

**PRE – SERVICE TEACHERS’ TEACHING ANXIETY DURING ONLINE
TEACHING PRACTICUM**

A Thesis

**Presented to the Department of English Language Education as Partial
Fulfillment of Requirement to Obtain a Bachelor of Education Degree in
English Language Education**



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2020**

APPROVAL SHEET
PRE – SERVICE TEACHERS’ TEACHING ANXIETY DURING ONLINE
TEACHING PRACTICUM

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STATEMENT OF WORK'S ORIGINALITY

I hereby declare that the enclosed material is all my own work. I have not copied or based my work on any samples or exemplars to which I have had access. Any work taken from another source has been appropriately referenced and acknowledged.

Yogyakarta, 28 April 2021

The Writer,

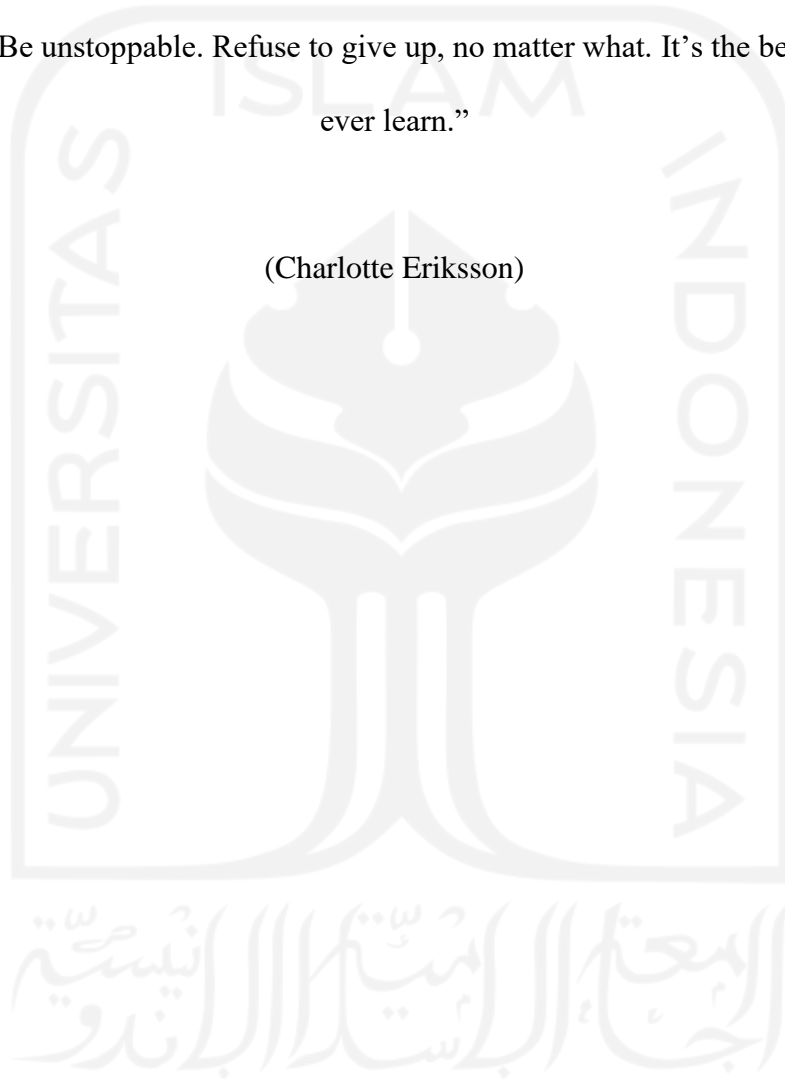


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MOTTO

“So many people will tell you ”no”, and you need to find something you believe in so hard that you just smile and tell them ”watch me”. Learn to take rejection as motivation to prove people wrong. Be unstoppable. Refuse to give up, no matter what. It’s the best skill you can ever learn.”

(Charlotte Eriksson)



DEDICATION

This thesis is wholeheartedly dedicated to my beloved parents and brother who have been the source of my strength who have always supported me and gave me tireless encouragement.

You are my motivation why I finished my thesis.

To myself who never quite and give up during the hardest time



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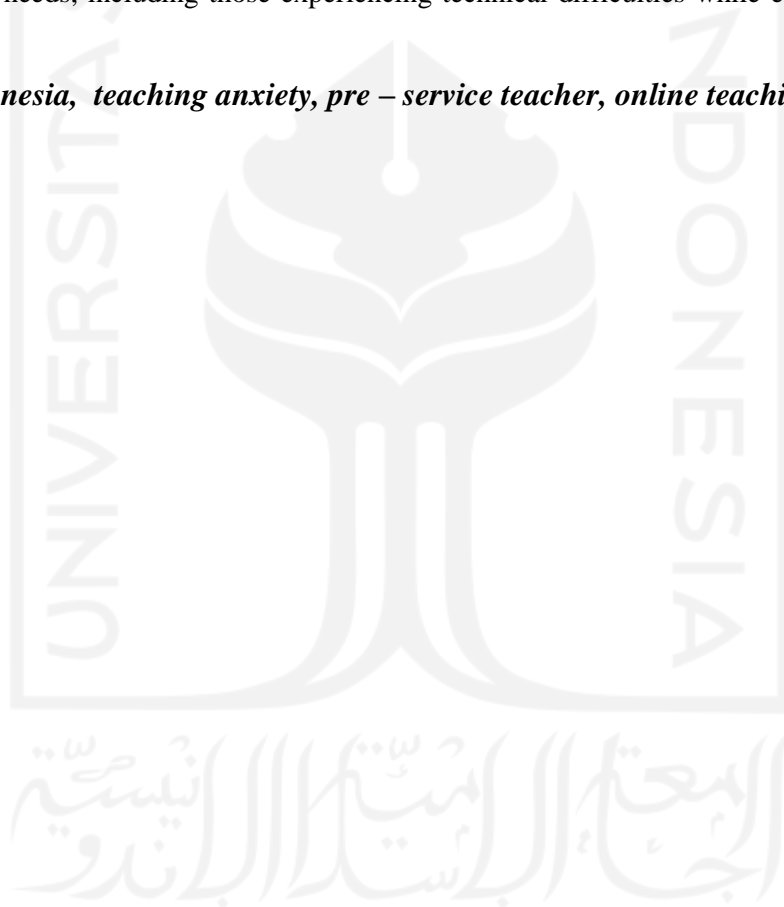
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ABSTRACT

The aim of this study is to investigate sources of teaching anxiety as experienced by pre - service teachers during their online teaching practice and what kind of strategies that they use to cope with their anxiety. This study used qualitative research design, particularly thematic analysis. Two pre – service teachers from Senior High School and Junior High School are chosen to be the participants of this research. The questions were constructed based on Han & Tuglar (2019) and Kennedy (2013) that provided a comprehensive theoretical model that can inform both research on online learning teaching anxiety and the practice of instruction. Data collection obtained through a researcher's recorder. The findings indicated that pre-service students were anxious due to the classroom management, fear of making mistakes, lack of teaching experience, unmet expectations, communication with field supervisor teachers and good relationship with students. Pre – service teacher had their own strategies to cope with the anxiety. It found that modification of course content and also high self – motivation are needed during teaching online. It is implied that pre-service teacher training should be enhanced to assist pre-service teachers in preparing themselves to feel confident adapting lesson plans for students with a variety of needs, including those experiencing technical difficulties while engaging in online learning.

Keywords: Indonesia, teaching anxiety, pre – service teacher, online teaching practicum



CHAPTER I

INTRODUCTION

This chapter discusses the study's background, problem formulation, research objectives, and significance.

1.1 Background of the Study

For more than three decades, teaching anxiety has become a research interest in education. Teaching anxiety studies regarding classroom teachers are primarily focusing on common apprehension and problems of teachers. Several studies have been conducted to examine the source of anxiety and find out the strategies to cope with anxiety.

A survey conducted by Keaveney and Sinclair (1978) have shown that teacher concerns and teacher anxiety in the classroom were indeed felt by the teachers. Sinclair & Ryan (1987) describe the relationship between teacher anxiety while teaching, students' anxiety, and students' perceptions of teaching effectiveness in the classroom. The finding shows that the more anxious the students, the more critical they are of teacher performance and there is possibly teacher anxiety increasing. Thus, it indicates that higher teacher anxiety could hinder the teaching process properly. The latest research in the EFL context, Maulimora (2019) found that the high expectations from the supervisors and pre-service as well develop more pressure which can increase the anxiety level. This was in line with what Pasaribu and Harendita (2018) found in their study that high expectations are one of the factors that contribute to teacher anxiety. However, the anxiety level of each individual is different. From the current research, it is concluded that distinguishing the cause of anxiety and the strategies on how to deal with it can help to alleviate teacher anxiety.

In March 2020 many countries instituted large-scale or national closure of schools to reduce social contact among students due to the COVID – 19 outbreak. Viner et al. (2020) assume that for many months or even years measures of social distances might have to be in

place. Thus, it emphasizes teaching to move online as the only option is inevitable. Throughout this pandemic, in-service and pre-service teachers have faced unprecedented challenges that require them to adapt to online teaching. These circumstances necessitated pre-service teachers' success in imparting knowledge to students and adapting to online teaching, which was contingent upon their confidence in the use of technology. Thus, it is necessary to identify teaching online anxiety as a result of the brief transition from the face-to-face learning to the virtual school, for which the teacher and pre-service teacher were unprepared. For instance, online teachers are expected to develop the skills needed for students to be able to act as an intersection for pedagogy, technology, and content in an online learning environment (Russell, 2004; Savery, 2005). This is in accordance with Rasmitadilla et al. (2020) As the primary implementers of online learning, teachers must have the ability to condition all instructional components. These include methods of instruction, media that will be employed during the application, and the effect of psychological and social factors on teachers.

The implementation of online teaching and with face – to – face teaching can be considerably different. Archambault and Kennedy (2014) found pre – service teachers concerned about lack of comprehension or need further information because they are not familiar with virtual teaching. Pre–service teachers experienced several difficulties that they faced including the inability to manage the classroom, inability to speak smoothly, and managing students' behavior (Riesky, 2013 and Pasaribu & Harendita, 2018). Teaching practicum is a critical component of the English Language Department's curriculum because it allows pre-service teachers to practice and gain experience in real school settings. However, due to a lack of teaching experience, the pre-service teacher encountered difficulties managing students' behavior and managing the classroom. Few researchers investigate pre – services beliefs of online teaching anxiety in Indonesia. Agustiana (2015) conducted a study to measure the anxiety levels during practicum. Findings revealed eight main categories cause pre –

services teacher anxiety. Two categories are highlighted as the higher percentage of pre – services anxious things occurred during teaching practicum. There is a lack of teaching experience and less of mastering the material before carrying out teaching activity.

From the current research, research about teacher’s teaching anxiety has been widely conducted (Archambault and Kennedy, 2014; Agustiana 2015; Riesky, 2013 and Pasaribu & Harendita, 2018). However, there are still limited studies regarding teaching anxiety online experiences as felt by pre – service teachers in Indonesia. To fill this void, this study aimed at describing the pre-service teachers’ teaching anxiety during teaching practicum online, especially by exploring how pre - service teachers’ social and cognitive competence present as an added value to deal with online teaching anxiety.

1.2 Formulation of the Problem

By considering the empirical gap as well as the issue presented in the background, this study is aimed to answer the question,

1. What source of teaching anxiety do EFL pre-service teachers find during their online teaching practicum?
2. What strategies do pre - service teachers employ in coping with anxiety?

1.3 Objective of the Study

The objective of this study is to investigate sources of teaching anxiety as experienced by pre - service teachers during their online teaching practice and what kind of strategies that they use to cope with their anxiety.

1.4 Significance of the Study

This research is expected to have an empirical contribution to expanding the issue of teaching anxiety pre - service teachers during online practicum in Indonesia. In terms of practical

contribution, this research aimed at explaining and reflecting on the cause of contributing pre
- service anxiety experiences to notify them about the realities of the practicum program.



CHAPTER II

LITERATURE REVIEW

In this chapter, the author conducts a systematic review of references relevant to the research. The theories presented in this chapter are connected to the research's title. This chapter contains a review of the literature and a discussion of the research's theoretical framework.

2.1 Teaching anxiety as experienced by pre – service teacher

Pre-service teachers perceive that teaching practice as the most nerve-wracking component in teaching due to it being their first attempt at teaching students and now pre-service teachers are concerned about teaching online due to lack of physical presence. Koeller et al. (2008) stated that the pedagogy in online courses has dramatically changed from face-to-face teaching and is completely unfamiliar to many instructors. Teachers must rethink their methods of instruction, as well as their strategies for assisting and educating students. Educators are frequently confronted with the challenge of integrating new and foreign technologies into their classroom instruction. Thus, online teaching is one of the difficulties that pre-service teachers face when attempting to teach with technology, particularly in Indonesia, where online teaching anxiety is rarely examined.

Previous studies on the cause of teaching anxiety have been investigated by some scholars and found several factors. In teaching offline context, Han & Tulgar (2019) Five factors were found to be influencing anxiety. There are classroom management, fear of making mistakes, lack of teaching experience, time management, and good relationships with students. They also stated that the primary concern of pre – service teachers is classroom management since pre – service teachers have no experience in controlling a group full of unfamiliar

learners. In the same vein, Ma and Cavanagh (2018) found that pre-service teachers had micro-teaching experience in university and pre-service teachers believed that the classroom management is easy, but difficult to implement. Furthermore, there was a positive relationship between fear of making a mistake and lack of teaching experience. As the first time to teach in the classroom, the pre-service teacher felt overwhelmingly anxious and resistant, since they feared that they would make a mistake. The more fearful the pre – service teacher made a mistake, the more anxiety they encountered in teaching (Han & Tuglar, 2019).

Pre – service teacher felt frustrated about time management issues in the classroom because they had prepared the activities in the lesson plan but even though it has been planned, sometimes because of anxiety, there are activities that are skipped and finished before the break. Similarly, Sammephet and Wanphet (2013) found that the pre-service teacher's anxieties are caused by tasks and time management. The study participant said that he was unable to use the activity of the lesson plan because of running times in real class situations. During the practicum, Danyluk (2013) found that the primary foundation of stress was lesson planning since some pre – service teachers clarified that they have a hard time choosing resources and timing measures.

Pre – service also worried about maintaining a good relationship with the students. Pasaribu and Harendita (2018) found that pre-service teachers must face students with a variety of English levels and behaviour. In addition, the pressure from each learner's misbehaviour, as students swore the wrong word ahead of her, was one of the pre-service experiences. On the other hand, Goh and Matthews (2011) added a pre-service that tries to impart interest and knowledge between their students by creating lessons that will enable them to become moderately strong academics from being weak academics. Thus, content delivery needs to attract attention to students to encourage and improve their critical thinking.

Moreover, in teaching online anxiety context, Degagne and Walters (2009) stated that the concept of nonstop workloads, continuous feedback and clarification, and higher expectations of students may have been affected. In certain cases, the pre – service teachers had to reorganize their everyday activities to make them more accessible to their students who expected immediate answers. In fact, they added that pre – service worries about the difficulty in using technology they have, which is occasionally too complicated. Similarly, Meyer (2004) discussed extensively in her study how many online educators were displeased due to lack of physical presence. She defined cyberspace isolation as an incarnation since online teachers are separated from their peers and students, leading to unreality and disassociation.

