

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Teaching Practice is an essential component in pre-service teacher education, which functions as a bridge between theory and practice in the real world. At Antasari State Islamic University (UIN), Teaching Practice is mandatory for all students in education and teacher training programs with the main aim of preparing them to become professional educators who are able to face the challenges of the real world of education. Teaching practice is an important component of becoming a teacher. Its impact on the nation is beyond doubt. This is an important part of professional training. Therefore, Allah SWT says in the Qur'an Surah Al-Mujadilah (58:11), as follows:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ  
انشُرُوا فَاثْرُرُوا يَزِفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا  
تَعْمَلُونَ خَبِيرٌ

In the learning context, a pre-service teacher is expected to carry out his practical experience with full respect, patience and wisdom, and to be polite towards students and fellow teachers. This patience, knowledge, and respectful attitude will help them in facing challenges that may arise during teaching practice and improve their overall experience.

Pre-service teachers get the opportunity to apply the theoretical knowledge they have learned in class in real situations at school. However, this

process does not always run smoothly. Pre-service teachers often face various unexpected difficulties, such as effective classroom management, planning and implementing comprehensive learning, using technology in education, and evaluating student learning progress. These challenges require adaptability and creative solutions that cannot be fully obtained from formal education. In addition to technical challenges, emotions play an important role in pre-service teachers in teaching experiences. Research by Hargreaves (1998, 2000) and Bloomfield (2010) shows that emotions have a significant impact on professionalism, teaching effectiveness, and student development. Positive emotions such as enthusiasm and affection can increase pre-service teachers' motivation and performance, while negative emotions such as stress and anxiety can hinder their ability to teach. According to Mapfumo et al. (2012), pre-service teachers often experience high levels of stress and anxiety during teaching practice, which can lead to feelings of helplessness and disappointment Timoštšuk et al., (2016).

This research uses the Photovoice method, a participatory research method that combines photography and personal narratives to explore and reveal individual experiences. In educational contexts, photovoice allows pre-service teachers to document and reflect on their experiences visually and verbally. This method provides a unique pre-service on how pre-service teachers experience and overcome various challenges during teaching practice. Through this photovoice study, the research aims to identify and understand the emotional experiences of pre-service teachers and the difficulties they face during teaching

practice. By using photography as a reflection tool, pre-service teachers can express their feelings and experiences in a more profound and authentic way. This research also aims to give teacher candidates a voice, allowing them to share their stories and perspectives that may not be uncovered through traditional research methods.

It is hoped that the results of this study will provide valuable insights for the development of teacher education programs, by highlighting the emotional and support needs required by pre-service teachers. In addition, the findings of this research can help educators and policy makers in designing more effective interventions to support pre-service teachers during teaching practice, so that they are better prepared emotionally and professionally to face challenges in the world of education. Thus, this research not only contributes to the understanding of the emotional experiences of pre-service teachers, but also offers a new approach in supporting and empowering them through photovoice methods.

## **B. Definition of Key Terms**

Several terms related to the research are clarified to avoid misunderstanding or misinterpretation :

### **1. Picturing**

In this sense "Picturing" refers to the visualisation or imaging process using image or photo media. In this study, pre-service teachers are assisted in recording and expressing their experiences during teaching practice using photographs or photos by use of the Photovoice approach.

## 2. Pre-Service Teachers

This refers to the subjective experience that pre-service teachers have during their teaching practice II, the pre-service teachers here are students from the Class of 2020. It includes all the feelings, thoughts and reflections that arise from their interaction with the learning environment and teaching practice, and in this Study the researcher will ask about her feelings on the student experience.

## 3. Emotional Experience of Teaching Practice

Emotional experiences when teaching are experiences that teachers have felt when teaching. Emotions can be divided into two, positive emotions and negative emotions.

## 4. Teaching practice II

It refers to a range of encounters that aspiring educators have while participating in classroom practice II. It covers a range of topics, including instructional methods, student interactions, emotions, difficulties, and accomplishments. And in this study will be revealed how the experience during the implementation of the intellectual teaching with photographs.

## 5. Photovoice Study

Photovoice is a qualitative research technique, Photovoice method as the main approach to collecting data, and the photovoice methodde

involves participants use of photography as a tool to record their experiences and perspective, which are then analyzed by researchers to understand the particular problem or phenomenon being studied, it was used as an approach to understand pre-service teachers experiences during teaching practice.

### **C. Research Questions**

This is the primary concern that this study will focus on :

1. How do the photos represent the pre-service teachers emotional experience during teaching practice?
2. What difficulties do the pre-service teachers experience during teaching practice?

### **D. Objectives of Study**

According to the research questions, the research aims to investigate :

1. To explore the pre-service teachers emotional experience during teaching practice.
2. To find the pre-service teachers experience during teaching practice.

### **E. Significance of Study**

The researcher hopes this research could be able to give the advantages and benefits as follows:

## 1. Theoretically Benefit

It is hoped that the results of this research will provide benefits in the form of information or understanding regarding pre-service teachers emotional experience during teaching practice and difficulties do the pre-service teachers experience during teaching practice.

## 2. Practical Benefits

### a. For pre-service teachers

After reading and knowing the results of this research, it is hoped that pre-service pre-service teachers from the English department of UIN Antasari Banjarmasin will regard pre-service teachers emotional experience during teaching practice and the difficulties the pre-service teachers experience during teaching practice. It can be a reference for pre-service teachers to become good teachers in subsequent teaching practice programs and also this information can be used by educational institutions and Teaching Practice program organizers to adapt their programs to better suit the needs of pre-service teachers and improve the overall quality of teacher education.

### b. Researcher

The results of this research can be used as a resource for other researchers who conduct research related to Pre-service Teachers experience and the difficulties of pre-service teachers experience during teaching practice. This research can be a starting point for

further research in the field of education and learning. The resulting findings can form the basis for further research on the experiences of pre-service teachers, the effectiveness of Teaching Practice programs, and innovation in teacher education as a whole.

By understanding the significance of this research, it is hoped that a better understanding will emerge of pre-service teachers' experiences during teaching practice and steps that can be taken to improve teacher education in the future.