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PRE-SERVICE CHALLENGES AND COPING STRATEGIES IN PREPARING ONLINE LEARNING

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Abstract

Online learning is a new thing for students and teachers. Because it's a new thing, some teachers found that there are some challenges that they have to face, to prepare online learning for their students. Not only teachers but pre-service teachers also faced it in their Pre-service Training Programs. There are two research questions in this research: (1) What are pre-service challenges in preparing for online learning? (2) How do the pre-service teachers cope with the challenges in preparing for online learning? In this research, the researcher used a mixed-method in this research. The result showed that the pre-service teachers have faced challenges in making a good interaction, understanding and facing the characteristics of the students, coping with the student's limitation quota or gadget, anticipating the unstable internet signal and quota, and stress or nervous because it's their first time preparing online learning. In order to cope with those challenges, the pre-service teacher uses these coping strategies. Pre-service teachers used to interact with students outside the class hour. The school's teacher helped them in understanding and facing the characteristics of the students. In coping with the student's limitation of quota or gadgets, the pre-service teacher used to provide the learning content that would consume minimum quotas. They used to provide more than one gadget and internet network. For the last, pre-service teachers used to cope with their stress by telling their friends about their nervous feeling or asking the teacher or lecturer for some advice to cope with their stress.

Introduction

The World Health Organization (WHO) announced the status of a global pandemic for the 2019 Coronavirus disease, on March 11, 2020. Coronavirus, which is also called the Coronavirus disease 2019 (COVID-19). WHO has declared that COVID-19 as a pandemic because many people are infected by Coronavirus. On March 11, 2020, WHO also announced that there were 118,000 cases reported from 114 countries. Two of the four countries that account for 90% of the total

number of reported cases are the Republic of Korea and China. In health terms, pandemics mean an outbreak of a disease that strikes many victims, simultaneously in various countries.

At the end of March, the confirmed cases increased highly. Therefore, the Indonesian Government has a regulation to apply "Large-Scale Social Restrictions", and it's written on Government Regulation No, 21 of 2020 (Indonesia Government Regulation No, 21 of 2020, 2020). Indonesia has started applying "Large-Scale Social Restrictions" at the end of March 2020. This regulation requires people to stay away from crowds or activities together. Therefore, many crowded places or gathering places have to be closed. Government suggested everyone do their activities from home or online. Workers must work from home, People must pray from home, and students from Elementary School until University must learn from home. The Indonesian Ministry of Education and Culture has established Distance Learning/Online Learning (Pendidikan Jarak Jauh) from March 2020 until an undetermined time. Even Nadiem Makarim, the Minister of Education wanted to patent Distance Learning/ Online Learning (Pendidikan Jarak Jauh) after the pandemic (Prabowo, 2020). In Indonesia, the number of cases is increasing every day.

Based on WHO COVID-19 Dashboard (September 28/ 2020), there are 32,968,853 confirmed cases, 237,908 new cases, and 995,836 deaths. Therefore, Indonesian schools and universities are still organizing distance/online learning. Online learning itself is a new thing for teachers. There are a lot of things that we need to look for during the process of preparing online learning, like the challenges of preparing online learning during the pandemic. Mastura and Santaria (2020) found out some teachers' challenges in preparing online learning, like they need to remake the normal lesson plan to the lesson plan for online class and they are required to master how to use gadgets and apps that help online learning. Besides those challenges, the researcher believes there are other problems that teachers faced during this pandemic.

Those problems or challenges are not only faced by teachers but also the university students who are enrolled in the teacher training program as a temporary teacher in the chosen school. Those students are the students from the Faculty of Education also called pre-service teachers. The definition of a pre-service teacher is the student who must complete a degree and has enrolled in a teacher education program requirements, including coursework and field experience, before being awarded a teaching license (Ryan, Thomas G., David C. Young, and Wendy L. Kraglund-Gauthier, 2017). Meanwhile, the focus in the pre-service teacher preparation program is to learn how to be a teacher rather than how to teach specific subjects to students and understand what it means by being a teacher (Illingworth, 2012; KraglundGauthier, 2014). All of those students are pre-service teachers who do their preparation program as temporary teachers in the chosen schools, in order to learn to be real teachers. Therefore, those students are pre-service teachers who also faced the same or different problems or the challenges of preparing for online learning during a pandemic.