The role of teachers consists in facilitating and cooperating online study and encouraging peer interaction between students and sharing responsibility more effectively than would have been the case in some face to face classrooms (Garrison and Archer, 2000). Conrad (2002) stated that it is difficult to show empathy while online without a face nod or smile. Words alone, all on-line teachers, are often not deeply sensible. This corresponds to Conrad (2004) that considered the absence of pre-service teachers who are physically unable to see or react to their body language. In addition, the virtual classroom does not allow such tangible clues to the levels of commitment of students.

All that has been mentioned so far, several conclusions can be reached. First of all, teachers who suffer from higher anxiety can inhibit teachers' ability to interact with students, give a positive role model and present the target language excellently due to inexperienced pre – service to handle certain situations in the virtual class. Second, Pre-service teachers are concerned about teaching online due to lack of physical presence. Teachers must rethink their methods of instruction, as well as their strategies for assisting and educating students.

Last, The role of teachers consists in facilitating and cooperating online study and encouraging peer interaction between students and sharing responsibility more effectively than

would have been the case in some face to face classrooms. Pre – service teachers need to adapt and develop an online activity that is suitable for the students to access.

2.2 Teaching practicum online program as teaching experiences

During their placement in a virtual school, pre-service teachers were exposed to new technologies as the massive shift to online several challenges have arisen as a result of the emergence of obstacles associated with technical issues.

Huang et al. (2020) discovered several challenges happening during online and distance education in china. (1) lack of preparation, teachers have not prepared their contents for online learning, and it takes time to prepare such material. Likewise, several universities and schools have not improved their online learning environments to promote such learning. (2) Teacher or student isolation, both teachers and students should not feel left alone during their teaching/learning process when applying pure online learning for the first time, either personally or in combination. (3) effective pedagogical approaches, new effective pedagogical approaches are required to motivate and engage students during this long online learning time. For example, Rasmitadilla et al. (2020) noted in their study that not all parents have cell phones/laptops and that internet signal quality is poor, particularly in the suburbs. The difficulties presented by these obstacles dictate the instructional activities that can take place.

Problems can arise if these technical obstacles are not overcome, resulting in less than optimal student participation in learning. As a result, some students struggle to keep up with the lessons and face delays in completing the teacher's assigned work. Similarly, Plaisance (2008) stated that teachers must exercise caution when designing online courses to maximize student learning. Regardless of how carefully courses are designed and delivered, online learning carries the risk of miscommunication and misunderstanding due to the absence of

visual and auditory cues such as gestures and intonation, which make it difficult for students to understand. Furthermore, Kennedy, et al (2013) found in their research about pre-service teachers experience in virtual school that the result show there are six shared horizons, consisting of (1) communication with supervising teacher, (2) information systems at the virtual school, (3) modification of course content, (4) exposure to new technologies, (5) balancing act, and (6) unmet expectations. Strong communication with supervising teachers can give pre-service insight into the online learning environment as well as understand the fieldwork. This view is supported by Nguyen (2014) who writes about pre-service EAL teaching as emotional experiences. He found in his finding that the pre-service teacher pointed to the fact that she did not obtain sufficient guidance of knowledge about skills and learning outcomes and this has the potential to lead to misunderstanding between the supervision teacher and pre – service teacher. Moreover, she felt frustrated by the fact that she did not accept all her teaching ideas to comply with the preferred teaching style of her supervising teacher to obtain a good practicum report.

Overall, these results indicate that for situations where teacher and pre-service relations may be perceived as poor, the pre-service may not completely integrate teaching in virtual schools successfully. Thus, developing interpersonal communication relationships between supervisor and pre-service teacher will effectively assess the performance of teaching pre-service and promote better work to maximize students' learning. This is in line with Sheridan and Tindall-ford (2018) found that all the supervising teachers referred specifically to the personal qualities of the pre-service teachers. Besides, Wu and Hiltz (2004) found that the instructor played a critical role to motivate effective online discussion to provide more social interaction hence the students felt the connection with the instructor.

The pre-service teachers must understand that virtual schools use a different teaching model, different types of learning, and different circumstances. As Duncan & Barnett (2009) stated that online learning is an interactive process focused on a learning approach that shares responsibility for learning experience between teacher and learner. Furthermore, the pre-service teacher needs to spend a great deal of time designing the course in advance to provide a flexible template to manage the course. Hence, the pre-service teacher has to identify students' needs in advance to implement the suitable pedagogical strategies they need to utilize for encouraging the participation of the learning process and establishing a positive relationship with the students. The balancing act is how pre-service teachers, despite their busy schedules, described keeping up with virtual school field placement. Hixon and So (2009) found that there are limitations of face to face and technology enhance/ virtual field experiences such as lack of interaction with teachers and students, limited reality and complexity, availability of relevant cases, and technical problems. Teachers also worried about the unmet expectations that they have set to teach in virtual school. They are concerned about being involved in certain activities, for example grading student work, communicating with students and parents, and taking part in teacher-student tutoring sessions.

The implementation of pedagogical technologies in teaching online with the face – to – face has a difference situation. Pre – service teachers need a strong foundation in online teaching, online teaching design, and theory of online teaching in order to achieve good results in online teaching environments (Archambault, 2011). Therefore, pre-service teachers must prepare with how to manage and also motivate students before virtual teaching since there is no interaction with the students hence it might not be as appealing as a classroom. Kennedy and Archambault (2012) highlighted that it is important for the students to communicate constantly and meaningfully with each other whether through email, the tools for web 2.0, web conferencing, and or telephone. He also emphasized that online teaching differences in online

and face – to face instruction. During online learning, teachers need a more complex planning and awareness of technology to ensure that they can meet the needs of students. Teacher also needs an online pedagogical background and instructional design to ensure an efficient material production and sequence, Whereas during the face-to-face learning process, the planning is not as complicated as online learning. Face-to-face students often see the teacher on daily teaching while students in online learning environments may not. Regular, prompt and clear instructors' feedback is essential to the success of students online. As a result, many teachers have struggled to adapt to the use of internet technology.

Teachers are expected to be as creative as possible when organizing online learning and to make every effort during instruction to develop meaningful relationships with students in order to ensure that online learning runs smoothly. Numerous students in online learning do not have access to sufficient media. Additionally, teachers must consider student-friendly media. As a result, many teachers are perplexed about how to prepare the material and also how to approach the students. Thereby linking with Celik (2008) pointed out that pre – service teachers should be advised to prepare effectively before their lessons, taking into consideration all details, hence that the pace of their courses is not problematic.

2.3 Theoretical Framework

After empirical review, this research employs the theoretical framework as described in Han & Tuglar (2019) and Kennedy (2013). These frameworks consist of five core elements: frame one focus on classroom management, fear of making mistakes, lack of teaching experience, time management, and establishing a good rapport with students. Utilizing Han & Tulgar and Kennedy can be useful for analysis and understanding of in-depth action in the online education environment providing a comprehensive theoretical model that informs online learning research along with online learning practice. Frame one covers how to control a class full of

unfamiliar learners. Frame two covers and three are related with each other due to the higher their teaching anxiety was, the more they suffered from the fear of making mistakes. Frame four is considered as the challenge since they were not used to controlling instruction time. Frame five establishing a positive relationship interaction with the students. While using Kennedy framework is related to the pre – service virtual school field experience to know the anxiety that might occur during online learning.

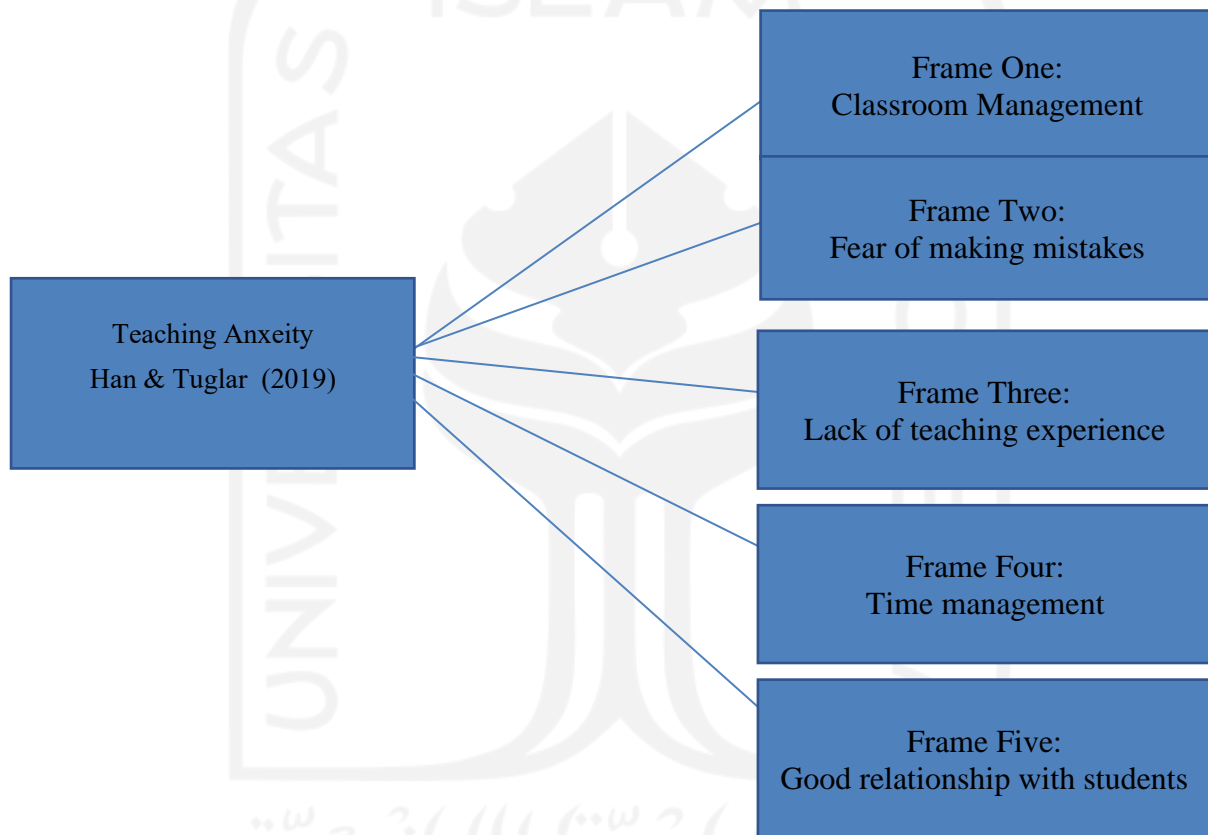


Figure 2.1: Theoretical Framework 1

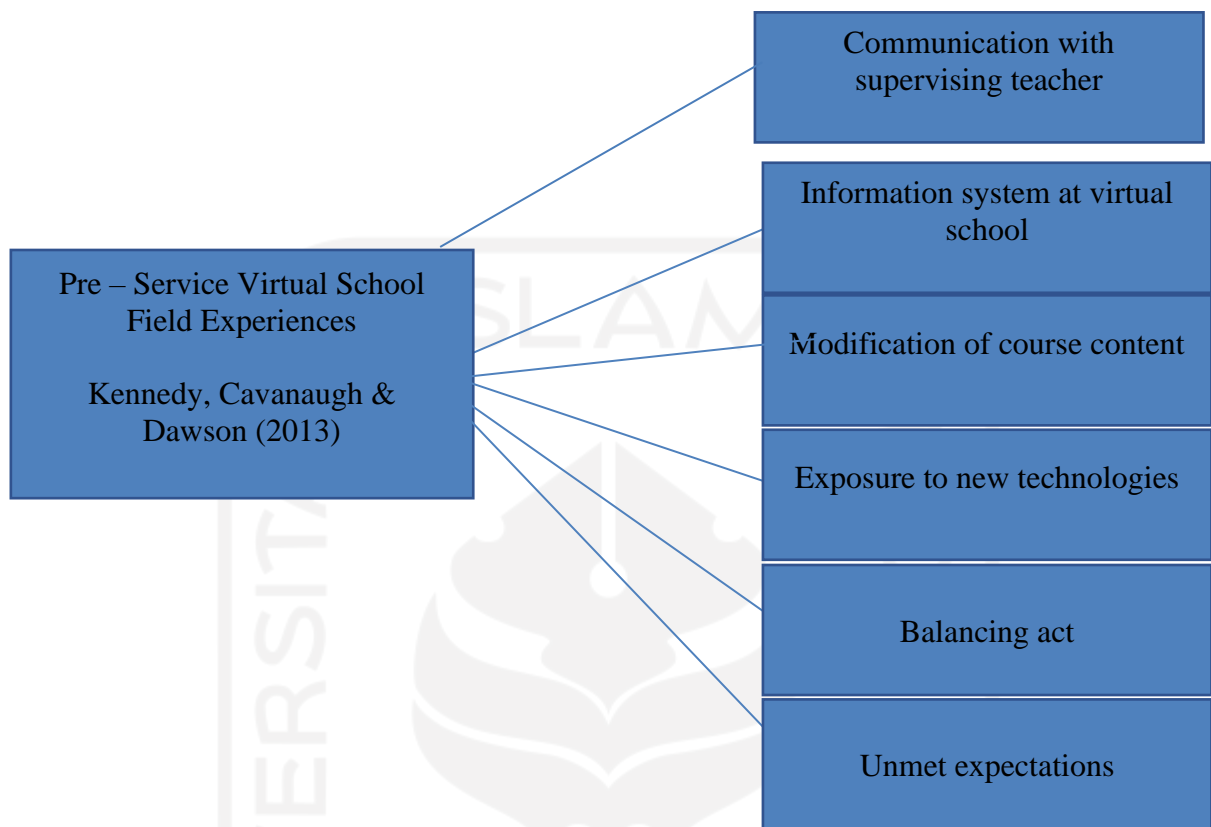


Figure 2.2: Theoretical Framework 2

CHAPTER III

RESEARCH METHODOLOGY

This chapter discussed the method used to do this research. It presented the research design, setting, and participants, the research instrument and data collection, the data analysis, and the trustworthiness of the data. This chapter included a table outlining the interview questions.

3.1 Research Design

This study used qualitative research design, particularly thematic analysis. Thematic analysis is used in order to provide a flexible and useful research tool capable of providing a rich, detailed, but complex, data record (Braun & Clarke, 2006). Furthermore, Braun & Clarke (2006) explained that thematic analysis is a method to identify, analyze and report patterns within data. It minimally organises and describes your data set in detail (e.g., via interview of focus groups). The researcher chose this method to gain insights to elucidate pre – service teaching anxiety level during practicum.

3.2 Setting and Participant

Research participants of this research were 2 English student teachers from Private University in Yogyakarta. Both of them conducted their teaching practicum in Yogyakarta, Indonesia and carried out their teaching practicum in High Schools and Junior Highschool for one month. They were guided and supervised by 2 supervisors, that is, one faculty supervisor and one supervising teacher appointed by the school authority. They were Teacher 1 that teaching in High Schools and Teacher 2 that teaching in Junior High School

Teacher 1 used Whatsapp to communicate with their students and for online learning platforms she used Youtube. The Google classroom is used by Teacher 1 for giving assignments, checking the attendance, and assessing the grade of the students. At the end of the teaching practicum, Zoom Meet is used to evaluate the experience of teaching online with the students.

