



## **PRE-SERVICE TEACHERS EXPERIENCE IN FIELD TEACHING PRACTICE DURING PANDEMICS**

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### **Abstract**

Field teaching practice is a very important phase for the pre-service teachers in the process of becoming full members of a community of teaching practice. In view of this, this study was conducted with the aim of exploring how the pre-service teachers perceive their experience of participating in online field teaching practice during the pandemic COVID-19. The study will involve 4 university students of English Education Department programs who take part in the teaching practice program (PLP 2) while the pandemic COVID-19. The study will adopt a case study design under a qualitative research paradigm to tap into the participants' individual experiences of engaging in field teaching practice. For this purpose, data were collected from in-depth interviews with the participants. The result of this research found that of the four participants, three participants choose to conduct an offline teaching practice, while only one participant choose an offline teaching practice. The researcher also found some difficulties that the participant they have faced such as lack of internet connection and time allocation.

Keywords: COVID-19, pre-service teacher, teaching practice

### **Introduction**

Education plays an important role in increasing reliable human resources in the country. Education also plays an important role in developing the potential that exists in each individual. To be able to realize the educational goals, the role of the educator or teacher is needed. A teacher is also required to be a professional teacher in order to improve the quality of education. A professional teacher is a teacher who has a firm grasp of the subject they teach and is loyal to the intellectual demands of their field. They can analyze the needs of the students they are in charge of. They know the practical standards of their profession. They know they are responsible for fulfilling the students' necessities (Wise, 1989).

The statement above clearly illustrates that the role of a teacher is very important in the world of education. To prepare qualified teacher candidates, Universitas Ahmad Dahlan has a teaching practice program called PLP (Pengenalan Lapangan Persekolahan). This program is devoted to the Faculty of Teacher Training and Education and the Faculty of Islamic Education. With the PLP program, it is hoped that it can become a forum for pre-service teacher to practice

the knowledge they have gained in class to the real situation. Teaching practice is a main preparation for the pre-service teacher before they apply of what they already get in the classes into real work environment(Goh et al., 2009).

Since the Corona pandemic greatly affected most country of the world, so all educational institutions establishments have been forced to abandon facial education that allows physical proximity (which promotes contagion) to e-learning or distance education. The Corona pandemic threatens educational progress around the world as schools at all levels are nearly closed across the globe. Unless great efforts are made to counteract these effects, the shock of school closures will take a toll on the educational process and all its components. For example, its impact on the actual training program for future teachers in training at universities.

The teacher training program in Universitas Ahmad Dahlan in the 2019/2020 academic year was conducted as an online teaching practice because of the impact of the pandemic. For the first time, the pre-service teachers held the teacher training program in an online setting. Hence, this study came to know how the pre-service teachers perceive their experience during the teacher training program during the pandemic era. There is three research aim of this research: (1). How do the pre-service teachers perceive their experience?; (2). What are the difficulties faced by the pre-service teachers during online teaching practice?; (3). How do the pre-service teachers cope with the problems they have faced?.

There are many studies related to the pre-service teachers in teaching practice, one of them is the study that has been researched by Rahmani (2021) about the perceptions of pre-service English teacher while teaching practice during pandemic. It was find out that online teaching practice program provided a variety of experiences that resulted in both “satisfying” and “unsatisfying” perception. In particular, more than half of the participants indicated that, despite the difficult situations they encountered throughout the practice , the online teaching practice program was effective, particularly in terms of providing broad teaching ideas and experience. The other one from Aguilar-cruz & Medina (2021) about the perception of pre-service English teacher on their online teaching practice experience because of the pandemic. This study focusing on issues related to technology, materials development and gamification. A narative qualitative research approach was implemented in this study, with seven pre-service English teacher who were doing their teaching practice in High-School level as a participant, and also their lesson plans were analyzed as artifacts.

