



Envisioning Future Elementary School Teachers' Practices in The Post-Pandemic Era: A Visual Narrative Inquiry

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ABSTRAK

Pandemi COVID-19 telah merevolusi dunia pendidikan secara besar-besaran, termasuk cara guru menjalankan perannya baik di dalam maupun di luar konteks kelas. Perubahan mendadak ini juga memengaruhi cara calon guru dalam memandang dirinya sebagai guru masa depan di era pascapandemi. Tujuan dari penelitian ini adalah untuk menganalisis pengaruh dan kekhawatiran yang mendasari pilihan mereka terhadap proyeksi masa depan sebagai guru sekolah dasar pascapandemi. Penelitian ini menggunakan konstruk bingkai foto-naratif dari inkuiri naratif visual, penelitian ini mengeksplorasi cara tiga guru sekolah dasar pra-jabatan tahun pertama membayangkan mereka. Data dikumpulkan dari potret diri siswa dan narasi tertulis yang menceritakan proyeksi mereka di masa lalu, saat ini, dan masa depan sebagai guru pascapandemi. Analisis naratif multimodal diterapkan untuk menganalisis narasi visual dan tertulis. Temuan ini menunjukkan bahwa integrasi teknologi dan pedagogi yang berpusat pada siswa menjadi tema paling umum ketika calon guru memproyeksikan diri mereka di masa depan. Pada saat yang sama, pengalaman sekolah mereka sebelumnya dan kekhawatiran mereka di masa depan mengenai menjadi seorang guru mempunyai dampak tertentu pada cara mereka memproyeksikan diri mereka sebagai guru masa depan. Oleh karena itu, disarankan agar calon guru di masa depan diberikan kesempatan untuk merefleksikan pengalaman mengajar dan belajar mereka sebelumnya dan memproyeksikan apa yang ingin mereka tiru dan tingkatkan untuk praktik pengajaran mereka di masa depan.

ABSTRACT

The COVID-19 pandemic has revolutionised the educational landscape massively, including the way teachers enact their roles both inside and outside the classroom context. The abrupt changes also influence pre-service teachers' way of envisioning themselves as future teachers in the post-pandemic era. The aims of this study is to analyze the underlying influences and concerns for their choice of future projection as post-pandemic elementary school teachers. This study using the photo-narrative frame construct of visual narrative inquiry, this study explored the way three first-year pre-service elementary school teachers imagined their. The data were collected from students' self-portraits and written narratives narrating their past, current, and future projection as post-pandemic teachers. The multimodal narrative analysis was applied to analyze both the visual and written narratives. The findings suggest that technology integration and student-centred pedagogy became the most common themes when the pre-service teachers projected their future selves. At the same time, their previous schooling experiences and future concerns about becoming a teacher had certain impacts on the way they projected themselves as future teachers. Therefore, it is recommended that future pre-service teachers should be given opportunities to reflect on their previous teaching and learning experiences and project what they wish to emulate and enhance for their future teaching practices.

1. INTRODUCTION

The emergence of covid-19 has considerably affected various aspects of human lives, including the educational aspect. For the past few years, continuous strategies have been implemented by various stakeholders to accommodate teaching and learning activities safely amidst the spread of the pandemic, including the shift to online and hybrid learning at all educational levels in the country (Atmojo & Nugroho, 2020; Sanurdi et al., 2020). In the elementary school context, the shift to online learning debilitated elementary school teachers' ability to implement certain teaching strategies, such as game-based learning due to the lack of stable internet connection and proper digital tools as well as the ability to arrange synchronous activities smoothly as it required a large amount of internet quota (Ekowati & Suwandayani, 2021; Khosiyono, 2022; Sudewiputri & Dewi, 2022). At the same time, elementary school parents had strong concerns on the implementation of online learning in the elementary school context as it might impede their children's learning development and impact their health due to overexposure to

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screen (Khosiyono, 2022; Mahmud et al., 2021; Siburian & Mahmud, 2022). Although the problems experienced by elementary school teachers and parents have been documented thoroughly (Ekowati & Suwandayani, 2021; Mahmud et al., 2021; Sudewiputri & Dewi, 2022), the focus on pre-service elementary school teacher during and beyond the pandemic remains underexplored. At the same time, the impact of the global pandemic was not only experienced by parents or current teachers but also pre-service teachers or teacher candidates. In this case, university students in the initial teacher education (ITE) programs endured a whole different experience in their endeavour to become future teachers. In ITE, various activities traditionally relied on practical experiences, including teaching internships, teaching practicum, microteaching, observation, and many others (Darling-Hammond, 2014; Mahmud, 2021). Such practical experiences are considered vital to the experiences of future teachers during their involvement in the teacher preparation programs.