The researcher believes that everyone has their own way to cope with their challenges. Folkman, Susan, and Richard (1984) stated that coping is "generally accepted that it is the way people handle stress and is usually used to denote the handling of more difficult stressful situations.". They also stated that there are two

broad categories, first is problem-focused coping strategy and second is emotion-focused coping strategy. Besides, each of the pre-service teachers has their own challenges and coping strategies. This phenomenon makes the researcher want to explore more about the challenges and the coping strategies which are faced by the preservice teachers.

Some researchers already conduct the research about the challenges or the problem and the coping strategies, first is English Language Anxiety of Pre-service Teachers: Causes and Coping Strategies (Pasaribu & Harendita, 2018) and second is The Perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period: A Case Study in Indonesia (Aliyyah, Rusi Rusmiati, et al. 2020). For the first research, the research doesn't focus on the pandemic and the second research has the primary teachers as the subject of the research. Meanwhile, this study will explore the challenges and the coping strategies which are faced by pre-service teachers in preparing online learning during the pandemic.

Human tendency to communicate and interact is not a phenomenon that emerges recently. These symptoms appear in line with the development of human civilization. Whether for the motive of developing power, politics, survival, and slavery; it has been a long time since humans are out of their closest social environment. This is what leads to the movement of people from one region to another, both in the form of individuals/families and in large waves.

Theories

The first research problem is about the pre-service challenges in preparing remote learning. The researcher used the theory about challenges on online learning by Anderson (20014), Jacob (2013) and Burston (2014) to help the researcher answer the first problem. Pre-service challenges are the difficulties which are faced by pre-service teachers in preparing online learning during the pandemic. Jacobs (2013) stated that the challenge of online learning is the process "developing appropriate methods of engagement for online education." In online learning, it is important to have a good interaction between teachers and students. He also adds that the challenge of online learning for instructors is how instructors make a learning community for the online learning process. He adds that the next challenge a teacher has to do is challenge students to "integrate past experience and current knowledge and experience to reflect on and create meaningful connections with course content" (Edwards, et al., 2011, p.108). Meanwhile, Burston (2014) stated that the inability to afford smartphones and internet is one of the problems in preparing online learning. Another challenge that would be faced by the pre-service teachers is managing the time to deliver the materials and doing class control in the class. In 2018, Pasaribu and Harendita also found out that pre-service teachers cannot have full control of the class, because pre-service teachers feel that they can't take the power of the teachers of the class itself.

In order to answer the second research question, this study uses Fine and Zeitlin (1984) to define the coping strategies and uses the two broad categories of coping strategies of Folkman, Susan, and Richard (1984). There are two broad categories, first is problem-focused coping strategy and second is emotion-focused coping strategies. In problem-focused, the coping strategy is used to cope with the resources of stress, something which has changed or perceived a problem. Meanwhile, in the emotion-focused, the coping strategy is used to cope with the

emotional distress which is triggered by the situation. In 2019, Boniwell & Tunariu stated that problem-focused is more preferable than emotion-focused coping for health functioning, even though both of those two coping strategies are caused by stress.

Method

This research used a mixed-method design to help the writer answer the research questions related to the pre-services' challenges and coping strategies in preparing online learning. Caruth (2013) stated that in mixed-method research, the researcher is allowed to gather and combine both quantitative and qualitative data in answering the research question. A mixed-method research design helps the researcher get deeper insight into the pre-services' challenges and coping strategies in preparing online learning. This research was conducted at Sanata Dharma University. The research was conducted at the end of March until the middle of May 2021. This researcher distributed questionnaires to 28 respondents and interviewed 6 respondents.