## **Method**

This research used a qualitative research method with case study approach. A qualitative method was chosen because this study aims to identify how do the pre-service teacher perceive about teaching practice while pandemic. The choice of research design also based on the nature of the research problem or question being addressed, the personal experience of the researcher and the study audience (Creswell, 2013). According to Creswell (2012) the qualitative research has been used to explore people’s feelings, perceptions and believes, this approach was suitable for this study. Furthermore Shidiq & Choiri (2019) stated that qualitative research is an inquiry strategy aim to understand phenomena experienced by research subjects such as behavior, perception, motivation, action, and etc. in holistic and descriptive way in particular context.

Case study approach is used in this research, which is a form of inquiry used in many domains, and provides an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. A case study is a qualitative research method that examines a single person, a group, or a significant example in order to develop interpretations for the specific case or to make meaningful generalizations (Shidiq & Choiri, 2019).

For the participant, the researcher decided the participants are the students of English Education Department of Universitas Ahmad Dahlan, especially the students in 2017/2018 who have joined teacher practice program. Random sampling is used to determine the participants, Sugiyono (2018) stated that random sampling is taking a sample members from a homogeneous population that taken randomly, it means that every population that has the same probability can be a sample. The sample is chosen at random which is intended to be an unbiased representation of the total population.

The researcher used an in-depth interview for the data collecting procedure, the data was collected through semi-structured interview, and the researcher used an open-ended question. And after doing the interview, the researcher analyzed the result of the interview using Miles and Huberman's model which are data reduction, data display, and conclusion and verification. In data reduction the researcher choose whether components of the data from the interview transcriptions should be emphasized minimized, or set aside completely for the purposes of the research. Then the researcher looked over all of the relevant data sources for descriptions and themes to incorporate in the study findings. After that, there are data display which is in this phase the researcher has organized and condensed collection of data from which conclusions can be drawn. In order to make data comprehension easier, the researcher displayed the data that had been reduced. And the last step is conclusion and verification, in this step the researcher makes conclusions based on the research questions. Researchers must be precise and careful in the research process to avoid any misunderstandings. At the end of the search will be a search conclusion obtained. In addition, researchers should verify all data, theories, and sources for clarity and validity.

### **Findings and Discussion**

This part discusses the finding about how the pre-service teacher's perceive their teaching practice while pandemic. The data of this research were collected through interview with four participants. The researcher done the interview in four days which are 8<sup>th</sup> June, 15<sup>th</sup> June, 16<sup>th</sup> June, and 20<sup>th</sup> June in different time. The data of this research were collected through in depth interview by voice call via Whatsapp and Telegram, while doing interview the researcher used Indonesian language in order to make the communication run smoothly and effectively.

After doing the interview, the researcher analyzed the result of the interview using Miles and Huberman's model which are data reduction, data display, and conclusion and verification. Before doing the data reduction, the researcher made the transcript to the interview result. Then, the researcher organized the sequence of all transcription and coded the transcription that relates to the pre-service teacher perceived about their teaching practice, the difficulties they have faced and how they cope with that problem. The researcher gave initial to the participant such as: N1 (Informant 1), N2 (Informant 2), N3 (Informant 3), and N4 (Informant 4). After

that the researcher reduced the data by separating the necessary information. The information needed were bold and the data that related to the research finding were group.

After do the data reduction the reseacher performs the data displayed, in this step the researcher presents the data in the form of a brief description. The data display is intended so the researcher has an overview related to the data obtained in the field, making it easier for researchers to process data. After did the data displayed the last step of analysis technique is conclution and verification, in this step the researcher made the conclusion based on the data which has been reduced and displayed. These are the result of the interview.

### ***Teaching and Learning Activities***

Based on the results of the interviews that were conducted by the four participants who conducted full online teaching practice activities, they used platforms such as Google Meetings, Zoom Meetings, Google Classrooms, and Whatsapp Groups to teach.

