

CHAPTER II

LITERATURE REVIEW

In this chapter, an in-depth explanation of the theories utilized for the study will be presented. The theories related to Emotional Intelligence, Social and Emotional Learning, Dimensions of Emotions, and study of relevant research.

A. Theoretical Framework

In this section, the researcher focuses on the elaboration of literature that related to the topic. This includes a brief overview of Emotional Intelligence also its factors in teaching, and the Social and Emotional Learning principles influences their teaching performance.

1. Emotional Intelligence in Teaching

Emotional Intelligence (EI), according to Goleman (2020) is the ability to recognize one's own and other people's emotions, perceive between different emotions and label them appropriately. For pre-service teachers, Emotional Intelligence is pivotal because it helps them manage their emotional experiences when dealing with their students during their teaching practicum. Goleman (2020) argued that there is a demonstration of EI with five elements, self-awareness, self-regulation, motivation, empathy, and social skills, which this model could be a key framework for understanding pre-service teachers' emotional experiences and their role in professional development. Regarding teaching practicum, these emotional competencies are pivotal for dealing with the emotional demands that students face in real-life classroom settings, including student behavior management, communication and addressing stressors (Yin et al., 2013). According to Khoiriyah et al. (2024), pre-service teachers report a range of emotional experiences, including anxiety and self-doubt, as well as joy and sense of accomplishment, which could influence their efficiency as teachers and development of their professional identity (Khoiriyah et al.,

2024). This helps pre-service teachers to become more emotionally intelligent individuals, regulate their emotion properly in class and positively impacts student-teacher intelligent while moreover improving teaching performance. Those experiences are especially significant to pre-service teachers exploring the emotional complexities of their early teaching experiences during practicum.

Furthermore, Vesely et al. (2013) found that Emotional Intelligence (EI) training for pre-service teachers improved stress management and teaching effectiveness. This proposes that developing EI skills during programs like the FKIP EDU Teaching Practicum could significantly improve teaching practicum. Valente et al. (2019) further illustrated that pre-service teachers who received EI training during their practicum showed a 40% increase in classroom management and a 35% improvement in student engagement. Additionally, Poulou (2018) found that EI was linked to making supportive classroom environments, crucial for effective teaching.

In the intense FKIP EDU Teaching Practicum, structured EI training could help pre-service teachers better handle emotional challenges. Hen and Goroshit (2016) also showed that pre-service teachers with higher EI reported more job satisfaction and lower burnout in their first two years of teaching. This highlights the long-term benefits of EI training, which could boost teacher retention during their teaching practicum. Including EI workshops, regulation of emotions exercises, and empathy-building activities in the FKIP EDU program could greatly support pre-service teachers' growth.

2. Social and Emotional Learning (SEL) in Teaching

Another pivotal theoretical framework for this research is found within the principles of Social and Emotional Learning (SEL) (Schonert-Reichl 2017). SEL teaches and advances the improvement of emotions

competencies to both students and teachers. This principle is reliable with the results from Khoiriyah et al. (2024) that found pre-service teachers who reflected, like through dialogic reflection, tended to develop a solid professional identity (Khoiriyah et al., 2024). Neuroscience shows that teachers with more emotional competence can way better regulate their own emotions, enabling them to be more effective in the classroom and to create positive learning environments, as they are way better able to deal with classroom challenges (Jennings & Greenberg, 2009). By implementing SEL in teaching practicum, such as the FKIP EDU Teaching Practicum, pre-service teachers will learn vital abilities, like emotional control and thought of others. These abilities help them enhance their effectiveness as teachers while minimizing stress and burnout, driving to longer-lasting teaching careers (Brackett et al., 2010). This framework becomes particularly useful for pre-service teachers who are gaining up emotional abilities while adapting to the complexities of their classroom environment. Therefore, SEL provides a framework for understanding how the emotional resilience and social skills of pre-service teachers are challenged and enhanced throughout practicum experiences. These findings align with SEL's emphasis on building resilience and supportive emotional engagement, both fundamental to creating learning environments that are inclusive and supportive.

White et al. (2023), recently conducted exploratory research illustrated how including SEL-based principles into teaching practicum programs can improve teacher deep well-being and result in way better classroom atmosphere. These findings highlight the significance of investigating the role of pre-service teachers' emotional experiences and emotions, like commonness associated with adaptive emotion during practicum in contributing to their SEL competencies. Moreover, Mansfield and Beltman (2019) emphasize the significance of SEL frameworks in supporting resilience and reflective practices among pre-service teachers,

both of which are fundamental in addressing the emotional challenges of teaching. Grown-up emotional competence improvement is advanced by the SEL framework, which this study uses to analyze pre-service teacher responses through their teaching practicum, self-care, emotional proficiency, versatility, and collective resilience.