The sudden changes due to the global pandemic may impact on the overall experiences of future teachers, particularly those who are in the initial journey in the teacher preparation programs. During the initial endeavour in ITE, first-year pre-service teachers are still in the process of making sense of themselves in their career choice and motivations to continue their higher degree in a teacher preparation program (Anspal et al., 2012; Lai & Hong, 2015). Simultaneously, these pre-service teachers have already developed a fundamental conception of the teaching profession before embarking on their journey in the ITE from their past engagements with their former teachers in the schooling context that eventually can affect the way they perceive teaching and becoming a teacher. Without relevant and adequate support, these pre-service teachers may experience teacher attrition which has a risk of them leaving their career in education within the first five years (Hahl, 2021; Kutsyuruba et al., 2022; Lin et al., 2012). Therefore, it is imperative for teacher educators to gain deeper insights into the pre-service teachers' career choices and motivation to develop their perceptions of becoming teachers in the future, particularly after the outbreak of the global pandemic.

Although various studies have explored the motivational factors that influence pre-service teachers' decisions to choose teaching as their career choice (Lin et al., 2012; Richardson & Watt, 2006; Watt & Richardson, 2007), studies focusing on individual accounts or experiences in the Global South countries, such as Indonesia, are still considered limited. Despite the emerging interest of analysing pre-service teachers' decisions and future intentions in teaching through visual narrative inquiry, the existing studies are still situated around the developed countries (Beltman et al., 2015; Boulton et al., 2017; Everett, 2017; Johnson, 2001), while the contexts of future teachers in developing countries, such as Indonesia, particularly during the global pandemic are still underrepresented.

Therefore, this study aims to delve into the first-year pre-service teachers' future projections of their roles and identities as elementary school teachers through visual narrative inquiry by letting the pre-service elementary school teachers draw their visual representations as future elementary school teachers. Additionally, this study explored the driving factors and concerns that influence pre-service teachers' career choices to become future elementary school teachers in the post-pandemic period. Moreover, investigating the underlying motives of their future projections through multimodal forms of narratives (visual & written narratives) may also serve as professional development activities for future teachers to better comprehend their positionality and identity. In addition, the exploration of future projection as future elementary school teachers will be useful not only for their future practices but also their wellbeing. In this case, the pre-service teachers would be able to develop their self-awareness as future teachers by comprehending themselves and justifying their reasons for becoming future elementary school teachers, so that their development as pre-service teachers can be nurtured and supported to make themselves comfortable of becoming future elementary school teachers in Indonesia.

2. METHOD

This study was positioned as an interpretivist study that explores the way persons perceive a phenomenon within a specific period and the way these persons act in the connection with their perspectives. In this study, narrative inquiry was adopted as a research methodology in order to make sense of persons' perspectives and the way they define the situated contexts (Blackledge & Hunt, 2017; O'Donoghue, 2019). Narrative inquiry is defined as a research methodology that focuses on individuals' stories to explore their experience over a specified period and context. In narrative inquiry, stories are essential sources in order to examine personal and social meanings possessed and perceived by individuals as the foundation of their day-to-day practices (Bhattacharya, 2017; Caine et al., 2013). In this study, therefore, narrative inquiry was employed to tap into pre-service elementary school teachers' personal and social meanings in projecting their future as post-pandemic teachers. Within the narrative inquiry methodology, there was a recent methodological innovation to tap into an individual's experience,

including the emergence of multimodal narrative inquiry (Barkhuizen & Consoli, 2021). Regarding this, the focus is not placed merely on oral narratives but also on other narrative forms, such as visual and written narratives. Since people portray their identities, values, motivations, and significances through visuals, integrating visual narrative inquiry in the research methodology is considered powerful to explore individuals' meanings and representations that entail their intrinsic beliefs, attitudes, and values (Ahn, 2021; Barbarroja, 2022). Therefore, this study incorporated visual narratives in the form of pre-service teachers' self-portraits, which also integrated written narratives to enhance the trustworthiness of the research.

