to a range of reasons, including disparate encounters during the teaching practicum, self-efficacy, social support, and the ability to interpret challenges as prospects for growth. Moreover, it has been found that external factors, such as parental expectations and financial considerations, have a significant impact on the development of teacher identity and passion for the teaching profession.

Keywords: *Teacher Resilience; Teaching Practicum; Pre-Service Teachers; Teacher Identity*

Introduction

Teacher educators and academics have shown considerable interest in the idea of professional identity. The importance of a teacher's sense of self as an educator has been well recognized. As teachers' identities (including their views, values, and attitudes) impact their classroom practices and relationships with students, it is essential to learn about and investigate teachers' backgrounds and perspectives. A solid professional identity has been shown to improve both teachers' mental health (Castro et al., 2022) and their performance in the classroom. Teachers' self-assurance in their career choices and their dedication to teaching might benefit from the cultivation of a strong professional identity.

Developing a sense of one's own professional identity as a teacher is an ongoing and intricate process that is especially important for preservice teachers. Several studies have been conducted on pre-service teachers, in-service teachers, and novice teachers, as shown by the works of Goktepe and Kunt (2021), Meschede et al. (2017), and Moorhouse and Harfitt (2021). That research indicates that individuals who are in the process of becoming teachers, those who are currently teaching, and those who are new to the profession develop their professional identities as educators throughout their educational journey. The process of developing a teacher identity among preservice teachers may be broken down into three stages. Student teachers may have idealized notions about teaching and learning when they are in the pre-service stage of their training, but these beliefs may be put to the test when they encounter the realities of the classroom during the early stages of their practical experience. At the early career stage, student teachers begin to acquire a more nuanced knowledge of their job as instructors, and during this time, they also begin to establish an identity that is more integrated with both their personal and professional life.

The formation of a student teacher's teacher identity is a dynamic and intricate process that is susceptible to influence from a wide variety of variables, one of which is the teacher education program they are enrolled in. Soleas and Hong (2020) stated that the formation of pre-service teachers' perspective and motivation is predominantly influenced by their in-class experiences and practicum. The practicum is considered the essential experience in pre-service teacher training. Quite a few pre-service teachers demonstrated an intense desire towards pursuing a career in teaching upon the completion of their teaching practicum (Jin et al., 2020). The planning and execution of these programs have the potential to play an important part in the facilitation of the formation of a sense of "teacher identity" among student teachers. Effective programs for the education of teachers should provide student teachers with opportunities to reflect on the beliefs and values they hold regarding teaching, as well as provide student teachers with practical experience in the classroom and encourage continuous professional growth to support their ongoing identity development as teachers.

There are challenges that aspiring teachers must overcome. Pre-service teachers face several challenges, including anxiety, depression, and impulsive actions (Kerr et al., 2017), difficulty with lesson planning, classroom management, and self-confidence (Elias,

2018) and issues with administration and classroom discipline (Özdaş, 2018). Krisdianata and Mbato (2022) found that pre-service teachers encountered challenging circumstances but demonstrated remarkable resilience. These factors, namely perseverance, reflective capacity, adaptive help-seeking, responses to negative affect, and emotional regulation, exerted a significant influence on their resilience. According to Liu et al. (2020), personal characteristics, such as self-efficacy, optimism, and a growth mindset, as well as the quality of the internship program itself, including the level of support provided by cooperating teachers and university supervisors can also impact pre-service teacher resilience during the internship program. Drew and Sosnowski (2019) stated that Teachers who exhibit resilience have the ability to establish strong connections within their school communities, enabling them to effectively navigate challenges and embrace ambiguity. They are adept at transforming negative experiences into valuable learning opportunities and rely on their relationships with colleagues, students, and school leaders to persevere through difficult situations.

