

EMOTIONAL GEOGRAPHY EVIDENCE LEFT FROM PRE-SERVICE TEACHERS' TEACHING PRACTICE EXPERIENCES DURING THE PANDEMIC

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Abstract:

This narrative research exposed four pre-service teachers' emotions in pre-service teaching practice during the pandemic of Covid-19. It focused on how the pre-service teachers enacted their emotions while they performed various teaching challenges during the pandemic of COVID-19. Written reflections during the pre-service teaching from four pre-service teachers were taken as the data. By employing Andy Hargreaves' emotional geographies theory, the research indicated that pre-service teachers experienced positive and negative emotions during the practice of teaching.

Keywords: COVID-19, pre-service teachers, teaching practice, emotional geography.

INTRODUCTION

The coronavirus 2019 (COVID-19) has affected many countries over the world (WHO, 2020; McAleer, 2020). It gives profound effects on the educational system. Many countries such as Germany, Canada, England, Zimbabwe, and Indonesia officially close all educational activities to prevent the spread of COVID-19. (Nuland, et. al, 2020; Nathan, 2020; Warren & Jean, 2020, Moyo, 2020).

The main tendency for closing schools and universities is for maintaining the health of students, teachers, and all educational staff from coronavirus disease (Nuland, et. al, 2020). Nadiem Makariem, the Minister of Education and Culture of the Republic of Indonesia officially instructed all educational units to switch to online learning starting on 24 March 2020 (Mendikbud, 2020a). Moorhouse (2020) states that the COVID-19 pandemic has caused the educational system to adapt to online learning. Though the current condition some schools have adopted the mixed learning model, some institutions still adopt the online ones, including in the policy of teaching practice.

Teaching practice is a fundamental part of pre-service teachers' educational process (Anderson and Stillman, 2013). In this phase of the study, pre-service teachers had opportunities to develop and test their teaching skills in a real class (Escobar & Morrison, 2020).

Teaching practice during the pandemic gives more challenges for pre-service teachers to bring new approaches during the teaching and learning process. According to Hargreaves' theory (1998), teaching and learning are also concerned with emotional practice not only concern in developing skills, knowledge, and cognition. The current situation makes the educational process not well facilitated, and there is less interaction between teachers and learners. Liu (2016) in his study stated 'understandings and miss understandings' in various aspects of schooling are caused by the closeness between teachers and learners. These are examples of experiences related to negative and positive emotions during teacher practicum. These emotions became the focus of this research.

By using Andy Hargreaves's emotional geographies theory, this research focused on investigating pre-service teachers' emotions. By this, it is expected that the research may enrich the perspective of knowledge related to emotions as empirical evidence from the field.

RESEARCH METHOD

This research focused on the experience of participants' emotional responses found through their narratives. These revealed their actions, relationship with others, as well as expression while negotiating their feelings (Clandinin & Conelly, 1990). Furthermore, this present research considered a form of narrative inquiry that focused on the meaning and experience packed through their stories. This study involved four undergraduate students who experienced the pre-service teaching program. The data collected from the reflection was analyzed descriptively using thematic analysis (Braun & Clarke, 2006).

RESULT AND DISCUSSION

Physical geography

The following data contained physical geography related to participants' emotions at the time of teaching practice. A participant expressed he was very passionate to start his new experience to take a part in pre-service teaching. He expressed how he had experienced teaching in an online way.

"I have experienced an extraordinary teaching practicum. For 45 days I should teach the students whom I cannot see. They are inside of computer screen [space and time-physical geography]. In the first week, my supervisor asked me and my group for observing the school's academic culture. To face the pandemic situation the school has adapted to online learning and adapted with the new rules such as wearing a mask and washing hands before coming to the office."