In addition, according to Collie et al. (2012) found that teachers who implement SEL practices in their classrooms see higher work satisfaction and lower burnout levels. This result highlights the need to develop emotional competencies in pre-service teacher preparing since those competencies are associated with high well-being and can also influence students' improvement and learning processes positively. As pre-service teachers are trained in SEL strategies, they can construct a positive learning environment that will cultivate engagement and learning in students (Grudnoff, 2011) . Therefore, implanting SEL in teaching practicum programs is critical for developing more effective and resilient teachers.

3. Dimensions of Emotions on Teaching Practicum

Teaching practicum is a vital stage for pre-service teachers with a different context engage the abilities of emotions development. It serves as a setting in which pre-service teachers face real classroom setting teaching situations, which forces them to arrange emotional subtleties like stress, anxiety and relationships with students and mentor teachers (Grudnoff, 2011). Such experiences play a significant role in creating their professional identity and emotional resilience (Beauchamp & Thomas, 2009; Trent, 2013). The teaching practicum could be a highly emotional experience that is overflowing with both positive and negative emotions, which in turn can influence pre-service teachers' sense of professional identity and future teaching motivation. Based on pre-service teachers' practicum experiences, several factors shape emotions during practicum, including support from mentor teachers and students, types of assignments

relegated, and awareness of the significance of the practicum to future careers. When pre-service teachers feel supported and valued, they also experience positive emotions like joy and excitement. For instance, one participant said she felt happy when assembly with students and being encouraged by mentor teachers, which increased her confidence and emotions of belonging (Lestari, 2020). This is often in line with Goleman's focus on social abilities and empathy necessary for positive interactions and well being.

Schön (1992) emphasizes that reflective practices conducted during practicum enable the pre-service teachers to basically examine their emotional reactions to classroom settings. This reflection allows them to recognize where they can improve themselves and how best to channel their emotions in a positive way. Further, learning theory emphasizes the effectiveness of social environment in support of teaching competencies (Lave & Wenger, 1991). Given this setting, practicum experiences provide opportunities for pre-service teachers to engage with one another and learn from mentor teachers in a community of practice.

Emotions on teaching practicum also develop adaptive skill, which in instructive psychology relates to the readiness and ability of masterminds to creatively adjust modern instruments to deal with teaching situations of requiring creative thinking. Hammerness et al. (2005) figure it out that this ability is vital to effective teaching method, particularly within a different and dynamic classroom. The so-called dimensions of emotions on teaching practicum not only a tools for improving teaching abilities, but also a learning experience which has emotional loads that shaped pre-service teachers' perspectives in entering the profession. Darling-Hammond et al. (2017) highlights how emotional challenges faced during practicum can advance the development of teaching resilience and emotional competence. In recent years, socio-cultural contemplations of teaching practicum have been getting some attention. The key to understanding how pre-service

teachers are enculturated into the teaching profession through their practicum experiences is situated learning theory (Clarke et al., 2014 ; Lave & Wenger, 1991). This mindset places emphasis on social interactions and cooperative learning when gaining instruments to become effective teachers.

4. Classroom Management Framework

Pre-service teachers undertaking their teaching practicum especially need classroom management to be effective in both teaching and the classroom control. In moving from theoretical “textbook” teaching to real classroom experiences, they experience challenges that define their emotional reactions. This theory-gathering perspective integrating insights from Brown (2000), Djigić and Stojiljković (2012), Garrett (2014), and Evertson & Weinstein (2011) to way better understand the relationship between classroom management and pre-service teachers' emotions.

Brown (2000) points out that classroom management is less about controlling what students do than almost creating an environment of effective learning. He stresses teachers had to learn how to strike a adjust between structure and adaptability that advances both learning and well being. Proactive planning, engaging students, and responsive methodologies for addressing behavioral challenges, all components of effective classroom management. This perception is vital for pre-service teachers who typically have a restricted experience and a developing teaching ability set.

The styles of classroom management were placed in three important groups specifically, interventionist, non-interventionist and interactionist (Djigić & Stojiljković, 2012). Pre-service teachers with low self-efficacy about classroom management might feel stressed and anxious also anxiety within the interventionist environment because they are unable to apply authority. On the other hand, the non-interventionist style, which applies

negligible control on students, can provide rise to dissatisfaction and a sense of powerlessness when disruptions arise. The interactionist style, which advances shared responsibility between teachers and students, has the best result in supporting confidence and emotional stability among pre-service teachers.