Findings and Discussion

In this chapter, the researcher analyzes and discusses the data obtained from the results of the questionnaire and the interview. This chapter is divided into two parts. The first part is talking about the results and the discussion of the pre-services' challenges in preparing online learning. Meanwhile, the second part is talking about the results and the discussion of pre-service coping strategies in preparing online learning.

Pre-service Challenges in Preparing Online Learning
Pre-service Challenges in terms of Interaction between Pre-service Teacher and Student

The researcher discovered the students' challenges through the close-ended questionnaire. The particular numbers related to the statements numbers 1 to 4. The results can be seen in Figure 4.1.:

Figure 4.1. Pre-services' Challenges in Preparing Online Learning

No	Statements	Frequencies of Responses							
		1 (SD) Strongly Disagree		2 (D) Disagree		3 (A) Agree		4 (SA) Strongly Agree	
		N	%	N	%	N	%	N	%
1.	I felt that making a good interaction between me and my students is very challenging	0	0	0	0	12	42.8	15	57.1
2.	I realized that the lack of interaction between my students and me affected the learning activities	0	0	1	3.5	11	39.2	15	57.1
3.	I noticed that it was difficult to start the conversation between my	2	7.1	10	35.7	13	46.4	3	10.7

No	Statements							
	students and me by chatting on the group chat before and after the class							
4.	I thought that having more interaction between me my students and me outside the class hour won't give a good impact on the interaction between my students and me at class hour.	7	25	11	39.3	6	21.4	4	14.3

The table above showed that none of the respondents disagreed that making a good interaction between them as the pre-service teacher was challenging. The result also revealed that 96.3% of the respondents agree that the lack of interaction between their students and them as pre-service teachers affected the learning activities. These results were also supported by the responses from all of the respondents who were involved in the interview conducted by the researcher.

1) I think because we couldn't do face-to-face learning, we just had a small amount of interaction between my students and me. The challenge of the interaction between me and the students is how I can stimulate the students' answers when we ask because sometimes they don't give any response when we ask or call them. (R1)

Respondent 1 believed another challenge related to the interaction between pre-service teachers and the students during online learning is how the pre-service teachers can stimulate the students to be more active or at least give their response in the learning activities. In other words, the pre-service teachers were challenged to make a good interaction with the students, to stimulate the students to be more active in the learning activities. This result is in line with the theory of Jacobs (2013). He stated that the pre-service teacher's challenge in online learning is to provide and develop the best methods for the engagement process in online learning.

Figure 4.2. Pre-service Challenges in Terms of Providing an Assessment
and Developing the Learning Goals

No	Statements	Frequencies of Responses							
		1 (SD) Strongly Disagree		2 (D) Disagree		3 (A) Agree		4 (SA) Strongly Agree	
		N	%	N	%	N	%	N	%
5.	I found out that it was hard to assess the group's work of my students	6	21.4	7	25	14	50	1	3.6
6.	It was hard to assess each of my students privately	6	21.4	6	21.4	10	35.7	6	21.4
7.	I found out that it was difficult to understand each characteristic of my student	2	7.1	5	17.9	15	53.6	6	21.4
8.	I hadn't learned the skills to handle the problematic student from the teacher	4	14.3	10	35.7	11	39.3	3	10.7
9.	I demanded my student to do many quizzes in a week	8	28.6	9	32.1	10	35.7	1	3.6

The final result of the sixth statement which stated some of the respondents felt difficult to assess the individual's work of their students is not in line with the theory of Anderson (2004) which stated that providing a very high-quality assessment is a challenge for the teachers in preparing online learning. The pre-service teachers have the challenge to provide the best assessment to be used during preparing online learning. On the contrary, 42.8% of the respondents didn't feel it was difficult to assess the individual's work of their students, because they already provide the best assessment to be used during online learning. Six respondents that were interviewed by the researcher stated that they used some game application in assessing the individual's work of the student. By using some game applications like Quizziz, Kahoot, and Google Form, the respondents stated that it helps them to more easily assess them because those applications have a system that the result of the individual's work of the students will automatically be sent to the teacher's account.