(Momo's written reflection, 24 November 2020)

From the reflection, Momo explained that the school where he was placed for this teaching practice also moved the learning process into online learning and Momo could not meet his students in the classroom. Based on the data, the researchers found a fact that the participant did not feel satisfied with the online teaching process. This can be seen in the data that:

"By following this teaching practicum I have learned how to manage school administration, how to communicate with other teachers, and the main point I have learned about patience, actually when facing an extraordinary student [positive

emotion]. Based on my own experience speaking in front of the classroom, face-to-face learning is more friendly for me [negative emotion]”
(Momo’s written reflection, 24 November 2020).

The data showed a fact that Momo experienced mixed feelings of negative and positive emotions. He did not feel comfortable conducting online learning. It can be seen in the phrase “face-to-face learning is more friendly for me”. On the other side, the positive emotion that was felt by Momo can be seen in the phrase, “I have learned how to manage school administration, how to communicate with other teachers” and also “I have learned about patience, actually when facing an extraordinary student”. They indicate that he experienced several messages that may be used in the future. Experience has a big role in the process of improving teaching skills. In practice teaching, it is an important component that accommodates pre-service teachers to know the real situation of the teaching and learning environment (Kiggundu & Nayimuli, 2009)

Similar to Momo’s experience, Mimi also wrote her unsatisfied feeling when she could not meet students in the teaching practice. She felt less impressed during the time of teaching practice because she could not meet them.

“In this pandemic era, we were not able to meet our students and we had to teach them online via WhatsApp or google classroom [inability]. Many teachers in this school told us that we would not get the experience of PPL like them, because we can't feel the things that happen in class, we can't feel the nervousness, and many more. We realized it too, we felt empty when we teach the students because we can't see their inability in front of our eyes. It is empty and less impressive [unsatisfied]”
(Mimi’s written reflection, 24 November 2020)

The outbreak of the COVID-19 virus around the world has caused the educational system to switch from face-to-face learning to online learning (Moorhouse, 2020). According to McCarty, Obari, and Sato (2017), technology gives a new approach to learning that could not be taken traditionally. To manage her negative emotions, Mimi studied from her own experience. Along with the teaching practice, she mentioned that she could learn through trial and error. The data was served as below:

“I made lesson plans, we did trial and error in making that, we revised many times because it is different from what we learned in class, but we got right at the end. I learned many things from my trial and error. I know how to teach the students, how to make variation activities for class [positive emotion]”
(Mimi’s written reflection, 24 November 2020)

The data showed that Mimi could manage her emotion well. Although she did not feel satisfied, she still maximized this teaching practice by learning to make a good lesson plan. Another participant, Bibi, was also successful to manage her negative emotion while enrolled in teaching practice. It can be seen in the phrase, “The cool and peaceful atmosphere made us quite comfortable there”. From the data, the researchers found that the good atmosphere in her new environment may heal her disappointment since she could not meet students directly.

“The cool and peaceful atmosphere made us quite comfortable there[positive emotion]. Unfortunately, we have to carry out this teaching practice in online learning. Even

though some teachers and pre-service teachers still go to the school, we couldn't meet students directly [negative emotion]."

(Bibi's written reflection, 24 November 2020)

In the other part, the researchers also found that the participant got some new insight while using *Google Classroom* as a teaching and learning media. Even though she felt unfortunate for her inability to teach in a real classroom, she thought that the use of *Google Classroom* made online learning, not monotone. It can be seen from the data below:

"The plus point is, we as a teacher can get to know more about the use of google classrooms in learning, of course, it made online learning not be monotone [positive emotion]."

(Bibi's written reflection, 24 November 2020)

The limited activities in teaching practice during this pandemic made pre-service teachers may miss components of the school environment, school culture, and expectations (Sealey-Ruiz, 2013). However, the use of technology does not mean it could cover all of the activities in the teaching and learning process. A participant reported his experiences when he carried out online teaching in a school far from the city. It is caused by the factor that the school location does not have a good internet connection.