However, there some common misconceptions about classroom management that contribute to emotional stress for pre-service teachers. Many novice teachers feel that when it comes to classroom management discipline is the most important factor, or that a well-planned lesson is all you need to avoid poor behavior (Garrett, 2014). They often result in unrealistic expectations, which may further initiate anxiety, frustration, and even burnout. Garrett emphasizes that a good classroom management approach should have structured lesson plans, clear rules, and solid teacher-student relationships.

Moreover, Evertson and Weinstein (2011) contend that classroom management cannot be properly understood as simple behavior control, but must be conceived as including social-emotional learning in its entirety. Teachers who build good connections and relationships with students and create structured lesson plans tend to experience less stress and more prominent emotional resilience. Pre-service teachers who don't have these abilities have often experienced more anxiety during their practicum time, particularly when dealing with misbehaving students or classroom disruptions.

This is often a theoretical framework that considers how different classroom management styles and strategies affect the mental wellbeing of pre--service teachers through the lens of these theories. The proactive nature of Brown's idea regarding planning, the categorizations of management styles created by Djigić and Stojiljković, Garrett's challenge of misconceptions, and Evertson and Weinstein's focus on social-emotional

learning all lead to a comprehensive thought of the way that classroom management informs pre-service teachers' experiences in their classrooms. Their way better confidence, less stress and better output have everything to do with it as well.

B. Study of the Relevant Research

The teaching practicum could be a key transition point in pre-service teachers' professional development, capturing the major development between theoretical knowledge and practical application. In this orientation, pre-service teachers not only develop and refine teaching methodological approaches but deeply engage in self-reflection, which Darling-Hammond et al. (2017) that they are essential to emotional and instructional development. Iterator of proficient learning across the continuum among mentor teachers, students, and more extensive school communities serve as a catalyst for developing professional confidence and for setting adjusting to authentic situations of practice, as explained by Vygotsky (1978) social learning theory.

Recent studies have highlighted the ways in which emotions have influenced pre-service teachers' practicum experiences. Anttila et al. (2017) showed that emotional states of pre-service teachers are the one of the most influential factors which might affect over classroom classroom interactions. This finding is further supported by the work of Taxer et al. (2019) issues once more, whose studies revealed an interesting connect between positive emotion, like enthusiasm, and improvement in teaching motivation and performance. On the other hand, their research also emphasized that negative emotional conditions could seriously disrupt student interactions and be harmful to teachers' mental status.

Recent research by Chen et al. (2022) has further investigated the emotional dimension of the teaching practicum, who found that pre-service teachers felt a complete extend of emotions from excitement and delight to anxiety and frustration. Their findings highlight the paradoxical nature of emotions, as they both encourage the development of teaching competence, as well as the domain of professional

identity arrangement. This study corresponds to Mansfield et al. (2016) convinced that this work approves the recognized role of emotional regulation in decreasing stress and helping pre-service teachers construct professional confidence during the practicum, as these abilities form the establishment for the adaptation and consequent success of the pre-service teachers.

Recent investigations, including studies performed by Syakira et al. (2023) further investigated the connection between specific emotional states experienced during the practicum and how these affect pre-service teachers' teaching approaches and self-regulation abilities. Such insights demonstrate that an intensive understanding of pre-service teachers' emotional experiences throughout the practicum, and improving their emotional management of the setting, are important solutions for the research-oriented teacher's professional development scale. Responding to this situation, the FKIP EDU Teaching Practicum Program offers a concentrated environment where pre-service teachers conduct a trial of emotional competence, which is well-tested, created, and idealized. By incorporating frameworks of Emotional Intelligence and Social and Emotional Learning (SEL) principles (Goleman, 2020; Schonert-Reichl, 2017), this research aims to investigate how emotional competencies—including self-regulation, empathy, and social awareness—influence teaching practices and classroom interactions. This investigation is particularly significant as it examines how pre-service teachers experience and manage various emotional challenges while developing their teaching skills.

The synthesis of these research findings suggests the essential role that emotional competencies have as a focus in teaching practicum programs. This research includes to knowledge about how pre-service teachers explore and regulate emotional experiences of anxiety, stress and excitement throughout their teacher preparation journey, providing deeper understanding into the significance of attending to the emotional work of teaching practicum. The findings from this comprehensive examination provide valuable insights on how teaching practicum programs can way better equate emotional competencies into their educational

program and pre-service teacher training as defensive factors for resilience in teachers of the future. However, the over studies do have some restrictions in terms of the setting and deeper exploration of pre-service teachers' emotion, especially in their practicum experiences. Consequently, the researcher of this paper, to find out the pre-service teachers' emotions throughout their teaching practicum.