At Sanata Dharma University, the English Language Education study program offers opportunities for students to prepare for careers as teachers and practice their teaching skills. Therefore, the study program provides two phases of practicum programs which are Internship Program - School Environment and Internship Program - Teaching Practice. During the first phase of internship, the students are required to observe the school, the organizational structure and governance of the school, school rules and regulations, routine curricular, co-curricular, and extra-curricular activities as well as positive habituation practices in school. Meanwhile, during the second phase of internship, the students are given the opportunity to learn how to do administrative tasks and teach in the classroom.

In Indonesia, the teaching practicum is a compulsory subject for the students. However, there has been little research on the development of pre-service resilience during first and second phase of internship at school. The objective of this study is to compare the pre-service teachers' resilience throughout the first and second phase of internship. The researchers developed the following research questions: What are the students' comparative perceptions of their resilience during first and second phase of internship?

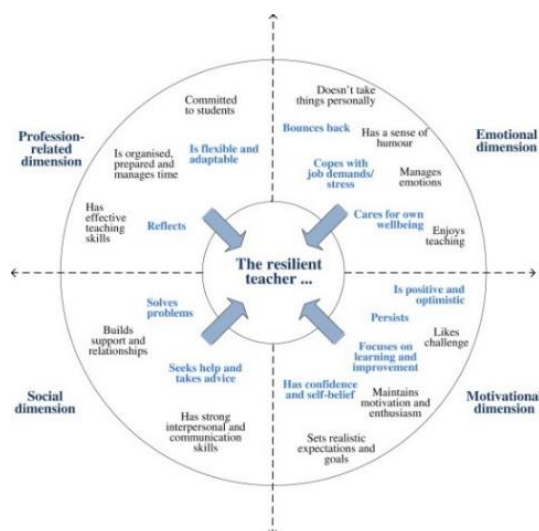
Literature Review

Resilience has been identified as a key factor in someone's success and well-being. Experts define resilience as the capacity to rebound from negative experiences or circumstances (Gu, 2018). Resilience refers to the ability to return to a previous state following a typical setback (Amin et al., 2022). Furthermore, Day (2018) posited that resilience can be conceptualized as an individual's capacity to rebound from adverse experiences or destructive actions that have resulted in both physical and mental suffering. Ainsworth and Oldfield (2019) also stated that the term resilience is a complex notion and not a simple personal characteristic.

In this research, the researchers used the theory of teacher resilience from Mansfield et al. (2012). In the theory, Mansfield et al. (2012) proposed that teacher

resilience encompasses four distinct aspects. These dimensions include the profession-related dimension, emotional dimension, motivational dimension, and social dimension. The ability to sustain professional efficacy and satisfaction despite the presence of work-related pressures is an example of a profession-related dimension. Those who are professionally resilient can handle stress well, keep their focus on the task at hand, and grow professionally even when they face challenges. Emotional dimension involves self-control and resilience in the face of hardship. Motivational dimension involves the capacity to persevere and maintain motivation despite obstacles and setbacks. It's intrinsically linked to the idea of doing something for the purpose of doing so, rather than in exchange for praise or punishment. Social dimension involves the ability to build and sustain positive relationships with others. Socially resilient people have robust social support networks that enable them to manage stress and overcome hardship.

Figure 1. Teacher Resilience Framework



(Mansfield et al., 2012)

During teaching practicum, pre-service teachers gain new knowledge and experience in teaching by observing the classroom, creating materials for the students, practicing teaching in the class, and overcoming the constrained school culture. However, pre-service teachers also experienced obstacles and problems. According to Krisdianata & Mbato (2022), some pre-service teachers felt anxious and stresses during teaching practicum. Resilience is one of the ways to help pre-service teachers overcome difficulties and obstacles they might encounter in teaching practicum. According to Mansfield et al. (2012), teachers who demonstrate resilience are more inclined to hold a strong sense of self-efficacy, successfully regulate their emotions, cultivate healthy relationships with both students and colleagues, and prioritize activities related to self-growth. Furthermore, teachers who possess a distinct understanding of their mission and the significance of their work are more competent at effectively navigating the challenges posed by the teaching profession and preserving their overall well-being. Moreover, educators who possess a

strong sense of self-identity are inclined to actively pursue assistance from their peers and partake in self-care routines, hence enhancing their resilience.

