EMOTIONAL GEOGRAPHIES OF AN EFL STUDENT-TEACHER DURING

ONLINE TEACHING PRACTICUM

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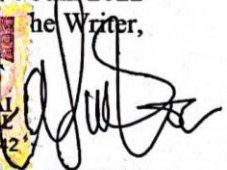
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STATEMENTS OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 6 Juni 2022

The Writer,

Debby Gladiola Da Silva
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MOTTO

"Stop beating yourself up. You are a work in progress; it means you get there a little at a time, not all at once."
-unknown

DEDICATION

I dedicate this thesis to myself who have struggled until now. This is a proof that I have tried to be a responsible person even though there are so many outside influences that often make me want to quit. But in the end, I still completed on time.
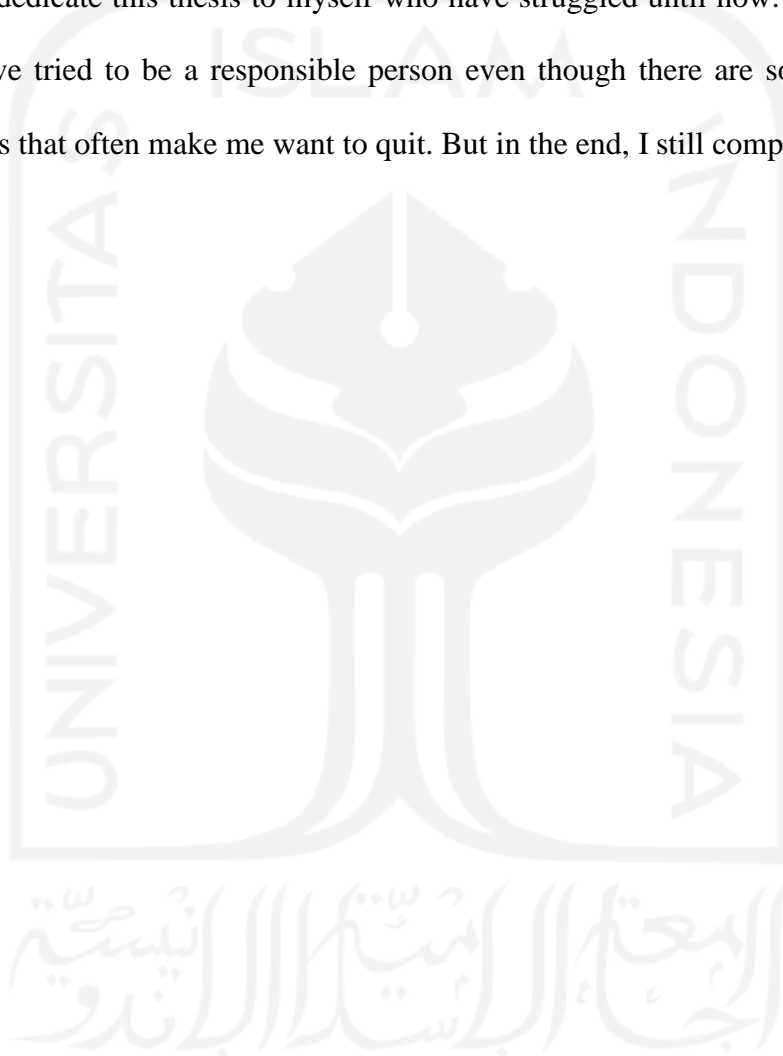
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EMOTIONAL GEOGRAPHIES OF AN EFL STUDENT-TEACHER DURING ONLINE TEACHING PRACTICUM

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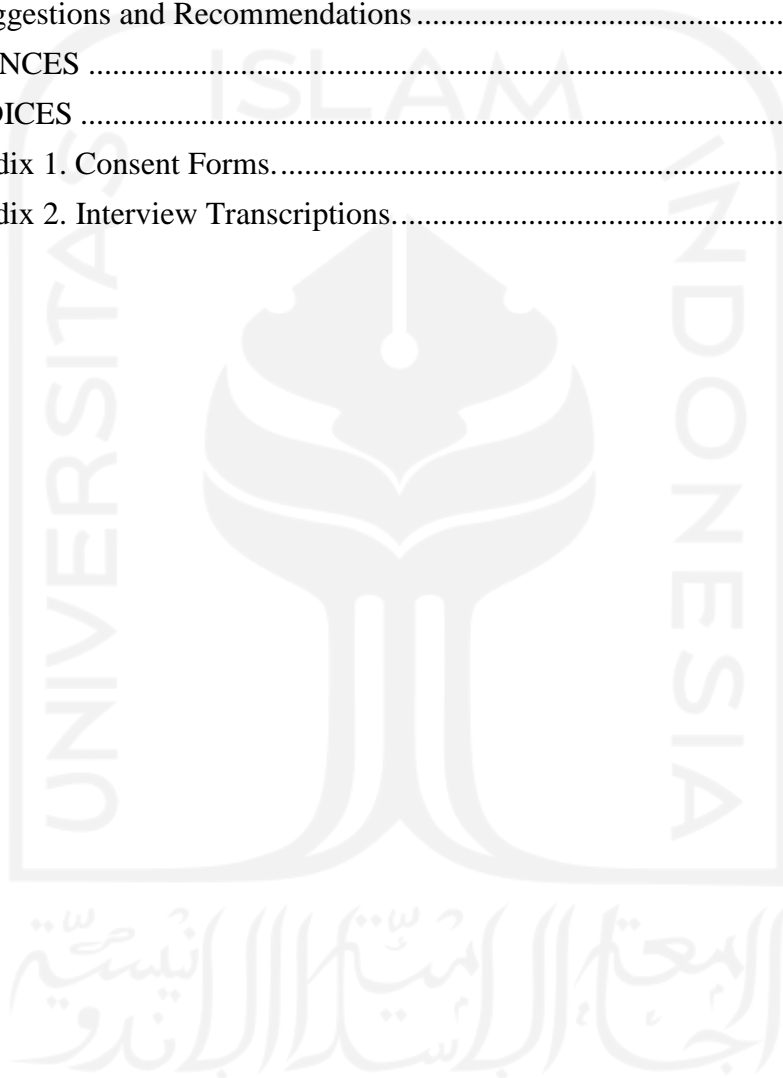
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ABSTRACT

This study focuses on analyzing student-teacher's emotion during online teaching practice in the context of EFL class. The data were collected through a face-to-face interview to the one of student-teacher from private university in Indonesia who took her teaching practicum program in Yogyakarta. Then the data was analyzed by using qualitative thematic analysis. The findings of this study represented 3 of 5 Hargreaves's emotional geography framework; 1) Physical geography, 2) Political geography, and 3) Professional geography. This study reveals that student-teacher is facing both positive and negative emotions during her online teaching practicum. These emotions come because of the relationship or interaction that occurs between the student-teacher and the supervisor teacher, her students, and even with her colleagues. Thus, this study implies that the student-teacher's emotions exist as a natural thing among them.

Keywords: *Emotional geography, student-teacher, online teaching practicum*

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CHAPTER I

INTRODUCTION

This chapter provides the introduction of the study. It contains the background of the study, the identification of the problem, limitation of the problem, formulation of the problem, objectives of the study, and also significance of the study as a closing of this chapter.

1.1 Background of the Study

Student-teacher advance their teaching ability in actual situation through a teaching practicum while they also experience certain emotions within the interactions or relationships between them and the stakeholders. Teaching practicum for English Language Education undergraduate students is the mandatory activity before they officially graduate and finally become real teachers with their degrees. Student-teachers still find it difficult to position their social and professional roles with their own emotions during this program (Herayatun and Septiana, 2020). The challenge for teachers in this teaching practicum increased because they had to do the teaching practicum virtually. It means that they cannot meet and interact with their students directly in the classroom. That condition creates another challenge for student-teachers to experience confusion with their emotions thoroughly. Hargreaves (2005) proposed that when we experience emotional feelings in our space between human interactions and relationships it is defined as emotional geographies. Liu (2016) elaborated on the five frameworks of emotional geographies which were proposed by Hargreaves (2001) and those frameworks are 1) the closeness and/or distance provided by spatial and temporal is referred to physical geography, 2) In professional practice, the closeness and/or distance

provided by various goals and senses of achievement is referred to as moral geography, 3) Differences in gender, race, ethnicity, language, and culture establish closeness and/or distance is referred to sociocultural geography, 4) the closeness and/or distance provided by differing perspectives on competence and professional practice norms is referred to as professional geography, 5) the closeness and/or distance provided by various understandings of power is referred to as political geography.

Related studies on emotional geographies among teachers and students have been conducted by several researchers. A survey on the emotional geographies of teachers in teaching practicum is essential. Because we can see how they deal with the feelings that can potentially affect the teaching and learning process. It is in line with Rejeki et al. (2018) who pointed out that the existence of emotions provides both advantage and/or disadvantage for the learning process. Therefore, addressing teachers'' emotions accurately is crucial. Moreover, Cowie (2011) analyzed EFL teachers' negative and found that although it is negative, it is seen as an essential viewpoint to view teachers' lives and a crucial part of becoming a teacher. It can be implied that even though it is good or bad emotions, it is necessary to carry out a study on examining teachers' emotions, especially for undergraduate students or student-teachers who have little teaching experience in real situations. Yuan and Lee (2016) attempted to explore teachers' emotions in the context of a student-teacher from a university in Beijing, China. Their study indicated that the participant experienced both positive and negative emotions. Meanwhile, Herayatun and Septiana (2020) also conducted a study through student-teachers from one of the State Islamic Universities in Indonesia. In line with Yuan and Lee's study, they also revealed that the student-teachers experienced positive and negative emotions during their practicum for two months.

Astutik and Hapsari (2022) have already conducted a descriptive qualitative study of the emotional geography of pre-service teacher during online teaching practicum. Their participant was a 21-year-old college student who took her teaching practicum in 2020, at which time the COVID-19 pandemic was not under control. They used to collect the data with a semi-structured interview and a diary journal. Their study revealed that student-teacher experience both positive and negative emotions during online teaching practicum. The negative emotions came from various aspects such as feelings of inexperience, challenging lesson planning, power structures within the school, perfectionism, and changes in space. To overcome various kinds of negative emotions that arise, their study highlighted how student-teachers use positive emotions to maintain a balance in their teaching practice.

Unlike their study which conducted at the beginning of the pandemic, this study is conducted during the situation which the pandemic is at level 3. The school policies are also different, Astutik and Hapsari study stated that the school where their participant did the teaching practicum applied fully online learning for both teacher and student-teacher. Meanwhile the school in this study has already conducted a blended learning method due to the situation of the pandemic which likely not the same as the beginning. Although the study has the same context, it is still relatively less known whether the emotions experienced by student-teachers while teaching at the beginning of the pandemic and when the pandemic has slightly subsided will be the same. However, the instrument for collecting data from this study only used a transcribed interview which aims to investigate student-teacher emotion during their online teaching practicum. Thus, a study on this topic is worth to be conducted due to the importance of analyzing the student-teacher emotions.

1.2 Identification of the Problem

The majority of student-teachers experienced various emotions during their teaching process or practicum. Although every student-teacher feels different emotions, their feelings matter, especially for the undergraduate students who are teaching for the first time. Student-teachers are different from certified teachers who have a lot of experience in teaching and policy-making. Therefore, it is natural for them to feel overwhelmed with the new role as student-teachers during the teaching practicum program. Moreover, according to the circumstances nowadays, all schools in Indonesia are implementing p*embelajaran jarak jauh* or online learning, which can create a new potential and a new problem for the undergraduate student-teacher. Therefore, this research aims to investigate the student-teachers emotions during their online teaching practicum.

1.3 Limitation of the Problem

This study will focus on analyzing one of the student-teachers" feelings through Hargreaves"s emotional geographies frameworks as a guidance. The five frameworks are physical geography, moral geography, sociocultural geography, professional geography, and political geography. Therefore, the participant will focus on their experience during online teaching practicum only.