The first interview was conducted by the researcher with the first participant (N1) on 8th June by voice call via Whatsapp. N1 carried out his PLP 2 activities at SMP Muhammadiyah 2 Gamping, teaching practice activities at this school were carried out fully online using the Whatsapp Group and Google Meet applications.

Interviews were conducted by the researcher with the first participant (N1) who carried out PLP 2 at SMP Muhammadiyah 2 Gamping and with the second participant (N2) who carried out PLP 2 at MTs Gedongtengen who had similar teaching and learning activities, both of them carried out full online learning activities. by using Google Meeting and Whatsapp Group as a learning platform. When practicing teaching using Google Meeting, the pre-service teacher will first convey the material to the students and then be given questions, this is where the pre-service teacher gets the opportunity to apply the learning methods they have into real teaching practice.

The third participant (N3) who also conducted online PLP 2 activities at SMA N 7 Yogyakarta. Unlike the previous two participants, although N3 carried out online teaching practice activities using the Whatsapp Group and Google meeting platforms, N3 still came to school and taught from school. In one meeting, N3 will explain the material first through Google Meeting and then in the evening the students will get the exercises related to the material that has been taught which is sent to the Whatsapp Group.

The fourth participant (N4) carried out his teaching practice activities at SMK N 3 Yogyakarta, PLP 2 activities took place fully online using Google Classroom and Whatsapp Group as platforms for teaching and learning activities. Before teaching and learning activities begin, N4 has made a summary of the learning materials in the form of PPT or videos, which later during the teaching and learning activities the summary of the material will be uploaded to Google Classroom, then the pre-service teacher and students will have discussions regarding the material being studied.

### ***The Problem Encountered***

From the result of the interview with the four participants, the researcher found different problems that they have faced while teaching practice. The first

problem related to the internet connection, internet connection is still the most experienced problem by the participants. N1 had problems with the internet connection which resulted in miscommunication related to the final report with her friends.

The other participant, N3 also has difficulties related to the internet connection that occurred during teaching and learning activities in progress. N3 had poor internet connection while teaching which disrupted teaching and learning activities, to overcome this problem N3 used the existing WIFI in the school environment. In contrast, participant N2 experienced difficulties related to the students' limited internet quota. when N2 was teaching there were some students who asked for permission to leave Google Meeting first because their internet quota was almost exhausted.

Unlike the previous three participants, participant N4 did not experience any problems related to internet connection because N4 used Google Classroom as a platform for teaching and learning activities. before teaching and learning activities begin, N4 has made a summary of the material in the form of a video or PPT which is uploaded to Google Classroom so that students can access materials and questions anytime and anywhere. The other problems are related to the time allocation, there is one participant who finds it difficult to divide time between PLP 2 activities and lecturer activities because the teaching practice schedule collides with the lecturer schedule.

### ***Pre-service Teachers' Perception***

When the PLP 2 took place, the four participants were pleased because their school welcomed them well. When carrying out teaching and learning activities they felt various feelings such as excitement, and nervousness because it was the first time they taught, they also felt happy because they could teach like a teacher even though only virtually.

The researcher also asked them to choose between offline and online teaching practice, and the result is the three participants choose an offline teaching practice, and only one participant chose online. One of the three participants who choose the offline teaching practice thinks an online teaching practice activities are less effective because the interaction space between students and teachers are limited. They also think that offline teaching and learning activities allow teachers to use a variety of learning methods that attract students.

Meanwhile, the only one participant who chooses the online teaching practice thinks that when applying online teaching practice he or she can explore more new learning methods. he also thinks that this online teaching practice can be a new experience because this online learning activity has just been implemented.

### **Conclusion**

The result of this study was found out that there are some problems that the participants have faced such as lack of internet connection and time allocation that was make disrupted teaching and learning activities. The result of this research also found that from the four participants, the three participants choose to conduct an offline teaching practice practice, while the only one participant choose an offline teaching practice.

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