

CHAPTER I

INTRODUCTION

This chapter presents a description of the study. In this chapter, the background of the study and formulation of the problem will be explored to provide insight into the context and urgency of the issue under study. Following this, operational definitions, the aim of the research and its significance will be discussed, thus clarifying the research objectives and the benefits derived from this study.

A. Background of the Study

The emotional experiences of pre-service teachers are often overlooked during teaching practicums. These emotions are crucial in shaping teachers' approaches to classroom management, their relationships with students, and their general well-being. According to Orlova and Kamenická, emotions like fear, happiness, and dissatisfaction have a major impact on the practicum setting, hence affecting the instructors' self-perception as well as the classroom environment and instruction (Orlova & Kamenická, 2024). Acknowledging and handling these feelings will improve the training course and prepare prospective teachers for the difficulties they may encounter before joining the classroom. The functioning and conceptualization of pre-service teachers depend on emotions, which help them to handle teaching issues, adjust to evolving classroom conditions, and form their professional identity as future teachers. Dealing with classroom issues calls for emotional intelligence, self-control, and empathy (Goleman, 2020). Moreover, Social and Emotional Learning (SEL) ideas have been more and more included into teaching practicum courses, hence stressing the need of social awareness and decision-making in controlling student behavior and classroom dynamics (Schonert-Reichl, 2017). These emotional skill set developments improve the capacity to interact with students, control stress, and build connections with both students and mentor instructors (Chen et al., 2022). Emotional resilience grows quickly during this demanding practicum and is a vital time for pre-service teachers

to build the endurance required to keep perspective, efficient classroom management, resilience, and the capacity to build emotionally supportive classroom environments all through their careers (Anttila et al., 2017; Mansfield et al., 2016).

Teaching practicum programs provide a concentrated and demanding setting in which pre-service teachers experience a range of emotions which influence their teaching experiences (Chen et al., 2022). Research highlights the significance of emotions in teaching practice. Anttila et al. (2017) demonstrated that the emotions experienced by pre-service teachers during the teaching practicum influence their capacity to manage emotional responses. A recent study indicates that emotions such as anxiety and enthusiasm can enhance or hinder teaching performance, thereby affecting both emotional well-being and student relationships (Mansfield et al., 2016; Taxer et al., 2019). Moreover, the emotions experienced by pre-service teachers, including anxiety and stress, significantly impacted their capacity to respond authentically, thereby influencing their instructional methods (Syakira et al., 2023).

The FKIP EDU Teaching Practicum Program is an initiative by a university in Tasikmalaya that allows pre-service teachers to gain practical, experience-based teaching in real classroom settings. This program addresses the practical challenges of personal teaching experiences by including learners in real-time classroom settings with mentor teachers knowledgeable in their specialty. The inherent nature of the practicum elicits a spectrum of emotions, including anxiety about fulfilling student expectations, uncertainty about the application of efficient classroom management techniques, fear of mentor teachers' judgment, and pressure to succeed during the teaching practicum. During their practicum in real classroom environments, pre-service teachers' learning to adapt, self-reflection, and creation of classroom management strategies are greatly influenced by both good and negative emotions. During teaching practicums, classroom settings have a major impact on the well-being and work-life balance of pre-service teachers. Common difficulties for these people are stress and worry, which they must negotiate to

acquire the emotional resilience required to control future classroom dynamics and support effective teacher-student interactions.

Realizing that, Interactions with students, colleagues, and mentor teachers in the school setting greatly shape their emotional growth. While misbehavior could provoke rage and disappointment, students' development might inspire good feelings like pride and fulfillment (Ji et al., 2022). While demanding schedules lead to bad experiences, encouraging mentor teachers are a major source of good feelings. Effective emotional control depends on personality traits like emotional intelligence and social-emotional learning. Teachers with high emotional intelligence show more stress resistance and ability to maintain good emotional states. Simultaneously, wider societal considerations, including social expectations and changes in teaching approaches, will influence their emotions and classroom management strategies, often introducing new stressors in various classroom environments (Ji et al., 2022).

Current studies indicate that emotions experienced during teaching practicums are crucial for emotion management and the development of teaching practices among pre-service teachers (Anttila et al. 2017). Emotions such as anxiety and enthusiasm directly influence teacher performance, mental wellbeing, and interactions with students and mentors (Mansfield et al., 2016; Taxer et al., 2019). Syakira et al. (2023) examined the relationship between teachers' stress and anxiety and the potential effects on their emotional regulation capabilities. The findings support Goleman's (2020) Emotional Intelligence theory, which posits that competencies such as self-regulation and empathy are essential for effective teaching. The findings suggest that emotional substance is frequently overlooked in teaching practicum programs, hindering the development of a profound sense of academic efficacy. As a result, pre-service teachers may lack preparedness for the emotional complexities inherent in their roles (Ji et al., 2022). Integrating emotional intelligence into the teacher lesson planning module can assist pre-service teachers in developing resilience and a professional identity all through their teaching practicum.

