ABSTRAK

M. RIFQI ROMDON ANWARI. 2021. *Constructing Professional Identity through Emotions: A Narrative Inquiry of an English Pre-service Teacher during Online Teaching Practices.* Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan (FKIP), Universitas Siliwangi, Tasikmalaya.

Dalam kajian identitas seorang guru, pengkajian dibatasi pada bagaimana calon guru membentuk identitasnya sebagai guru dengan melibatkan berbagai emosi dalam praktik pengajarannya. Banyak peneliti yang mengidentifikasi emosi calon guru ini selama program Pengenalan Lapangan Persekolahan (PLP). Namun, dalam mengidentifikasi emosi calon guru selama program PLP yang dilakukan secara daring masih sedikit yang meneliti. Dari fakta tersebut, penelitian ini menyelidiki bagaimana emosi seorang calon guru bahasa Inggris dalam membentuk identitas profesionalnya selama program PLP secara daring. Penelitian ini menguraikan pengalaman seorang calon guru bahasa Inggris secara naratif selama program PLP daring di salah satu sekolah menengah atas di Tasikmalaya, Jawa Barat, Indonesia. Data penelitian ini dikumpulkan dari jurnal reflektif calon guru bahasa Inggris dan dianalisis secara kualitatif menggunakan alat analisis naratif (Labov, 1972). Temuan penelitian ini menunjukkan bahwa seorang calon guru bahasa Inggris menemui berbagai emosi yang tampak dalam pembentukan identitas profesionalnya. Ada lima emosi yang dialami olehnya selama program PLP daring: (1) khawatir, (2) tertantang, (3) empati, (4) senang, dan (5) tekad, yang dieksplorasi dalam tujuh aktivitas proses pembentukan profesionalitas. Selama belajar mengajar, calon guru bahasa Inggris dapat mengelola emosi negatifnya (yaitu, khawatir, tertantang, empati) menjadi emosi positif (yaitu, senang, tekad). Oleh karena itu, emosi yang dialaminya selama program PLP daring menunjukkan bahwa identitas profesionalnya mulai terbentuk dalam tujuh aktivitas proses pembentukan profesionalitas.

Kata kunci: Identitas Profesional, Emosi Guru, Calon Guru Bahasa Inggris, PLP Daring

ABSTRACT

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In teacher identity studies, limited attention has been generally paid to how the pre-service teacher constructed his identity by conveying various emotions in his practices. Most scholars identified the pre-service teacher's emotions during the teaching practices program. However, identifying these emotions during online teaching practices remains under-researched. Given this fact, this study investigates how an English pre-service teacher's emotions construct his professional identity during online teaching practices. This study outlines a narrative inquiry of an English pre-service teacher during online teaching practices in one of the senior high schools in Tasikmalaya, West Java, Indonesia. The data were collected from an English pre-service teacher's reflective journals and analysed qualitatively using narrative analysis (Labov, 1972). The findings of this study showed that an English pre-service teacher met with various emotions that manifested in his professional identity construction. There were five emotions experienced during online teaching practices: (1) worrying, (2) challenging, (3) empathetic, (4) enjoyable, and (5) determination, which were explored in seven critical activities of the professional practice process. During learning to teach, the English pre-service teacher could manage his negative emotions (i.e., worrying, challenging, empathetic) into positive emotions (i.e., enjoyable, determination). Therefore, his emotions experienced during online teaching practices showed that his professional identity was starting to construct in the seven activities of his professional construction process.

Keywords: Professional Identity, Teacher Emotions, English Pre-service Teacher, Online Teaching Practices