Teacher 2 used Powtoon video to create engaging material to attract students in the learning process. The media that he used is google form to assess students comprehension by doing a quiz as well as the attendance. He did not communicate directly with the students; instead, he used Google Classroom from the beginning of the class until the end of the class to communicate and there are numerous obstacles encountered, such as no internet access, students who do not have a phone or must use their parent's phone, students who are frequently late in completing assignments, and students who have difficulty understanding the material that has been given. The reason I chose them as my respondent is that as a result of this pandemic, teaching offline was abruptly switched to online, and during micro-teaching class, they lacked the materials necessary to conduct online instruction. Similarly, neither of them had any prior experience teaching online.

3.3 Research Instrument and Data Collection

A set of questions for an interview was the instrument for this study. The questions were constructed based on Han & Tuglar (2019) and Kennedy (2013) that provided a comprehensive theoretical model that can inform both research on online learning teaching anxiety and the practice of instruction. Data collection obtained through a researcher's recorder. In the appendix is attached the transcript of the interview.

Table 3.1 Interview Question

NO	CONCEPTUAL DEFINITION	COMPONENT	INTERVIEW QUESTION
1	The negative feeling experienced in before,during, after stages of teaching that affected pre- service teaching performance (Han & Tulgar, 2019)	<ul style="list-style-type: none"> · Classroom Management · Fear of making mistakes · Lack of teaching experience · Time management · Good relationship with students 	<p>How did you keep your students participating actively during teaching online?</p> <p>How did you overcome your fear of making mistakes ?</p> <p>What did you do to adapt your teaching strategies to students' needs as you did not have prior experience in teaching online?</p> <p>What did you do to solve time management problems when conducting the course?</p> <p>How did you develop a positive relationship with the students ?</p>
2	The process of preparing pre-service teachers to approach their students in engaging and interactive ways. As technology continues to evolve, pre-service teachers must discover a variety of ways to connect with students. (Kennedy et al. 2013)	<ul style="list-style-type: none"> · Communication with supervising teacher 	<p>Has your mentor at school and your advisor at the university caused stress on you ? What was the source of this stress?</p>

· Information system at virtual school	What did your supervisor do to support you to have sufficient information related to the school?
· Modification of course content	What did you do when you cannot integrate the media that you have prepared in advance?
· Exposure to new technologies	How do you implement technologies within teaching online to make them engaged during online classrooms?
· Balancing act	What did you do when you realized that you was unable to carry out your lesson as you planned in advance ?
· Unmet expectations	What were the biggest challenges faced in your first class (classroom management, linguistic competence, adjusting time, fear of making mistakes, following the lesson plan, supervisor observation, etc.)?

3.4 Data Analysis

Brown and Clark (2006) defines that the thematic analysis is a method for the identification, analysis and reporting of data (themes). It organizes and describes your set of data in (rich) detail minimally. According to Braun and Clark (2006) there are 6 steps or phases of thematic analysis. The phases are :

Phase 1. The researcher transcribed the data, listened to the audio recording repeatedly to familiarize with it, and read the data repeatedly to gain a thorough understanding of all the data.

Phase 2. The researcher began to identify the pattern and collated all actual data extracts containing each component.

Phase 3. Following the initial data collection and coding. The researcher analyzes the data, sorts it, and categorizes it according to prevalent themes according to the theoretical framework

Phase 4. The researcher examined and evaluated the theme as well as determine if the extracts tend to be coherent.

Phase 5. Following the collection of all the coded data, the researcher classified it into sub-themes.

Phase 6. The researcher presented the findings as sub-themes.

3.5 Data Trustworthiness

By the expert judgment of two lecturers, the researcher reviewed the credibility of the method, as to ensure the data's credibility, the researcher did a member checking by communicating the transcript to the participants to ensure that the data were accurately collected, presented, analyzed, and interpreted (Widodo, 2014)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter summarized the interview findings and discussion in order to provide a more in-depth discussion of pre-service teachers' teaching anxiety during online teaching practicum. Additionally, a coding translation is displayed to provide further details.

4.1 Findings

The two pre-service teachers taught in a high school and a junior high school that were located in Yogyakarta. The researcher made an appointment with the high school pre-service teachers on 29 December 2020 and 8 March 2021 for the junior high school pre-service teachers. Due to social distancing, the interview was conducted via Whatsapp and recorded using the researcher's phone. After considering pre-service teacher availability, the researcher began interviewing pre-service teachers. The researcher transcribed and later translated into English all of the interviews that were audio-recorded with all of the permission taken from the interview. The researcher used semi-structured interviews to elicit a detailed description of participants' perceptions of their field-based practicum experiences. Each interview lasted approximately 30–40 minutes.

To ensure the transcripts' reliability and accuracy, the researchers asked each participant to review and approve the transcripts. The interview question reflected the participants' perceptions of the difficulties they encountered during their online teaching practicum. The participants were asked to describe their practicum expectations prior to and after teaching, as well as the difficulties they encountered while trying to balance classroom management, course content modification, exposure to new technologies, student interaction, and the situation that made them feel anxious while practicing online teaching. The researcher explained the purpose of the interview and provided a consent form to ensure the respondents'

confidentiality and anonymity during their voluntary participation. The researcher reflected and reviewed the data by relistening, rereading, and rechecking it. The interview transcript has been translated into English. The researcher found two prominent themes throughout the data during the data analysis process. The first one was about the forms of pre – service teachers teaching anxiety. Whereas the second issue was about what the pre – service teachers do toward the anxiety. Pre-service teacher's experiences during online teaching stated that they were anxious due to the classroom management, fear of making mistakes, lack of teaching experience, unmet expectations, communication with field supervisor teachers and good relationship with students. As pre – service first experience in online teaching practicum, anxiety can takes a toll and also it can interfere teacher performance. However, pre – service teacher their own strategies to cope with the anxiety. It found that modification of course content and also high self – motivation are needed during teaching online in order to leverage teacher anxiety.

Classroom Management

Pre-service students were anxious about the transition from being offline to online, they need the adjustment on using technologies, modification of the material and the responsibilities on making some strategies to make the students active during online learning. Maintaining students' motivation is also another concern as students lack awareness in taking responsibility for their own learning. The data is in the statement below :

I still got, but only the important points. Every school and the students must be different. I want to experience the classroom management directly because if I don't do that, I don't know the students' needs. The supervisor told me that the truth if the class were offline they did not behave like this because this is online they need internet data etc so it makes them lazy. (Teacher 1)

This is the first time I taught online, it's really hard because I have never taught online in advance. So I have to change everything, starting from having to think about media that doesn't use too much internet data, how to approach students, instructions that are

short and easy to understand. The point is, you need to understand the students in online situations like this. (Teacher 2)

Classroom management issues occur not only in the physical classroom but also online. The difficulty with online classroom management is determining how to engage students and to ascertain their level of comprehension of the material. Similarly, Teacher 2 added that they encountered unmet expectations and situations during online learning because they were unable to see the students' expressions. He also stated that it is difficult for students to continue responding to him and that even after the teaching-learning process, he questions whether he provided sufficient explanation to his student. Thus, the pre-service teacher should develop a strong relationship with students, as teaching is a two-way process that requires both students and teachers to participate actively in order to maximize interactivity.

Fear of Making Mistakes

Besides the classroom management the impact of pre-service teachers conducting online learning for the first time was challenging. They had prepared everything in advance yet this sudden change from face – to face interaction to learning from home has made not only pre-service but also in-service struggling because they need to adapt to this kind of learning and teaching quickly. To emphasize, they lack training and experience in teaching online classes. As a result, they remain perplexed about how to conduct online learning effectively. The data is in the statement below :

From university I haven't had the training for online teaching practicum. (Teacher 1)

This is the first time I taught online, it's really hard because I have never taught online in advance. (Teacher 2)

Good Relationship with the Students

Pre-service teachers are responsible for effectively managing the online classroom, which includes developing positive relationships with students, developing engaging lesson plans to encourage students to learn from a distance, and delivering content to ensure students understand the material. Students' motivation decreases over time, resulting in a lack of discipline for completing assignments on time. Another reason is that, due to the flexibility of online learning, students' attendance patterns change significantly. This could be because schools have been closed for an extended period of time, causing students to become bored. This has negatively affected students' motivation to continue learning at home, as they desire to return to school as soon as possible to interact physically with their friends. They are overburdened with teaching responsibilities, and unexpected situations exacerbate their anxiety and lack of confidence in dealing with students. I questioned pre-service teachers on how to engage students in active learning while they were online. They stated that the willingness of the students to communicate about what they did not understand about the material is still low. As a result, only a few students are actively answering teacher questions and participating in the Google Classroom. The data shown below :

I told them to ask me. I can be contacted 24 hours and it also depends on the class. So I taught two classes, at first I taught in IPS 3 and the children were difficult to manage. I'm really anxious and I give assignments to them but only 3 out of 30 students are working on it. (Teacher 1)

They were not active. The questions I gave to them, students responded were only 2 or 3 and I also waited for about 10 - 20 minutes to be answered. (Teacher 2)

It is also recommended by the teacher to continuously ask questions in the google classroom comments. We have to be more active so there is bounding between teacher and students. (Teacher 2)

These data presented how Teacher 1 was so confused on what to do during online teaching. Thus, she just recalled her previous experiences as a student in the campus. When she and her friends were confused upon an instruction or a task, they would ask the lecturers. Moreover, most of her lecturers spent 24hours available time responding to their students. Thus, she thought that it might be the correct thing to do in order to make the students respond to her and become attentive towards the tasks. This is similar to the findings in. The situation is similar with Putri et al. (2020) reported that In face to face class, students are able to see each other and it seems that students are more motivated to see their classmates raise their hands to offer their own opinion or expand on each other's ideas. In contrast, during online class students were seen to be less engaged.

Unmet Expectation

The fear of the unknown and uncertainty about students' understanding due to inadequate gadgets or a technical issue also made pre - service teachers constantly worried of what they need to do. Regarding this, the data presented below :

When I cried after I taught them. Before I taught in the class, I was nervous because in the pandemic we couldn't see the students, what was the classroom situation, what kind of character they were because we have to know the classroom management. In this pandemic situation, I couldn't do it at all. I didn't know what I needed to do and I was really confused. Teaching offline is better than online. I was more nervous even from 1 week before until last night before teaching. The thought in my mind "Will the students I teach will understand or not?" what if I am wrong when explained to them, I will be the one who sinned because the material that I deliver to them cannot be understood by them. When I did a wrong move, I got anxious. If the students didn't listen to me, It means I'm less active. I don't have much media and I'm afraid they don't understand what is being explained due to online learning. (Teacher 1)

My expectation is that when I taught them during offline practicum, I can see the expressions of my students. It made me easier to teach them. It goes the same from the learning motivation and also classroom management because the observations were

offline. We were already aware of the steps that needed to be taken when teaching offline. However, when instruction is conducted online, we need to devise a different method. How can students be communicative and responsive to us?. Another obstacle is that I sometimes wonder why it is so hard for students to respond to me. Is the material I have given to them too difficult, what kind of method that I need to use to make them more active. After this practicum program, I was still wondering “All of the material that I have taught them, do they understand ? I hope that the students really understand the material that has been delivered. (Teacher 2)

Based on the data it shows that the negative thought of what Teacher 1 had during teaching was fear of making a mistake to the students. She is afraid of not giving her best when teaching the students, despite the fact that her effort may be double that of the normal classes. The same situation was also felt by Teacher 2, only 3 students responded towards him. He also explained that he needed to wait for approximately ten to twenty minutes to be answered by the students.

Communication with field supervisor teacher

Communication with supervisor during teaching need to be good because the way supervisors interact with employees affects how well employees receive supervisor feedback. However, during online teaching practicum Teacher 2 did not have a constructive feedback. He was perplexed by the lack of communication between him and the students. Even though there are numerous pre-service teachers during practicum who are able to communicate directly with their students via WhatsApp, he did not have the opportunity to socialize with them. He communicated any constraints or issues that arise when teaching online through a supervisor teacher. He expressed that he is still unsure whether there is a rule allowing pre-service to interact with students during online learning or if this is only permitted for supervisors. The data displayed below:

My experience when teaching at that time was a bit confusing because there was no direct access to the students. Everything has to go through a field supervisor and also when I want to ask about the syllabus or lesson plans, if the supervisor didn't answer, I will go to MTS directly. (Teacher 2)

There is no feedback given by the supervising teacher, after teaching, the teacher just says "okay, it's good, thanks." I was just waiting for the students to do quizzes as attendance.

(Teacher 2)

Teacher 2 communicated with his students via his supervisor as a result, pre-service teachers' capacity to understand students' needs and the urgency of the content that must be implemented during online courses may be diminished. In other words, due to the constraints of students using media that consume an excessive amount of internet data, pre-service teachers use only Google Classroom and PowToon. Similarly, he stated that students learn independently and he only provides prompt questions to stimulate their interest prior to learning. However, autonomous learning cannot track students' comprehension, which causes pre-service teachers to be concerned about missing explanations and to be on guard about being ignored. Furthermore, he feared being labelled an irresponsible pre-service teacher for his inability to teach effectively during online learning.

Through the interview with both of pre – service teachers indicated that they encountered unexpected challenges during online teaching programs that can impede the success of online learning. They cope their anxiety using their personal strategies.

Modification of Course Content

Pre-service teachers may need to experiment with a variety of media or tools to ensure that they fit the lesson or learning environment. It allowed pre-service educators to experiment with a variety of technologies in order to better prepare students for online learning. The data is in the statements below :

For the media I use google form. Then for the example so they can understand better I use Youtube. Then as time goes by, they are getting bored using Google Form for Exercise. I moved to a Power Point that was easy for them to understand
(INT/SH/024)

well, from the media that is easy to (see) and access such as Youtube itself. I wanted to give them animation that I had created by myself. The students understood but they didn't listen to me. I mean, they didn't pay attention to me but more attention to the YouTube
(INT/SH/032)

The media that I used google classroom, google form and PowToon
(INT/JH/028)

I don't use ZOOM, because I was told by the teacher that using ZOOM is not possible because financially some students are below average, and the signal is difficult to reach. So I didn't use ZOOM meet because it takes up a lot of internet data, and some students don't have a good cell phone to access it and sometimes someone students borrow their parents' cell phones. Actually, there is internet data that is given from the government, but the other problem is that signal. The teacher said to me that I can be a friendly user. So, I used the PowToon because it is interesting, maybe it is for junior high school kids. It can be played many times for studying.
(INT/JH/054)

Numerous students use YouTube as a platform for learning because the videos cover a variety of interesting subjects. This transforms YouTube into something more than an entertainment platform; it also has the potential to be an educational platform. The video can be viewed multiple times and is highly adaptable due to the user's ability to view it at any time and from any place. Teacher 2 stated that he couldn't use Zoom due to students' lack of facilities and internet connectivity that made pre – service teachers unable to carry out discussion using Zoom or Google Meet. Finally, on the advice of his supervisor, he changed the media to PowToon because it is visually appealing for junior high school students and can be viewed repeatedly. He explained that it overwhelmed him in the beginning because he was suddenly required to adapt the media to the students' needs. Although it was difficult for him, he eventually discovered a media that was both suitable for his students and interesting. His abrupt change had no effect on his creativity.