1.4 Formulation of the Problem

Based on the issue described above, this research aims to answer the following question:

1. How are student-teacher emotional experience during the online teaching practicum?

1.5 Objective of the Study

The objective of this study is to examine student-teachers" emotions during online teaching practicum in the context of EFL class. Although the existence of the student-teachers" emotions indicate that they have a strong emotional bond with their students, supervisor teacher, and colleagues, this study will reveal that the emotions experienced by student-teachers" will vary depending on the circumstances.

1.6 Significance of the Study

By conducting this research, the writer hopes that this research would give contribution to the theoretical and practical discussion on student-teacher"s emotional geography during online teaching practicum. In theoretical discussion, the findings of this study may be utilized as a reference for those who want to conduct research on EFL teacher-student interactions with stakeholders through understanding and analyzing emotional geography. Practically, this study may help student-teachers understand their students' emotions and the school staff's emotions.

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CHAPTER II
LITERATURE REVIEW

2.1 Emotional Geographies

According to Hargreaves (2005), emotional geography is emotional understanding and misunderstanding in teaching. These consist of patterns of spatial experience of closeness and/ or distance in human interactions and relationships that help create, configure and color the feelings and emotions we experience about ourselves and each other. However, when there is a support and danger to basic emotional attachment, teacher can use the concept of emotional geography to help them identify the emotions in terms of distance and closeness in interactions at school. The emotions that arise in school appeared due to the interactions of the teacher with the stakeholders. Especially for student-teacher, they not only interact with their supervisor teacher, they also interact with everyone in the school. Hargreaves (2000) proposed five conceptual dimensions of emotional geographies, which consist of; physical geography, moral geography, sociocultural geography, professional geography, and political geography. However, Liu (2016) described the frameworks as follows; 1) Physical geography occurs when there is a lack of the time for the collaboration among teachers, which can create an emotional understanding in some aspects of schooling, 2) In professional practice, there is moral geography which refers to the proximity and/or distance generated by various goals and perceptions of achievement, 3) Differences in gender, color, ethnicity, language, and culture generate closeness and/or distance in sociocultural geography, 4) Professional geography describes the proximity and/or distance generated by differing

interpretations of professionalism and professional practice norms, 5) Different understandings of power produce closeness and/or distance in political geography.

Everyone will have different emotions in different environments, just like undergraduate students who practice teaching in public schools, which are usually determined by the campus. It shows that they might experience other emotions when teaching in public schools directly from compared to when they teach their friends during simulations. They may find it challenging to use their cognition, personal life, social, professional, and even emotional skills throughout this practicum (Herayatun and Septiana, 2020). These diverse emotions will certainly create confusion in them. Liu (2016) did a study on emotional geography in language teaching. Liu found his participant, an immigrant, was experiencing both positive and negative emotions when teaching in a new environment. This proves that the emotions experienced by a person when living or interacting in a new environment will show a different pattern which we can call emotional geography. The other study is from Rejeki et al. (2018), who reported a narrative study of male teachers who teach in a rural area in Indonesia. They investigated the emotional geography of the teacher, which resulted that in the emotions experienced by the teacher being influenced by external factors such as other teachers, parents, and even the students themselves. This shows that emotional geography really occurs in the relationship between humans and their environment.

2.2 Teaching Practicum

Teaching practicum is a mandatory activity for student-teacher which they must do before they graduate. It is also an activity program that aims to develop students as prospective educators and or educational staff. After taking the reflective peer micro-teaching course, all education students must do a teaching practicum. Koksal and Genc (2019) stated

that a teaching practicum is designed to provide student-teachers the chance to put the ideas, methods, and techniques they learned throughout their teacher education to use in the classroom. This aligns with Widiyastutik (2013) that claimed the teaching practicum is designed to allow students to apply the theory learned in the previous semester which also allow them to develop classroom experience and abilities. Moreover, teaching theory learned in the previous semester is designed to assist students and enhance their teaching abilities in preparation for new academic jobs after graduation. Student-teachers will learn that they need to teach in completely different ways than they were previously taught. The value of theoretical knowledge in teacher preparation has never been considered sufficient without practical teaching skills.

However, during teaching practice, student-teachers face lots of challenges. In most cases, they are supported by school-based teacher supervisor and university-based lecturer supervisor when they have to deal with unpredictable challenges (T. Lawson et al., 2015). It happens because they are facing a new environment, so they have to adapt very quickly. Buckworth et al. (2016) pointed out that student-teachers who work in unfamiliar environments encountered challenges with foreign social norms, such as feelings of the loss of ownership while trying to integrate new learning method into classroom practice. Not only dealing with the new environment, but they are also dealing with the staff in the school.

2.3 Online Teaching and Learning

The World Health Organization (WHO) stated that COVID-19 is a case of pandemic that has been occurred in several countries. Recently the world is facing a pandemic situation due to the 2019 novel coronavirus (2019-nCoV), or now people named it COVID-19, which makes the process of teaching and learning become online. This is done as a form of survival

from the world of education during this pandemic and to reduce the spread of the COVID-19 transmission. In Indonesia, the practice of online teaching and learning is happening in all schools and universities due to the covid-19 pandemic, which arrived in Indonesia in March 2020. Tosepu et al. (2020) stated that the first confirmed case in Indonesia was revealed by the government on 6th March 2020. Regarding this pandemic situation, The Ministry of Education and Culture has prepared several resources to assist students' online learning, which can be accessed through learning.kemdikbud.go.id (Abidah et al., 2020).

Online teaching and learning are a situation in which the teaching and learning process is carried out in a network or teachers and students do not meet face-to-face. Online teaching and learning can also be called E-learning (electronic learning). E-learning or distance education is different from the traditional learning which requires teachers and students to be trained in the same place and time (Fitria, 2020). According to Sadiku et al. (2018), the quality of online teaching and learning has the same amount as face-to-face teaching and learning, yet the only difference is the way it is delivered. The procedure of online teaching is the same as traditional teaching; the teacher prepares a lesson plan and then implements it for their students. However, what makes the difference is what platform teachers will use and how they design appropriate learning activities to do online. Sometimes it creates other challenges for the teacher. Moreover, the students are required to have some devices such as smartphones, laptops, tablets, and others to do online learning. This is because online learning is heavily depended on technology in its implementation. Both teachers and students must use the technology to carry out the online learning process. As said by Lee (2009) that the use of technology in the construction of a system's infrastructure with appropriate performance is related to online teaching.

2.4 Emotional Geographies Framework

The topic of this study was chosen because of the writer"s concern towards student-teacher emotions from the situation of their teaching practicum. However, the teaching practicum is conducted virtually due to the online teaching and learning which occurred recently. The actual cause of the recent online teaching learning is the pandemic of COVID-19 in Indonesia. Thus, this study focuses on analyzing student-teacher emotions with the conditions when they are doing their online teaching practicum. The theory of emotional geography which proposed by Hargreaves (2001) becomes the theoretical basis in this study.
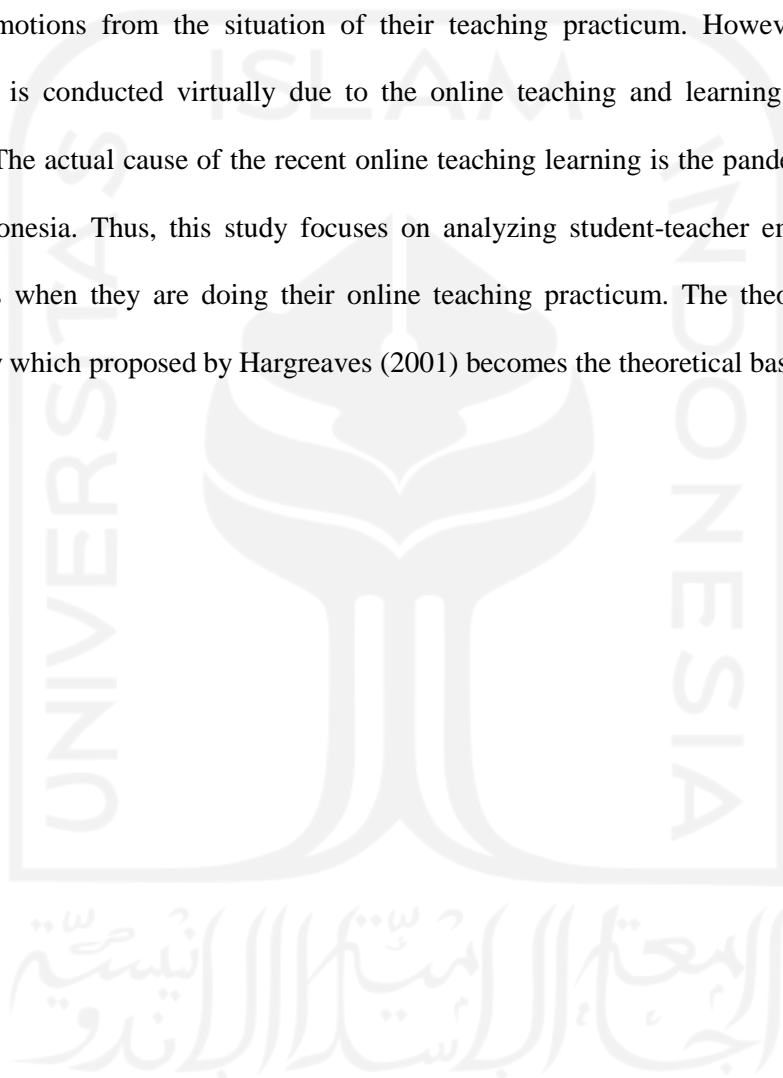
Figure 1. The Emotional Geographies of Student-Teacher

Emotional Geographics of An EFL Students-Teacher during Online Teaching Practicum

Teaching Practicum

Online Teaching and Learning

Emotional Geographies

"The Spatial experiental patterns of closeness and/or distance in human interactions and relationship that help create, configure and colour the feelings and emotions we experience about ourselves, our world and each other" (Hargreaves, 2001).

Qualitative Thematical Analysis Study

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study applies a qualitative research method to examine the students' teacher emotions during their online teaching practicum. The focus in this study is the events that occur when student-teacher conduct teaching practicum that can differ the emotions of each individual, therefore a qualitative method is very qualified for this study. However, the interview data is being analyzed with thematical analysis due to the scope of the study only analyzing emotional geography for the time span during online teaching practicum. As said by Braun and Clarke (2006), thematic analysis is a method for discovering, evaluating, and reporting patterns within data which organizes and explains a data set. Through this analysis method, the data transcript from the interview of students' teacher will be identified properly. In addition, the researcher also used critical incidents analysis (Tripp, 1993) which was applied only to contextualize situations and conditions when student-teacher's emotion appeared.

3.2 Data Preparation

3.2.1 Consent Form

The consent form of this study is also be considered as a form of research ethics. It is necessary for the participant to know about the study and ensure that they understand their involvement in this study. They may have no idea what it means to participate if they do not fill out a consent form. The participant who is one of the student-

teacher has been informed about how the whole process of the interview. The researcher gave the consent form for the participant in order to ask the participant's approval to interview.

3.2.2 Data Sources

The data sources were collected from a students' teacher from one of the private universities in Indonesia who took her online teaching practicum in the high school in Yogyakarta through interviews. The interview conducted on WhatsApp or face to face interview.

3.3 Setting and Participant

The setting of this research is in the one of secondary schools in Yogyakarta Province, Indonesia. During the current situation of the pandemic, the school has some policies. They have already conducted a blended learning which is done alternately for each class. Teachers at the school also take turns to come to school so that not all teachers are present at school. Only those who have a lobby duty and face-to-face teaching schedule are present at the school. However, this situation is clearly different from the previous situation where all learning activities are carried out online. According to the participant, the school also has a policy that student-teachers who are doing teaching practicum are not allowed to teach face-to-face. However, in reality there are some student-teachers who are allowed to teach directly under certain conditions. In addition, the school also asked for the participation of student-teachers to help carry out another duty at lobby and library. The duties are carried out alternately once a week.

