

## PRE-SERVICE TEACHERS' EMOTIONAL EXPERIENCE DURING VIRTUAL LEARNING SERVICE AMIDST COVID-19 PANDEMIC

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### ABSTRAK

*Pandemi Covid 19 memang telah mengubah banyak hal dalam kehidupan manusia termasuk pendidikan. Pergeseran dari pembelajaran offline ke pembelajaran online memberi kami pengalaman baru. Penelitian ini bertujuan untuk mengetahui pengalaman emosional guru pra-layanan selama layanan pembelajaran virtual di tengah pandemi Covid 19. Peneliti menggunakan deskriptif kualitatif sebagai metode penelitian. peserta penelitian ini adalah guru pra-layanan yang melakukan program layanan pembelajaran virtual. penelitian ini mengungkapkan bahwa peserta tidak hanya mengalami pengalaman emosional yang positif tetapi juga pengalaman emosional negatif. hasil penelitian menunjukkan pelaksanaan program pembelajaran layanan virtual dapat memberikan informasi dan pengetahuan baru kepada guru pra-layanan dan memiliki waktu yang fleksibel untuk mengajar. pengalaman emosional negatif yang mencakup jaringan internet yang buruk saat mengajar, mengganggu jalannya kegiatan belajar mengajar. Oleh karena itu, berdasarkan hasil penelitian ini pengalaman emosional guru pra-pelayanan dapat dikatakan seimbang antara emosi positif dan negatif. Meskipun, pengalaman emosional negatif yang dinyatakan oleh para peserta dapat menyebabkan masalah serius seperti merasa frustrasi dan kehilangan motivasi dalam belajar.*

**Kata kunci :** *Pengalaman emosional, Guru praktik*

### ABSTRACT

Pandemic Covid 19 indeed has changed many things in human life including education. The shift from offline learning to online learning brought us new experiences. This study aims to find out the emotional experience of pre-service teachers during virtual learning services in the midst of the Covid 19 pandemic. Researchers used descriptive qualitative as research method. the participants of this study are pre-service teachers who conduct virtual learning service. this research revealed that participants experienced not only positive emotional experiences but also negative emotional experiences. the results showed the implementation of virtual learning service can provide new information and knowledge to pre-service teachers and have flexible time to teach. negative emotional experience which covers poor internet network while teaching, disrupting the course of teaching and learning activities. Therefore, based on the results of this study the emotional experience of pre-service teachers can be said to be balanced between positive and negative emotions. Though, the negative emotional experiences are stated by the participants may lead to serious problems such as feeling frustrated and losing motivation in learning.

**Keyword:** Emotional experience, Pre-service teachers'

### INTRODUCTION

This year our country is being hit by a disaster in the form of diseases that plague this whole country. The disease caused by virus that can be very easily transmitted from one person to many people. named COVID 19. It is a virus that initially emerged from the Chinese city of Wuhan, is spreading throughout the World because it spreads so fast that eventually the rest of the world has contracted the virus. because this virus also impacts everything from

economics to education. The government has also done various ways to prevent this virus from continuing to spread and no more victims are exposed. The government also ordered all communities to maintain health and not to do too many activities outside the house. Even some areas are also in force PSBB or so-called lockdown.

Even during the COVID-19 pandemic in Indonesia, there are many ways that the government can prevent its spread by social

distancing, one of which is with the Circular Letter of the Minister of Education and Culture (Ministry of Education) No. 1 of 2020 on prevention of the spread of COVID 19 in the World of Education. In the circular, the Ministry of Education instructs to organize distance learning and advises students to learn from their own homes.

From elementary school level to university enacting online learning, aims to reduce the spread of the Covid 19 virus. All universities are moving away from off-campus learning and training activities to virtual learning to provide educational services to its students. Thus, emotions that arise amid a crisis are dominated by negative emotions with a more negative impact according to Fredrickson & Joiner, Kim & Niederdeppe, (2013).

This also impacts one of the virtual learning service that are on campus by dividing students into several schools that collaborate with the campus. In this pandemic situation, students are not allowed to jump directly into school because the college stops activities both on-campus and off-campus. In addition, the school also does online learning, thus, the pre-service teacher teaches online.

Learning like this will foster positive and negative emotions for students and teachers who teach. Emotional impact is also experienced by students during the implementation of virtual learning service during the covid-19 pandemic. This research will focus on the emotional experience experienced by pre-service teachers who teach at one of the junior high schools in Bogor.

### **Emotional Experience of Teaching**

Emotional experience when teaching is an experience that teachers have felt when teaching, can be differentiated into two, positive emotions and negative emotions. When teachers experience more positive emotions and fewer negative emotions, they showed a higher level of self-efficacy and personal responsibility, and a more positive professional identity Lee et al. (2013). many factors that can influence a teacher's emotional experience.

Emotions can also be caused by many factors such as the state of the classroom, the attitude of students, the school environment, and others. The findings suggest that teachers' emotions can influence their attention, memory, thinking, and problem solving Neville (2013). A teacher with more positive emotions can produce more teaching ideas and strategies, while negative

emotions can decrease a teacher's motivation Sutton and Wheatley (2003). the teacher's emotions have proven to be related to many aspects of the student's classroom including student emotions Van Uden et al. (2014). thus students are considered to be very emotionally affected by a teacher.