Self - Motivations

The researcher asked pre – service teachers about their perceptions towards teaching practicum online and what may be done to address the challenges they've faced. They will have to figure out how to overcome these unpredicted circumstances that will inevitably arise. The teacher described in details in the following encryptions :

If the students themselves are not interested from the beginning is also hard. Supervisor needs to talk to the pre – service teachers to prepare mentally and the pre – service teacher inform to the students that we are here to learn. But, if there's anything you don't know, feel free to ask. For pre – service teachers don't down yet. My supervisor in university said to me that it all happened in the same portion even offline. The point is you don't get down yet. My supervisor also said at that time had taught me to be like "you don't need to be sad, if you are sad then you won't make any progress. (Teacher 1)

Maybe because of online learning students' learning motivation has decreased. They are less structured, for example if they have entered the google classroom and made sure they attend. But then they do other activities like helping with their parents' work, watching TV or all kinds of things. So for teacher ppl, hopefully in the future they can be more active, increase their creativity to make learning materials or media that are attractive to their students. Be patient too, for in-house teachers and prospective teachers, hopefully the pandemic will end soon so that learning can go offline again. Actually I feel sorry for the old teachers because their digital literacy is not good enough. Sometimes he still likes to ask pre-service about the use of online media such as Zoom / Google Meet. And for classroom management, we need to further improve it. Maybe that's my opinion
(Teacher 2)

Based on the data, teacher 1 stated that pre – service teachers need to prepare mentally to teach online. The most significant issue is the students' motivations; even though the pre-service teacher prepared everything in advance, if the students do not cooperate to learn, online learning will be negatively affected. In addition, she stated that the pre-service cannot be down despite various obstacles. Rather than that, they must be motivated and enthusiastic about finding solutions to the field's problems. As a result, they must respond positively to everything. Teacher 1 supervisor is incredibly supportive, offering encouragement and assisting her in resolving issues.

4.2 Discussion

4.2.1 Forms of pre – service teacher teaching anxiety

Classroom management is found as the main concern for the pre-service teachers before conducting a teaching-learning process. Pre-service teachers were struggled and did not well-prepared to handle students' behavior that caused them anxious. They need to teach online learning without have prior experience and knowledge on how to engaging and supporting all students in learning, designing the media, and maintaining an effective situation for students. According to the Kennedy et al. (2012), the virtual school field placement increases pre-service teachers' knowledge of evolving online classroom management and new technologies to reach their students in interactive and engaging ways, as well as an appreciation of the ever-changing existence of technology and its effect on the education system as a whole.

Teacher education programs believed that field experience in a K–12 online learning environment should be included in their curriculum, and participants stated that teaching in an online environment needs a different skill set than teaching in a conventional face-to-face classroom, including a different method of content delivery, classroom management, and interaction options. Thus, Pre-service teachers must be prepared on how to integrate technology and the types of challenges that may arise during online practicum in order to increase pre-service awareness of the realities of online teaching. If pre-service teachers had enough preparation for what lies ahead and develop strategies to meet students' needs, it will alleviate negative thoughts or anxiety experienced by pre-service teachers.

Other challenges occurred about student's behaviour during online learning. They said the students need to buy internet data that makes them lazy. The Ministry of Education and Culture of the Republic of Indonesia has contributed funds to support school operations; the belief is that this assistance will increase the sustainability of learning by removing technical

barriers that can be overcome properly (Rasmitadilla et al. 2020). Despite this, they have empowered students and teachers in all regions to receive a free subsidy to access online learning. However, it did not cover other situations that required the use of facilities such as a signal, a mobile phone, or a laptop to aid students and teachers in the process of teaching-learning, as a large number of students are unable to participate. This evidence is corroborated by Putri et al. (2020), who noted that in many locations, not only the device used to access or create online materials was an issue, but also stable and fast internet access.

Several conclusions can be drawn from the research discussed above. There were no anxiety findings related to time management. Pre-service teachers without prior experience teaching online encountered numerous difficulties, and they stated that it was difficult to teach without seeing their students' expressions because they had no way of knowing whether or not they understood the material. Pre-service teachers have a moral responsibility because they are responsible for guiding students in the transfer of knowledge. If pre - service teachers are anxious and fearful that they will not meet the expectations set by the schools or their supervisor, they will feel even more pressure. Second, institutions must continue to support pre-service teachers in their efforts to create engaging material that increases student activity and motivation in order for them to succeed in online learning. Lastly, pre-service educators must observe students' behavior in order to determine the most appropriate approach, lesson plan, media, learning objective, learning outcomes, and instructional methods. Pre-service educators must also determine strategies for resolving students' demotivation over time.

4.2.2 What coping mechanism strategies did pre - service teachers do toward the anxiety ?

A teacher must be innovative and creative in order to design instructional methods that accomplish the learning objective. This corresponds to Rapanta et al. (2020) stated that tools are changing quickly, so it doesn't matter which technology we utilize to ensure a focus on pedagogy, discover pedagogical opportunities, understand user needs, and carry out social requirements to fulfil those requirements. The concern is not just their use but rather, the reason for using them. However, it is up to the school's policy and the supervising teacher to guide pre-service teachers during their practicum. I asked the pre – service teachers what kind of media that they used during online learning. They said that they couldn't use Zoom or Google Meet because it required reliable internet connections. But students preferred using Youtube due to it more attractive to them. Buzzeto (2015) examined student perceptions of the value and utility of YouTube as a pedagogical tool and discovered that students believe that incorporating YouTube enhances instruction and increases interest, engagement, and discourse. In the finding teacher 1 was trying to use an animated video that she made by herself. However, the students didn't pay attention to that media, instead, they chose entertaining content from Youtube over the animation. This is because Youtube has developed into an extremely attractive platform to watch.

Teacher 2 supervisor's did not give the same energy as Teacher 1. As what has been mentioned in the literature review, Kennedy (2013) discovered that one of the respondents engaged in what he referred to as surface mentoring, in which the mentor and mentee avoid critical evaluation of the mentee's professional identity development. Rather than that, they are focusing on just-in-time, daily survival mentoring. Teacher 2 is only mentored superficially by his supervisor, as he did not receive corrective feedback following his teaching sessions and he did not receive sufficient teacher guidance. He was unable to apply and learn from the

feedback in his subsequent online teaching. As a further explanation, A study from Koc (2011) mentioned nine important functions of cooperating teachers in the field experience. Cooperating teachers perform the following functions: providing support for teaching, providing orientation to the school/classroom, providing moral support, providing feedback on lesson planning and teaching performance, providing guidance regarding instructional resources, evaluating, self-preparing for the role, providing feedback on observation forms, and providing written feedback. Thus, supervisor teachers must guide pre-service teachers on how to develop a close relationship with their students, provide constructive feedback, share problems they encountered while teaching and suggest solutions for resolving the problem.

Field supervisor need to guide and also encourage pre-service teachers who are less familiar with technology to overcome their fear and anxiety if provided with adequate support. Hence, Not only is it necessary to develop students' motivations to be stable but also the teachers themselves. In support of these statements, through surveys and semi – structured interviews, Rasmitadila (2020) found that teachers must be highly motivated during the SFH because the complexity of instruction requires teachers to quickly resolve issues in virtual classrooms. Additionally, she noted that because teachers cannot interact physically (face to face) with students when they learn online, teachers cannot assess students' comprehension.

During the online teaching-learning process, the teacher acts as a facilitator for students where the teacher must compile the content clearly and carefully. The ideal of online learning must take into account the students' needs, particularly in terms of designing and organizing for improved learning experiences and creating distinctive learning environments through the use of digital technologies. Not only did the pre-service teacher assist students, but he or she also monitored their learning progress to ensure they encountered no difficulties in the virtual classroom. The emerging behaviours of online learning is most closely associated with

teachers, as it happens, with the roles they are supposed to play in online activity. Thus, the teaching presence is critical to the success of online teaching and learning. This is in alignment with Garrison et al. (2000) mentioned that teaching presence was identified as three categories including, instructional management, building understanding, direct instruction. Instructional management addresses issues such as creating curriculum, methods, timing, and assessing students.

Building understanding in an education context, knowledge, and skill acquisition. It is vital to good thinking and learning that a process is demanding and stimulating. In direct Instruction, the teacher must enable participation and discourse, and assessment through the presentation of content, as well as eliciting understanding with a variety of methods. The process must give helpful information constructive feedback is essential when being critiqued upon. Pre – service teachers must be mentally prepared toward the transition from face to face teaching to online and motivated and enthusiastic about resolving the unexpected situation that occurs during online learning.

CHAPTER V

CONCLUSION

The research examines the implementation of pre-service teacher teaching anxiety in Senior High School and Junior High School online teaching practices. It is discovered that all pre-service teachers experience anxiety while implementing their practicum. The high expectation placed on pre-service teachers to successfully teach students during the teaching-learning process instills in them a fear of making a mistake. This is due to pre-service teachers' inexperience with teaching students in virtual classrooms. As a result of the complexity of online teaching and the fact that pre-service teachers are unable to interact physically with their students, pre-service teachers must maintain a high level of motivation throughout the online learning process.

A strong teaching presence is critical to the success of online teaching and learning, as online education is most closely associated with teachers. Thus, pre-service teacher training should be enhanced to assist pre-service teachers in preparing themselves to feel confident adapting lesson plans for students with a variety of needs, including those experiencing technical difficulties while engaging in online learning. To support this, in-service teachers are responsible for adequately preparing pre-service teachers, assisting them in developing their teaching abilities, and reducing their anxiety associated with teaching, particularly online teaching. Alternatively, in-service teachers must provide corrective feedback to pre-service teachers as part of their ongoing learning. The study's limitation is that the respondent used only two students from the same university, despite the fact that the schools are distinct. Due to the fact that there are two respondents who exhibit high levels of anxiety while completing an online teaching practicum

For the future researcher, the same research can be conducted but with a broader scope, for example, between universities, and with the use of additional methods besides interviews can obtain a different result.



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APPENDIX

APPENDIX 1

SURAT PERNYATAAN

Yang bertandatangan di bawah ini:

Nama : Mr. Ario
Umur : 24 tahun
Jenis kelamin : Laki - laki
Pekerjaan : -
Alamat : Yogyakarta

Saya mengikuti rangkaian proses dalam penelitian skripsi S-1 Pendidikan Bahasa Inggris oleh mahasiswi Nadia Safira dengan judul **Pre - service Teacher' Teaching Anxiety during Online Teaching Practicum**; maka untuk itu saya dengan ini menyatakan bahwa:

1. Saya membuat surat persetujuan atas kemauan sendiri, agar saya bisa menjadi partisipan dalam penelitian **Pre - service Teacher' Teaching Anxiety during Online Teaching Practicum**
2. Saya mengetahui, mengerti, dan bersedia meluangkan waktu untuk secara kooperatif mengikuti segala persetujuan yang sudah saya buat bersama dengan peneliti.
3. Saya bersedia untuk diwawancarai, menjawab dengan jujur seluruh pertanyaan yang diajukan secara virtual menggunakan WhatsApp dan semua percakapannya di rekam oleh peneliti.
4. Saya mengizinkan peneliti untuk merahasiakan nama saya.
5. Saya memahami bahwa informasi apa pun yang dicatat dalam penyelidikan akan tetap dirahasiakan dan tidak ada informasi yang mengidentifikasi saya yang akan tersedia untuk umum
6. Saya mengetahui dan menyetujui semua data yang telah disampaikan dan diberikan kepada peneliti akan menjadi data acuan peneliti di dalam skripsinya yang nanti akan di publikasikan.

Demikian surat pernyataan ini dibuat, ditandatangani, dan diberikan dalam keadaan sadar, tanpa ada tekanan atau paksaan dari pihak manapun dan dalam bentuk apapun terhadap saya, dimana surat pernyataan ini dapat dianggap sebagai suatu kesepakatan yang mengikat untuk digunakan sebagaimana perlu, dan segala pernyataan yang dibuat dalam surat pernyataan ini tidak akan dicabut, kecuali jika sudah terdapat persetujuan sebelumnya.

Yogyakarta, 8 November 2020

Yang membuat Pernyataan:

(Ms. Ai)

SURAT PERNYATAAN

Yang bertandatangan di bawah ini:

Nama : Ms Ai
Umur : 22 tahun
Jenis kelamin : perempuan
Pekerjaan : -
Alamat : Yogyakarta

Saya mengikuti rangkaian proses dalam penelitian skripsi S-1 Pendidikan Bahasa Inggris oleh mahasiswi Nadia Safira dengan judul **Pre - service Teacher' Teaching Anxiety during Online Teaching Practicum**; maka untuk itu saya dengan ini menyatakan bahwa:

7. Saya membuat surat persetujuan atas kemauan sendiri, agar saya bisa menjadi partisipan dalam penelitian **Pre - service Teacher' Teaching Anxiety during Online Teaching Practicum**
8. Saya mengetahui, mengerti, dan bersedia meluangkan waktu untuk secara kooperatif mengikuti segala persetujuan yang sudah saya buat bersama dengan peneliti.
9. Saya bersedia untuk diwawancarai, menjawab dengan jujur seluruh pertanyaan yang diajukan secara virtual menggunakan WhatsApp dan semua percakapannya di rekam oleh peneliti.
10. Saya mengizinkan peneliti untuk merahasiakan nama saya.
11. Saya memahami bahwa informasi apa pun yang dicatat dalam penyelidikan akan tetap dirahasiakan dan tidak ada informasi yang mengidentifikasi saya yang akan tersedia untuk umum
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Yogyakarta, 8 November 2020

Yang membuat Pernyataan:



(Mr. Ario)

APPENDIX 2

I/N	Line	Interview	Data reduction	
I	001	<p><i>Assalamualaikum warahmatullahi wabarakatuh</i></p>		
N	002	<p><i>Walaikumsalam</i></p>		
I	003	<p>Saya nadia safira ingin mewawancarai anda sebagai narasumber saya bisa tolong perkenalkan diri anda seperti nama, batch dan mengajar di sekolah mana ?</p>		
N	004	<p>Nama saya Ai Angkatan 2017, dan waktu mengajar saya di.. awal nya aku cerita dulu gapapa yaa ?</p>		
I	005	<p>iyaa gapapaa</p>		

N	006	<p>jadi awal nya di SMA UII deket Jayanti kemudian karena masa pandemic ini dan harus online karena saya disana saya harus daring dan saya gabisa karna tempat saya masih zona merah saat itu. Sampe sekarang sii.. Nah saya di pindahkan ke deket rumah nama nya SMA 27</p>		
I	007	<p>deket rumah itu maksud nya di.. e.. dekat tempat tinggal nya ai?</p>		
N	008	<p>iya deket tempat tinggal saya.</p>		
I	009	<p>udah berapa lama ai mengajar online ?</p>		
N	010	<p><i>(reconnecting)</i>... um saya ngajar online itu aku baru tahun ini kak. Kalo offline dulu pernah sempet ada pengalaman juga.</p>		

I	011	dimana tuh ngajar offline nya ?		
N	012	bentar kak bentar.. e.. aku tu ngajar di tempat les – lesan.. (<i>reconnecting</i>)	Aku sempat mengajar di tempat les.	
I	013	sinyall nya yaa.. Oh berarti pernah ngajar offline sebelum nya, di les lesan terus baru pertama kali ngajar online itu yang ppl ini yaa?		
N	014	iyaa kak ppl ini		
I	015	berapa bulan ai ngajar online nya ?		
N	016	4 minggu doang		
I	017	ohh, satu bulan saja. Terus gimana sih biasanya mulai kelas online ?		
N	018	ini untuk online yaaa.. kalo online itu awal mulanya karena aku media nya pake Google Classroom itu tu.. e.		
I	019	oh, Google Classroom.		