"We also found that the obstacle to following the online class is from the signal. Talking about the signal, the school is located far from the city. So, it can be true that the students are difficult to follow online classes because of low signal or no signal [negative emotion]"

(Maman's written reflection, 24 November 2020)

The phrase "*the obstacle to following the online class is from signal*" indicated that Maman had a challenge how to access internet connectivity in the school location while he participated in the teaching practice. According to Hill (2021), the rise of online learning during this COVID-19 pandemic presents various challenges for pre-service teachers. These challenges included how to interact with learners, how to assess learners, how to appropriate technological devices to use, how to access internet connectivity, how to fund for data, and how the teacher will provide feedback to learners and vice versa.

Based on the data above, the researchers found out that participants have similar responses to facing the teaching practice in online ways. They felt unsatisfied with being unable to meet their students directly in a real classroom environment. In line with this, they tried to deal with these limitations by learning other things related to teaching and learning activities. The closeness and/or distance created by the time and space differences are included in the physical geography aspect (Hargreaves, 2001)

Moral Geography

In a pre-service teaching program, participants learn what it means to be a teacher in real practice (Meyer, 2009). Interpersonal relationships between participants and people around them could rise their emotions during the teaching practice. A participant wrote in his reflection that he felt comfortable when communicating with other people in a synchronous, direct, and real school environment. Based on the data, the researchers found there is an etiquette culture that usually did by people there. The phrase, "good morning", is like a must

indicating that all people in the school environment were friendly to the participant and his group as newcomers there. This was reflected in the data:

“During their job duty, they were very friendly with us, ”good morning” is like a must [etiquette]. Down the shoulders and smile to others, the others will do the same for you. The closeness between 'the guest' and 'the host' success made me feel comfortable and made my teaching practicum a little bit easy, just a little bit [positive emotion]”
(Momo’s reflection, 24 November 2020)

The closeness and comfortable atmosphere in the school environment is like an oasis for his unsatisfied feeling. It affected participants’ feelings into positive emotions. Concerning emotion, Feng (2017) stated that it reflects complex circumstances of feelings that result in physical and psychological changes.

Another participant uttered in his reflection that he also endured other experiences besides giving learning material to the students. Based on the data, this activity broke his expectation about the pre-service teaching program and turned him in a negative mood. According to Hargreaves (2001), professional development such as in pre-service teaching programs not only involves cognitive and technical enterprise but also connects to social and emotional practical aspects. The following reflection was presented as the data:

“On the first day, I thought that being a practical teacher is only teaching the students [expectations] but I was wrong. After observing the class, we had to help the staff in the library to put the label on the book, I spent many hours doing it which made me so bored [emotional response]. My mood was bad and I still cannot adapt to this situation because of my expectation to only teach and not help the staff [negative emotion]”
(Maman’s written reflection, 24 November 2020)

Coming from a different social environment and educational system, pre-service teachers usually have a different set of moral standards (Liu, 2016). Teaching as a new experience for the participant could raise various emotions such as guilt, shame, and self-doubt (Zembylass, 2007). Those emotions require constant emotional work and management. Based on the data, one participant had self-doubt about her capacity. This emotion was raised before she started the teaching practice because she felt not ready yet to participate in the pre-service teaching program. The phrases below served as the data that:

“Firstly, I thought PPL was kind of scary and difficult to do[negative emotion]. I remember I was not ready yet to face PPL, but I have to do it”
(Mimi’s written reflection, 24 November 2020).

From this, the researchers found her natural emotional response when she came as a new member of the professional community. It can be seen in the phrase, "I thought Pre-service teaching was kind of scary and difficult to do”. When negative emotion occurred in the participant's feelings, needs to execute it in constant emotional work and management (Meyer, 2011). Along with the time teaching practice, she could study many things and break her self-doubt, which means that she successfully managed her negative emotion and transformed it into positive ones. This can be seen in the following data, that

“We still have good impressions in this PPL it was not scary as I thought at first, it was great [positive emotion]. I know things I should or I should not do. Thank you to the teachers who gave me the chance to teach in this opportunity. Thank you for giving me advice and lessons so I can know the right thing to do when I face problems in class.”
(Mimi's written reflection, 24 November 2020)

The underlined phrases showed that emotions are not always enacted, expressed, and communicated (Liu, 2016). In fact, through her written reflection Mimi told the researchers that she managed her emotions independently until she accomplished the pre-service teaching program. Various emotions which were created by different purposes and senses of accomplishment in professional practice are included in the Moral Geography aspect (Hargreaves, 2001). However, the participants were pleased that they had learned to deal with situations and something new as their experiences which could be affected their future professional work.