Method

The purpose of this research is to learn more about how students develop their resilience during their experience in teaching practicum as pre-service teachers. The researchers employed a quantitative approach to this study. Ary et al. (2010) state that questionnaires, tests, observation checklists, and scales are all examples of measurement instruments used in quantitative research. A questionnaire was used by the researchers as the data collection instrument. The researchers adapted the resilience scale developed by Cassidy (2016) and Krisdianata and Mbato (2022). In order to gain more data, the researchers also did some interviews with selected participants. The researchers gathered the data in May 2023. The researchers collected the data from two batches of undergraduate students at Sanata Dharma University which consists of sixty students majoring in English Language Education Study Program. Using purposive sampling, sixty undergraduate students enrolled in English Language Education Study Program at Sanata Dharma University, Yogyakarta, Indonesia, participated in the study. There were two groups of participants which were thirty students from batch 2019 and thirty students from batch 2021. The participants were required to fill out the resilience scale in order to help the researchers to collect the data needed for the study. After distributing the questionnaire, the researchers chose randomly two participants from each quartile to be interviewed in order to gain deeper data collection in focus group discussion.

The questionnaire consists of twenty items which covered aspects of perseverance (5 items), reflecting and adaptive help-seeking (5 items), negative affect and emotional response (5 items), and teacher identity (5 items). The items are in the form of a 5-point Likert-scale ranging from (1) strongly disagree to (5) strongly agree. The researchers distributed consent forms before distributing the questionnaire to the participants for ethical measurement. The sample for this study consists of sixty students enrolled in the English Language Education Study Program at Sanata Dharma University, and the data was collected from two groups of undergraduates. After distributing the questionnaire, the researchers selected two respondents at random from each quartile for an in-depth interview. The data is described and analyzed by the researchers using SPSS. There are twenty statements in the questionnaire. The participants must mark each statement box to show their responses. Each response had different points: “strongly disagree” has one point, “disagree” has two points, “neutral” has three points, “agree” has four points, and “strongly disagree” has five points.

Table 1 Mean Range for Resilience

MEAN SCORE	INTERPRETATION
3.68 – 5.00	A high degree of resilience
2.34 – 3.67	A moderate degree of resilience
1.00 – 2.33	A low degree of resilience

The researchers analyzed the data using descriptive statistics. The researchers compared the mean scores between first and second phase internship students. Mbato and Triprihatmini's (2022) mean category was used to interpret the mean whether the students had high, moderate, or low teacher resilience. In addition to using average mean scores and standard deviation calculations, the analysis employed percentages and frequency counts. Furthermore, the data is presented in visual representations such as charts, graphs, and tables to facilitate reading and understanding.

Result and Discussion

The researchers distributed the questionnaire to two batches of English Language Education undergraduate students. There were sixty participants involved in this study which included thirty first phase internship students and thirty second phase internship students. After the researchers collected the data, normality test was applied to determine whether or not the data were normally distributed.

Table 2 Normality Test

One-Sample Kolmogorov-Smirnov Test			
N		LS	PP
		30	30
Normal Parameters^{a,b}	Mean	63.00	71.43
	Std. Deviation	10.998	10.862
Most Extreme Differences	Absolute	.100	.108
	Positive	.100	.104
	Negative	-.075	-.108
Test Statistic		.100	.108
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.200 ^{c,d}

The researchers used SPSS to calculate the normality test. According to the Kolmogorov-Smirnov test, if $p > 0.05$, then the data is normally distributed. Based on the result of the normality test, the result shows that the significance value is 0.200. Therefore, it can be concluded that the data were normally distributed.