The participant of this study is a student-teacher from the Indonesian private university who took her teaching practicum in one of the high schools in Yogyakarta. To keep her privacy, the name of the participant is a pseudonym (Karina). Karina is a 7th

semester student majoring in English language education department and she joined a teaching practicum in early October 2021 and has completed it in November. The department has been conducting online learning since March 2020 due to the ongoing pandemic in Indonesia. Therefore, the teaching practicum or teaching practicum that will be carried out by students is forced to adjust to online learning. According to Karina, this is her first-time teaching in real classroom, even though previously she has done several teaching practicum or teaching simulations.

3.4 Research Instrument and Data

The data in this research was carried out through the analysis of an in-depth interview. The instrument for this analysis is a series of interview questions. The core elements of emotional geography were derived from the interview: sociocultural distance, moral distance, professional distance, political distance, and physical distance. The compilation of data was collected by a recorder used by the researcher. The interview transcript was placed in the appendix. The instrument applied to some theories and were verified by the research supervisor.

Table 1. Interview questions

No.	Emotional Geography Frameworks (Hargreaves, 2001)	Indicator (Liu,2016)	Questions
1.	Physical Geography	The closeness and/or distance created by time and space	1. Please tell me about your teaching practicum 2. How do you describe your relationship with your students?

2.	Sociocultural Geography	The closeness and/or distance created by the differences of gender, race, ethnicity, language and culture.	1. Tell me about your cultural background 2. How is the background of the students and the teachers at the school where you interned? 3. How does a different cultural background affect your teaching performance?
3.	Moral Geography	The closeness and/or distance created by different purposes and senses of accomplishment in professional practice.	1. How was your students and colleagues' attitude during your teaching internship?
4.	Political Geography	The closeness and/or distance created by different understandings of Power.	1. Tell me about the school regulations 2. How did you manage to cope with the demand of your supervisor?
5.	Professional Geography	The relationship among teacher and students is not just an authority relationship but also a professional distance	1. How did you interact with your students and teacher supervisor outside the class?

3.5 Data Analysis

Thematic analysis was performed to find, evaluate, and summarize themes within the data in this study (Braun & Clark, 2006). Thematic analysis was once thought to be a trustworthy and independent qualitative technique to analysis. This approach is also a versatile and effective research tool, as it provides a rich and thorough but complicated data set. There are 6 steps in analyzing data using thematic analysis. After completing the

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interview with the participant, the researcher transcribed the interview results and read the data (transcript results) with the aim of familiarizing the data. The next step is to create code with the aim of making it easier to find data by combining all relevant data into one code. The third step is the researcher analyzed the data and give themes. After that the theme that has been determined matched with the code that has been created as well, through this step it was easier to analyze the data. The next step is specifying and naming the theme. The last step is the researcher made a report based on the theme that has been made.

3.6 Trustworthiness

In the qualitative study, trustworthiness of the data is necessary. Amankwa (2016), stated that researchers should define protocols and procedures for each study in order for it to be considered worthy of readers' attention. According to Lincoln and Guba (1985) there are four criteria that make the study will be trustworthy. The first is credibility which means the most important requirement is the belief in the validity of the investigation and, as a result, the findings (Polit and Beck, 2014). The data must be valid to be considered as a credible study. Next criteria is dependability, the data's stability across time and under the study's circumstances. The third criterion is confirmability, the findings on neutrality or degree are consistent and repeatable. The last criterion is transferability which means how applicable the findings are and a form of external validity.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the research findings and is followed by the analysis of the data. It also presented the discussion of the result of the research findings in order to answer the research questions as well.

4.1 Findings

The data collection was conducted in face-to-face interview by following the COVID-19 health protocol strictly. A week earlier, the researcher contacted Karina via WhatsApp to make an appointment. The interview was conducted at one of the cafes located on Jl. Magelang, Yogyakarta. Before starting the interview, the researcher gave Karina a consent form and a research summary. The interview lasted for approximately an hour and was recorded using a voice recorder on the researcher's gadget. By referring to the theory of qualitative thematic data analysis, the first step that the researcher did was transcribing the data for further analysis, namely, reading the transcripts repeatedly to familiarize the data. After that, the data is labeled into five categories and colorized for each theme: physical geography, moral geography, socio-cultural geography, political geography, and professional geography. The emotional geography frameworks are individually coded to make it easier to specify the data. The next step is for the researcher to make several themes based on the results of the coding that has been done. This process is done to make the data analysis process more accessible. Here the researcher uses the table to present the data.

Table 4-1. Themes and Coding

No.	Frameworks	Code	Theme	Sub code
1.	Physical Geography	**PG**	Social Presence to Close Physical and Emotional Gap Between Student and Teacher	**PG_SP**

No.				
2.	Moral Geography	**MG**		
3.	Socio-cultural Geography	**SG**		
4.	Political Geography	**PLG**	The Uncomfortable Feeling of Working Under Pressure	**PLGU**
5.	Professional Geography	**PRG**	Social Presence to Close Physical and Emotional Gap Between Student and Teacher	**PRG_SP**
			The Uncomfortable Feeling of Working Under Pressure	**PRG_U**
			Interpersonal Skill to Create Safe Work Environment	**PRG_IP**
			The Dilemma of Student-Teacher Double Roles	**PRG_D**

The researcher found several prominent themes in the data from the data analysis, which will be discussed in the discussion section. Three emotional geography dimensions have been found in this study. They are physical geography, political geography, and professional geography. The research findings have answered by the research question as well. The first prominent theme that the researcher found is interpersonal skills to create a safe work environment. Karina showed a lot of her interpersonal skills and also her professional attitude while at school. The transcribed data was using Bahasa Indonesia, but it has been translated into English. Below is the sample of the translated data transcription, which portrays one of the themes and also the professional geography.

> "Well, I also often contacted them until now. I have their WhatsApp number because we interacted a lot during our duty in the lobby. Our interaction was like asking each other about how you will teach later. Even though we are in different majors, but I just want to know. Besides, some of my fellow student teachers also used to share personal stories with me. And I was like, well, okay…" (Translated version of PRG_02)

From the example above, Karina told the researcher that she still keeps in touch with her colleagues by saving their WhatsApp phone numbers. She has also met one of his colleagues who poured his heart out to Karina even though she did not have a close relationship with Karina. Nevertheless, according to Karina, she tried to respond professionally. Other than that, the researcher also found another three themes, which will be discussed in the discussion section below.

4.2 Discussion

4.2.1 Social presence to close physical and emotional gap between student and teacher

Social presence is the meaning of mediated conversation in which there is interaction and interpersonal relationship between two or more people (Short et al. 1976). Social presence is essential in online learning because the physical gap that exists between teacher and student might be a limitation of the online teaching and learning process. Meanwhile, physical geography includes the physical proximity and interaction between a teacher with students or teacher with parents. However, because Karina taught virtually, the physical distance between her and her students became less relevant. Even so, the interactions with students and teachers at school that occurred while Karina was teaching were the only things that could be included in physical geography. Hargreaves (2001b) narrated that if we rarely meet people, we will have difficulty getting to know that person. In Karina's case, she could only meet with the supervisor teacher but not with her students. This created a challenge for Karina, but she tried to make online meetings livelier and tried her best to get close to her students. The emotion came out when Karina had a moment with her students and realized the she felt the closeness after she did several things to build the relationship with her

students. The interaction between Karina and her students created a moment that made Karina experience emotional changes.

> "Every **meeting I tried my best to always remind them** to feel free to ask me if they have something to ask. Also, I wrote my personal phone number so that they could contact me in personal chat, just in case they have any questions or maybe they are quite shy if they want to ask directly in the group class." (Translated version of PG_SP)

> "I always wrote down my personal number in the google meet"s chat box**. I tried my best to engage and be available** for them so that they can feel comfortable and be open with me." (Translated version of PG_SP)

> "I feel like, wow, my students were willing to review the material with me**. I tried my best to engage with them and they became closer to me**. The way I used personal chat to build the relationship between teacher and students made them get close with me." (Translated version of PG_SP)

From the statements above, Karina had the opportunity to teach virtually for six meetings which were divided into two classes with one extra meeting. She did not have any chance to teach the students in face-to-face mode because of the school's rules. Karina tried to maximize online teaching even though she really wanted to teach directly in the classroom. She tried to build her relationship with her students by sending a message on WhatsApp group or WhatsApp personal chat. Karina felt surprised when she got messages from some of her students after she finished teaching in class. Some of them reviewed the material that Karina presented in class. She was happy because her efforts in class to build relationships with her students were really successful. What Karina strives to build personal relationships with her students is in line with the goals of social presence itself. Garrison (2006) states that the purpose of social presence is to create trust and a sense of belonging that will support interaction and a tendency to ask questions. Even though Karina had to deal with the situation of teaching virtually, it can be implied that she could feel the closeness and connection with

her students whom she actually never met in person. Hargreaves (2000a) narrated that it takes closeness and intensity, frequency, and continuity in interacting as a form of emotional understanding and the formation of emotional bonds with teachers and parents. This means that the interactions that occur between Karina and her students can be categorized into physical geography. Although Karina has never met her students in person, there is still interaction between the both of them.

> **"I'm happy**, that's for sure, I think it is quite difficult to engage students during online learning. Especially if they just attend the class without any interaction with the teacher or give feedback for the material. If we as teachers explain the material and there's no feedback from the students, we might feel bad. **Sometimes it made me overthink like, am I still not doing it well, am I not having fun in class?** So, when the response was good, they took the initiative to ask questions, took the initiative to make sure again about the material, **I was really happy. I really appreciate them**" (Translated version of PG_SP)

From the statement above, it can be seen that Karina had concerns at the beginning when she had to teach online. She felt less confident when she knew that it was difficult for her to engage students in online teaching and learning. When Karina found out that she had distance limitations from her students, she felt worried if she didn't get feedback when she taught and couldn''t control her students directly. Nevertheless, after she got a good response from her students, she felt happy and appreciated it. It can be implied that the way her emotions changed from negative to positive emotions provides a finding that Karina experiences some different emotions caused by Professional geography.

> "I found some students who have different backgrounds of knowledge and different behavior, **I feel quite difficult to adjust with that**. Especially for me, a student teacher who just started the teaching practice for the first time. **It surprised me quite a lot. I feel the difficulties with the adaptation of online learning**. We should have our own way or tips and tricks to deal with this situation." (Translated version of PRG_SP)

"**I make my own innovation which can make the learning process become effective**. Moreover, communication is also important. It is all about how we build communication. For example, our students might feel shy if they want to ask something to their teacher in the class." (Translated version of PRG_SP)

Karina's efforts to make learning livelier which in fact affect her emotional condition, show that this can also be categorized into professional geography. Karina shows her professionalism as a student-teacher during a pandemic who must be able to create various suitable learning models even though Karina is anxious when she has to prepare them. All of Karina's statements above tell how Karina shows her professional attitude as a student-teacher who has to deal with online learning and teaching. Karina initially felt anxious because she could not teach and interact directly with her students. She felt that she had her challenges in student engagement with the limited distance between herself and her students. However, after doing several ways and innovations, her emotions turned positive because she succeeded in getting her students engaged with her. This is a shred of evidence that Karina felt mixed emotions because of physical geography and professional geography. All the ways and innovations that Karina did to support the continuity of online learning in the classroom also provide evidence of Karina's social presence in the class.

4.2.2 The uncomfortable feeling of working under pressure

The school where Karina did teaching practicum has the standard rules. According to Karina, one of the rules that must be obeyed is the use of masks which refer to the COVID-19 health protocol. In addition, there are uniform regulations, which for Monday to Wednesday, Karina is required to wear a black and white uniform, and for the rest, she is allowed to wear a batik with an alma mater jacket. She felt unburdened by the regulations because she thought it was a natural thing for school. However, on the other hand, Karina told how she got an assignment from her supervisor teacher to carry out school

administration which caused certain emotional changes experienced by her. The context of the moment was when Karina interacted with one of the stakeholders in the school which was her supervisor teacher. This moment occurred when Karina found out that she had to rearrange the lesson plan she had completed.