Sociocultural geography

Being a newcomer in a professional environment led participants to adapt to the new rules and cultures. As stated by Little (2002), every community has its own rules which are supported by the power structure of the community. One of the new rules faced by participants is using a formal uniform during their practice. This can be found in Bibi's reflection:

Like real teachers, we dressed neatly in black and white uniforms and did not forget to wear the alumnae jackets.”
(Bibi's written reflection, 24 November 2020).

Being a university student for several years, Bibi has no obligation to use a formal uniform to come study in the classroom. Using formal clothes such as a white and black uniform is a form of her adaption for being a professional teacher in a pre-service teaching program. As a student at the university level, participants have more flexible time to study. Different from students in the lower level, they could choose and manage their time for studying in the classroom. During their enrolment in the pre-service teaching program, the participants should adapt to the cultures and rules in the school environment where they are placed.

Based on the participants' reflections, the researchers found that one participant has a new experience of taking responsibility to conduct an online learning process. Through his reflection, the participant stated that he should come to the school and send his teaching material before 9 o'clock. During online teaching and learning, teachers and learners are separated by time and/or distance. Both of them use the Internet connection to convey some form of instruction (Dempsey & Van Eck, 2002), and the learner can be anywhere to interact and learn with the teacher and other learners (Naah, 2020). Participants were fine and enjoy to follow this culture gap even though it was different from his habitual being a student at the university level in recent years. The reflection is seen in the sentences below:

“By using Google Classroom, the teacher should send the material before 9 o'clock. For the students, they also have to check their absent before 9 am and as a guest, I have to follow all the rules.”
(Momo's reflection, 24 November 2020).

Online teaching and learning are not as effective as in-class learning, but they are certainly better than no class (Loeb, 2020). In another case, the researchers found that one

participant had to deal with the difference in learning motivation related to boys and girls students. Through his reflection, he also stated that there are differences in learning motivation between students in the first grade and the second grade. Based on the data it can be concluded that female students were more enthusiastic than male students and first-grade students were more enthusiastic than second-grade students. This can be seen from Maman's reflection:

"Next day until the next week, we observed the class and an introduction to students, then found out that students have different characteristics, the students from first grade (10) are more active than second grade (11) ... I am okay with that [emotional response] because the motivation for learning from boys and girls is different."
(Maman's written reflection, 24 November 2020)

As reported from the data, Maman's emotional responses were created by students' enthusiasts which leads by the gender difference. Following Hargreaves (2001), sociocultural geography focuses on the understanding which is created by differences in gender, culture, ethnicity, race, and language. Participants' emotional reaction is led by the gap of cultural and gender differences during their enrolment in the pre-service teaching program. They are adapted to the culture in the school environment which has differences from their habits before.

Professional Geography

Being pre-service teachers in a professional environment leads participants to be dynamic, they should show their commitment and accept the flexibility that goes in line with online teaching and learning (Naah, 2020). Through the written reflection, one participant shared his feeling when he did the same thing as the real teacher in the pre-service teaching program. Pre-service teaching serves some activities that develop participants' skills, knowledge, expertise, and other characteristics as a teacher (Davidson, 2009). Based on the data, a participant shared his experience of when he should come to the school at the same time as the board of teachers and school staff as a form of his professionalism. During this pandemic, the school where he was placed adapted mixed schedules for the teacher and school staff:

"I came to the school at the same time as the teachers who work from the office, and I didn't go to school if my schedule was working from home ... I felt confused [negative emotion] when I have to make a lesson plan, syllabus, make a video for teaching and other things that related to teaching and learning. Although I have learned it in my learning process, I don't know why my brain doesn't work well [emotional response] when I want to make them all. So, to solve it I try to ask my group members what I have to do. Sharing knowledge and teamwork help to get out from the 'darkness' [solution]."
(Momo's reflection, 24 November 2020)