Studies that employ narrative inquiry as the research methodology focus on employing a smaller number of participants in order to delve into the unique meanings and experiences in a more profound way (Creswell, 2012). Through the purposive sampling technique, this study involved three pre-service elementary school teachers who were studying in their first year at Elementary School Teacher Education (*Pendidikan Guru Sekolah Dasar/PGSD*) study program at a initial private teacher education program in West Java. In order to recruit the participants, the researcher distributed an online questionnaire to all first-year student cohorts at the study program, and these three pre-service teachers responded to the researcher's online questionnaire. These pre-service teachers include Ariel (pseudonym - male), Karen (pseudonym - female), and Nina (pseudonym - female).

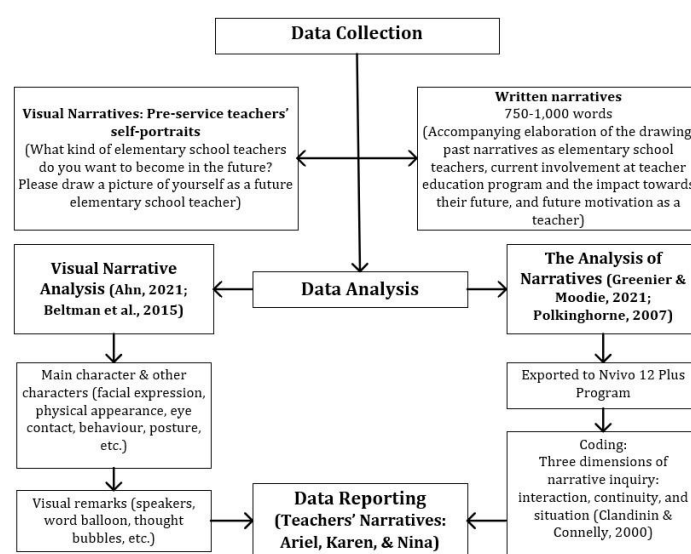


Figure 1. Data Collection, Analysis, and Reporting Procedures

The self-portraits were coded and analysed by adapting the visual narrative analysis procedures. Regarding this, the self-portraits were firstly categorised into eight criteria based on the components inside the student' self-portraits (e.g., teacher, student, artefact, metaphor, and others) (Ahn, 2021; Beltman et al., 2015). Each drawing was further examined based on the visual content analysis criteria promulgated that is illustrated in Table 1.

Table 1. Visual Analysis Criteria

No	Criteria	Details
1	Participant information	Name, age, gender, major;
2	Main character(s)	Human/non-human, Facial expression, Physical appearance, eye contact, behaviour/action, verbal enunciation, posture, full/partial body depiction, objects in close vicinity, the use of colours;
3	Other character(s)	Human/non-human, Facial expression, the number of character(s), the size of the character(s) in comparison to the main character, distance from the protagonist compared to other scenes, position in the scene in relation to the protagonist, eye contact, behaviour/action, verbal enunciation, posture, full/partial body depiction, objects in close vicinity, the use of colours;
4	Visual narratives	Speakers, word balloons/thought bubbles, and remarks written in the background.

Meanwhile, the written narratives were analysed with the analysis of narratives adapting that were exported to a computer-assisted qualitative data analysis program, NVivo 12 Plus, to facilitate the qualitative data analysis procedure (Greenier & Moodie, 2021; Polkinghorne, 2007). In addition, three-dimensional approach to analyse the narrative data, dealing with interaction, continuity or temporality, and situation. In particular, interaction involves sharing lived experiences through which the participants look inward to their feelings, conditions, hopes, and moral dispositions and outward to existential conditions in their environment. Continuity or temporality focuses on looking backward to past experiences, connecting to current happenings, and forward to anticipated or imagined experiences in the future. Situation refers to topological and spatial boundaries that add meaning to the stories being told.

To enhance the trustworthiness of the data analysis process, the researcher was assisted by an independent assessor who separately coded the set of visual and written narratives. The analysis results were negotiated to refine the themes to identify the interwoven meanings between the visual and written narratives. Typical excerpts from the students' visual and written narratives were also presented in the findings section.

3. RESULT AND DISCUSSION

Result

This study aimed to explore the way pre-service teachers visualise their future projection as post-pandemic elementary school teachers in the future. In addition, it examined concerns possessed by the teacher candidates in projecting their future as post-pandemic elementary school teachers. Using the visual narrative inquiry method, the findings were presented by examining each of the pre-service teacher's drawing that represents their future projection as elementary school teachers. The pre-service teacher's written excerpts gathered from their written narratives were also presented to support the exploration of teachers' future visualisation as post-pandemic elementary school teachers as well as their concerns pertaining to their future visualisation.