> "...Well, when I had consultation again it turned out that I was not allowed to teach in offline and online mode. **I was not disappointed, but I felt confused** about what kind of platform I should use for this. My supervisor teacher suggested me to create games, but I think I have to consider it again. **I feel like ouch**, after I finished my lesson plan, arrange it from the beginning, the learning method, and also the steps, it turned out that I have to rearrange it again." (Translated version of PLG_U)

From the statement above, it can be seen that Karina felt confused because of the misunderstanding caused by herself and her supervisor teacher. Karina had to rearrange her lesson plan because of the school's rules that student-teachers were not allowed to teach directly in the class or face to face mode. The way Karina expressed her emotions *"...i feel like ouch…"* **(PLG)** when she had to adjust her lesson plan with the school rules give evidence from what have been said by Liu (2016) that teachers' emotions are influenced by the school as one of the social structures of the community where student-teachers practice teaching. Another moment happened when Karina experienced emotion after she had the interaction with her supervisor teacher again. Karina felt the emotion of irritated after she knew that her supervisor teacher did not really has the intention to ask Karina for calculating the effective weeks.

> "...I got an order from the supervisor teacher to calculate the effective week and I felt like, ouch, how can I calculate this? It looked like I was learning math. But then I just tried it and when I consulted it to my supervisor teacher, surprisingly she said, "Nope.. actually I asked you to calculate the effective week just for your insight. After that **I feel like I have to accept it even though I get irritated** but I just have to take it for a lesson, right?" (Translated version of PLG_U)

From Karina's statements above, it can be seen that her supervisor teacher asked her to calculate the effective weeks. At first, Karina felt confused when she had to do it, but after she consulted with her supervisor teacher, it turned out that her supervisor teacher asked Karina to calculate the effective week only for debriefing. This means that her supervisor teacher did not really ask Karina to do it, but Karina felt that she had tried to do it as best as possible. She also felt mixed emotions. Although she felt irritated, Karina considered it a lesson for herself which might be useful in the future. The way Karina experienced mixed emotions gives evidence of the student-teacher's emotions to the political geography. Misdi et al. (2021) said that one of the social structures with the power of the school community is the supervisor teacher herself would create a student-teacher's unpleasant feeling if they refuse the demand of the supervisor teacher. In Karina's case, her supervisor teacher had the power to ask Karina to calculate the effective weeks even though, in the end, Karina felt irritated because she would feel bad if she refused it.

> "I feel like I lacked something when I did the lobby duty. The schedule of the lobby duty changed regularly, at first, I got Thursday and then it changed into Friday. I was accompanied by other student-teachers from different campus to do the lobby duty. But I usually have a partner who often doesn't come. So, I have to collect all the teacher"s presence back and forth alone, meanwhile the boarding class is on the right and it"s on the upstairs too. and then the regular class is on the left side, middle side, and on the upstairs again. **It was exhausting when you had to do it yourself**. Going up and down stairs from the start until the end of the lobby duty. In addition, there was a teacher who accompanied us, but usually he had a teaching schedule at the same time so If my partner didn"t come, I would have to go back and forth to many classes by myself. From the first lesson until the fourth **I had to go back and forth to collect the teacher's presence and it was quite exhausting**…" (Translated version of PRG_U)

Another regulation for student-teachers at Karina's school is lobby duty and library duty. Furthermore, as a student-teacher, Karina has to do a lobby duty once a week with her peers.

However, several times, she had to do it alone due to the absence of her peers. Since it happened more than once, Karina developed an unpleasant feeling as she could not split the workload appropriately. Thus, Karina must continue to do so because it is her responsibility as a student-teacher at her school who does not only carry out academic tasks. Several previous incidents made Karina feel mixed feelings about her supervisor teacher were natural. As said by Liu (2016), someone who is in a new workplace needs to obey and follow the prevailing rules to survive. Misunderstanding or violating these guidelines can result in a wide range of undesirable feelings in both yourself and others. Moreover, what Karina has done to always follow the rules at the school where she is doing teaching practicum shows various kinds of emotions caused by political geography as well as professional geography. The emotions that can be categorized into political geography are caused because Karina feels like a newcomer or a student-teacher who has to comply with all the rules at school and special requests from her supervisor teacher. This made Karina feel various feelings such as confusion, irritation, anxiety, and so on. On the other hand, it also gives evidence that professional geography exists. Karina had some moments where she had to deal with all of the situations, such as her supervisor teacher and the school's rules. Karina felt that she must still complete her duties as a student-teacher even though she has a pretty challenging task for her to keep her professionalism. The three statements above describe an uncomfortable feeling because Karina knows that the workload given to her is more enormous than it should be. However, she did not have the power to refuse it or negotiate with her supervisor teacher. She didn't even try to contact her colleagues to help her with the lobby duty assignment.

> "Well, I"m quite happy, I"m happy because I have an understanding supervisor teacher. The teacher wasn"t too demanding but she tried to explain that we can"t take things carelessly. If you become a teacher, you will be a role model, won"t you? So, I

feel really pleased to have a teacher who is disciplined, firm, but not too demanding."
(Translated version of PLG)

Based on the statement above, Karina told the researcher that even though she had gone through many misunderstandings and wrong situations with her supervisor teacher, Karina was still happy because she got a supervisor teacher who was disciplined, firm, and not too demanding. Several previous incidents that made Karina feel mixed feelings with her supervisor teacher were natural.

4.2.3 Interpersonal skill to create safe work environment

Karina told the researcher that she enjoyed doing library duty more. Apart from being more relaxed, Karina met another student-teacher who was always present to accompany her to do tasks in the library. Karina's school has a rule that every student-teacher must duty at the library at least once a week. From the statement below Karina told the researcher that she was amazed by the librarian who was so friendly to her. Unlike her supervisor teacher, where Karina feels a little shy when she meets her, Karina actually feels closer and happier with the librarian. However, Karina"s positive emotion arose when she had a moment of interaction with another stakeholders, which is library staff and her student fellow. The emotion came out after Karina found out that the library staff was being nice with her. In addition, Karina also felt the positive emotion when she realized that her workload in the library became lighter when her student fellow came and helped her.

"**I really enjoyed the library duty**, the first reason why I enjoy with that is from the beginning I started to carry out my duty in the library. The staff was really welcoming. She"s a cool person who did not hesitate to talk with us. Then she really memorized all of the student-teachers more than the supervisor teacher. Even when I just had my first day, the next day I met her, she immediately said hello to me and mentioned my name**. I was like, wow, what a great teacher**. We only met once, but she already memorized my name. And then **what makes me happy again is that I have partners for the library duty who came from different campus**. Fortunately,

they were always present. So compared to the lobby duty workload, which is a bit heavy, the library duty has a light workload. It even felt easier because I was being helped by other friends. So, the work was completed quickly and also didn't burden anyone. And that"s the fun." (Translated version of PRG_IP)

"Well, I also often contacted them until now. I have their WhatsApp number because we interacted a lot during the lobby duty. Our interaction was like asking each other about how you will teach later. Even though we are in different majors, but I just want to know. Besides, **some of my fellow student teachers also used to share personal stories with me. And I was like, well, okay**…" (Translated version of PRG_IP)

"Recently after my proposal seminar, they congratulated me and said why I didn"t tell them so they could come. Just like that. **One of them once told me about her personal problems. We actually just met, but it's okay, I decided to listen to her**." (Translated version of PRG_IP)

Moreover, from the statement above Karina tried to compare the situations when she did lobby duty with library duty. She felt that the library duty was much easier than the lobby duty because she was accompanied by two other student-teachers. She maintains a good relationship with her colleagues during the library duty. This is evidenced by Karina's statement saying that she exchanged WhatsApp numbers with her colleagues. Karina also admitted that she still often keeps in touch with her colleagues through WhatsApp chat. Moreover, Karina experienced something interesting with her colleagues. Karina told me that there was one of her friends who often told her personal problems. The researcher found it interesting because Karina has good interpersonal skills in this regard. Seeing the fact that they were new to each other, her colleague had the courage to share his personal problems with Karina. It wouldn't be a special concern in this study if Karina and her colleague had been friends for a long time. As narrated by Hargreaves (2001) that if a teacher is having a friendship with each other, it can be concluded that they do not have such a close relationship as close friends in general. usually tends to be a professional relationship only. However, it is interesting that Karina's interpersonal skills, which she used to create a sense of comfort for

herself at work, actually create a relationship that is more than just a coworker until there is a moment where they talk about personal things. Their relationship had reached the realm of the personal not only professional. This shows that Karina showed her empathy and also had a good communication skill with her colleague. However, there are no negative feelings towards Karina with her relationship with her colleagues.

4.2.4 The dilemma of student-teacher double roles

The emotions that Karina experienced below appeared when Karina found a moment where she felt tired when she had to make her choice. Karina realized that this moment was the moment that made her the most tired because she had different tasks and obligations that she must do at the same time. According to Karina, this moment came when she got a message from her supervisor lecturer asking her to attend the first proposal seminar. At that time, she was working on the task of making daily test questions at the school where she was doing teaching practicum.

> "...I feel it from the start that I have chosen to enroll in the second batch of the internship so I feel that I have carried out the mandate, I have to do this first. So, if I have to choose between the thesis proposal seminar and this teaching internship, I prefer to choose the latter**. I have to admit that I'm tired because it's a difficult decision to make**. If I choose to do both at a time, I"m afraid that one of them will be neglected. Or worse, both will not come out well**. That's what makes me tired the most**." (Translated version of PRG_D)

> "It"s like a roller coaster…" (Translated version of PRG_D)

> "...The roller coaster means how I have to balance my internship even though there are still courses that I have to take." (Translated version of PRG_D)

Student-teachers who are doing teaching internships usually still have another obligation in the university, such as completing several courses for graduation requirements. They had to assume their professionalism in the context of teaching practicum and their academic

achievements personally in their academic life on campus. This also happened naturally to Karina when she was doing the teaching practicum simultaneously with the lectures. Karina had a moment when she experienced a dilemma when choosing her focus between teaching practicum and thesis proposal seminar. However, from the beginning, Karina did not allowed to teach directly in class, so she must have her own way to make the online class atmosphere livelier. This causes volatile emotions to occur in Karina, who is categorized as professional geography. Karina also mentioned that her teaching practicum was a rollercoaster phase for her. She tried to position herself as a professional English teacher. At the same time, she is a college student who does not have the same portions of teaching experience as the in-service teacher. Karina expressed, *"That's what makes me tired the most."* (PRG) when she had to understand her current condition. Karina has professionalism as a student-teacher because she continues to do her teaching practicum job and prepares a thesis proposal for a seminar. Although, in the end, she admitted that she could not finish both of them on time, Karina showed her responsibility as a student-teacher and a college student.

CHAPTER V

5.1 Conclusion

From the discussion, this study highlights that the student-teacher's various emotions occur because they are caused by circumstances, the people around them, and even themself. This study indicates three Hargreaves emotional geography frameworks: physical geography, political geography, and professional geography. Physical geography is portrayed through the virtual interactions between the student-teacher and her students. However, the student-teacher did several things, such as social presence and interpersonal skills, to keep her professionalism in the virtual teaching practicum and the professional geography being portrayed. In addition, a student-teacher also experienced several mixed emotions that happened between them and the supervisor teacher, which in this study is categorized into political geography. Besides experiencing those mixed emotions, the student-teacher also had the dilemma of choosing her priority between the teaching practicum and thesis proposal seminar. All of the negative and positive emotions experienced by student-teachers in this study have illustrated Hargreaves' theory of emotional geography indeed.

5.2 Suggestions and Recommendations

The result of the present study implies that student-teachers' various emotions during virtual teaching practicum are natural. However, if the negative emotions are more dominant than positive ones, the student-teacher can analyze what makes these emotions appear. For example, if negative emotions appear a lot in professional geography, student-teachers can improve their teacher professional development or pedagogical knowledge to anticipate this. In addition, student-teachers need to understand that the emotions they experience are expected, especially if they have to deal with limited circumstances such as virtual teaching.