Some negative emotions come up in certain phrases such as, "I felt confused, and my brain does not work well." Further, he also explained that the frame of being a real teacher for the first time made the participant feel anxious when he arranged some lesson plans, syllabi, and learning material such as video, text, and PowerPoint to support his teaching practice. As stated by Momo in his reflection, the researchers found a negative emotion raised by the participant's emotional response when he faced problems while arranging the learning material. It can be seen in phrases like "I felt confused" and "I don't know why my brain doesn't work well". To solve this problem, he discussed it with his group mates.

According to Hargreaves (2001), cooperation and collaboration among teachers give access to new ideas, creative energy, and moral support that help them to be more effective with their students. The same case also happened with Mimi as she also experienced negative emotions when arranging the learning material. Even though she had problems during the process of arranging, in the end, she and her groupmates succeeded in facing the problem and got it right in the end. In the reflection, the participant revealed that:

"We made lesson plans, we did trial and error in making that [negative emotion], we revised many times because it is different from what we learned in class, but we got right at the end. We prepared the material to teach the students, too. We also had to face the real problems in the classroom where the students didn't respond to us and many more."

(Mimi's written reflection, 24 November 2020)

Another situation was faced by the participants in the context of being a professional teacher. This can be seen when they were asked to help other staff finish their work. In principle, pre-service teaching is a valuable momentum for pre-service teachers to develop their teacher competencies, gain wide experiences as well as manage their emotions (Heryatun & Septiana, 2020). One participant shared his experience that besides his hustle for taking responsibility as a pre-service teacher he was also asked to help the librarian and school administration staff. This is as reported by Maman in his reflection:

"In this school, we have many projects, helping staff library, helping staff administration, and making a corner reading."

(Maman's written reflection, 24 November 2020)

Pre-service teachers' experience in the school environment influences their emotions and constructs their perspectives on their future fieldwork (Simm & Marvell, 2015). According to Hargreaves's emotional geography theory (2001), professional geography is conceptualized as the closeness and/or distance created by the different understandings of the norms of professionalism and professional practice. In this case study, participants experienced both negative and positive emotions. They felt anxious and guilty when facing difficulties in arranging the learning material. Participating in pre-service teaching was an important chance for them to improve their teaching skill. So, they tried to solve their anxiety and guilty feeling by discussing the problem with their group mates.

Political geography

Pre-service teaching gives a lot of experiences for the participants related to teaching and learning. The success of participants was also affected by the role of their supervisor. The supervisor has a prominent role, even if s/he did not always monitor pre-service teachers' performances during the teaching process, her/his contribution could be seen when preparing for mental readiness and equipping teachers with professional competencies of pre-service teachers (Heryatun & Septiana, 2020).

A participant wrote in her reflection that he and his group mates were led by the supervisor to identify the school's academic culture. So, for the first week, Momo and his friend had the chance to dig for some information that could help them to conceptualize how the teaching practice will be done. Again, he continued in his reflection about his closeness with school stakeholders during pre-service teaching. Even though they are older and have

higher educational backgrounds than the participant, they were very friendly. The following reflection served as the data:

“In the first week, my supervisor asked me and my group for observing the school’s academic culture ... during their job duty they were very friendly with us, “good morning” is like a must. Down the shoulders and smile to others, the others will do the same for you. The closeness between ‘the guest’ and ‘the host’ success made my teaching practicum a little bit easy. [positive emotion]”
(Momo’s reflection, 24 November 2020)

The same case also happened to Bibi. She reported through her reflection that she was comfortable when participating in pre-service teaching. She also reported that her supervisor also gave some directions related to what she and her group should do during the pre-service teaching. It was revealed that:

“With the guidance of our tutor, we were given directions on what to do at that time... The cool and peaceful atmosphere made us quite comfortable there. [positive emotion]”
(Bibi’s written reflection, 24 November 2020).