N	020	<p>iyaa, dari awal itu introducing dulu. Ini saya perkenalan saya guru dari Ull masih pre – service dan hari ini saya yang akan menggantikan guru asli kalian untuk mengajar gitu gitu lah pokok nya introduce myself dan mohon bantuannya lebih ke too more friendly aja si kak. Saya gamau serius, serius amat si kak <i>(laughing)</i> Habis itu, hari ini saya mau ngajarin apa, saya absen sekalian kalo misalkan kalian mau bertanya – tanya boleh terus jangan upa absennya. Kalo absen saya bebas kak waktu itu di bagian kolom komentar google classroom. Jadi saat mulai kelas mereka join google classroom saya untuk absen siapa aja yang udah hadir kan.</p>	<p>Awal mulai kelas itu introduction dulu. Saya perkenalkan diri sebagai guru dari Ull dan masih pre – service. Mulai hari ini saya akan menggantikan guru asli kalian untuk mengajar dan mohon bantuannya. Saya tidak mau terlalu serius. Lalu, saya kasih tau hari ini mau ngajarin apa dan saya absen sekalian. Kalau kalian mau bertanya boleh dan jangan lupa absennya. Absen itu saya bebaskan kak, waktu itu mereka absen di kolom komentar google classroom. Jadi pada saat mulai kelas, mereka langsung join google classroom dan saya absen siapa saja yang udah hadir</p>	
I	021	ohh begitu.		

N	022	mulai proses belajar sampai nanti saya kasih tugas.		
I	023	Berarti Ai cuman pakai media google classroom ?		
N	024	kalau untuk media aku pake google form kemudian untuk contoh / example biar mereka lebih paham kan musti ada media kaya berjalan gitu loh kak nah aku inisiatif pake youtube. Kemudian berjalannya waktu juga kaya bosan lah pake google form terus soal nya kan buat Latihan kan. Saya pindahkan pakai Power Point yang mudah dimengerti untuk mereka.	Kalau untuk media nya saya pake google form. Kemudian untuk contoh nya biar mereka lebih paham aku pake Youtube. Kemudian seiring berjalannya waktu kan mereka semakin bosan pake google form untuk Latihan. Aku pindah ke Power Point yang mudah di mengerti mereka	Modification Of Course Content
I	025	Banyak juga ya media yang Ai pakai		
N	026	(laughing) iya soal nya kalo ngga kaya gitu nanti anak – anak nya gamau dengerin kak. Bahkan pernah ada..		

I	027	oh iya? Kelas berapa tuh ?		
N	028	aku cerita sedikit aja yaa. Aku ngajar kelas 2 SMA.. ehh kelas 3 kak sorry sorry.. kelas 3 SMA		
I	029	ohh 3 SMA, IPA atau IPS ?		
N	030	IPS semua kak. Umm, mantep ga tuu.		
I	031	Terus gimana cara kamu untuk bikin murid nya itu paham sama materi nya ?		

N	032	<p>apa yaaa. Yaa itu dari apa nama nyaa.. dari media yang gampang dilihat misalkan kaya Youtube itu sendirikan.. dia gampang di akses nya kan. Saya itu kepikiran mau kasih animation yang dibuat sendiri terus kemudian mereka tu malah jadi kaya.. kok ginii.. paham si paham tapi mereka kaya ngga dengerin gitu kak.. maksud nya ngga kaya nyimak banget gitu lebih banyak attention nya ke Youtube gitu karena mungkin lebih gampang juga cara pemakaiannya, kaya harus login gitu mereka ngga bingung kalau Youtube itu.</p>	<p>Mulai dari media yang gampang dilihat misalkan seperti Youtube dan gampang di aksesnya. Saya kepikiran untuk kasih animation yang dibuat sendiri. Mereka paham tapi kaya ngga mendengarkan atau tidak menyimak. Mereka lebih menyimak pakai Youtube karena gampang cara pemakaiannya.</p>	Modification of Course Content
I	033	<p>gimana cara kamu untuk bikin murid nya berpartisipasi secara aktif pas pengajaran online?</p>		

N	034	<p>ohh, waktu itu sii aku menyuruh mereka untuk bertanya.. saya ada 24 jam kalo misalkan mau tanya dan juga ini tergantung dari kelas nya sii kak.. jadi aku di kasih 2 kelas, awal mula itu aku ngajar di IPS 3 dan itu anak nya susah di atur dan bandel yaa. bener bener buat aku hmm... anxiety banget bener bener anxious banget aku tuu. Parah banget waktu di kasih tugas cuman 3 anak dari 30 siswa yang ngerjain.</p>	<p>Saya menyuruh untuk bertanya. Saya bisa dihubungi 24 jam dan juga ini tergantung dari kelas nya Jadi aku ngajar dua kelas, awal mula nya itu aku ngajar di IPS 3 dan anak nya susah di atur. Aku anxious banget dan aku kasih tugas tapi yang ngerjain cuman 3 anak dari 30 siswa.</p>	Classroom Management
I	035	<p>yaampun, terus gimana tuu ? kamu ngehandle nya ?</p>		
N	036	<p>ya nangis. (<i>laughing</i>)</p>		
I	037	<p>nangiss?</p>		

N	038	<p>iyaa aku nangis, terus aku bilang aja kalo misalkan memang susah boleh di tanyain kok kaya gitu.. udahh hmm.. terus aku masih jelasin jadi untuk ke depannya yang untuk kelas yang kedua kali nya. Akhir nya guru pembimbing sekolah ku ngasih kesempatan kaya yaudah kamu ganti kelas aja deh kalo kaya gitu. Anak – anak nya yang lebih mau aktif. Soal nya anak yang ku ajar ini kan susah di atur dan bandel gitu kan. jadi guru ku kaya ngerasa ngga enak gitu akhir nya di kasih kelas yang anak – anak nya mau aktif, mau jalan dan mau nanya. Dari situ kaya ohh mungkin .. e.. saya media nya banyak tapi ngga ada penjelasannya gitu kak. Jadi bertumpuk tapi mereka juga bingung ohh ini itu seperti apa.. nah jadi ada suatu posisi pertama kali saya ngajar</p>	<p>Aku nangis, terus aku bilang kalo memang susah boleh langsung ditanyain. Akhir nya guru pembimbing sekolah ngasih kesempatan untuk ganti kelas. Kelas yang dimana anak murid nya lebih mau aktif karena kan anak yang ku ajar susah diatur. Guru ku ngasih kelas yang anak nya mau aktif, mau jalan dan mau nanya. Dari situ aku mikir mungkin media nya banyak tapi kurang penjelasannya. Jadi mereka juga bingung. Waktu itu pas ngajar kedua kali nya, saya ngasih contoh dulu dari beberapa media dan latihannya ngga jauh berbeda dari contoh. Jadi buat mereka lebih tertarik.</p>	<p>Fear of Making a Mistake</p> <p>Modification of Course Content</p>
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		<p>yang kedua kali nya ini. Saya kasih contoh dulu dari beberapa media dan latihan nya ngga jauh berbeda dari contoh. Jadi mereka lebih tertarik gitu loh kak soal nya kan udah ada contoh nya itu kan kak.</p>		
I	039	ini yang beda kelas yaa ?		
N	040	Beda kak beda kelas yang tadi di ubah itu.		

I	041	kamu cerita sama supervisor kamu atau guru kamu itu tentang apa yang kamu rasain di kelas sebelum nya maka nya di pindah ?		
N	042	iyaa aku cerita juga dan saya juga cerita ke guru wali kelas nya.		
I	043	terus tanggapan nya wali kelas atau supervior kamu gimana ?		
N	044	iyaaa kaya yang tadii saya bilang kalo beliau ngerasa bersalah ngasih kelas yang kurang aktif kalo supervisor dari univ itu saya sama Supervisor kan dan beliau itu jadi kaya temen sumpah.	Beliau ngerasa bersalah ngasih kelas yang kurang aktif. Kalo supervisor dari univ malah kaya teman	Communication with Supervisor
I	045	AI, tadi kan bilang nangis waktu ngajar di kelas sebelum nya nah selain itu ada lagi ngga ? misalkan gregetan atau gimana ?		

N	046	<p>kalau nangis itu kan setelah ngajar nya.. kalau sebelum ngajar di kelas nya itu aku deg – degan karna posisi nya gini kak. Kita ini dimasa pandemic gini ngga bisa ngeliat anak – anak nya, situasi kelas nya seperti apa, terus sifat nya seperti apa karna harus diliatin juga kan untuk classroom management nya. Nah itu gabisa sama sekali kaya yaallah aku buta banget. Yaallah bingung banget. Yaallah kak sumpah ngajar offline lebih enak sii kalo online sekarang ruwet banget.. itu tuu aku bingung banget.. more nervous laa.. lebih banyak nervous nya jadi dari malem sebelum nya.. dari 1 minggu sebelumnya malah aku udah nervous.. aduhh anak – anak yang mau saya ajarin tu bakalan paham ngga yaa?.</p> <p>Masalah nya ini itu online loh.. kalo misalkan aku</p>	<p>Kalau nangis itu kan setelah ngajar. Kalau sebelum ngajar di kelas aku deg -degan karna di masa pandemic kita ngga bisa lihat anak nya, bagaimana situasi kelas, sifat nya seperti apa. Karena kita harus tau untuk classroom managementnya. Pas pandemic ini gabisa sama sekali. Aku gatau harus apa dan bingung banget. Mengajar offline lebih enak daripada online. aku lebih banyak nervous nya bahkan dari 1 minggu sebelumnya sampe semalam sebelum ngajar. Anak murid yang saya ajarkan akan paham ngga ya? Kalau aku salah jelasin itu aku yang dosa karna penyampaian nya ngga sampai. Kalo aku salah itu aku anxious. Kalo anak nya ngga dengerin berarti aku kurang aktif. Aku kurang banyak media dan aku</p>	<p>Unmet Expectation</p> <p>Fear of Making a Mistake</p>
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	<p>salah ngejelasin itu aku yang dosa juga.. maksud nya itu berarti penyampaian aku ngga nyampe kan. Kalo misalkan aku salah gitu nah disitu aku anxious nya.. bener bener gimana nii gimana nii.. kalo anak anak nya yang ngga dengerin itu berarti aku yang kurang aktif kan.. Maksud nya aku kurang banyak media nya gitu nah aku takut nya mereka ngga paham sama apa yang aku jelasin. Posisinya juga ngajar online dan makin sulit lah itu.</p>	<p>takut juga mereka ngga paham dengan yang di jelasin karena online kan.</p>	
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I	047	padahal Ai udah banyak media nya kan yaa dan udah aktif juga.		
N	048	iyaaa..		
I	049	susah juga yaa emang handle nya.		
N	050	bener kak handle nya itu si kak. Karena ya karna kita gabisa ketemu tatap muka itu jadi kaya bingung sendiri gitu loo.	Menghandle nya itu. Karena kita gabisa ketemu untuk tatap muka itu jadi aku bingung.	Unmet Expectation
I	051	nah, untuk kelas selanjut nya ini yang udah di pindah ini gimana beda nya tu ? apakah Ai ngerasa lebih nyaman ?		
N	052	untuk pertemuan pertama / first meeting gitu alhamdulillah kak banyak yang datengg. Aku jadi kaya wahh akhir nya gitu aku dapet kelas yang bikin aku ngerasa wah aku ngajar.. di kelas ini perubahan nya drastis banget kak 180 derajat.		

I	053	<i>(laughing)</i> Ai waktu ngajar guru nya ngawasin ?		
N	054	engga, guru supervisor saya on the phone doang atau ngga paling Whatsapp.		
I	055	Kalau guru pembimbing nya komunikasi nya gimana Ai? Pakai Whatsapp ?		
N	056	Jadi kita komunikasi nya memang lagii.. kita kan genting yaa.. masalah nya gini pas baru ngerasain pandemik ini jadi semuanya tuh jadi kaya chaos gitu loh kak.. harus nya beliau <i>(reconnecting)</i> ...		
I	057	oh, jadi chaos gitu pengajaran online ini ?		

N	058	<p>aku cerita sedikit yaa kak. Jadi sekolah itu mau mengadakan perpindahan gitu. Karena pandemic dan ngga boleh pergi – pergi. Akhirnya di batalin semua agendanya dan beliau posisi nya jadi bendahara untuk ngehandle uang itu. Beliau ngebalikin duit nya semua dan pas banget tu bertepatan sama aku ppl. Jadi pas saya tanya – tanya soal masalah yang ada di lapangan seperti apa media nya aku kurangin. Saya minta pendapat ke beliau tetapi beliau kaya nya sibuk bener – bener jadi kaya yaudah gapapa gitu. Sebenarnya aku juga gatau bener atau ngga nya dan gatau enak nya harus gimana jadi aku nya bingung sendiri kan. Yaudah endingnya beliau mengikuti gimana nya aku aja.. cara ngajar aku gitu.. aku bener – bener gabisa ngehandle ni. Tapi beliau</p>	<p>Jadi sekolah mau mengadakan perpindahan. Karena pandemic dan ngga boleh pergi. Akhirnya di batalin semua agendanya dan beliau bendahara untuk ngehandle uang. Beliau ngembalikan duit semua dan bertepatan sama ppl. Jadi pas saya tanya soal masalah yang ada di lapangan seperti apa media nya. Saya minta pengapat ke beliau tetapi beliau sibuk. Sebenarnya aku gatau bener atau ngga dan gatau harus gimana jadi aku nya bingung sendiri. Akhirnya beliau mengikuti aku aja, cara aku ngajar. Aku gabisa ngehandle ni tapi beliau ngga lost contact, kita masih ngobrol dan saya juga masih nanya kaya lesson plan lebih baik nya gimana atau kalo kaya gini udah bener atau belum dan aku harus gimana nya.</p>	Communication with Supervisor
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		<p>ngga lost contact sama aku, kita masih ngobrol dan saya juga masih nanya kaya lesson plan nya gimana ya ms enak nya kalo kaya gini udah bener belum yaa atau aku harus gimana yaa..</p>		
I	059	<p>tapi supervisor nya responsive ngga.. eh komunikatif banget ngga ?</p>		

N	060	<p>komunikatif sii iyaa kak.</p> <p>Tapi posisi nya beliau sedang ada dua cabang di dua hal yang berbeda.</p> <p>Beliau harus balesin aku yang anak ppl dan beliau juga harus ngebalesin wali murid yang minta duit nya balik gitu. Jadi beliau punya dua beban gitu. Aku kasihan sii sebenarnya.</p> <p>Disitu aja si beda nya.</p> <p>Maka nya aku kaya nya ngga ke handle pas ppl kemarin.</p>		
I	061	<p>jadi kan guru kamu ngasih semua tanggung jawab ke kamu ni untuk ngehandle kelas ini dan mungkin prepare lesson plan juga dll itu gimana Ai perasaannya ?</p>		

N	062	<p>untuk aku sendiri yaa jujur berat si kak untuk pertama kali. Karena saya punya tanggung jawab gitu kan.. bener bener kaya harus di bawa santai maksud nya kaya ya nyantai ngga masalah gitu. Tapi gabisa yang kaya semena – mena gitu kaya yaudah kelas ini doang apalagi online. Aku gabisa kaya gitu tetep aja ada pemikiran aku bisa ngga ya ngehandle kelas ini. Sebanyak ini lo jadi du akelas tapi yaa yang satu nya jadi batal kan karena belum sampai ke materi nya aja anak – anak nya udah ngga paham maksud nya udah ngga minat gitu untuk diajarin sama orang baru.</p>	<p>Menurut aku berat untuk pertama kali. Karena saya punya tanggung jawab dan harus di bawa santai. Tapi gabisa semena – mena juga karna kelas online. Aku ada pemikiran aku bisa ngga ya handle kelas ini. Ada dua kelas tapi kan yang satu batal karena belum sampai ke materi nya anak – anak udah ngga paham maksud nya. Mereka udah ngga minat gitu untuk di ajarin sama orang baru.</p>	Fear of Making Mistake
I	063	Ai kamu ngajar berapa kali ?		
N	064	aku jadi nya ngajar 4 kali kak		
I	065	ohh 4 kali.		