However, this study is still limited to the student-teachers' emotions and experiences during their virtual teaching practicum. Thus, other teaching practicum models or another school, such as a vocational school, will enrich the studies on emotional geography for further studies

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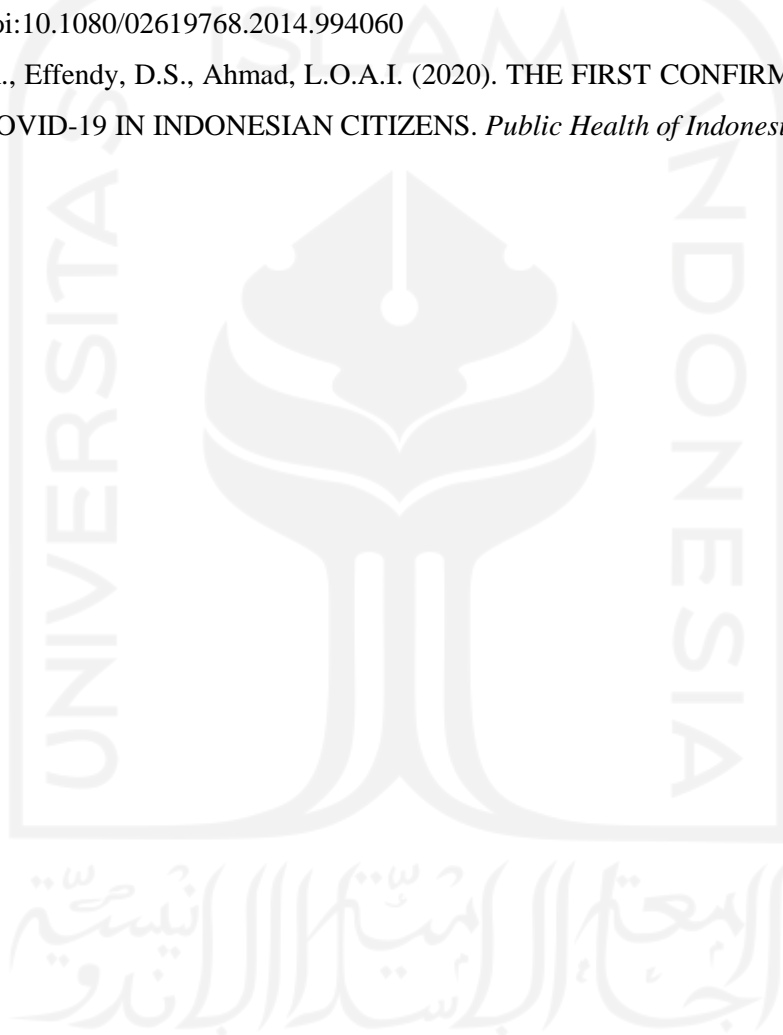
APPENDICES

Appendix 1. Consent Forms.

**FAKULTAS
PSIKOLOGI &
ILMU SOSIAL BUDAYA**

Gedung Soekiman Wirjosandjojo
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FORMULIR PERSETUJUAN PARTISIPASI RISET

Judul Riset:
Emotional Geographies of Student-Teacher During Online Teaching Practicum

Terima kasih telah membaca lembar Ringkasan Informasi Riset. Jika Anda berkenan berpartisipasi, silakan melengkapi dan menandatangani formulir di bawah ini. Beri tanda silang dalam kotak (*check box*) di bawah ini untuk mengonfirmasi bahwa Anda setuju pada setiap pernyataan:

☑ Saya mengonfirmasi bahwa saya telah membaca dan memahami lembar Ringkasan Informasi Riset dan telah memiliki kesempatan untuk mengajukan pertanyaan.

☑ Saya mengerti bahwa keikutsertaan saya bersifat sukarela dan bahwa saya bebas untuk menarik diri dari riset ini kapan saja sebelum 7 hari sejak wawancara, tanpa memberikan alasan dan tanpa ada konsekuensi negatif. Selain itu, jika saya tidak ingin menjawab pertanyaan atau pertanyaan tertentu, saya bebas untuk menolak.

☑ Saya setuju bahwa wawancara ini direkam dalam format audio melalui aplikasi voice recorder. Saya mengerti bahwa rekaman yang dibuat dari wawancara ini hanya akan digunakan untuk menganalisis dan bahwa kutipan wawancara tersebut, yang darinya saya tidak akan diidentifikasi secara pribadi, dapat digunakan dalam presentasi konferensi, laporan atau artikel jurnal yang dikembangkan sebagai hasil dari riset. Saya mengerti bahwa tidak akan ada penggunaan lain dari rekaman tanpa izin tertulis dari saya, dan bahwa tidak ada seorangpun di luar tim peneliti akan diizinkan mengakses rekaman asli. Saya mengerti bahwa tanggapan saya akan dijaga kerahasiaannya.

☑ Saya setuju untuk ambil bagian dalam wawancara ini.

Jika Anda menghendaki kerahasiaan identitas, beri tanda silang dalam kotak di bawah ini:

☑ Saya menghendaki nama saya tidak akan ditautkan dengan materi riset (*anonymous participant*), dan tidak akan diidentifikasi dalam laporan yang dihasilkan dari riset. Saya setuju bahwa data anonim saya akan disimpan untuk tujuan riset di masa depan seperti publikasi yang terkait dengan riset ini setelah selesainya riset.

Jabida Layn   Tanda Tangan   22 Desember 2021 Tanggal

Debby Gladiola Da Silva   Tanda Tangan   22 Desember 2021 Tanggal

Salinan: Setelah ditandatangani dan diberi tanggal oleh semua pihak, peserta harus menerima salinan Formulir Persetujuan Partisipasi Riset serta salinan lembar Ringkasan Informasi Riset.

Appendix 2. Interview Transcriptions.

INTERVIEW DATA TRANSCRIPTION

Interviewer : Debby
Participant : Karina (pseudonym)
Time : December 24th, 2021
Place : D'Freshco Coffee and Kitchen
Length of interview : 60 minutes

No.	Frameworks	Code	Theme	Sub code
1.	Physical Geography: The closeness and/or distance created by time and space	**PG**	Social presence	**PG_SP**
2.	Moral Geography: The closeness and/or distance created by various goals and senses of achievement.	**MG**		
3.	Socio-cultural Geography: The closeness and/or distance created by differences in gender, race, ethnicity, language, and culture.	**SG**		
4.	Political Geography: The closeness and/or distance created by various understandings of power.	**PLG**	The uncomfortable feeling	**PLG_U**
5.	Professional Geography: The closeness and/or distance created by differing perspectives on competence	**PRG**	Social Presence The Uncomfortable Feeling Interpersonal Skill	**PRG_SP** **PRG_U** **PRG_IP**

	and professional practice norms.		The Dilemma	**PRG_D**

ISLAM

Data Number	Interview	Data Reduction	Coding
001	D: Oke sekarang udah sama participant ku for my research. Aku udah sama kak Karina disini sama aku. Hai kak Karina K: Hai kak Debby D: Apa kabar? K: Alhamdulillah baik D: Sekarang lagi ngapain nih kesibukannya? K: Kesibukannya ya paling kalau ada, paling kesibukannya nyusun skripsi sih terus kayak misal revisi, terus ini juga sambil part time juga sih D: Oh iya kamu kerja di mana? K: Aku ini masih mau nyari lagi, sebelumnya aku tutor anak anak gitu D: Oh iya, di? K: Ini doang gak ngikutin tempat les lesan gitu tapi kayak dipanggil D: Oh iya K: private gitu, bocil bocil lah	The name of the school where the participant did her internship program has been changed with Sekolah Indah	

	D: Kelas berapa tuh ngajarnya?		
	K: Kelas kemaren itu kelas 3 sd ngajar semua mata pelajaran sih		
	D: Oh iya, sd ya soalnya. Berarti ini kamu mulainya dari kapan tuh ngajar kayak gitu?		
	K: Aku dulu waktu semester 2 apa 3 gitu ya aku pernah tapi kan corona terus istirahat, baru mulai lagi kemaren sebelum mereka penilaian tengah semester nah itu udah mulai		
	D: Oke. So kan sebagaimana yang aku sudah tau bahwa kak karina ini habis menyelesaikan PPL atau program magang, terus bisa diceritain gak magangnya dimana, terus kok bisa di sekolah itu gimana? Ceritain dong secara luasnya dulu aja		
	K: Kebetulan kemaren aku dapetnya di salah satu sekolah negeri di jogja di sekolah indah, kemaren PPL nya berlangsung kurang lebih empat puluh lima hari ya dan aku diamanahkan sama guru buat ngajar kelas 10 ipa-ips, tapi 10 nya ipa satu, ipsnya satu juga jadi satu kelas		
	D: Oke. Denger denger kan ini tuh gelombang dua PPL ya, kenapa ngambil yang kedua?		
	K: Karena kemarin kan kita KKN nya juga dibagi dua gelombang ya, gelombang pertama gelombang kedua. Aku memilih KKN duluan makanya kalau mau ngambil dua duanya langsung kan bakalan hectic ya jadi KKN dulu terus ngambil PPL nya gelombang kedua gitu		
	D: Terus kan tadi kak karina udah bilang kalau kamu diamanahkan oleh cooperating teacher buat ngajar kelas 10, nah kalau boleh aku tau udah berapa kali mengajar selama PPL ini dari awal sampai akhir?		
	K: Kalau aku ngajarnya itu satu kelas tiga kali pertemuan, jadi totalnya ada enam pertemuan, dan satu kali pertemuan aku diminta sama gurunya tuh buat kasih latihan soal, kebetulan waktu itu gurunya lagi sibuk buat hari guru ya waktu itu. Nah aku disuruh gantiin masuk kelas cuma		

ngasih latihan buat persiapan akhir semester doang, jadi totalnya udah kalau dihitung buat ngajar materi 6 pertemuan, sama ngasih latihan soal jadi totalnya tujuh pertemuan.

D: Totalnya tujuh pertemuan dengan kelas yang sama?

K: Itu dua kelas, satu kelasnya tiga pertemuan ipa, satu kelasnya juga yang ips juga tiga pertemuan, terus yang penilaian akhir semester itu beda kelas lagi, kebetulan disuruh masuk doang buat gantiin gurunya gitu

D: Terus sejauh mata memandang, dulu bisa diceritain gak gimana kesannya waktu ngajar di kelas, apalagi dapat dua kelas beda kan, bisa diceritain gak masing masing kelas

K: Kalau yang pertama kan sebelum masuk kelas tuh kita ada observasi biar kita tau background knowledgenya setiap kelas tuh kayak gimana, penyesuaian saat kita terjun langsung buat ngajar itu kita pemilihan media pembelajarannya itu gimana gitu kan. Nah kalau antara dua kelas itu menurut aku gak ada perbedaan yang begitu signifikan ya karena mereka sama sama kayak namanya juga masih kelas sepuluh kan, mereka baru kaget gitu loh ketemu pembelajaran online kemaren, selama ini mereka terbiasa pembelajaran online, ketika masuk ke jenjang sma kelas sepuluh baru ketemu kan sama teman temannya terus mereka tiba tiba dipaksakan untuk blended learning. Jadi pertemuannya masih setengah , kan satu kelas tuh biasanya dibagi dua, ada yang online ada yang offline, terus yang offline itu satu kelasnya itu dibagi dua kelas lagi jadi mereka masih yang kayak kurang, mungkin masih malu malu gitu ya jadi kayak harus dipancing dulu kayak gitu. Untuk yang mereka mau punya kesadaran untuk voluntary kayak gitu gitu masih kurang

D: Oke. Sorry aku lupa nanya nih, tadi kak karina itu ngajarnya online terus kah atau campur?