The table below was the result of the close-ended questionnaire. The researchers analyzed the data using SPSS by comparing the mean score of each theme.

Table 3 Data Results

Themes	Mean	
	1st Phase	2nd Phase
Perseverance	3.29	3.55
Reflection and adaptive help- seeking	3.21	3.59
Negative affect and emotional response	3.15	3.66
Teacher identity	2.95	3.46

Average	3.15	3.57
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Based on the results of the data shown on table 3, it can be seen that second phase internship students had greater resilience than first phase internship students with a total mean score $x = 3.57$. Moreover, the researchers also analyzed the data gathered from the questionnaire and interview based on the four themes namely perseverance, reflection and adaptive help- seeking, negative affect and emotional response, and teacher identity.

Table 4 Perseverance

No.	Statements	Mean	
		1 st Phase	2 nd Phase
1	I would exert greater effort in my academic pursuits.	3.30	3.63
2	I would utilize the feedback provided in order to enhance the quality of my work.	3.13	3.57
3	I am considering altering my career path.	3.57	3.37
4	I would view this circumstance as a challenge.	3.10	3.67
5	I would make every effort to cease thinking negatively.	3.37	3.53
Average		3.29	3.55

Resilience can be effectively developed by establishing supportive social connections, attending mentorship, enhancing self-efficacy and engaging in coping mechanisms strategies. By building resilience, pre-service teachers may equip the necessary skills to effectively overcome challenges and thrive in their teaching journey. From table 4 above, it is shown that compared to first phase internship students, second phase internship students had greater perseverance. Based on the 5 items of perseverance, most of first phase internship students agreed that they would change their career plans ($x = 3.57$). Furthermore, most of second phase internship students admitted that they saw the situation they faced during their teaching practicum as a challenge ($x = 3.67$). In order to gain more data, the researchers did an interview with some of the students. In terms of perseverance, the pre-service teachers who had the first phase internship and second phase internship at school perceived diverse experiences. Student 1 from the first phase internship said,

“I did not really experience difficulties because what I mostly did was observing the teacher, classroom, and the school culture.”

However, Student 5 from the second phase internship experienced different situation. She faced more challenging experiences. She highlighted,

“There were times where I felt like I wanted to quit because I felt like was not ready to teach the students.”

Student 5 from the second phase internship said she did not feel ready and that she

wanted to give up. According to Day (2018), resilience is a dynamic attribute that can be cultivated and strengthened through various factors and processes. As pre-service teachers, self-efficacy is one of the most important aspects in the development of teacher resilience. Bandura (1986) believed that self-efficacy is a critical element that influences teacher's motivation, behaviour, and resilience. Student 5 from the second phase internship's perception that she is inadequate may be attributable to a perceived lack of self-efficacy, which may have an effect on her resilience.

Table 5 Reflection and adaptive help- seeking

No.	Statements	Mean	
		1 st Phase	2 nd Phase
6	Considering my assets and weaknesses improves my academic performance.	3.17	3.53
7	Seeking support from family and friends when facing academic difficulties.	3.20	3.23
8	Monitoring and evaluating the school's accomplishments and efforts	3.33	4.07
9	Seeking help from tutors/lecturer/teachers.	3.20	3.57
10	I would experiment with various methods of study and instruction.	3.17	3.57
Average		3.21	3.59

The development of resilience requires an interaction of both intrinsic and extrinsic factors. Intrinsic factors involve self-efficacy, a positive mindset, and effective coping mechanisms. On the other hand, extrinsic factors comprise social support, mentorship, and opportunities for self-reflection and career growth (Day et al., 2019). Based on table 5, the results indicate that second phase internship students had more reflection and adaptive help-seeking skills compared to the first phase internship students. The first and second internship students monitored and evaluated their achievements and efforts during their internship at school ($x = 3.33, x = 4.07$). Furthermore, the interview results show that the students experienced many hindrances when doing teaching practicum, especially second phase internship students. However, they had different approaches to seek help and support during the teaching practicum. Student 13 from the first phase internship highlighted,

"When I was facing difficulties during my first phase internship, I sought for help from my friends."