1) I don't have any problem with the assessment, because some applications helped me to assess them easier. I was using either Quizziz or Kahoot, and after the students played the game, the result automatically be sent to my account (R1)
2) I always used some game applications to help me assess my students because the result of their work will be automatically recorded and I don't have to assess it manually. (R3)
3) I used the Quizziz application for a quiz for my students. I like using Quizziz because the result of my students' works will automatically be recorded. (R5)

The seventh statement asked the respondents the difficulty levels in terms of understanding their students' characters. This statement proved that most of the respondents felt that it was difficult to understand each characteristic of the respondents' students. It is supported by the final data of this statement which revealed that 75% of the respondents agreed with the statement which stated that it was difficult to understand each character of their students. Respondents 4, 5, and 6 agreed that understanding each characteristic of the students is important. However, respondent 4 believed that what makes it difficult is because in preparing online learning, he didn't have enough time to do it. In other words, the pre-service teacher must know how to understand each of the students' characteristics without spending a long time and be able to get an accurate result.

1) It's important to understand each characteristic of my students, however, it will take a long time. It was difficult to do it during the last PLP because the duration is not very long. (R3)
2) Understanding each characteristic of my students was difficult, however, it's important. (R5)
3) It was difficult to understand each characteristic of the students during online learning, (R3)

The result of the eighth statement and the interview showed that 50% of the respondents were facing the problematic students, while another 50% weren't. However, the result of the interview also showed that respondents felt unable to face the problematic students. Respondents 3 and 6 added that they didn't have full control of the problematic students. Moreover, the respondents are most likely to report it to the teacher, because the teacher has much more power than the respondents to face the problematic students. This result also proves the theory of Pasaribu and Harendita (2018) which stated that pre-service teachers cannot have

full control of the class because pre-service teachers feel that they can't take the power of the teachers of the class.

1)   Facing the problematic and passive students is also challenging for me, but facing the problematic one is more challenging. (R3)

2)   There were problematic students and I was still afraid to face it. I would like to do class control, but the teacher told me that for the problematic students, the pre-service teacher just needs to report it to the teacher. (R6)

In addition, respondents 1 also add some challenges, one of those challenges is facing the slow-response student. Respondent 1 stated that the challenge is how the pre-service teacher can stimulate the slow-response student to be more active in the class. Not only that, but the pre-service teacher has the challenge to motivate the student to be brave enough to talk in the class. The researcher predicted that this challenge can be the challenge that will be faced by the pre-service teacher in the future.

1)   For the slow-response students, the challenge is how we can make students more active and brave enough to speak. (R1)

As a result, the researcher found out that the pre-service teachers already knew how to provide a good assessment and the suitable way to student's understanding. In addition, the researcher also discovered that some of the respondents were still facing problematic or slow-response students.

Figure. 4.3. Pre-service Challenges in Terms of the Internet in Preparing Online Learning

No	Statements	Frequencies of Responses							
		1 (SD) Strongly Disagree		2 (D) Disagree		3 (A) Agree		4 (SA) Strongly Agree	
		N	%	N	%	N	%	N	%
10.	I believe that the internet quota is the main problem in preparing online learning	2	7.1	5	17.9	8	28.6	13	46.4
11.	I admit that my own problem is the limitation of my internet quota and signal	5	17.9	7	25	9	32.1	7	25
12.	I was aware that my student still needed some help to use the learning platforms	0	0	2	7.1	14	50	12	42.9

The tenth and eleventh statements aim to know more about the importance of the internet quota in preparing online learning. The tenth statement itself focused on the problem of internet quota during preparing online learning. The result from the table above showed that with a total percentage 75% of the respondents agreed that internet quota is the problem in preparing online learning. Meanwhile, the eleventh statement is focused on the problem of the limitation of the internet quota and signal that experienced by the respondents. The result as seen in the table above revealed that most of the respondents experienced problems in internet quota and signal. There are 57.1% of the total respondents who experienced that problem.