Ariel's Narratives as Future Elementary School Teachers in the Post-Pandemic Era

Ariel's self-portrait contains a number of characters and visual narrative aspects, such as verbal enunciation and written remarks. In his written narratives, Ariel mentioned that this self-portrait as a representation of his "imagination and dream as a future teacher." A male teacher who wears eyeglasses depicts himself as a future elementary school teacher accompanied by a robot "who assisted teaching and learning activities." He suggested that robot referred to a metaphor for "the inevitable phenomenon for teachers to possess skills in educational technology" to ease the teaching and learning processes. As suggested in his narratives, the written remark on the whiteboard symbolizes his intention to become a creative elementary school teacher "in developing and innovating teaching practices, so that the teaching and learning process is not monotonous." His desire to enhance capacities in teaching practices referred to the COVID-19 pandemic that restricted the flow of teaching and learning process, particularly in the elementary school context. The behaviour and gesture of the main character, the eye contact directed to students, along with the thought bubble "HUMBLE" strengthened the idea of Ariel to become a kind of teacher who is "joyful, patient, calm, but still conducive in teaching." He emphasized the importance of making his students "comfortable in learning in order to explore their curiosity in learning." Ariel's self-portrait as a future elementary school teacher in the post-pandemic era is show in Figure 1.

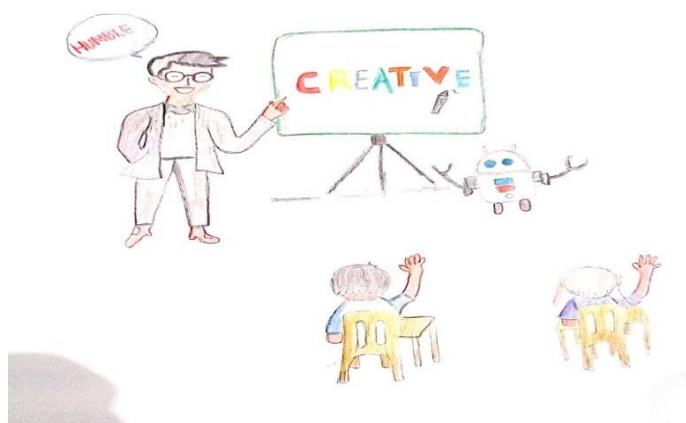


Figure 1. Ariel's Self-Portrait as A Future Elementary School Teacher in the Post-Pandemic Era

Base on [Figure 1](#), in regards to the rationale for his projective imagination to become a future elementary teacher, Ariel quoted that “becoming a teacher is related to a sense of calling and devotion,” in which he should put his trust in the profession. He also put his utmost priority on the importance of knowledge and skill transfer from himself as a teacher to elementary students. He stated his willingness and readiness to become “a teacher who is open and adaptive to current development.” In this case, he referred to the technological development in teaching and learning due to the emergence of the global pandemic that forced teachers to be adaptive in teaching and learning processes.

The iterational or past experience during his schooling activities also shaped his intention to become a future elementary school teacher. His engagement with his Music teacher, Mr Jasman (pseudonym), in a Christian elementary school in Central Java, inspired him to be a patient, humble, and joyful teacher to the elementary students. Besides the pedagogical influence from former elementary school teachers, Ariel was also impressed by another former teacher, Mr Gentra (pseudonym), who “always motivated me [Ariel] that I was a smart student.” The previous engagement with Mr Gentra influenced Ariel’s personal and social dimensions of becoming a future teacher, in which he would treat his students “fairly” since “every student has unique and different talents.” In other words, there is a sense of inclusivity and equity that Ariel possesses when projecting himself as a future elementary school teacher.

Despite his acknowledgement of the teacher profession as a noble and devoted profession, Ariel mentioned his future concerns about becoming a future elementary school teacher. In this case, his concerns referred to financial constraints that might impede his dream of staying in the profession. However, he prioritised his intention to transmit knowledge and skill to the students over his concerns regarding financial matters.