Based on several studies above, this study aims to outline the emotions of pre-service teachers during their teaching practicum named FKIP EDU. This research study investigates the effect of emotions such as empathy, adaptability, and social awareness on teaching practice in real classroom settings and resilience through the conceptual frameworks of Emotional Intelligence theory (Goleman, 2020) and Social and Emotional Learning principles (Schonert-Reichl, 2017). While previous studies only focused on the issues caused by emotions and emotional challenges (Heryatun & Septiana, 2020), this study fills that gap and highlights how emotions can lead to opportunities for pre-service teachers' growth and learning during their teaching practicum. The findings also add on to understanding how the emotional well-being of pre-service teachers can be sustained in structured teaching practicum programs. These results moreover help develop more supportive teaching practicum programs, which integrate emotional and well-being skills alongside pedagogical skills classroom management techniques.

B. Formulation of the Problem

The problem formulation or research question in this study is “How do pre-service teachers’ emotions influence on their teaching practicum during the *FKIP EDU* program?”

C. Operational Definitions

1. Pre-Service Teachers

Pre-service teachers refer to students who are in the process of completing their teacher education program. They are in the final stages of their education and are participating in the FKIP EDU Teaching Practicum Program to gain hands-on experience in real classroom settings. These individuals are not yet fully certified teachers but are gaining practical teaching experience under the supervision of mentor teachers. Their participation in the practicum involves the application of pedagogical

knowledge, classroom management strategies, and self-reflection on their teaching practices.

2. Emotions

Emotions refer to the affective states that pre-service teachers experience during their teaching practicum. These emotions, such as anxiety, stress, enthusiasm, and frustration, often arise as they confront real-world challenges related to classroom management, lesson preparation, and professional interactions with students, mentors, and colleagues. These emotional states significantly influence their ability to adapt, regulate responses, and engage effectively in teaching practices. Consequently, managing emotions during the practicum becomes crucial for shaping their experiences and enhancing their overall effectiveness as educators.

3. *FKIP EDU* Teaching Practicum Program

The *FKIP EDU* Teaching Practicum Program is a structured, immersive field experience designed for pre-service teachers enrolled in the English Education Department at the Faculty of Educational Sciences and Teachers' Training at a university in Tasikmalaya, West Java, Indonesia. Spanning approximately 3–4 months (one semester), the program places participants in real classroom settings across various junior high schools in the region. This practicum provides pre-service teachers with opportunities to apply theoretical knowledge, refine their pedagogical skills, and manage the emotional complexities of teaching. Guided by mentors and supervisors, they face authentic challenges in instructional delivery, classroom management, and student engagement, which evoke a wide range of emotional experiences that shape their reflections and readiness for future teaching roles.

D. Aim of the Study

Based on the problem formulation, this study aims to investigate and describe the emotions of pre-service teachers could shapes and influences their perceptions, resilience, and adaptability in teaching during the *FKIP EDU* Teaching Practicum Program at the English Education Department at Faculty of Educational Sciences and Teachers' Training at a university in Tasikmalaya, West Java, Indonesia.

E. Significances of the Study

1. Theoretical Use

This study contributes to the theoretical understanding of Emotional Intelligence and Social and Emotional Learning principles by exploring the emotional dimension of pre-service teachers' experiences during a structured teaching practicum. It provides insights into how emotions such as anxiety, enthusiasm, and stress influence pre-service teachers' teaching practices and their ability to manage classroom challenges. This study bridges a gap in the literature by highlighting the role of emotions in shaping pre-service teachers' adaptability and resilience during their teaching practicum.

2. Practical Use

By highlighting the range and impact of pre-service teachers' emotions during teaching practicum, this study can inform the development of supportive interventions aimed at helping pre-service teachers recognize and manage their emotions more effectively. These insights can lead to improved emotional awareness, classroom management, and adaptability during teaching practicum experiences.

3. Empirical Use

This study provides empirical evidence on the emotions that faced by pre-service teachers during the *FKIP EDU* Teaching Practicum Program. By focusing on a specific group of participants, the research delivers valuable data on how emotions such as stress, anxiety, and enthusiasm shape pre-service teachers' teaching experiences. This evidence can be used to design more supportive, emotionally focused teacher training programs that address the emotional needs of pre-service teachers alongside their pedagogical and classroom management skills.