N	066	eh, empat kalii .. e.. iyaa kak 4 kali		
I	067	termasuk yang sebelumnya ?		
N	068	iyaa kak		
I	069	kamu ngajar di sekolah itu sendiri ngga ada partner nya?		
N	070	iyaa aku sendiri		
I	071	ohhhh berarti double anxiety yaa karena nggaa punya partner untuk di ajak ngobrol masalah sekolah		
N	072	nah itu (<i>laughing</i>)		
I	073	Waktu penerjunan pada akhirnya Ai sendiri.. aku baru tau ni kalo jung sendiri. Aku kira ada partner nyaa. Biasanya kan pasang – pasangan. Pas tau ternyata sendiri gimana perasaannya ?		

N	074	<p>aku gabisa kak .. maksud nya mau pasangan gimana soal nya orang kan pada balik ke rumah nya masing – masing kan tadi nya itu emang berpasang – pasangan. Kaka tadi kan nanya gimana perasaannya. Sedih kak. Kan satu kelompok itu kan 4 orang kak nah itu mencar semua. Ada satu di yogya, ada satu di bandung, ada satu di tanggerang, ada satu ternate. Kalo untuk ppl tahun ini emang beneran dimana pun.. kalo emang zona merah kan kita gabisa balik kak nah yaudah mau gamau harus disana dan juga waktu itu pak willy ketat banget.</p>	<p>aku gabisa kak. Sebelumnya emang berpasangan tapi karna pasangan nya juga pada balik ke rumah nya masing – masing. Aku sedih kak kan satu kelompok itu 4 orang tapi mencar semua. Ada yang di yogya, bandung, tanggerang, ternate. Kalo untuk ppl tahun ini boleh dimana aja. Soal nya emang zona merah, kita gabisa balik. Jadi mau gamau harus disana dan juga pak willy ketat banget</p>	Unmet Expectation
I	075	<p>hmm, iyaa sii. Terus ni Ai tadi kan kamu bilang kalau guru kamu kurang komunikatif nah untuk yang supervisor universitas gimana tu?</p>		

N	076	<p>kalau untuk supervisor universitas sii baik – baik aja si kak. Soal nya aku juga banyak curhat. Jadi tanpa ms dayu tanya kamu hari ini seperti apa ? jadi aku itu malah karna ngga punya temen ni kak buat ku ajakin curhat. Akhir nya aku curhat nya ke ms dayu (<i>laughing</i>).. bener bener Supervisor universitas kaya nya bosan dengerin curhatan aku karna setiap hari aku curhat tanpa harus di tanya duluan. Kalau anak – anak lain kan di tanya gimana progress nya untuk minggu ini. Nah kalo Supervisor universitas gausah beliau udah tau gimana.. karna kan hari sebelumnya aku bilang ms aku kelas nya di ganti gitu kan. aku jadi kaya sedih sendiri yaa aku ngga punya temen buat cerita yaudah cerita aku buat Supervisor universitas doang.. untung Supervisor</p>	<p>Supervisor universitas baik si kak soal nya aku juga banyak curhat karna aku ngga punya temen buat di ajak curhat. Akhir nya aku curhat nya k ems dayu. Ms dayu kaya nya bosan dengerin curhatan aku karna setiap hari aku curhat tanpa harus di tanya duluan. Anak lain itu di tanya dimana progress nya untuk minggu ini. Kalo Supervisor universitas gausah tanya beliau udah tau gimana karna hari sebelumnya aku bilang sama ms kalo aku kelas nya di ganti. Aku jadi sedih sendiri, aku ngga punya temen cerita untung ms dayu mau dengerin.</p>	Communication with Supervising teacher
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		universitas mau dengerin kan <i>(laughing)</i>		
I	077	<i>(laughing)</i> Supervisor universitas baik banget.		
N	078	ih sumpahh deh, yaallah. Cinta sama Supervisor universitas. Boleh sampaikan ini ke beliau? <i>(laughing)</i> kalau ketemu.		
I	079	terus kalo misalkan. Berarti Supervisor		

		universitas fine – fine banget yaa		
N	080	iyaa fine – fine banget bukan fine aja		
I	081	terus ada lagi ga si Ai masalah yang menyebabkan kecemasan buat Ai selain ngga bisa handle anak kelas sebelum nya atau supervisor sekolah ada lagi ngga Ai ? Mungkin dari RPP		

N	082	<p>oh iyaa, kalau RPP si itu sama aja kaya yang pas awal – awal kak.. maksud nya kecemasan aku di awal – awal sebelum mulai nya kelas tapi aku udah ngobrol sama guru ku begini .. begini .. beginii.. dan dia menerima bagaimana pun bentuk lesson plan aku mau bener atau salah yang pentingkan aku juga evaluasi sendiri habis itu juga menambah belajar. Kalau memang ada yang salah gitu tapi beliau masih tetap ngoreksi aku kok. Kaya “oh kalau ini jangan begini” misalkan untuk di lesson plan nya gitu. Kalo untuk lesson plan nya biasa aja si kak tapi lebih kaya memulai kelas nya itu yang bener bener kaya wahh gimana ya ini anak – anak nya. Kira – kira bisa focus ga ni.. itu kalo kaka mau tau mulai kelas jam 7 pagii</p>	<p>Kalau RPP sama kaya diawal. Kecemasan aku sebelum mulai kelas tapi aku udah ngobrol sama guru ku dan dia menerima bagaimana pun bentuk lesson plan aku entah bener atau salah. Karna setelah itu aku juga evaluasi sendiri jadi bisa menambah belajar. Kalau memang ada yang salah beliau masih tetep ngoreksi aku. Contoh nya kaya “oh kalau ini jangan begini” untuk lesson plan nya. Kalau untuk lesson plan nya biasa aja si kak tapi pas memulai kelas nya itu yang gimana ya anak nya, kira – kira bisa focus ga. Kelas Bahasa inggris di mulai jam 7 pagi.</p>	
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		<p>untuk kelas Bahasa inggris.</p>		
	083	<p>itu untuk absen gimana Ai ? yang dari google classroom itu aja ?</p>		

084	<p>iyaaa.. jadi aku ngomong nya gini kalo misalkan kalian masuk hari ini tulis nama kemudian.. e.. apa yaa.. aku waktu itu ngomong nya kelas deng. Aku suruh nulis kelas nya. Nama dengan kelas nya gitu di bawah kolom yaa berarti kalau misalkan kalian ngga nulis dianggap tidak hadir hari ini.</p>	<p>Aku ngomong kalo misalkan kalian masuk hari ini tulis nama dan kelas nya di bawah kolom google classroom. Kalau misalkan kalian ngga nulis dianggap tidak hadir hari ini</p>	
085	<p>terus gimana tu Ai respon anak – anak nya ?</p>		
086	<p>tapi.. terus saya tanya – tanya sama guru aku itu tu ngga ngaruh sebenarnya kalau mau absen juga.</p>	<p>Saya tanya sama guru ku itu ngga ngaruh sebenarnya kalau mau absen.</p>	
087	<p>ada ngga tu yang absen nya telat? Kan mulai jam 7 tuu</p>		

088	<p>banyak yang telat <i>(laughing)</i> malah justru yang banyakan di jam jam 8. Karna jam 7 anak – anak belum pada bangun yaa ka. Aku aja masih ngantuk jam segitu yang ngajar aja sepet apalagi murid nya kan. Tapi aku harus tetep semangat soal nya ngga ada bisa jadi contoh dong kalau aku males – malesan yaa kan.</p>	<p>Banyak yang telat. Malah kebanyakan jam 8 karna jam 7 mereka belum pada bangun. Aku aja masih ngantuk jam segitu, aku yang ngajar aja ngantuk apalagi murid nya. Tapi aku harus tetep semangat soal nya gabisa jadi contoh kalo aku males.</p>	
089	<p>terus anak – anak nya gimana jung ? yaa miss maaf ya telat..</p>		

090	<p>eh nggaa sii, kalo untuk online sendiri ini lebih fleksible kak waktu nya. Tapi kalo misalkan absen itu aku mulai dari jam sekian yaa dan ngga ada ku tutupnya. Nah nanti berarti kalo misalkan kelas udah mulai di pertengahan baru deh buru – buru absen yang belum sempet. Sebelum saya kasih tugas berarti absen udah ku tutup gitu. Tapi mereka paham kak.. maksud nya kaya lebih ke manut gitu loh kak.. ngga ngelama – lamain karna kadang kan suka di lama – lamain sampe besok baru ingatt yaallah belum absen. Soal nya aku pernah kaya gitu (<i>laughing</i>).</p>	<p>Kalo untuk online ini lebih fleksible waktu nya. Tapi kalo misalkan absen itu aku mulai dari jam sekian dan ngga ada ku tutup. Misalkan kelas udah mulai di pertengahan baru mereka buru – buru absen yang belum sempat. Sebelum saya kasih tugas berarti absen udah ku tutup. Tapi mereka paham atau lebih nurut, ngga dilamain</p>	
091	(<i>laughing</i>).		
092	<p>justru anak murid ku itu yang setelah di pindah... kalo yang pertama itu pinter kalo absen tugas nya doang yang susah..</p>		

	093	berarti setiap kelas punya plus dan minus nya yaa?		
	094	bener kak.		
	095	terus gimana si pengalaman ngajar jung waktu ngajar online dan offline. Kaya perbandingan nya gitu ?		
	096	kalo perbandingan nya ya kak, enakan offline lah kak. Jujur ni ya kak kalo offline itu memang capek tapi capek nya kita itu membuahkn hasil kaya “ih gue keringetan kaya gini, gue ngerasa kaya beneran ngajar” sedangkan ppl tahun ini bener – bener kaya “aduh, bisa gaa ya?”. Aku itu cuman pre – service kemudian juga aku juga masih baru banget gitu lo kak, guru – guru yang lain aja ngerasa ngajar online itu adalah hal yang baru apalagi aku ini cuman magang yang banyak salah nya gitu.	Kalo perbandingan nya, enakan offline. Sejujurnya enakan offline karna offline itu memang capek tapi capek nya kita itu membuahkn hasil kaya “ih gue keringetan gini, gue ngerasa beneran ngajar”. Sedangkan ppl tahun ini kaya “aduh bisa ga ya?”. Aku itu cuman pre – service kemudian juga aku masih baru, guru yang lain ngerasa online itu adalah hal yang baru apalagi aku yang cuman magang banyak salah nya.	

	097	<p>sebelum nya dapat pembekalan ga jung untuk pembelajaran online ini dari universitas atau dari sekolah ?</p>		
	098	<p>tetep dapet kak tapi cuman poin – poin penting nya doang. Kan setiap sekolah dan anak - anak sekolah pasti beda – beda kak. Saya mau ngerasain classroom management nya langsung karna ya gimana yaa. kalo ngga ada classroom management secara langsung aku kan juga gatau siswa nya. Aku sedikit cerita ya kak, guru aku ini cerita sebenarnya kalo offline anak – anak nya ngga seperti ini. Karena ini online mereka butuh kuota dll jadi bikin mereka males gitu.</p>	<p>Tetep dapet tapi cuman poin – poin penting nya. Setiap sekolah dan anak itu pasti beda – beda. Saya mau ngerasain classroom management nya langsung karna kalo ngga ada classroom management secara langsung aku gatau siswa nya. Guru aku cerita sebenarnya kalo offline anak – anak ngga seperti ini. Karena ini online mereka butuh kuota dll jadi bikin mereka males gitu.</p>	
	099	<p>rata rata kendala nya di kuota ya jung?</p>		

	100	<p>banyak si kak kendala nya sebenarnya.. kuota, mental dan gini lo kak kaya kalo offline itu kan emang bener ada jadwal nya atau terjadwal.. tertata semua kan sedangkan pembelajaran online ini jadi semau kita kak.. kaya “ah online ini ga ada absen, guru juga ngga ngeliatin kita, pr juga banyak sii tapi kan yaudah lah” (</p>	<p>Banyak kak kendala nya ada kuota, mental dan kalo offline itu terjadwal atau tertata semua sedangkan pembelajaran online ini jadi semau kita kaya “ah online ini ga ada absen, guru juga ngga ngeliatin kita, pr juga banyak tapi yaudah lah”</p>	
	101	<p>oh begitu, berarti absen hanya sebagai formalitas?</p>		
	102	<p>hmm jatuh nya jadi seperti itu sii kak. Akhir nya aku punya temen curhat <i>(laughing)</i></p>		
	103	<p>terus apa yang Ai lakuin ketika ngga bisa menggunakan pembelajaran yang sudah kamu rencanain ? jadi pasti kan banyak hal unexpected yang terjadi di kelas kaya mungkin murid</p>		

		nya ada yang males minta main game atau hal lain.		
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104	<p>aku tetep ada latihan tapi itu lebih kaya brainstorming gitu biar ngga bosen. Tapi masalah nya sekolah nya itu pelosok jadi aku bingung gimana ya cara ngisi nya... tetapi kalo udah di jelasin mereka mau ngerjain kalo kelas yang kedua ya kak.</p> <p>Aku cerita nya yang kelas kedua aja ya kak karna kelas pertama ngga berjalan. Terus ending nya kita semua evaluasi maksud nya aku ngajakin anak murid nya untuk ZOOM buat ngasih tau kesan dan pesan kaya "menurut kalian cara ngajar saya gimana?" kaya gitu.. kira – kira ada yang susah ngga atau mungkin mau di tanya – tanya masalah tugas yang kemaren gimana gitu. Aku nanya kaya gitu ke mereka. Ini emang keluar konteks akademik tapi kaya mereka jadi lebih leluasa untuk</p>	<p>Aku tetep ada Latihan tapi lebih ke brainstorming biar ngga bosen. Tapi masalah nya sekolah itu pelosok jadi aku bingung gimana cara ngisi nya. Tapi kalo udah dijelasin mereka mau ngerjain di kelas yang kedua. Aku cerita di kelas kedua aja karna kelas pertama ngga berjalan. Di akhir kita semua evaluasi, aku ngajak murid untuk ZOOM untuk ngasih tau kesan dan pesan misalkan "menurut kalian cara ngajar saya gimana?" dan kira kira ada yang susah ngga atau mungkin mau tanya masalah tugas yang kemaren gimana. Aku nanya kaya git uke mereka dan ini memang keluar konteks akademik tapi mereka jadi lebih leluasa untuk mengeluarkan pendapat mereka tentang sekolah di masa pandemic itu kaya gimana. Akhir nya</p>	
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		<p>mengeluarkan pendapat mereka untuk tau soal kalo misalkan kalo sekolah pandemic itu kaya gimana. Akhir nya mereka tau muka aku kaya gimana soal nya dari awal itu ngga ada tatap muka jadi gatau kaya “aduh guru gue ni kek apa sih?”</p>	<p>mereka tau muka aku soal nya dari awal itu ngga ada tatap muka jadi gatau “aduh guru gue ni kek apa si?”</p>	
	105	<p>terus kalian evaluasi bareng – bareng tuu ? kalo</p>		

		dari anak murid nya cerita apa aja Ai ?		
	106	mereka bilang “aduh capek miss online class terus, tapi kalo ngga kaya gini kita ngga bisa cepet lulus dong” gitu gitu. Jadi sedih sendiri dan beban mereka mau sekolah seperti biasa lagi tapi ya gimana situasi berkata lain	Mereka bilang “aduh capek miss online class terus, tapi kalo ngga kaya gini kita gabisa cepet lulus dong”. Jadi sedih sendiri dan beban mereka mau sekolah seperti biasa lagi tapi situasi berkata lain.	
	107	kamu punya saran ga untuk pembelajaran online ke depannya harus nya seperti apa? Soal nya takut ke depannya masih pandemic nii		