This kind of school circumstance made participants feel enjoy and comfortable when participating in the pre-service teaching program. Based on the data, the closeness between participants and school citizens made them feel positive emotions and they thought that this practice was an easy thing to conduct. Furthermore, according to Hargreaves (2001) closeness and/or distance in interactions and relationships could help them to create, configure, and color the feelings and emotions about themselves, their world, and each other which created by participants’ experience in the school environment.

In a different case, another participant reported her experience when she should give a greeting speech in front of the headmaster and school stakeholders. Even if it was not a direct interaction, speech in front of people who own higher levels was not an easy thing for her. Mimi felt embarrassed and did not feel confident yet. It was proven by the reflection below

“... I had to speak in front of the headmaster and teachers formally because they thought that was a dropping day but it was not ... I am the leader of the group so automatically I was the one who had to speak in front of them. I had no preparation at all and I just said what I had to say and got comments from the headmaster. It’s not bad comments actually, but I am still embarrassed and afraid [negative emotion] to meet him again.”
(Mimi’s written reflection, 24 November 2020)

However, professional communities are premised on a power structure that determines the order of interaction and practice (Hargreaves, 2001). Political geography is conceptualized as the closeness and/or distance created by the difference in power (Hargreaves, 2001). In this study, participants experienced the distance of different power with their mentor and school stakeholder. From the data served above, they felt positive emotions when they were directed to perform something by their supervisor during their enrolment in pre-service teaching. This feeling came because they felt that direction could help them to finish the teaching practice more easily. On the other side, the other participant felt negative emotions when she should give a speech in front of people who have bigger power. This feeling came because she did not

have any proper preparation. Moreover, this kind of interaction whether with their supervisor or school stakeholders gave them an impact on their teaching practice.

Discussion

In this chapter, the researchers discuss the findings of this study grounded by Andy Hargreaves's emotional geography theory. In the first one, the researchers give a detailed discussion about physical geography. From the data, the researchers found that the participants have similar emotions to deal with the conditions during their enrolment in pre-service teaching in times of the COVID-19 pandemic. They felt not satisfied when they could not meet the students directly in a real classroom.

In the second one, the researchers focused on moral geography aspects. Seen the participants' reflections, the researchers found that they have different emotions to respond to their new responsibilities in the context of being a professional teacher. The researchers found that during their enrolment in pre-service teaching they were not felt scary as their expectations before. The closeness between school citizens with the participants also affected their emotions. This can be identified through certain vocabularies such as *comfortable* and *we still have a good impression*.

In the third one, based on the sociocultural geography aspect, the researchers revealed participants' emotions when they face cultural and background differences in their new environment. Based on the study, there are no matters for participants related to students' enthusiasts in the process of online learning.

The fourth one, a detailed discussion about the professional geography aspect focused on participants' emotions in the phase of their professionalism in the pre-service teaching program. Following the data, the researchers found that the participants were fine when they should do the same things as a real teacher in the school environment.

In the last one, the researchers narrated participants' emotions based on the political geography aspect. Based on the data, some participants enjoyed it when their supervisor directed them to do something during their enrolment in pre-service teaching. In this section, the researchers also found that participants felt both positive and negative emotions related to their responses when interacting and communicating with the school stakeholder.

CONCLUSION

The inclusion of emotional geography leads participants to shape their professional growth and development in becoming English teachers in the real classroom situation. They needed to deal with and adapt to a new environment that has any difference in rules, cultures, and social and educational backgrounds. On the other hand, the support from their groupmates and guidance from the supervisor was really helpful in decreasing their problem. Furthermore, participating in pre-service teaching during the COVID-19 pandemic with various challenges that were faced by participants gave some benefits to them. As pre-service teachers and a newcomer in a professional environment, they could develop their teaching proficiency by learning from their own experiences. Thus, their own experiences could shape their emotion when they need to deal with any problems in teaching and learning skills. In addition, a myriad of pre-service teachers' experiences and how they feel towards it can be appointed as an interest of a next research

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