Karen’s Narratives as Future Elementary School Teachers in the Post-Pandemic Era

Karen’s visual narrative is different compared to that of Ariel as it contains multiple sub-narratives than one major narrative. Unlike Ariel, Karen did not represent herself on the visual narratives directly. Instead, she represented multiple main characters to depict different beliefs that she possessed as a future elementary school teacher. For instance, Karen stated that “there are three different pictures with different meanings encapsulated in one picture frame” to depict her projective illustration as a future elementary school teacher. The first sub-picture (on the left side) represents “a teacher who is proud of her students’ achievements, in which the teacher also has an important role in determining students’ success.” The analysis of visual elements indicated a warm and friendly atmosphere between students and teacher, in which the students are hugging the teacher with smiling facial expressions and eye contacts among both of the students and teacher. The second sub-picture (on the right below side) depicts “a teacher who is teaching elementary students based on her skills/abilities as a professional elementary school teacher.” There are some artefacts illustrated in the second sub-picture, such as whiteboard, desks, and chairs. The teacher’s and students’ facial expressions are smiling, representing joyful classroom ambience. Ultimately, the third sub-picture portrayed Karen’s intention to extend her abilities and skills not only surrounding teaching but also digital and technological aspects.

Karen possessed a strong willingness to extend her skills in editing and designing in order to make her pedagogical practices more effective, particularly in the digital teaching and learning context. Her main objectives in enhancing her digital skills are to develop her abilities in designing effective teaching and learning media in the elementary school context. Karen’s self-portrait as a future elementary school teacher in the post-pandemic era is show in [Figure 2](#).



Figure 2. Karen's Self-Portrait as A Future Elementary School Teacher in the Post-Pandemic Era

Base on Figure 2 Karen, becoming a teacher has been her own dream since childhood. Regarding this, she wanted to become a teacher “who understands students’ feeling and is ready to help them for the next education levels.” In her written narratives, Karen repeatedly suggested her intention to develop skills other than teaching, such as digital and time management skills, as portrayed on her visual narratives that contain metaphorical portrayals of these two aspects that she wished to master. Similar to Ariel, Karen’s intention to become a future elementary school teacher revolves around the perception that teachers must be able to be adaptive for future development and become “a relevant role model for the elementary school students.”

Karen’s desire to become a future elementary school teacher was also influenced by her past interactions with her former teachers and people surrounding her which eventually shaped her pedagogical practices in pre-service teacher education program. The habit of guiding and tutoring her neighbour’s children continued until Karen completed her senior high school degree, which eventually “formed a habit of learning continuously and improving skills as a future professional teacher.” Besides her early engagement in teaching elementary students, her interaction with other teachers with various characters also shaped her pedagogical practices as a pre-service elementary school teacher. One of the most inspiring teachers for Karen was Mrs Lilik (pseudonym) who taught Social Studies during junior high school. Karen considered Mrs Lilik as “a very professional teacher who really understands her students’ feelings.” Karen suggested that the way Mrs Lilik delivered learning materials considerably inspired her since the teacher adapted various teaching strategies to make the students understand the material better, leading herself to become one of the most favourite teachers in the school.

Despite her strong willingness to become a future teacher since her childhood, her concerns pertaining to the financial aspects of becoming a future elementary school teacher were also stated by Karen in her narratives. Her childhood desire to become a future teacher was challenged since Karen raised her interest in finance and accounting sectors during senior high school, leading her to apply for a finance and accounting study program for her college.

Nina’s Narratives as Future Elementary School Teachers in the Post-Pandemic Era

Unlike Ariel’s and Karen’s visual narratives, Nina’s visual narrative does not contain any main or supporting human characters. Her visual narratives depict an organised lower-grade elementary classroom with “Welcome to Year 3” classroom sign with some other classroom artefacts, such as a desk computer, teacher’s desk, whiteboard, classroom posters, students’ desks and chairs, drawers, as well as a carpet/mat in the central area to depict the student-centred activity in the classroom. The classroom artefacts in Nina’s visual narratives represent her intention to integrate technological tools in teaching and learning process. Nina’s self-portrait as a future elementary school teacher in the post-pandemic era is show in Figure 3.