These statements are also supported by the result of the interview conducted by the researcher. Respondents 1, 2, and 3 agreed that all of the internets are the main problem in preparing online learning. Those respondents also stated that it would be more wasteful if using internet quota at that time, that is why it would be better if the pre-service teacher used the internet connection from Wi-Fi (Wireless Fidelity).

1)	Yes, I feel that if there is no internet connection like Wi-Fi (Wireless Fidelity), I will spend more of my quota to prepare. One day, there was a problem with the school's Wi-Fi. At that time, we couldn't do the online class properly because we couldn't connect to the Wi-Fi.

2)	Of course. For me, when there is a problem with the internet, it can be the main problem of online learning. One day, there was a problem with the internet signal, and it made me couldn't run the class properly.

3)	Yes, these two things are very crucial. Ready or not, we have to be ready with these two things. One day, there was a problem with WiFi (Wireless Fidelity) and it forced us to spend more quota. Also, there was not a big problem with the gadget but it could affect the class. (R3)

In addition, the result of the interview also revealed that there are some of the pre-service teachers that had to create suitable learning content(s) and activity(s) for the students, which is the learning content(s) and activity(s) that wouldn't consume a high quota. Respondents 4 and 5 were challenged to make the learning content(s) and activity(s) that wouldn't consume a high quota and they agreed that even though there is no problem with the internet quota from themselves, they still had to consider with the situation and condition that happened to the student, such as the problem of the internet quota. The pre-service teacher must not force the student to access the learning content(s) and activity(s) if it would consume a higher internet quota than the standard of the internet quota for the student.

1)	The challenge is I had to create the basic contents that wouldn't consume more quota. (R4)

2)	The challenges are how I prepared the contents that are only consumed for chat and suitable for their abilities. (R5)

To sum up, from the result of the questionnaire and interview, the researcher found out there are two challenges that would be faced by the pre-service teachers. The first challenge is the internet quota and signal and the second challenge is providing accessible learning media. As seen in the explanation above, most of the pre-service teachers were facing the challenge in preparing the learning content like preparing accessible learning media for the students. Also, the pre-service teacher was challenged to be more ready with another plan in case their quota and the signal are in trouble. This result supported the theory of Burston (2014) which stated that affording the internet is one of the challenges in preparing online learning. Moreover, the pre-service teachers were aware that they had to introduce the procedure of how to access and use the online learning media before the student used that.

Pre-service Coping Strategies in Preparing Online Learning

This part answered the second research question stated in the problem formulation. This part consists of the coping strategies used by the pre-service teacher in coping with the challenges in preparing online learning.

Pre-service Coping Strategies in Preparing Online Learning

This section aims to find out the pre-services' coping strategies related to how they cope with the challenges in preparing online learning. The results can be seen in Figure 4.4 were based on the close-ended questionnaire number 13-22 and interview.

Figure 4.4 Pre-services' Coping Strategies in Preparing Online Learning

No	Statements	1 (SD) Strongly Disagree		2 (D) Disagree		3 (A) Agree		4 (SA) Strongly Agree	
		N	%	N	%	N	%	N	%
13.	I tried to ask my students privately to join the team discussion	1	3.6	6	21.4	13	46.4	8	28.6
14.	I always paid attention to my student's response in English	0	0	1	3.6	17	60.7	10	35.7
15.	I tried to ask my student to evaluate my teaching performances	0	0	3	10,7	14	50	11	39.3
16.	I decided to make class rules with my students	1	3.6	4	14.3	13	46.4	10	35.7
17.	I required my student to give response in English	1	3.6	4	14.3	13	46.4	10	35.7
18.	I did a healing like entertain myself with listening to music before doing teaching the class to be more relaxed in teaching	2	7.1	4	14.3	8	28.6	14	50
19.	I gave myself a gift like eating dessert or something sweet after finishing my PLP program	0	0	7	25	8	28.6	13	46.4
20.	I tried to ask suggestions from my friends about how to cope with my challenges during the PLP program	0	0	1	3.6	11	39.3	16	57.1
21.	I tried to ask my lecturer suggestions about how to cope with my challenges during the PLP program	3	10.7	1	3.6	10	35.7	14	50
22.	I tried to ask a suggestion from the teacher about how to cope with my challenges during the PLP program	2	7.1	0	0	9	32.1	17	60.8