K: Kebetulan aku emang kan di sekolahnya tuh penerapannya blended, tapi oleh guru koperatingku itu mereka dikasih tau kalau yang ngajarnya blended itu buat

	para guru doang, sementara untuk pre-service teachernya itu disuruh untuk lebih baik online. Jadi kemarin selama aku ngajar dari awal sampe habis aku full online		
002	D: Oke balik lagi ke kelas yang kak karina ajar tadi ya, boleh tau gak sedeket apa sih. Karna udah enam pertemuan kan, tiga pertemuan, tiga pertemuan sedeket apa sih kak karina sama murid gitu? K: Ini seruh sih maksudnya menarik, gimana ya aku tuh awal masuk di antara kelas ipa kan kebetulan aku dapetnya ipa 1 ips 1, nah mereka uth awal masuk bener bener kayak ya namanya awal masih canggung ya, tapi ketika aku mulai ngajar di kelasnya dari mulai kita pertemuan online terus setiap pertemuan itu aku mengusahakan banget nih buat aku terus sounding, feel free ya to ask. Terus aku juga mencantumkan nomor hp yang bisa mereka hubungi, jadi misal mereka kurang paham kah atau punya pertanyaan atau mereka masih kayak mungkin malu, kan aku juga join grup kelas mereka tapi kayak kita ya maksudnya malu gitu nanya langsung di grup, mereka bisa contact aku langsung. Nah untuk pertemuan pertama itu setelah aku sounding mereka mulai ada yang ngechat nih, ada yang mbak saya mau make sure lagi nih materi ini tadi gimana ya gini gini gitu, terus aku kayak mulai ngejelasin. Pertemuan selanjutnya juga aku gak lupa nih untuk sounding lagi nanti anak anak jangan lupa ya kalau misalnya ada pertanyaan atau masih bingung, atau mau ada apa aja deh pertanyaan di luar materi juga kalau aku bisa jawab ya jawab gitu, aku sounding gak lupa juga nyantumin nomor yang bisa dihubungi di chat box di google meet jadi setiap pertemuan aku mengusahakan banget biar mereka tuh lebih open space buat mereka bisa lebih deket lagi dengan aku dengan cara aku nyantumin nomorku engage mereka lagi, bilang jangan lupa ya nanya aja gak apa apa, nanya tuh gratis, bebas gitu jangan takut kalau misal malu nanya di grup nanya di personal chat aja gitu jadi lama kelamaan tuh mereka langsung nanya. Bahkan	**PG_SP** PG_SP	

	kayak yang unpredictable tuh mereka setelah aku ngajar lagi mereka ngereview materi dan mereka nanya lagi, minta nanti pptnya dikirim ya gitu gitu, mbak tadi yang bagian sini aku sempat salah apa ya namanya juga kayak typo trus mereka kayak mbak ini bener gak sih, aku ngerasa wah mereka make sure lagi, mereka ngereview lagi materinya. Jadi dari situ mereka selain aku berusaha untuk mengengage mereka, mereka juga jadi lebih deket sama aku gitu loh, jadi personal chatnya kan jadi lebih membangun building relationship antara teacher sama student tuh kan lebih deket gitu gitu. Itu sih caraku maksudnya

D: Oke, keren banget. Terus dari apa yang mereka lakuin ke kamu, even itu masih pertemuan tapi mereka udah kayak gitu sama kamu, how do you feel?

K: Seneng ya udah pasti, ya kayak kita ngerasain kayak apa sih kalau di pembelajaran apalagi khususnya pembelajaran online kayak gini kan meng-engage student itu kayak susah banget gak sih apalagi kalau mereka yang kayak masuk kelas terus cuma dengerin habis itu selesai, kalau kita sebagai guru ngejelasin dan tidak ada feedback dari siswanya kan kita juga ngerasa aduh gimana ya, aku udah ngejelasin terus jadi sebuah PR lagi bagi kita apa aku ngelejasinnya masih kurang ya, apa aku kurang asik ya di kelas. Jadi pas mereka responnya baik, terus mereka inisiatif untuk bertanya, inisiatif untuk make sure lagi tentang materinya aku seneng banget sih. Aku really appreciate mereka gitu | | **PG_SP**

PG_SP |
| 003 | D: Oke. Tell me about your culture background, kamu asalnya dari mana sih?

K: Kalau aku asalnya dari provinsi maluku tepatnya di kota ambon, terus gimana nih

D: Kenapa kamu ngambil PPLnya di jogja? | The virus disease that the participant mention has been changed with pandemi | |

K: Karena aku kan pulangnya dari awal pandemi ya, dari pandemi masih memuncaknya tuh aku dah pulang dan ngerasa kayak wah bosen juga sih kalau disini mulu, kayak pengen ini dan di sana. Kalau misal PPL di daerah sendiri kan ngurus ngurus lagi kan kayak suratnya, perizinannya kita ngurus sendiri. dan kebetulan di daerah ku itu sekolahnya masih kayak masuknya belum stabil gitu loh dan aku ekspektasi awalnya kirain itu PPL nya bakal ngajar offline, oh ternyata kesini malah online tapi ya sempet ke sekolah juga kan. Sementara di daerah ku emang masih bener bener full online gitu

D: Oke. Terus boleh tau gak gimana sih background dari murid yang kamu ajar dan guru yang ada di sekolah kamu tempat magang, maksudnya kayak yang kamu lihat nih kan udah observasi, udah ngajar pasti bisa ngeliat kayak oh ini anak backgroundnya maksudnya kayak dari bahasa itu kan udah masuk ke background juga ya. Gimana tuh?

K: Backgroundnya murid per kelas atau secara umum aja?

D: Secara umum aja

K: Kalau secara umumnya mereka tuh karna masih kelas 10 ya istilahnya masih adaptasi sama lingkungan sekitar, bahkan sama guru gurunya aja mereka masih belum hafal, sama ruang kelas mereka juga masih bingung. Kalau untuk background siswanya sendiri mereka ada yang beberapa orang bener bener aktif, setiap kelas itu ya misal ada sekitar 3-4 orang, nah itu yang keseringan menjawab ketika ditanya, mereka juga ngasih apa voluntarynya ingin sendiri gitu. Kalau untuk gurunya sendiri aku rasa gak ada ini sih, maksudnya mereka ramah semua, kayak dari koperating teacher ku dia tuh orangnya disiplin mungkin karena emang wakasek gitu ya jadi pembawaanya disiplin tapi baik dan ramah, ngejelasinnya tuh setiap aku nanya dia ngejelasinnya yang baik, pelan jadi kayak aku gak yang bingung, less misunderstanding gitu kalau sama beliau. Terus guru guru disana kan juga ada yang piket gitu, nah selama aku menjalankan PPL terus bertugas piket lobby, maupun piket perpus itu alhamdulillah gurunya ramah semua, mereka mau

	ngajak kita ngobrol terus kayak ada beberapa guru yang ceritain juga dulu sekolahnya gini loh gak kayak gini, jadi kita tau oh jadi dulu kayak gini sekarang udah ada perubahan gitu D: Oke. Nah itu tadi kan bisa dikategorikan ke background perilaku mereka ya ke kamu, kalau dari yang kamu lihat nih bahasa mereka gimana tuh? Selama berkomunikasi dengan kamu, maksudnya mereka pakai bahasa indonesia kah atau pakai bahasa jawa, terus ngelihat kamu juga asalnya bukan dari jawa gitu K: Kalau mereka ini ya penyesuaian karena mulai dari awal perizinan itu kan ada perkenalan ya apalagi sama guru pendamping itu dari awal beliau udah tau aku bukan orang jawa asli. Beliau ngomong sama aku itu pake bahasa indonesia cuma kayak ada beberapa kosakata yang kayak apa ya seringnya aku denger dari beliau tuh panjenengan kayak gitu, terus ya ada beberapa kata yang pake bahasa jawa, tapi lebih dominan mereka pake bahasa indonesia untuk komunikasi sehari hari di sekolah D: Kalau muridnya sendiri gimana? K: Kalau muridnya indonesia semua		
004	D: Terus kan kamu udah cerita nih kalau guru guru memperlakukan kamu di sekolah itu gimana, terus murid murid itu gimana, kamu yang tadi cerita mereka sangat antusias gitu kan, terus ada guru juga yang komunikasinya sama kamu mereka masih menggunakan bahasa ibunya gitu kan. Apakah hal itu tadi ngaruh ke performa kamu ngajar? K: Engga sih, selama ngajar aku gak ngerasa, bukan mengganggu sih malah kayak mungkin karena aku disini juga kan teman temannya banyak yang jawa ya jadi selama yang mereka ngomong itu aku masih bisa mudeng, aku masih ngeh gitu, masih paham oh maksudnya ini ini, tapi bukan kalau misalkan ngejelasin aku nanya persoalan administrasi tetap mereka ngejelasinnya pakai bahasa indonesia, terus kalau aku ngomong sama siswanya tuh		

mereka juga maunya bahasa indonesia. Jadi sama sekali tidak mengganggu

D: Oke thank you. Terus tadi kita udah ngobrolin soal attitude juga ya dari murid, dari guru juga. Nah menurut kamu gimana sih attitude di sekolah itu sesuai ekspektasi kamu gak? Maksudnya dari guru dari murid juga

K: Kalau dari guru menurutku udah sesuai sama ekspektasiku ya dari yang tadi cara komunikasinya, ramahnya, cara ngejelasinnya sangat detail gitu. Itu attitudenya udah sesuai ekspektasi. Tapi kalau murid, aku pernah dapetin murid yang dia gak ngomong secara langsung sih tapi di grup, kayak waktu itu aku ngasih kisi kisi ulangan terus aku bilang ke grup nanti kita ulangannya ini ya hari jumat tanggal segini, nah kebetulan aku kan gak tau ya aku cuma ngikutin arahan dari koperating teacherku kalau ulangannya nanti tanggal ini ya mbak, yaudah aku ngasih info di grup, terus ada salah satu atau dua murid yang kan aku gak tau ya, kebetulan pas hari itu ada bentrokan sama ptm jadwal kimia, terus dia ngomong di grupnya tuh kayak lah orang besok udah kimia gini nanti ada bahasa inggris ulangan kimia udah ulangan gitu jadi kayak, ya aku masih memahami itu. Mungkin karena mereka merasa mata pelajaran susah ketemu susah keduanya sama sama ulangan kan ngerasa mungkin buat mereka itu menyulitkan, mereka harus belajar dua mata pelajaran sekaligus untuk ulangan makanya kan agak susah gitu. Tapi kalau untuk keseharian attitude mereka baik semua sih. Cuma responnya yang agak kurang ini ya, maksudnya kan aku kayak ngerasa ih aku kan gak tau ya yaudah gitu aja sih

D: Tapi pernah gak sih menjumpai murid murid yang nakal atau apa gitu pernah ada gak?

K: Gak pernah, mereka tuh semuanya welcoming, bahkan ada yang kayak bocil modus gitu loh tapi aku merasa senang sih berarti dari situ mereka kan kayak pengen deket gitu loh. Cuma akhlak yang menyimpang alhamdulillahnya gak ada, mereka responnya baik semua sih

| 005 | D: tell me about your school regulation. Maksudnya kayak ada gak sih peraturan yang harus kamu ikuti juga dalam sekolah itu? Atau ada peraturan PPL atau apa gitu?

K: Peraturan PPL itu mungkin yang pertama penerapan masker ya pastilah, terus penggunaan pakaian juga ada beberapa aturan yang haruskan kayak misal dari senin sampai rabu itu, kan kita PPL dari senin sampe jumat ya, senin sampai rabu itu harus pakai baju hitam putih terus pakai almet, terus hari kamis pake batik sama almet. Terus diharuskan sih pakai rok, sepatu gitu gitu itu aja sih peraturannya gak yang terlalu merepotkan, masih biasa aja wajar gitu

D: Oke, terus pernah gak sih kak karina ini diminta tolong entah itu oleh guru pendamping atau guru di sekolah untuk melakukan pekerjaan lain di luar kamu mengajar?

K: Kalau di luar mengajar ya paling itu sih mbak kayak piket perpus, paling itu kita disuruh sama staff perpusnya tuh kayak nyampul atau stempel kayak gitu gitu, terus kalau yang piket lobby itu paling kita disuruh ngeabsenin guru guru di kelas tiap masuk kelas kayak gitu gitu doang sih, terus kayak ada tamu dateng kita ngebantu nganterin misal mereka mau ketemu sama siapa kita bantu nganterin ke ruangannya gitu doang sih

D: Oke kan tadi masa PPL itu 45 hari, sedangkan mbak karina ini ngajarnya 6 kali pertemuan, otomatis gak setiap hari kamu ngajar kan, terus mbak karina bilang kalau ada tugas tambahan lain yaitu piket lobby piket perpus, nah itu tuh selama 45 hari itu apakah berlangsung secara reguler maksudnya tetep kayak gitu terus atau ada gak sih hari yang dimana mbak karina gak ngapa ngapain gitu?