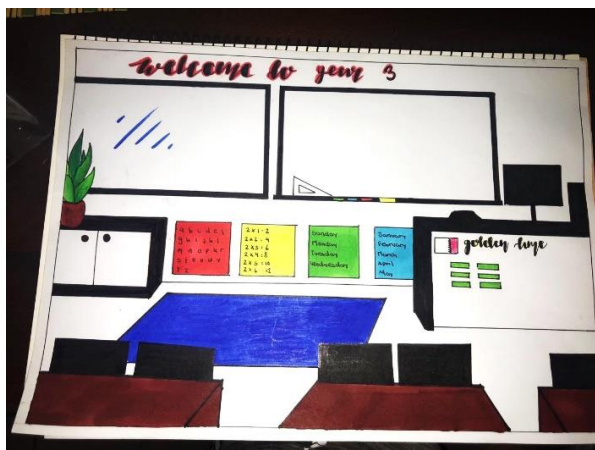


Figure 3. Nina's Self-Portrait as A Future Elementary School Teacher in the Post-Pandemic Era

Base on [Figure 3](#) her desire to incorporate technological tools in learning was influenced by her ecological concerns, in which Nina suggested that “balancing between using books and technology makes the world a better place.” More specifically, her ecological perspectives that emerge when imagining her future self as an elementary school teacher was affected by her previous schooling experience in Qatar where the use of technological tools was apparent during her schooling experience, such as using “...a projector that is connected to the computer just like the drawing.”

In her written narratives, Nina repeatedly stated her intention to become a role model for developing students' abilities and skills. For Nina, being a teacher means being ready to support students “to become successful as a part of my responsibility as their teacher and as an achievement.” One way to realise the objectives is through organising a classroom that nurtures students' development. In her visual narratives, the artefacts represent her desire to create an organised and nurturing space for the students to learn.

For Nina, “being organised is the key to motivation” that leads the students “to be more productive.” In her visual narrative, she employs the Golden Time strategy based on her previous schooling experience in a Qatari elementary school in order to “motivate students to effectively participate in lesson.” This reward-giving strategy was inspired by her previous experience as an international student in a Qatari elementary school who felt left behind due to her inability to communicate both in English and Arabic. However, the elementary teachers slowly encouraged Nina to involve more in the classroom through this strategy. In her written narratives, she repeatedly stated that she would avoid giving punishments for the students as it might lead students to hold “grudges or revenge,” so other strategies were required “to understand the students better emotionally and make them reflect on what they acted upon.” In addition, her previous involvement with her favourite elementary school teacher, Mrs. Smith (pseudonym) in an international elementary school in Qatar shaped her future pedagogical practices as a future elementary school teacher. The sense of inclusivity embraced by Mrs. Smith to Nina as an Indonesian student who did not communicate in English or Arabic led Nina to get inspired both pedagogically and personally as a future elementary school teacher.

Future concerns pertaining to financial constraints when becoming a future elementary school teacher were discussed by Nina in her written narratives. In this case, she intended to enhance her teaching skills and overall Grade Per Annum (GPA) to expand opportunities to get employed in a prestigious school that appreciates teachers' efforts financially. She shared her strong willingness to return to Qatar after completing her elementary education degree at her current university in Indonesia in order to get a better employment appreciation in the Middle Eastern country. This aspect led Nina to continuously make efforts to “become the best graduate from the university and eventually work in Qatar.”

Discussion

The use of photo-narrative frames within the visual narrative inquiry methodology revealed the pre-service teachers' future portrayals as elementary school teachers. More specifically, the students managed to illustrate their beliefs, identities, and motivations visually that also highlighted what was considered important for themselves when they embarked on their endeavour in the teacher education program, that is in line with the initial purpose of visual narrative inquiry to reveal one's beliefs, attitudes, and identities, that represent one's motivations and significances through visuals ([Ahn, 2021](#); [Barbarroja,](#)

2022). In projecting their future selves as elementary school teachers in the post-pandemic era, these pre-service teachers portrayed their intention to integrate technology into their future teaching practices. Their aspirations to incorporate technology into their future teaching practices are related to the adaptive position that they would take in order to mediate future students' needs. In portraying the future aspirations of incorporating technology into learning, pre-service teachers generally reveal their intention to integrate it more than what they experienced in their previous schooling contexts (Fluck & Dowden, 2011; Gavaldon & McGarr, 2019). Similarly, this study even extends the findings from previous studies, by which the shift to online learning due to the global pandemic became a catalyst for students to integrate technology besides their previous schooling experiences. For instance, all teachers attempted to differentiate themselves as future teachers as opposed to past teachers who employed conventional teaching strategies with limited use of technology (Dinham et al., 2017; Imaduddin et al., 2019).