Problem-focused Coping Strategies

The thirteenth statement talked about the pre-service's effort to make the students more active in the discussion. To stimulate the passive student to be active

in the class, the pre-service teacher has to do something to boost students' confidence to be more active and brave enough to speak in the class. The researcher tried to analyze the result of questionnaire number 13 to know whether respondents asked the students privately to join the team discussion or not. The researcher thought that it could be one of the coping strategies to stimulate the passive student. The result of the questionnaire showed that 75% of the respondents were asking the student privately to be more active in the group's discussion. In summary, the researcher concluded that the pre-service teachers know to encourage the passive student to be more active in group discussion first by asking them privately.

Besides, respondents 5 and 6 have their strategies to stimulate the students to be more active in the class. Respondent 5 explained that he used to build a conversation with the students outside the class hours. This strategy gave a great impact on the relation between the respondent as the pre-service teacher and the students, whether in the class hour or not. In the class hour itself, the student was being more active and enjoyed the learning activities. The researcher found that this coping strategy is an efficient coping strategy to cope with the passive students or class. Meanwhile, respondent 6 stated that she used to call and have conversations with the students one by one, in every meeting. This strategy wasn't only helped the respondent as the pre-service teacher to stimulate the slow-response or passive students to be more active but also helped the respondent to adapt to the class.

1)   I used to build interaction with the students outside the class hour, like chatting with them privately. Surprisingly, it makes them more relaxed and enthusiastic in their learning activities. (R5)
2)   I used to call and have a conversation with them one by one every meeting, then we will have more interaction. This strategy was the strategy that helped me to adapt to the class. (R6)

In addition, the result of the interview conducted by the researcher revealed that the pre-service teacher also found out that facing the slow-response student is also a challenge in preparing online learning. In coping with that problem, respondent 1 stated that she only tried to call her name three times and if there was no response from the student, she just skipped it and called the active student. After that, she tried to call and ask the same question. Respondent 1 thought that by doing that, the slow-response students would be inspired by the active student to be braver to speak and act in the class. She did it because it would be wasting time if she tried to wait for the response from the slow-response student. In conclusion, the pre-service teacher tries to stimulate the students assertively and wisely.

1)   Skip and move on: I just called the student by his/her name three times to ask a question. Then if there is no answer, I will skip him/her and move on to call another student. After that, I prefer to call the active students who will answer my question. I think it will stimulate and help the previous student who didn't answer my question to be as brave as the active student. After that, I will call the previous student who didn't answer my question, to give him/her to tell his/her idea.

The statement asked the respondents whether they were making class rules with students or not. Meanwhile, the result revealed that 72,1% of the respondents made

the class rules with the students. The researcher believed that deciding to make class rules together between pre-service teachers and students will benefit both of them. First, for the pre-service teacher, she/he will be easier to do class control and it will improve their spirit and confidence in teaching. A good ambiance will make it easier for the pre-service student to build a good interaction with the students. Second, for the students, a good ambiance will boost their enthusiasm to be more active and confident in the class. These results were in line with the theory of Fine and Zeitlin (1984) that stated that coping strategies are someone's behaviors to adapt to and demands of the environment. In this case, the researcher believed that trying to make class rules with the students is one of the pre-service teacher's behaviors to adapt to the class ambiance.