108	<p>ada kak, jelas ada.</p> <p>Teruntuk para dosen bekalilah kami dengan mental (<i>laughing</i>)kaya gitu karena kita ni gatau kan maksudnya kan kaya... kalo misalkan para supervisor bilang "kamu ini kurang media nya" atau mungkin "kamu kurang untuk mengengage" cobain sendiri ngajar online. Karna gimana kan ya ngajar online untuk mahasiswa juga pegel kan, mau sebanyak apapun media nya, mau segimanapun mengengage "ayoo game ayoo game" kalo anak nya sendiri kaya kaga minat dari awal jugaa susah kak.. bener bener susah..kaya ngomong aja entah di omongin ke anak ppl nya dulu di siapin mental nya, anak yang ppl nya kemudian habis itu bilang ke anak – anak murid nya "kita disini belajar yaa" mau keliatan</p>	<p>Teruntuk para dosen bekalilah kami dengan mental karena kita gatau misalkan para supervisor bilang "kamu kurang media nya" atau "mungkin, kamu kurang mengengage" coba ngajar online. karna gimana ya ngajar online untuk mahasiswa juga pegel kan, mau sebanyak apapun media nya, mau gimana kita mengengage "ayo game ayo game" kalo anak nya sendiri ngga minat dari awal juga susah. Di omongin ke anak ppl nya dulu untuk siapin mental nya, anak ppl nya kemudian bilang ke anak murid nya "kita disini belajar ya" mau keliatan sesimple apapun atau mau keliatan gamau belajar pun dan posisi minat nya jarang. Tapi disini kita belajar kalo mau bertanya silahkan, jika kalian ngga tau ngomong dan untuk anak</p>	
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	<p>sesimple apapun atau mau kelihatan gamau belajar pun dan posisi nya minat nya kan jarang tapi kan inti nya. Kita disini belajar kalo mau bertanya silahkan, jika kalian ngga tau ngomong.. untuk anak ppl nya kali itu jangan down dulu. Kalo dulu Supervisor universitas bilang gitu sii “semua itu wajar jung” dia manggil saya kaya gitu. Semua nya wajar bahkan offline kaya gitu loh Ai . Inti nya kamu jangan down dulu engga masalah itu tu cuman kecil aja yang penting kamu bisa bangkit dulu aja terus ada rasa termotivasi. Mungkin kaya ada rasa greget sendiri kok aku ngga bisa yaa, kok aku belum mencapai yaa kaya orang lain udah capai kaya gitu, kalo.. kalo aku ajak anak – anak nya deep talk kira – kira mempan ngga ya. Soal nya Supervisor universitas waktu itu</p>	<p>pp; nya jangan down dulu. Kalo Ms dayu bilang itu semua wajar. Semua nya wajar bahkan offline juga kaya gitu kata nya. Inti nya kamu jangan down dulu engga masalah yang penting kamu bisa bangkit dulu aja terus ada rasa termotivasi. Mungkin kaya ada rasa greget sendiri aku kok gabisa ya, kok aku belum mencapai kaya orang lain udah capai. Kalo aku ajak anak nya deep talk mempan ga ya. Soal nya Supervisor universitas waktu itu sempet ngegemplengin aku untuk kaya “ya jangan sedih laa, kalo kamu sedih terus mah ngga bakalan jalan” aku itu ngga suka sama supervisor yang bilang “kamu harus nambah media atau engage anak nya” itu susah. Apalagi kita kan ngga liat muka nya dari awal. Mungkin yang perlu dievaluasi bukan dengan</p>	
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	<p>sempet ngegembengin aku untuk kaya gitu kak kaya “ya jangan sedih laa, kalo kamu sedih terus mah ngga bakalan jalan” gitu. Mantep banget Supervisor universitas <i>(laughing)</i> Aku tuh ngga suka sama supervisor yang bilang.. gausah sebut nama lah yaa.. supervisor yang kaya “yaa kamu harus menambah media atau engage anak anak nya”.. susah kak beneran. Apalagi kan kita engga liat muka nya dari awal. Mungkin yang perlu dievaluasi itu si kak.. maksud nya bukan dengan cara bilang “ayo ya tugas nya diisi” yaa pasti mereka mikir “aduh, kaka itu cuman pre – service teacher doang”.</p>	<p>cara “ayo ya tugas kerjakan” pasti mereka miki “aduh, kamu ini cuman pre – service teacher doang”</p>	
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	109	Berarti tantangan nya banyak banget yaa teaching online itu ?		
	110	<p>parah sii kak untung nya aku bisa survive dan temen – temen yang lain.. ada kok yang nangis jugaa.. aku tuh lelah ms.. kalo aku banyak ngerajuk nya sii tapi yaa aku ngga patah semangat malah ada greget nya. Aku malah mikir nya kok ngga bisa sampe kesini gimana aku dapet teaching nya kalo misalkan kaya gini aja gue udah nyerah gitu kalo aku kaya gitu sii lebih kearah mental aja duluu.</p>	<p>Aku beruntung bisa survive sama temen yang lain. Ada juga yang nangis. Aku tu lelah. Kalo aku banyak ngerajuk nya tapi aku ngga patah semangat malah ada greget nya. Aku mikir nya “kok ngga bisa sampe kesini gimana aku dapet teaching nya, gini aja aku udah nyerah” aku lebih ke arah mental dulu aja.</p>	

I/N	Line	Interview	Data Reduction	Code
I	001	Assalammualaikum wr wb		
N	002	Walaikumsalam wr wb		
I	003	Apakah anda bersedia untuk menjadi narasumber saya untuk skripsi yang berjudul pre – service teacher teaching anxiety during online teaching practicum ?		
N	004	boleh, tapi itu tentang apa yaa ?		
I	005	Jadi penelitian ini bertujuan untuk mencari tau tentang kecemasan terhadap mahasiswa yang magang di sekolah ketika online.		
N	006	oh begitu		
I	007	sebelum nya boleh kenalkan diri anda, batch, dan juga kemarin ngajar dimana ya ?		

N	008	Nama saya Ario, waktu itu saya ngajar di SMP 9 .. um.. eh MTSN 9 Sleman.		
I	009	Junior High School yaa ?		
N	010	iyaa Junior High School		
I	011	Berapa lama tu mas ngajar online nya ?		
N	012	Kurang lebih satuu.. ini belajar selama nya atau mengajar jangka waktu dari awal ?		
I	013	waktu mulai mengajar mas		
N	014	Satu bulan.. kurang lebih satu bulan		
I	015	Ini online ya mas ?		
N	016	iyaa ini online.. full online		
I	017	jadi gimana ni mas pengalaman waktu ngajar di junior high school, bisa di certain ?		

N	018	Pengalamannya waktu ngajar kemaren itu agak bingung juga si karena ngga ada akses secara langsung ke murid nya. Semua nya harus melalui guru pembimbing lapangan juga sama mau nanya silabus dan RPP aja kalo ngga di jawab langsung ke MTS nya.	Pengalaman waktu ngajar kemaren agak bingung karena ngga ada akses secara langsung ke murid. Semua nya harus melalui guru pembimbing lapangan mau nanya silabus atau RPP langsung ke MTS kalo ngga ada jawaban.	
I	019	Oh begitu mas langsung ke sekolah nya ?		
N	020	iyaa		
I	021	Tadi kan anda bilang komunikasi nya melalui guru nya tu. Apakah tidak ada komunikasi lewat WhatsApp ?		

N	022	<p>mungkin ada ya tetapi itu hanya guru dan siswa saja .. untuk anak magang mungkin tidak diperbolehkan atau gimana.. mungkin ada aturan nya juga. Jadi selama magang itu komunikasi saya dengan siswa ya jembatannya hanya dengan guru lapangan.</p>	<p>Mungkin ada tetapi hanya untuk guru dan siswa. Anak magang mungkin tidak diperbolehkan atau ada aturannya juga. Jadi selama magang itu komunikasi dengan siswa hanya melewati guru lapangan</p>	
I	023	<p>Memangnya tidak ada tawaran untuk berkomunikasi lewat WhatsApp mas ?</p>		
N	024	<p>Nah, itu dia karena saya juga tidak di tawarkan sama guru nya. Karena pas selesai mengajar lewat Google Classroom itu saya juga langsung dikeluarkan. Jadi misalkan ada kendala – kendala tentang anak murid gitu ya saya langsung menghubungi guru nya.</p>	<p>Dikarenakan tidak di tawarkan sama guru dan pas selesai mengajar lewat Google Classroom saya langsung dikeluarkan. Jadi misalkan ada kendala tentang murid, saya langsung</p>	

			menghubungi guru aja.	
I	025	Jadi engga ada langsung ke murid nya ya mas ?		
N	026	iyaa ngga ada		
I	027	Kalau media waktu mengajar itu pakai apa aja mas ?		
N	028	Media yang saya pakai itu ada google classroom, google form itu termasuk ga ya (<i>laughing</i>) sama powtoon	Media yang saya pakai itu google classroom, google form dan powtoon	
I	029	kalau google form buat apa mas ?		
N	030	google form itu kalau di saya, disaranin oleh guru nya buat quiz sama absen. Karena disitu kan keliatan track record nya jam berapa.	Google form itu untuk quiz dan absen. Karena keliatan track record jam berapa nya.	

I	031	kalau mulai kelas online itu biasanya gimana mas ?		
N	032	kelas online.. mulai nyaa agak unik si ini		
I	033	unik gimana tu mas ?		
N	034	<p>yaa kita mempersiapkan dulu video yang udah dibikin, kita upload dulu ke google classroom, terus nunggu siswa nya masuk soal nya sebelumnya kan kosong cuman saya sama guru aja. Terus setelah satu per satu siswa masuk dan udah lumayan banyak. saya mulai buka kelas nya lalu saya tanya pertanyaan tentang materi yang udah di upload. Baru saya menyuruh siswa untuk menyetel video yang udah saya kasih.</p>	<p>Kita persiapkan dulu video yang udah di bikin, lalu di upload ke google classroom, nunggu siswa nya masuk karna sebelumnya hanya saya dan guru aja. Terus setelah siswa masuk dan lumayan banyak. Saya mulai buka kelas, lalu saya tanya pertanyaan tentang materi yang udah di upload. Baru saya menyuruh siswa untuk menyetel video</p>	

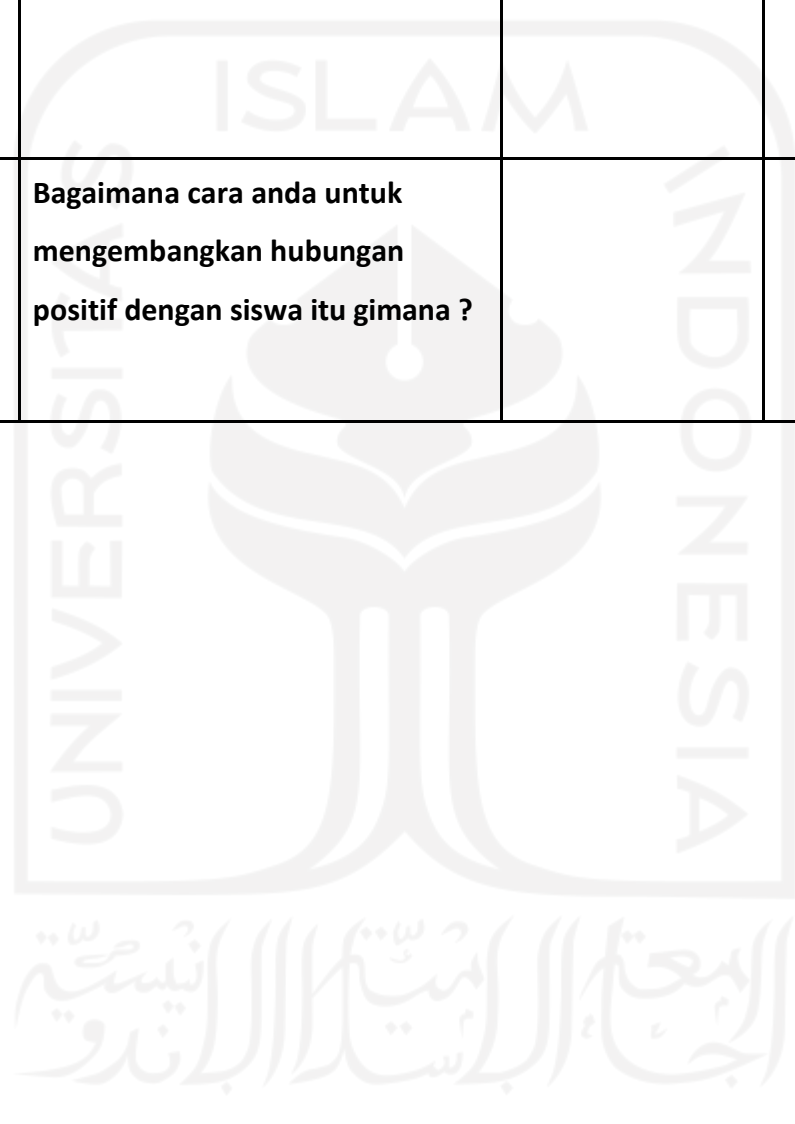
			yang udah saya kasih.	
I	035	Berarti siswa nya belajar mandiri ?		
N	036	iyaa belajar mandiri		
I	037	um.. tau siswa online semua itu dari mana mas? Karena google classroom itu kan ngga keliatan sama sekali kalo murid online atau lagi offline ngga kaya WhatsApp yang ada tanda online nya.		