K: Iya paham, kalau itu banyak sih yang hari aku gak ngapa ngapain, jadi kayak kan ngajarnya juga online ya dan online itu kita dari sekolahnya gak yang kayak diwajibkan kalaupun online harus di sekolah gitu. Kan ada beberapa sekolah yang temen temenku lainnya PPL kayak walaupun online tetep ke sekolah ya gitu, jadi aku ngajar online pun tetep aku di kosan | | **PLG** |

gitu, nah untuk pengajaranku kan tujuh pertemuan ya, nah selebihnya itu 45 hari itu kan ada yang aku bikin administrasi yang diminta, misal kayak RPP, terus kayak penyusunan kalau dari guru kooperatif ku tuh minta bikin perhitungan minggu efektif kayak gitu, jadi selama hari yang kosong itu maksudnya yang nggak bener bener di sekolah yang cuma di kosan itu aku menyelesaikan administrasi yang diminta, terus kayak bikin teacher diary dari ini, terus sambil mikir buat penyusunan laporan juga, itu aja sih

K: Berarti gak tiap hari ke sekolah kan ya, apalagi kamu ngajarnya juga ternyata online di kosan juga. Terus tadi kamu di awal bilang kan sebenernya pengen banget ngajar langsung terus ternyata gak bisa, how do you feel about it?

D: Gimana ya, sebenernya aku taunya kan blended karena emang dari awal gurunya gak ngomong ke aku mbak nanti online ya, dari awal observasi gak ngomong gitu. Jadi pas ak diminta buat lesson layout RPP nya aku tuh buat PPT yang buat model pembelajaran blended, aku udah nyiapin semuanya, kalau blended kan offline tapi aku tetap ngajar online gitu ya, nah terus ternyata pas aku udah konsultasi ke dosenku supervisorku, terus aku udah diiyakan sama dosen pembimbingku, pas aku konsultasi lagi ke guru pendampingku tuh dia ngasih tau, mbak nanti model pembelajarannya gak usah blended ya online aja, terus aku kayak ah, mana aku tuh dalam penyusunan RPP kan udah mikir juga kan oh materi ku disuruh ngajar yang ini, materinya announcement misal, aku udah mikir nih oh berarti kalau dari announcement tuh dari dosen pembimbingku nyaraninnya pake game. Aku udah mikir gamenya tuh kayak offline nanti gini gini, nah ketika pas konsul lagi ternyata gak dibolehin offline dan online, aku jadi mikir lagi kayak bukan kecewa ya tapi lebih ke bingung lagi mikirin tentunya media platform yang harus digunakan yang tepat buat pemilihan pas yang tadi disaranin dosenku buat bikin games aku jadi mikir lagi gitu, jadi setelah aku nyusun RPP aku harus mikir lagi. Dan aku ngerasa kayak aduh udah ngeplanning dari awal nanti kayak gini, metode pembelajarannya kayak gini, terus stepnya kayak gini jadi aku mesti nyusun lagi walaupun

RPPnya gak diubah tapi kan aku tetep nyusun lagi. Nah gitu aja sih perasaanku		**PLG_U**
D: Berarti kecewa engga tapi		
K: Ya mau gimana gitu kan		
D: Harus mau gitu ya		**PLG_U**
K: Iya terima aja gitu menyesuaikan		
D: So, how did you manage to cope with the demand of your supervisor, maksudnya kayak ada gak sih tuntutan yang sekiranya.. ya ada gak?		
K: Kalau karakteristik dari supervisor ku sendiri ya aku ngerasa antara, dari guru pendamping tuh karakteristiknya gak yang demanding banget sih kalau menurutku, dia yang bener bener ngasih tugas tapi tidak memberatkan mahasiswa PPL, jadi sangat sangat mengusahakan untuk kedapetan jadwal ngajar, terus kalau misalkan dia yang bener bener tuntunannya itu paling soal administrasi dari sekolahan waktu itu aku disuruh ngitung kayak minggu efektif dan aku ngerasa, aduh ini ngitung minggu efektifnya gimana udah kayak belajar matematika. Terus kayak aku berusaha untuk ini pas aku konsul ke gurunya ternyata dia langsung gini, engga mbak sebenernya saya nyuruh ngitung minggu efektif itu buat pembekalan aja, itu tuh terus aku kayak ngerasa oh iya ya. Antara gemes sama yaudah berarti pembelajaran buat aku juga kan. Aku pikir tuh bakalan dipake gitu loh buat nyusun ini, ternyata emang itu buat pembelajaran aja, jadi kalau misalkan di RPP bukan yang semaunya aja nentuin alokasi waktunya. Jadi kita perlu ngitungin minggu efektifnya. Nah terus aku gini, oh iya bu berarti ini gak berpengaruh ya bu maksudnya gak bakalan dicantumin di artefak kayak mau dimasukin ke sekolahnya atau ganti buat pengumpulan akhir PPL gitu, terus kata ibunya engga. Itu sih, selebihnya gurunya gak ada yang bener bener tuntutan yang memberatkan aku, emang gurunya gak demanding		**PLG_U**
		PLG

D: So you happy with that? Atau gimana perasaannya?

K: Happy kalau dibilang happy, seneng karena bener dapet guru yang pengertian ya, gurunya tuh yang tidak memberatkan tapi berusaha untuk menjelaskan biar kita tuh jangan asal asalan kalau misal ini, apalagi kalau jadi guru kan besok jadi panutan juga kan. Nah aku ngerasanya senengnya dapat guru yang disiplin, tegas tapi gak yang tadi gak demanding banget

D: Terus pernah gak sih kamu itu, ada gak interaksi dengan guru ataupun murid diluar jam kelas?

K: Diluar jam kelas kalau guru sih, murid engga. Eh kalau interaksi kan murid online ya jadi mereka kayak yang tadi aku bilang mereka contact, yang tadi aku bilang mereka bener bener dari pagi sampe sore nanya ada yang mbak ini ngumpulinnya dimana ya, ini bikin link gitu gitu jadi ya paling interaksinya kayak gitu lewat whatsapp message. Kalau sama guru sering konsultasi diluar jam pelajaran kayak bimbingan lagi sama gurunya, minta pendapat saran gitu

D: Kalau diluar kegiatan akademik ada gak?

K: Engga

D: Sama sekali ngga ada? Oke

006	D: nah oke, aku mau nanya dong kan tadi kak karina bilang kalau dapet tugas piket lobby, piket perpustakaan, terus diminta tanda tangan guru juga. How do you feel dikasih tugas kayak gitu?	The boarding class that the participant mention has been changed with kelas asrama	
	K: Sebenernya kalau untuk piket perpus aku gak ada yang permasalahan yang ngerasa keberatan karena kita kan cuma duduk gitu loh terus cuma ngestempel atau nyampul apa gimana gitu kan, gak perlu ada temennya juga gak apa. Tapi yang aku ngerasa kurang ini tuh bagian piket lobby, biasanya kalau piket lobby itu kan aku kedapetan jadwal berubah ya		

waktu itu, awalnya hari kamis terus berubahnya hari jumat, nah itu selama aku menjalankan piket lobbyku ada gabungan, maksudnya satu hari itu di jam itu pasti ada kayak kita ada temennya dari mahasiswa PPL dari kampus lain juga. Nah keseringan aku dapet temen PPL yang piket lobbynya bareng aku tuh gak masuk, jadi aku kayak harus bolak balik gitu loh sendirian ngambil presensi gurunya, mana kan kalau kelas asrama kan sebelah kanan ya nah itu naik tangga juga, terus yang kelas umumnya sebelah kiri tengah kita juga naik tangga. Kalau naik tangga terus dari mulai piket sampe selesai jam piket kan juga capek ya ngurus sendiri gitu, ditambah lagi ada sih guru piket juga yang nemenin kita tapi pasti guru piket seringannya ada jam kelas juga jadi yang bener bener kalau misal teman piket ku gak dateng ya aku sendiri harus bolak balik kelas gitu loh, mulai jam pelajaran pertama sampe keempat nah itu aku harus bolak balik gitu loh ngambil presensi guru dan itu lumayan capek lah naik turun kan, itu doang sih

D: Tapi dari tugas itu kamu ngerasa gimana? Seneng kah atau ngerasa terbebani?

K: Gak ngerasa terbebani, malah seneng ya kebanyakan aku selama 45 hari menjalankan PPL kebanyakan tuh di kosan, kayak yang ada disuruh ke sekolah aku seneng ke sekolah cuma ya agak ini nya tuh ya itu bolak balik yang lumayan capek juga sih. santai

D: Oke, kamu malah lebih seneng kalau ada

K: Enjoy aja, menikmati aja

D: Berarti intinya kamu lebih seneng kalau ke sekolah kan ya

K: Iya, ada kegiatan di sekolah malah lebih seneng

D: Kenapa kayak gitu?

K: Biar teacher diary ku terisi, jadi kan dari kampus mewajibkan ngisi teacher diary itu ngisinya perminggu masih mending ya, tapi ini ngisinya masalahnya perhari dan misal aku bener bener full di kosan kan aku bingung mau ngisinya

	gimana. Hari ini misal aku ngerjain administrasi yang diperluin, besok kalau gak ada kegiatan aku bingung ngisi apa jadi kalau disuruh ke sekolah kan aku bisa ada isian gitu loh oh hari ini aku ke sekolah gini gini, aku ketemu gurunya gini. Dan kalau teacher diary kan ada tabel buat ngisi perpointnya dan harus semuanya terpenuhi kan jadi ya malah kalau ke sekolah langsung bisa oh jadi aku ke sekolah bakal gini gini ya, nanti aku ketemu guru sama siswanya kayak gini, terus habis itu orang orang disana responnya gini gini. Jadi bener bener responnya kalau ke sekolah aku jadi bisa lebih leluasa untuk ngisi teacher diary ku

D: Oh iya jadi lebih kayak ada bahan ya untuk ditulis

K: Iya | | |
| | D: Nah ini kan udah selesai ya PPL nya, sampai sekarang masih ada gak interaksi dengan guru atau murid? Eh bentar, Hari penarikannya itu kapan?

K: Udah sebulan ya, kan tanggal 25 kemaren, ini udah mau tanggal 25 berarti udah sebulan

D: Oke, nah selama satu bulan penarikan sampai sekarang masih ada gak?

K: Kalau sama siswanya udah engga, terakhir pas penarikan. Beberapa hari setelah penarikan kebetulan kan aku ikut HMJ itu dari ada ngadain lomba gitu nah aku cuma ngeshare posternya di grup terus mereka responnya gini, mbak ini gimana gimana nanya soal lomba itu. Kalau sama gurunya ya sama juga, terakhir aku nawarin bu mungkin ada siswanya yang pengen ikut gitu gitu aja sih. Sampe sekarang belum ada interaksi lagi, paling gurunya cuma ngesave nomor gitu doang ngeliat status WA gitu

D: Terus balik lagi ke yang ini tadi, yang terakhir aku pengen tau dong pernah gak sih kak karina itu pas lagi masa PPL ini tengah mengerjakan tugas dari guru atau lagi nyusun RPP | | |

atau apapun itu, pernah gak sih ngerasa ada titik dimana kak karina itu lagi capek banget, ada gak perasaan gitu?