Moreover, the researcher analyzed those results above and found out that those strategies used by the respondents were classified as problem-focused coping strategies. According to Folkman, Susan, and Richard (1984), a problem-focused coping strategy is a strategy used to cope with something which has changed or perceived a problem. The coping strategies give an example to be braver to speak in the class, making other interactions outside the class hours, making class rules, and having conversations with the students in every meeting as the problem-focused coping strategies that they used. The reason why those strategies are included as the problem-focused coping strategies is that these are the strategies that they used to cope with the challenge to stimulate the slow-response or passive students to be more active in the learning activities and create a good ambiance in the class.

As mentioned in the previous section, the challenges in terms of the internet and gadgets are providing accessible learning content for the students and anticipating the unstable internet signal and quota. Not all of the students could afford the internet quota like some students of the respondents 4 and 5. That is why respondents 4 and 5 use a similar strategy to cope with that challenge. Due to the limitation of the internet quota of the students, respondents 4 and 5 weren't allowed to do *Zoom* meetings as the learning activities. The strategy that they used in preparing the learning content(s) won't consume much internet quota. In other words, the pre-service teacher must be able to provide the best learning content, media, and activity based on the condition and situation.

1)   Preparing the contents that only consume quota for chatting: I just took a picture of the handout and sent it as pictures in the group chat that is downloadable for them. (R4)
2)   The challenge is I had to create the basic contents that wouldn't consume a high quota, then I just prepared some presentations and handouts. (R5)

To cope with the second challenge, which is anticipating the unstable internet signal and quota, the respondents as the pre-service teachers always provide the backup internet network(s) and gadget(s). As mentioned by Burston (2014) that affording internet and gadget are the challenges in preparing online learning, pre-service teachers must provide the internet and gadget. Respondent 3 also mentioned that the internet is the crucial thing in online learning. However, as it is known that sometimes the internet signal isn't stable, that's why the pre-service teachers have to anticipate if the internet will suddenly error or collapse. Not only provide a backup internet network(s) and gadget(s), respondent 1 stated that she also sent the

handout or PowerPoint a day before the meeting. She did it, to anticipate something bad that would happen. The researcher found out that this strategy seems simple but it is beneficial for every condition. Not only to anticipate something bad that might happen, but it is a good thing that the student can learn the material first before the pre-service teacher explains it to them.

1)   Prepare some plans: If there is a problem with the internet, while I still have some material left to be explained. I have to calm myself first and try to explain the material properly without wasting the time. I used to always send the PowerPoint a day before the class.
To anticipate the unstable internet signal, I and another pre-service teacher always prepared more than two networks and Wi-Fi, also gadgets. (R1)
2) My partner and I always prepared more than two internet networks and gadgets. (R3)
3) I always prepare at least two gadgets and internet networks to anticipate if the internet suddenly errors when something bad happens. (R6)

To sum up, the researcher found out that these strategies, preparing the learning content(s) won't consume much internet quota, providing the backup internet network(s) and gadget(s), and providing handouts or PowerPoint a day before the meeting are kind of problem-focused coping strategies. According to Folkman, Susan, and Richard (1984), those strategies are included as problem-focused coping strategies, because those strategies helped the respondent cope with the challenges in preparing online learning. As an example, the respondent preparing content(s) won't consume much internet quota to cope with the challenge, which is to accommodate the students who didn't have enough quota to be able to assess the learning content(s).

Emotion-focused Coping Strategies.
The eighteenth and nineteenth statements talked about the strategy used by the respondents to heal themselves during preparing online learning, especially before and after doing teaching performances. Around 75% to 78% of the respondents did something like listening to the music before doing their teaching performances or maybe eating or drinking sweet things after doing their teaching performances, to relax and heal themselves of feeling nervous or something before and after doing the teaching performances.
Besides, the result of the interview also showed that there are other strategies used by the respondents to cope with their feelings when they feel burdened with the challenges or nervous. Respondent 1 stated that when she was feeling nervous, she preferred to tell her friends about her feelings. It's supported by respondent 4 who stated sharing with friends will reduce nervousness and feeling overwhelmed. She also added that she did self-suggestion to heal herself. She used to tell herself that she always told herself that she could do everything and everything always goes well. These strategies were quite effective in reducing her nervousness.