### **Virtual Learning Service**

Permenristekdikti No. 55 of 2017 Article 1 point 8 states that PLP is a process of observation/observation and apprenticeship conducted by students of the Bachelor of Education Program to study aspects of learning and education management in the education unit. PLP is a stage in the process of preparing professional teachers at the Undergraduate Program level Education, in the form of:

1. Assignment to students in implementing learning outcomes through observation of the learning process in early childhood education institutions
2. Training to develop devices Learning
3. Learn to carry out activities guided teaching, and accompanied by reflective measures under the guidance and supervision of guidance lecturers and teachers in a tiered way.

The location of the activities has been selected and assigned from the campus, each student in several groups to be placed in each school in this study is located in Bogor, West Java, and the campus divides its students in schools in the Bogor area in groups. a group of 8- to 11 students who will be housed in one school

### **METHOD**

In this study, researchers used qualitative descriptive research. qualitative research is a procedure that instigates descriptive data in the form of written words, or oral people, or observed behaviors, Moleong (2001: 103). The use of case studies as a method in this study to collect and analyze data. The use of case studies in this study is intended to figure out pre-service teachers' emotional experiences during virtual learning service amidst Covid 19 pandemic. This case study uses digital technology to collect data.

The research took place in a junior high school in West Java. This school was chosen because pre-service English teachers were implementing virtual learning service in the middle of the COVID-19 19 pandemic. In fact, there were eight pre-service English teachers who teach English lessons, however, only four samples were researcher will observed

According to Arikunto (2002, p.222) “instrument is the conscious to get the data by systematic method, based on standard procedure”. This research used questionnaire and asynchronous semi-structured interview as his instrument.

This study used questionnaires as data collection. Abawi (2013), stated that the questionnaire is a data collection instrument consisting of a series of questions and other commands for the purpose of gathering information from respondents. data collection of questions that will be given by researchers to participants, and then questionnaire answers are used as data. questionnaire in the adaptation from Marzoan (2020), with 10 points of questions.

This study applied asynchronous semi-structured interviews as data collection in this study. According to Harvey (2020), asynchronous interviews are interviews where there is no direct involvement from either side, whether face-to-face, over the phone or other technology-enabled links. Researchers submit written questions and respondents, at other times, respond in writing. Semi-structured asynchronous interviews are interviews conducted using mobile phones as a medium to provide questions and answers for the participants

## RESULT AND DISCUSSION

This section describes the findings of the data and relates to research questions. there are two parts of the emotional experience experienced by pre-service teachers. the first, Positive Emotional Experience of Pre-Service Teachers During virtual learning service Amidst Covid-19 Pandemic, and the second, Negative Emotional Experience of Pre-Service Teachers During virtual learning service Amidst Covid-19 Pandemic.

### Positive Emotional Experience of Pre-Service Teachers during Virtual Learning Service Amidst Covid-19 Pandemic

The first statement of one of the four pre-service teachers revealed that, the implementation of virtual learning service has positive emotions among them; Flexible time can be used anywhere, in addition to virtual ppl make it easy for pre-service teachers to communicate and discuss with DPL and other teachers using social media. in addition, the statement of the second participant reveals if the positive emotions he feels if there are some benefits that he gets from carrying out his virtual learning service activities among others, teachers and students will

discover new information from the use of technology, because in virtual learning all use technology, in addition, teachers become more creative because, teachers are obliged to create creative and interesting learning modules for students using new learning media. This perception is supported by Nurfaidah et al (2020), "The positive impact of the implementation of KKN-V is that students become more creative with the activities of uploading their respective work programs on YouTube social media". from the results of questioner research in the view that 63% of teachers agree if they feel positive emotions in carrying out virtual learning service activities.

### Negative Emotional Experience of Pre-Service Teachers during Virtual Learning Service Amidst Covid-19 Pandemic

The first statement of the four participants revealed that in the implementation of service learning in addition to them feeling positive emotions they also felt the presence of negative emotions among others; poor internet network when the implementation of teaching and learning, students who fall asleep while studying , students often blunt assignments are not on time, is a negative emotion felt by the first of the four participants, the other participants revealed, if it is difficult to teach virtually because it can not control students directly one by one. In addition, there are obstacles that they feel among others, can not meet face to face with the students, the signal is not always good, bad signal also causes the sound that d spend when studying online becomes disjointed, there should always be quota, spending extra costs to buy quota. this statement is supported by nurfaidah et al (2020), " one of the obstacles experienced by students during knn-v is the instability of internet signals in their respective regions". From the results of questioners can be seen if 67% of pre-service teachers feel negative emotions when implementing virtual learning service in the midst of the covid 19 pandemic.

## CONCLUSION

The purpose of this study was to figure out pre-service teachers' emotional experiences during virtual learning service amidst Covid 19 pandemic. Based on the results of this study, the participants experience positive and negative emotions This study found that negative emotional experiences were greater over positive emotional experiences, proven by the results of questioner which showed 67% for negative

emotional and 63% for positive emotional. Though the results of the study between emotional positive and negative differed only 4%, but it gives the participants are great impact to the whole emotional experience amidst covid 19. Negative emotional experiences by the participants are : inadequate internet, bad networks, affect the emotionality of students and teachers, because bad networks make not the spirit of learning, and stress. In addition to students who do not have a cell phone, teachers must find a way for all students to receive appropriate learning. And other there are obstacles during the implementation of the activity that many students stated feel is not able to come face-to-face with students.

Instead of negative emotional experience, there are also positive emotional experiences that participants feel during PPL-V activities. from the data I have obtained the participants agree if the activity has a positive impact for them, the most mentioned impact is, they get new knowledge, learn to use new learning media that uses more technology. teachers become more creative because teachers are obliged to create creative and interesting learning modules for students using new learning media.

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