Based on the statement above, Student 13 from the first phase internship sought help from friends. However, Student 22 from the second phase internship experienced different situation. Student 22 from the second phase internship expressed hesitance to ask his teacher advisor or lecturer and relied on friends instead. He said,

"I asked for some advice from my friends. I did not even bother to ask my teacher

advisor or my lecturer. I was too shy and scared to ask for their advice."

According to the statement provided by Student 13 from the first phase internship, she demonstrated a proactive approach by aggressively seeking support from her colleagues when faced with difficulties during her teaching practicum. This aligns with the concept of social support in relation to the development of teacher resilience. According to Day et al. (2019), empirical evidence has demonstrated that the offer of social support, encompassing both peer and mentor support, plays an important part in fostering teacher resilience. The habit of seeking support from fellow peers can offer numerous benefits to pre-service teachers, including enhancing their mental well-being, accessing diverse viewpoints, and obtaining valuable comments or direction. These advantages can enhance the efficient handling of difficulties and the cultivation of resilience. Contrarily, the statement made by Student 22 from the second phase internship indicates a hesitancy on his part to seek guidance from his teacher advisor or lecturer, opting instead to depend on their peers. The possible explanation for individuals' hesitancy and apprehension in being evaluated may be linked to a deficiency in establishing a social bond with the teacher adviser or lecturer.

Table 6 Negative affect and emotional response

No.	Statements	Mean	
		1 st Phase	2 nd Phase
11	When making errors in school, everything was ruined and going wrong.	3.37	3.90
12	Starting to believe that academic success was unlikely.	3.07	3.53
13	Developing depression at school.	3.03	3.67
14	I experienced disappointment when I performed poorly in school.	3.13	3.47
15	I would begin to believe that my chances of landing the position I desire are limited.	3.13	3.83
Average		3.15	3.66

When it comes to building teachers' resilience, it's important to think about the role of mentoring and supportive connections. According to Day et al. (2019), supportive relationships may help them effectively deal with challenges, enhancing their self-confidence, and augmenting their resilience. Based on table 6, the results indicate that most of the first and second phase internship students believed that when they made mistakes in school, everything was ruined and was going wrong ($x = 3.37, x = 3.90$). Furthermore, the interview results show that some of the students encountered different perspectives regarding their teaching practicum. Student 7 from first phase internship doubted her self-efficacy as a teacher, especially in terms of her English skills. Student 7 from first phase internship stated,

“I was not sure whether or not I wanted to be a teacher. I think my English skill is not as good as my other classmates. I’m afraid when I teach at school, I’m not going to do well.”

On the other hand, Student 13 from second phase internship acknowledged a mistake was made during teaching but adopted a resilient mindset by viewing it as a learning opportunity. Student 13 from second phase internship said,

“Thank God everything went well during my second phase internship in school. However, one time I made a mistake when explaining the material for students and the student corrected me. I felt really bad but I took it as a lesson.”

Student 13 from second phase internship's statement demonstrates a resilient mindset by perceiving a mistake as a learning opportunity. The fact that Student 13 from second phase internship can view failure as a chance to improve shows resilience. The concept of "adaptive coping strategies" is crucial to the improvement of educators' resilience. Positive thinking, proactive behavior in seeking answers, and taking the opportunity to grow from adversity are all examples of adaptive coping methods (Day et al., 2019).