K: Ada, pas itu kebetulan kayak semuanya barengan, aku yang harus ngehandle ngajar di sekolah Maksudnya walaupun ngajarnya online kan tetap ada effort lah, terus yang harus nyusun bantu gurunya untuk apa ya, waktu itu pernah guru koperatingku minta bantuan buat nganalisis program semesternya, terus habis itu di satu sisi aku juga diminta buat dosen pembimbing skripsiku buat seminar dan emang bener bener hectic banget aku ngerasa kayak aduh aku harus ngejalanin mana dulu nih. Aku harus PPL ku yang belum ngerjain teacher diarynya yang masih bolong bolong, terus laporan juga belum, sementara deadline pengumpulannya juga gak begitu jauh ya jaraknya gitu. Jadi ngerasa kayak ini dan aku ngerasa dari awal emang udah milih buat ngikutin PPL gelombang 2 ini jadi aku ngerasa udah mengemban amanah, aku harus ngejalanin yang ini dulu nih. Jadi antara seminar sama ini aku lebih memilih untuk fokus ke PPL dulu, jadi kayak mau dibilang capek sih iya ya dan waktu itu agak lebih kemana ya aku harus milih yang mana dulu ya, mau ngerjain dua duanya juga takut keteteran, takutnya nanti malah salah satunya gak kekejar atau malah dua duanya terabaikan. Jadi ya bener bener kayak gitu sih ngerasanya capeknya ya disitu

D: Terus pada saat merasa seperti itu, apakah itu ngaruh ke performa ngajarmu? Maksudnya kan tadi kamu bilang bingung antara dua itu tapi akhirnya kamu memberatkan ke PPL dulu. Ada gak sih perasaan kayak aduh aku gimana ya terus mempengaruhi waktu kamu ngajar gitu ada gak sih?

K: Ada, jadi ceritanya pas itu aku masih bingung mengambil keputusan tuh masih yang berat banget, aku harus ngambil yang emang fokus ke akademik kuliah seminarnya atau aku PPL dulu gitu, jadi hari itu aku bener bener belum bisa ngambil keputusan, akhirnya aku berusaha untuk nyicil dua duanya. Sementara menunggu apakah aku harus ambil yang ini atau yang ini dulu. Jadi bener bener yang aku sambil ngejar seminar dan aku pas itu nyusun soal ulangan, aku

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	disuruh sama guru koperatingku buat nyusun soal ulangan dan itu aku karena emang saat itu ngejar dua duanya itu loh jadi antara keduanya tuh bener bener ngerasa wah malah aku ngerjain proposal gak selesai selesai, aku ngerjain soal ulangan juga gak selesai, akhirnya aku saat menyerahkan itu yang waktu tenggatnya diminta harusnya nyelesaiin dalam waktu kurang lebih seminggu malah lebih. Jadi bukan ke performa ngajar sih tapi lebih ke administrasi yang aku selesaikan malah terhambat, malah deadliners lebih dari deadline gitu D: Oke I understand K: Paham, gitu doang sih		
	D: Tadi kan aku belum sempat nanya ya tadi kamu cerita soal dapet tugas piket lobby terus ada juga piket perpustakaan, nah bisa diceritain gak saat piket perpus itu? K: Piket perpus aku enjoy banget, yang pertama the reason why i enjoy with that itu tuh kayak dari awal aku mulai ngejalanin tugas di perpus itu staff perpusnya itu emang kayak welcoming banget. Dia orangnya asik mau ngajak kita ngobrol, terus kayak dia tuh bener bener ngafalin mahasiswa PPL bahkan lebih dari guru pendamping gitu. Aku baru pertama masuk aja, besoknya tuh pas ketemu di gerbang halo mbak gitu langsung nyebutin namaku, terus aku kayak wah gurunya hebat ya baru ketemu sekali udah kenal, baru ketemu sekali udah hafal nama gitu. Terus yang bikin seneng lagi kalau buat piket perpus itu, temen temen PPL itu kan sekalinya piket ada 3 orang dari setiap kampus, alhamdulillahnya mereka kedua temen PPL ku tuh sering masuk. Jadi dibandingkan piket lobby yang tugasnya agak berat, sementara yang piket perpus tugasnya yang santai aja tuh malah lebih santai terbantu karna mereka temen temen yang lain juga ikutan gitu. Jadi tugasnya cepat selesai dan juga tidak memberatkan satu pihak gitu senengnya disitu D: Karena tadi kak karina bilang ada beberapa teman dari		**PRG_IP**

PPL lain juga nemenin piket, aku penasaran deh, hubungannya tuh sedeket apa sih kak karina sama teman teman PPL? Ada interaksi yang gimana gitu?

K: Kalau untuk temen PPL, aku ketemunya kalau cowok jarang ya maksudnya yang satu jam piket sama yang cowok jarang, paling kalau pergantian itupun di piket perpus. Tapi cuma sebatas komunikasi biasa biasa nanyain kebetulan setelah jam piketku itu kan ada pergantian piket ya mahasiswa lain juga. Nah setelah jam piketku itu ada mahasiswa lain dari UNY nah itu tuh kebetulan dia juga PBI dari UNY. Jadi asiknya tuh aku bisa sharing sharing, kan mereka lebih lama disana ya, satu semester gak sih disana. Jadi sambil nunggu minggu awal piket itu kebetulan piket lobby sama piket perpus kan beda hari, jadi aku sambil nunggu karena daripada pulang gitu kan mending aku sharing sharing sama dia tuh. Aku nanya sih kayak eh gimana sih ngajarnya, muridnya gimana, dapet kelas apa, terus guru pembimbingnya siapa terus diceritain sama dia. Dari situ aku udah mulai dapet pengetahuan baru kalau ternyata cara ngajar mereka kayak gini ya, mereka diajarin kampusnya kayak gini, kita kayak gini, jadi bisa bandingin gitu loh antara cara ngajar mereka sama cara ngajar kita. Terus kalau di piket lobby tuh interaksi ku kebetulan sama dua mahasiswa UNY juga yang salah satunya tuh mahasiswa pendidikan ekonomi, satunya itu biologi. Nah aku juga sering kontekan sama mereka sih sampe sekarang punya nomor WA nya karena kita keseringan di piket lobby tuh kayak nanya nanya juga soal nanti kalian tuh ngajarnya gimana walaupun beda jurusan tapi kayak pengen tau aja. Interaksinya sih kayak gitu paling nanya nanya soal itu, paling ada yang salah satu temen PPL ku ini yang ada sering curcol gitu lah soal gini gini terus aku kayak oh ya

D: Itu sampe sekarang?

K: Sampe sekarang terakhir itu pas aku seminar ada yang ngucapin terus ih gak ngomong biar dateng gitu, gitu doang sih. Cuma pernah cerita soal masalah pribadinya juga, aku kayak baru kenal tapi kayak yaudah gapapa aku dengerin

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	D: Terus perasaan kamu gimana tuh? Istilahnya kan kamu dapet temen baru K: Seneng sih, maksudnya kayak aku jadi tau karna emang backgroundnya sama sama dari pendidikan jadi bisa nanya lebih walaupun mereka beda konteks kita tapi kan setidaknya cara ngajar, terus berbagi ilmu mereka juga nanya ke aku, bahasa inggris tuh gimana sih kalau kalian ngajar full inggris apa gimana, kalau dosen kalian tuh gimana. Terus aku nanya juga kayak kemaren aku nanya mahasiswa PPL yang kebetulan di fisika, dulu aku di SMA gak suka fisika karena emang agak susah, terus dia bilang fisika tuh gak susah sebenernya kalau tau satu rumus aja kamu bisa nguasain semua. Jadi bener bener interaksi dari situ jadi tau gitu oh jadi kayak gini, bisa berbagi D: Saling berbagi trus kamu jadi nambah wawasan juga ya? K: Iya		
	D: Last but not least aku pengen tau, kalau kamu disuruh menggambarkan masa masa PPL mu kemarin dalam satu kalimat gimana? K: It's like roller coaster, karena ya PPL tuh ternyata gambaranku awalnya bakal kayak asik sih asik, tapi karena emang kebetulan dapet ngajarnya online jadi kayak kalau online rasaku butuh effort lebih kan kayak kita harus gimana kita mengengage siswa, terus gimana siswanya biar bisa interaktif sama kita, gak mau bertanya gitu. Jadi itu jadi sebuah pembelajaran dan PR buat aku biar kedepannya kalau udah terjun langsung aku bisa kayak oh jadi nanti kalau mau building relationship sama siswa nanti gini gini, terus kayak tadi yang aku bilang ada siswa yang responnya kurang ini nah itu jadi menjadi sebuah pengalaman buat aku sendiri. jadi roller coaster tuh maksudnya aku gimana aku ngebalance buat masih ada mata kuliah yang harus aku jalani sama PPL ini gitu		**PRG_D** **PRG_D**

	D: Kamu pernah ngerasa gak sih kalau aku sendiri ya aku tuh kayak selalu ngerasa, aku kan disini posisinya masih sebagai mahasiswa juga tapi aku udah harus berperan sebagai guru juga, kadang aku merasa kesulitan dalam memposisikan diri aku gitu loh di dalam masa PPL itu yang bikin aku ngerasa kadang kayak susah banget ternyata jadi guru beneran tuh kayak gini ya. Sebelumnya aku sendiri gak punya background ngajar yang bener beneran ngajar di sebuah instansi atau ngajar yang formal, kita kan sebelumnya cuma kayak simulasi ngajar doang kan. Kalau kamu sebelumnya ada gak experience ngajar di instansi formal gitu? K: experience ngajar di instansi formal aku belum pernah sama sekali, cuma ya tadi itu aku bilang ngajar kayak private doang nah itu kan cuma ngajar ketemunya lebih sedikit kan murid. Walau aku ketemu beberapa murid tapi nggak yang sama kayak bener bener aku terjun ke instansi langsung, yang ketemu murid background knowledgenya beda beda, terus kayak behaviornya beda beda juga gitu jadi aku ngerasa masih kesulitan untuk menyesuaikan. Apalagi kayak aku mahasiswa yang tadi pas terjun ke dunia pengajaran jadi kayak dibilang kaget sih iya, terus kayak menyesuaikan dengan lingkungan aku masih adaptasinya aku masih agak sulit karena ya itu tadi kan, apalagi online adaptasinya, kita bener bener harus punya usaha dan cara tersendiri biar pembelajaran kayak gini educational kayak gini kita harus punya tips trik gitu D: inovasi sendiri K: inovasi sendiri biar bagaimana pembelajaran lebih efektif terus komunikasinya juga penting, gimana kita membangun komunikasi kan apalagi dengan guru langsung tuh kayak agak ini gak sih mau nanya juga ga enak gitu. Tapi ya harus yang kemaren pas refleksi sebelum penarikan itu ada refleksi kan, terus kata guru pembimbingku tuh kemaren sama dosen pembimbing, kalau dari dosen pembimbing sarannya tuh		**PRG_SP** **PRG_SP**

| | harus banyak ambil jam terbang. Maksudnya kayak kalau masih muda kalau emang kamu pengen banget fokus nanti terjunnya ke dunia mengajar kamu banyak banyak nih ngambil job yang emang pas disitu. Jadi kayak misal ngajar di private gitu, terus habis itu ngajar kelas yang kalau misal kamu ngerasa kemampuanmu udah sedikit meningkat kamu berusaha untuk nyari yang lebih luas lagi gitu. Jadi semakin banyak kamu terjun nanti lama lama kamu terbiasa gitu kata dosen pembimbingku. Sementara saran dari koperating teacherku itu dia bilang lebih tingkatin lagi cara berkomunikasi dengan siswanya, karena yang aku baru tau itu ternyata guru pembimbingku itu orangnya komunikatif banget ya, aku baru tau juga kemaren dia dpaat penghargaan guru yang bisa berkomunikasi dengan baik gitu loh. Pokoknya ada penghargaan dan aku baru tau itu. Dan emang orangnya kalau sama murid muridnya dia kesannya tegas tapi komunikasinya tuh tetap terjaga, jadi muridnya tuh yang gak takut gituloh suka bercanda sama muridnya tapi dalam ranah masih yang sepantasnya guru sama murid gitu, jadi saran dari beliau kamu tingkatin lagi cara komunikasimu sama building relationship mu antara kamu sama siswanya, jadi siswa tuh bukan merasa bahwa dia sama kita hubungannya cuma sebatas guru sama murid, istilahnya dia belajar dari kita tapi kita juga bisa harus jadi tempat dia untuk kayak mau berbagi apa mungkin kesulitannya dimana atau misal dia masih kurang bisa, disini kan ada murid murid yang kayak gitu kan, harus dipancing dulu baru ini. nah jadi pentingnya komunikasi, pentingnya jadi orang yang bener bener bisa komunikatif tuh dalam dunia pengajaran tuh penting banget | | |