N	038	<p>Nah itu, masih jadi pertanyaan untuk saya sampe sekarang. Karena saya juga bingung yang masalah WhatsApp jadi yang tau cuman guru nya aja. Saya pernah di certain sama guru nya kalau siswa itu disuruh nya membantu orang tua di sawah gitu, jadi pas mereka belajar online itu tuh yaudah masuk google classroom terus di tinggalin. Terus untuk masalah absensi dia masuk atau ngga kan udah ada quiz dari google form. Nah kita disaranin sama guru nya sampai jam 5 sore itu pun ngga aku yang ngejar – ngejar murid nya tetapi guru nya dari WhatsApp gitu.</p>		
I	039	<p>Kalau untuk masalah absen itu fleksible ga yaa ? kalau lebih dari jam 5 gimana ? apakah terhitung masuk kelas atau itu nanti urusan dengan guru nya aja ?</p>		

N	040	<p>kalaupun itu ya mungkin urusan dengan guru nya karena selebih dari jam yang udah di tentukan batasan ku cuman mengajar dan ngasih quiz udah selesai. Kalau untuk masalah ngejar murid absen sampai jam 5 itu guru nya aja yang tau.</p>		
I	041	<p>kalaupun misalkan cara anda untuk membuat murid paham dengan pengajaran mas? karena tadi kan murid belajar mandiri yaa</p>		
N	042	<p>Kalaupun itu cuman ngasih pertanyaan sekilas – sekilas dari materi yang saya ajar. Misalkan video powtoon itu kan animated presentation jadi tinggal dimasukin aja materinya. Kemaren saya ngajar tentang prosedur text, apa itu prosedur text, ciri ciri procedure text gitu. Nah waktu itu saya nunggu lama untuk mereka jawab.. hanya beberapa yang bisa jawab pertanyaan saya.</p>		
I	043	<p>waktu mengajar kemarin itu total siswa nya ada berapa mas ?</p>		

N	044	30an kalau ngga salah		
I	045	apakah siswa nya termasuk aktif ?		
N	046	mm.. dibilang aktif yaa engga si.. gimana yaa.. dari pertanyaan yang saya lontarkan juga yang respon cuman 2 atau 3 dan itu juga nunggu waktu sekitar 10 – 20 menit untuk di jawab.	Di bilang aktif ngga. Pertanyaan yang saya berikan juga yang ngerespon cuman 2 atau 3 dan itu juga nunggu waktu sekitar 10 – 20 menit untuk di jawab.	
I	047	Bagaimana cara anda untuk tetap menjaga siswa agar tetap berpartisipasi secara aktif selama mengajar online ?		
N	048	Nah itu, disaranin juga sama gurunya untuk tetap ngasih pertanyaan nya.. kaya rewel aja gitu di kolom komentar google classroom.. tanyain aja.. kita yang harus lebih aktif si untuk nanya ke murid nya biar ada bounding dengan guru dan murid	Disarankan juga oleh guru nya untuk terus berikan pertanyaan gitu di kolom komentar google classroom. Kita nya harus lebih aktif biar ada	

			<p>bounding antar guru dan murid</p>	
I	049	<p>Bagaimana cara anda untuk mengembangkan hubungan positif dengan siswa itu gimana ?</p>		



N	050	<p>gimanaa yaa.. karena saya ngga bisa ngerasain komunikasi sama murid saya. Soal nya WhatsApp juga ngga ada, dan saya gabisa pake media lain untuk komunikasi sama murid, akses nya sangat – sangat terbatas. Saya juga susah untuk tau karakteristik siswa yang saya ajar atau mereka merhatiin saya atau ngga dan terkadang mereka bales nya lumayan lama. Jadi karna itu saya susah untuk membangun hubungan yang positif (<i>laughing</i>)</p>	<p>Karena saya ngga bisa ngerasain komunikasi murid saya. Soal nya WhatsApp juga ngga ada dan saya gabisa pakai media lain untuk komunikasi sama murid, jadi akses sangat terbatas. Saya juga susah untuk tau karakteristik siswa atau mereka merhatiin saya atau ngga dan juga terkadang mereka bales nya lama. Jadi karna itu saya susah untuk membangun hubungan yang positif</p>	
I	051	<p>Walaupun sudah ada observasi sebelum nya ?</p>		

N	052	<p>Pas observasi itu kan dimulai sebelum pandemic, eh waktu magang nya online. Jadi kita udah persiapin mulai dari lesson plan dan segala aktifitas nya tapi harus di ubah dan waktu observasi misalkan kita di kelas 7 tapi dapet nya malah 8.</p>	<p>Observasi dimulai sebelum pandemic dan waktu magang nya online. jadi kita udah persiapin mulai dari lesson plan dan segala aktifitas nya tapi harus diubah. Ketika observasi di kelas 7 tapi kita dapet nya di kelas 8</p>	
I	053	<p>kalau media nya memang hanya menggunakan dua saja atau disarankan oleh guru nya ? Zoom ngga pakai ya mas ?</p>		

N	054	<p>Ngga pakai ZOOM, karena saya pernah di kasih tau sama gurunya kalau pakai zoom itu ngga memungkinkan karena ekonominya yang kurang, dan sinyalnya suka susah di jangkau. Jadi saya mau pake ZOOM meet juga tidak disarankan karena memakan kuota yang banyak, dan beberapa murid ga punya hape yang bagus untuk ngeaksesnya jadi terkadang ada yang pinjem hape orang tuanya. Sebenarnya ada kuota dari pemerintah sih cuman ya kendalanya di sinyal itu. Gurunya bilang kalau bisa friendly user aja lah dan saya pakai powtoon karna menarik mungkin ya buat anak smp. Bisa di play berkali kali buat di peljarin.</p>		
I	055	<p>Oh begitu ya mas, anda pernah tidak merasakan di abaikan oleh siswa ? kalau misalkan pernah bagaimana caranya anda dalam menyikapi hal tersebut ?</p>		

N	056	<p>pernah lah pasti, yaa itu kalo ngga di respon di google classroom itu kan di abaikan sama siswa nya. Tetapi saya tanya dulu saya guru lapangannya mau gimana lanjutannya ? kalau sampai jam segini udah di abaikan terus gimana? Yaudah kata beliau tutup aja kelas nya.. kasih quiz terus tutup itu sih. Udah ngga responsive</p>	<p>Pasti pernah, kalo ngga di respon di google classroom merasa di abaikan sama siswa. Tetapi saya tanya dulu sama guru lapangan mau gimana kelanjutannya? Kalau sampai jam segini diabaikan, yaudah kata beliau di tutup aja kelasnya. Dikasih quiz terus di tutup aja soalnya udah ngga responsive</p>	
I	057	<p>soal nya dari siswa nya ngga aktif ya ?</p>		
N	058	<p>iyaa kurang aktif dan yang aktif itu bisa dihitung jari</p>		
I	059	<p>kalau komunikasi sama guru lapangan nya gimana ?</p>		

N	060	baik sih kalo itu.. baik banget. Yaa itu dia satu satu nya jembatan saya ke siswa, mau gamau yaa baikk.. harus baik. Tapi ya saya ngerasa.. e. kurang dimotivasi. Soal nya kan bapa nya udah tua.. kasian juga si tapi ya saya nya juga banyak bingung pas kemaren	baik banget karena komunikasi saya dengan murid lewat beliau. Tapi saya ngerasa kurang dimotivasi soal nya ibu nya sudah tua. Kasian juga tapi saya juga banyak bingung nya kemarin.	
I	061	mas berapa kali ngajar dalam satu bulan itu ?		
N	062	1 kali		
I	063	satu kali aja mas ? biasa nya kan ada yang 1 bulan 4 kali		
N	064	iyaa cuman dapet kesempatan ngajar nya hanya sekali		
I	065	apakah ada feedback yang diberikan ketika sudah selesai ngajar mas ?		

N	066	oohhh, ngga ada itu, setelah mengajar yaa udah. Guru nya cuman bilang “oke udh bagus mas, makasih mas”. Saya juga cuman nunggu siswa ngerjain quiz sebagai absensi aja.	Ngga ada, setelah mengajar yaudah. Guru nya cuman bilang “oke udah bagus mas, makasi mas” saya juga cuman nunggu siswa ngerjain quiz sebagai absensi aja.	
I	067	kalau konsultasi RPP online itu gimana sama guru nya?		

N	068	<p>agak beda ya dari offline ke online. Kalau offline mah masih enak kalau online itu biasa nya ngirim lewat e – mail atau via WhatsApp. saya bilang “bu ini RPP nya sudah jadi kira – kira gimana ? apakah ada yang kurang atau ada yang harus saya tambahin ?” misalkan ada yang kurang ya ditambahin.. terus di revisi dan baru dikonsultasiin gitu terus sampe bener.</p>	<p>Agak beda dari offline ke online. kalau offline masih enak tapi kalau online itu biasa nya ngirim lewat e-mail atau via WhatsApp. Saya bilang “bu ini RPP nya udah jadi, apakah ada yang kurang atau ada yang harus saya tambahin?” misalkan ada yang kurang ya ditambahin dan di revisi terus baru di konsultasiin lagi.</p>	
I	069	<p>tapi sejauh ini komunikasi sama supervisor nya komunikatif kan yaa ?</p>		

N	070	iyaa komunikatif banget kok cuman ya terkadang perlu tatap muka langsung dan janji dulu. Tapi biasanya saya lebih sering disuruh kesekolah untuk menghadiri acara dan pernah juga.. harus nya kan temen saya yang ke sekolah tetapi karena gabisa jadi di wakilkan sama saya	Komunikatif banget kok cuman terkadang perlu tatap muka langsung dan janji dulu. Tapi biasanya saya lebih sering disuruh kesekolah untuk menghadiri acara dan juga harus nya kan temen saya ke sekolah tapi karena gabisa jadi digantiian sama saya.	
I	071	masih ada acara kesekolah yaa disekolah walaupun masih pandemic ?		
N	072	iyaa masih ada acara guru.		
I	073	ke sekolah nya langsung itu sekali dua kali ?		
N	074	iyaa sekali atau dua kali konsultasi sama guru nya		

I	075	kalau misalkan dosen universitas itu gimana komunikasi nya ?		
N	076	baik kok berhubung saya dapat kepercayaan dari beliau untuk handle teman – teman ppl. Alhamdulillah lancar dan beliau juga komunikatif juga. Kadang suka cerita kendala waktu ngajar online.. eeh, terus dia kasih solusi juga sii. dia juga bingung kok saya ngajar nya cuman sekali tapi yaudah lah gapapa. Saya sama dosen nya kaya teman juga.	Baik kok berhubung saya dapat kepercayaan handle teman yang lain. Alhamdulillah lancar dan beliau juga komunikatif juga	
I	077	kalau ppl kemarin itu ada temen nya apa ngga ? berdua atau bertiga gitu ?		
N	078	berdua, satu gpl itu ada dua mahasiswa jadi ada temennya		
I	079	ada kendala lain ngga ketika mengajar online, mas? mungkin dari classroom management nya ?		

N	080	<p> kalau saya mungkin dari motivasi belajar sama classroom management nya karena observasi nya offline tetapi pas pengajaran jadi online. kalau dari classroom management itu misalkan ada yang main hape, pergi ke toilet ga balik – balik, ngobrol sama temen nya terus, pokok nya ngga merhatiin bisa di tegur langsung tapi kalo online kan kita bingung juga murid ini memperhatikan atau ngga kan kita ngga tau. Karena saya cuman ngandelin google form buat quiz dan powtoon itu jadi materi utama nya. 2 media itu kan ngga bisa ngeliat muka mereka secara langsung. Nah, kalau dari motivasi belajar itu nurun banget yaa karna lama kelamaan biasa nya mereka bosan belajar online sama terkadang mereka di suruh bantuin orang tua nya. </p>		
I	081	<p> iyaa yaa kalau online teaching tu kendala nya banyak banget. Ada ngga ekspektasi yang tidak sesuai waktu mengajar ? </p>		

N	082	<p>ekspektasi nya itu ketika ppl offline itu bisa melihat ngeliat ekspresi siswa nya jadi pas ngajar itu enak. Sama mungkin dari motivasi belajar sama classroom management nya karena observasi nya offline tetapi pas pengajaran jadi online. Kita udah tau mau ngapain tapi tiba – tiba jadi online semua jadi kita harus cari cara lain.. bagaimana si siswa itu agar komunikatif sama kita dan juga responsive. Kendala lain nya itu saya terkadang mikir kenapa yaa kok siswa susah ngerespon saya, apa materi yang udah saya kasih itu terlalu susah buat mereka, mereka paham ga ya sama materi nya, saya harus pake cara apalagi biar mereka aktif.. sampe setelah ppl saya masih kepikiran “ini yang udah saya ajarin paham ngga yaa?” Ya kita hanya bisa berharap semoga siswa bener – bener paham apa yang udah disampaikan</p>	<p>Ekspektasi ketika ngajar offline itu bisa ngelihat ekspresi siswa nya jadi pas ngajar itu lebih gampang. Sama mungkin dari motivasi belajar sama classroom management. Ketika observasi kita offline tapi pas pengajaran jadi online. kita udah tau mau ngapain tapi tiba tiba jadi online semua. Jadi kita harus cari cara lain, bagaimana si siswa itu agar komunikatif sama kit</p>	
I	083	<p>sebelumnya ada pengalaman ngajar online ?</p>		

N	084	belum ada sama sekali		
I	085	berarti ini tantangan pertama kali mengajar online ?		
N	086	iyaaa pertama kali ngajar online ini berat banget yaa. karna belum pernah ngajar online juga jadi kan harus di ubah semua nya dari mulai harus mikirin media nya yang ga ngabisin kuota, cara pendekatan sama murid nya, instruksi yang singkat dan jelas juga, pokok nya kita jadi guru .. eh maksud nya anak ppl harus bisa ngertiin siswa nya banget pas online kek gini.	Ini pertama kali nya saya ngajar online ini berat banget karena belum pernah ngajar online juga. Jadi kan harus di ubah semua nya dari mulai harus mikirin media yang tidak menghabiskan kuota, bagaimana cara pendekatan sama murid, instruksi yang singkat dan mudah di mengerti. Pokok nya harus ngertiin muid nya banget ketika online seperti ini	

I	087	kalau kategori level siswa nya juga mas ngga tau ya ?		
N	088	iyaa engga tau, maka nya susah untuk menyesuaikan materi yang cocok untuk siswa nya seperti apa. Mungkin ini kekurangan dari saya juga karena saya ada bukti yang bener – bener nunjukin kalo siswa itu paham gitu lo.. misalkan kaya ngerekam atau gimanaa.. tapi ya balik lagi karna saya ngga ada akses langsung ke siswa nya jadi gabisa bertindak lebih lanjut dari apa yang mau saya lakukan gitu aja sii	Iya ngga tau, maka nya susah untuk menyesuaikan materi yang cocok untuk siswa nya seperti apa	
I	089	dari universitas seinget saya belum pernah dapet, dapet nya offline.. mungkin online .. online.. oh pembekalan – pembekalan ini paling yaa.. eh nggaa.. ngga dapet.		
N	090	kan tahun ini masih pandemic jadi belum bisa ngajar offline. Ada ngga pesan yang mau disampaikan untuk pengajaran		

		online selanjutnya agar pengajaran online lebih baik?		
I	091	<p>Mungkin karena pengajaran online ini motivasi belajar siswa kan kurang. Mereka lebih ngga terstruktur misalkan yaudah masuk google classroom terus udah masuk sebagai absen mungkin yaa. Tapi nanti mereka tinggal, entah ngelakuin aktifitas lainnya kaya bantuin orang tua nya kerja, nonton tv atau segala macem. Jadi dari guru ppl nya semoga bisa lebih aktif lagi ke depannya, tingkatin kreatifitas nya buat nyusun pembelajaran atau media yang menarik buat si siswa nya. Sabar juga buat para guru sama ppl nya semoga ga lama lagi paling pandemic selesai jadi pembelajaran bisa offline lagi. Karna sebenarnya kasian juga sama guru – guru yang udah tua kan literasi online nya juga kurang. Kadang masih suka nanya sama anak ppl tentang pemakaian media online kaya</p>		

		<p>zoom / google meet. Sama classroom management nya mungkin kalo dari saya lebih di tingkatin lagi. Mungkin 2 itu aja si menurut sayaa.</p>	
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