Table 7 Teacher identity

No.	Statements	Mean	
		1 st Phase	2 nd Phase
16	Teaching is a fulfilling profession.	3.33	3.50
17	The job of the teacher is intriguing.	2.83	3.27
18	Read frequently books about teaching and education.	3.10	3.30
19	Choosing to become a teacher in the future.	2.63	3.97
20	Being a teacher is a prestigious profession.	2.83	3.27
Average		2.95	3.46

The result shown in table 7 proved that second phase internship students had greater teacher identity than first phase internship students. Most of the first phase internship students believed that being a teacher is a rewarding profession ($x = 3.33$). In addition, second phase internship students also believed that being a teacher is a rewarding profession and chose to be a teacher as future work ($x = 3.50$). The researchers also asked some open-ended questions related to teacher identity development. The findings derived from the questionnaire that was distributed indicate that certain students have emphasized distinct viewpoints regarding passion and motivation in the context of teaching, along with the impact of external variables on the development of teacher identity. Student 28 from first phase internship stated,

“For now, I don’t think I want to be a teacher. Honestly, I don’t have the passion because my parents forced me to major in this program.”

Student 28 from first phase internship's statement suggests that their lack of passion for teaching is influenced by parental pressure to pursue a particular major. When individuals feel coerced or controlled in their career decisions, their motivation and resilience may be compromised. Developing autonomy in career choices and finding personal meaning in teaching can enhance teacher resilience (Deci & Ryan, 2013). According to Palmer (2007), the teaching self's inner landscape comprises three interconnected paths, namely intellectual, emotional and spiritual. Gu & Day (2013), added that the three paths of the teacher's inner world are interconnected by the fundamental concept of 'vocation' or 'calling'. It was suggested that teachers possessing a "calling" to the profession of teaching may reorient their cognitive perspective such that the difficulties and intricacies inherent in the pedagogical process are viewed as stimulating aspects of the vocation, rather than impediments or vexing hindrances to be surmounted. On the other hand, Student 17 from second phase internship acknowledged some level of passion but raised concerns about financial aspects. Student 17 from second phase internship highlighted,

"From 0-100%, I think my passion in teaching is still 50% now. Teaching is fun and enjoyable but I don't know, I don't think the money is enough. Maybe one day I'll develop love more in teaching once I jump in to the "real" teacher life."

Student 17 from second phase internship's statement indicates a moderate level of passion for teaching but expresses concerns about the financial aspect of the profession. This statement points out the impact of extrinsic factors, such as monetary benefits, on the development of teacher identity. The complex matter of teacher resilience development involves a broad relationship between passion and monetary constraints. Recent research by Perera et al. (2018) investigates the correlation between work engagement, work values, and job satisfaction in the context of Finnish teachers. The research emphasizes the significance of the connection between individual values and the teaching occupation to enhance job satisfaction and motivation.

Conclusion

Resilience enables pre-service teachers to effectively recover from obstacles and perceive difficulties as chances for growth and development. They learn to adapt to challenging situations by developing coping mechanisms like engaging in introspective activities and reaching out for social support from classmates, mentors, and friends. Pre-service teachers can better withstand the inevitable storms of their careers by cultivating resilience. The findings revealed that in comparison to first phase internship students, second phase internship students showed more teacher resilience with mean score three point fifty-seven ($x = 3.57$). The observed difference can be attributed to various factors including distinct experiences during the teaching practicum, self-efficacy, social support, and the capability to perceive obstacles as opportunities for learning. Furthermore, it was discovered that external factors, such as parental expectations and financial concerns, exerted an influence on the formation of teacher identity and enthusiasm for the profession. However, it is essential to acknowledge that these results are derived

from restricted sample size and are limited to the particular context of the research. Additional investigation utilizing a more expansive and heterogeneous sample is needed to verify and extend these results from this study. In spite of the limitations, the study offers significant contributions to the understanding of the factors that influence the development of teacher resilience and identity among students enrolled in first and second phase of internship programs. These suggestions and considerations possess the potential to enlighten teacher education programs and policymakers in facilitating the growth of pre-service teachers' resilience and robust teacher identity. Additional investigation is required to expand upon these results and investigate the development of teacher resilience in various settings.

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