1)   I used to share my feelings with my friends. They always gave me emotional support. I also made a self-suggestion as I told myself, "I can do everything. Everything's gonna be alright.". (R1)

2)   I used to tell my friends about my problem. It helps me to reduce overthinking towards my problem. (R5)

After analysing the data, the researcher found out that the strategy used by them to heal themselves is classified as emotion-focused strategies. Based on the theory of Folkman, Susan, and Richard (1984), it can be classified as emotion-focused strategies because the coping strategy used by them to heal themselves from feeling nervous or overthinking. Meanwhile, an emotion-focused coping strategy defined as the coping strategy is used to cope with the emotional distress which is triggered by the situation. In this case, the researcher analysed that the pre-service teachers were feeling nervous because it's their first time doing teaching performances.

Conclusion

The conclusions of this research are based on the two research questions. The first research question is about the pre-service teachers' challenges in preparing online learning. The results from the questionnaire and interview revealed that every pre-service teacher has challenge(s) during preparing online learning. As mentioned in the previous chapter, the researcher divided the pre-services' challenges into three categories. The first category is pre-service challenges in the terms of interaction between pre-service teacher and student. In terms of interaction, pre-service teachers were challenged to make a good interaction with the students, to stimulate the students to be more active in the learning activities. Besides, pre-service teachers also had a challenge to build a good ambience in the learning activities to boost students' enthusiasm in learning. The second strategy is pre-service challenges in terms of providing an assessment and developing the learning goals. In this category, facing problematic or slow-response students and understanding students' characteristics without spending a long time. The third or the last category is pre-service challenges in terms of the internet in preparing online learning. Related to the internet, the first challenge is the internet quota and signal and the second challenge is providing accessible learning media.

The second research question is about the strategies used by the pre-service teachers to cope with the challenges. As mentioned in the previous chapter, the researcher divided the coping strategies into two categories. The first category is problem-focused coping strategies. The coping strategies like building an interaction like conversation with the students either inside or outside the class hours and making class rules are the strategies that have been proven to have a good effect on stimulating the passive student or the whole class to be more active in the learning activities. Those coping strategies also make the class ambience nice and it can boost student enthusiasm in the learning process. Those coping strategies also make the class ambience nice and it can boost student enthusiasm in the learning process. In other words, those coping strategies will help pre-service teachers in the future to make a good interaction with the student and stimulate the passive student to be more active in the learning activities. Moreover, in coping with the slow-response student, the pre-service teacher can give the example of the active and brave student to talk in front of the class. By doing that, the slow-response student

is expected to be inspired to be brave enough to talk in front of the class. The researcher also found out the strategies which can be used to anticipate the unstable internet quota and signal. The first strategy is preparing at least two internet networks and gadgets to anticipate if something bad happened to one of the internet works or gadgets, the pre-service teacher can use another one. The second strategy is sharing the material at least a day before the meeting. It can help the student to still get a chance to learn the material when the internet network is unstable. Due to the limitation of the student's internet quota, the pre-service teacher has to cope with it by providing the best learning content, media, and activity based on the condition and situation. It's better for the pre-service teacher to provide the learning content or media which won't consume much quota. It should be accessible for the whole class, from the one who has problem with internet quota to the one who doesn't have that problem. The second category is emotion-focused coping strategies. In this category, the researcher found out that the pre-service teacher can listen to the music before doing their teaching performances or eating or drinking sweet things after doing their teaching performances, to relax and heal themselves of feeling nervous or something before and after doing the teaching performances. Besides, they can share their feelings or problems in facing the challenges to their friends, lecturers, or other pre-service teachers, and they will get advice and emotional support from them.

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