Another important aspect emerged in their future projection as elementary school teachers in the post-pandemic period is the pre-service teachers' future ecological concerns, which is still related to their desire to incorporate technology into their future teaching practices. Regarding this, they would adapt their practices to preserve the environmental aspect by reducing the use of printed materials and moving to digital tools in teaching and learning. Such an ecological perspective was also informed and shaped by their past engagements with teaching practices, in which Nina experienced digital teaching practices at an international school in Qatar, which in turn reshaped her future teaching practices. The relationship between previous schooling experience to the future perception of teaching was also resonated by previous study who explored Brazilian pre-service teachers' past memories and future selves (Rodrigues et al., 2018). They discovered that the future selves imagined by the teacher candidates were informed as a response to what they previously witnessed and experienced that were related to diversity and inclusivity. Other study supported statement by state in projecting their future imaginations, pre-service teachers are inclined to either provide their future students of what they did not experience previously or enhance what they felt positively during their previous schooling experience (Lyngsnes, 2012).

Besides their desires to accommodate technology into their future teaching practices, the pre-service teachers' future teaching portrayals generally revolve around their intention to emphasize student-centred pedagogies. In their narratives, for instance, both Ariel and Karen outlined their inclinations to become a role-model for their future students. Through the visual portrayal, Karen emphasized the importance of teachers in guiding and developing students' capacities to achieve their goals (e.g., through the portrayals of medals). At the same time, Ariel highlighted his desire to devote himself to the students' development. The great emphasis toward students portrayed by pre-service teachers in visual narratives was also reported by previous studies (Chang-Kredl & Kingsley, 2014; Dinham et al., 2017; Lyngsnes, 2012). For instance, other study outlined that the nature of pre-service teachers' visual narratives that incorporated direct smiles, open stances, and positive written remarks represent the pre-service's attitudes that the sense of caring was important for their future practices with their students (Dinham et al., 2017). Engaging with students and establishing nurturing relationships with them became the utmost priority for the pre-service teachers (Beauchamp & Thomas, 2010; Dinham et al., 2017). The desire to become a caring and role model teacher was also stemmed from the pre-service teachers' previous interactions with former teachers who influenced the way the pre-service teachers imagined themselves in the future (Chang-Kredl & Kingsley, 2014; Dinham et al., 2017; Lyngsnes, 2012). The sense of caring and focus on student-centred pedagogies also influenced the way the pre-service teachers imagined their future teaching practices, such as employing differentiated learning to accommodate the diverse needs of their students.

The future projection illustrated by the teacher candidates in both their visual and written narratives highlights the salient influences between their past schooling experiences and future concerns on becoming an elementary school teacher in the future. In this case, the past interactions with former teachers and schooling circumstances informed not only the pedagogical influences but also personal and social influences. Pedagogically, teacher candidates hold clear illustrations of teaching from their past interactions or memories drawn from their schooling period (Blackley et al., 2018; Callingham & Watson, 2017). For instance, a Brazilian pre-service teacher named Carmen in a study conducted highlighted pre-service teacher relationships that revolved around respectful and mutual understanding between one another since Carmen recalled her previous experience in witnessing her teachers' attitudes towards herself (Rodrigues et al., 2018). Similarly, the future practices of teaching illustrated by Indonesian teacher candidates in the present study revealed a close relationship with their past experience. Being an international student in Qatar with limited language skills, for instance, Nina witnessed the way her teachers positively treated her in the classroom, which influenced the way she imagined her future teaching practices. In a similar vein, the influences between their previous schooling experiences and future concerns of becoming a teacher became a driving factor for the teacher candidates' personal and

social aspects of becoming a teacher. Regarding this, the teacher candidates' future projection of themselves as future elementary school teachers was influenced by their desire to enhance the personal and social dimensions of elementary school teachers by becoming a role model, nurturing students' developments, and being inclusive of students' different talents and abilities. Similar to the pedagogical dimensions, the teacher candidates were also inspired by their previous positive schooling experiences, in which they wished to emulate the practices of their former teachers (Chang-Kredl & Kingsley, 2014; Rodrigues et al., 2018).

All of three pre-service teachers who involved in this research expressed their future concerns of becoming a future elementary school teacher in Indonesia, in which they were concerned about financial aspects. The dilemmatic condition of teachers' appreciation is not an uncommon discourse. For example, a recent study conducted by previous study state teacher candidates revolved around employment conditions and appreciation, such as low income compared to other professions (Mateos-Moreno, 2022) in the Swedish pre-service teacher education context revealed that the biggest concern expressed by Sw. Even in a developed country like Sweden, the extrinsic aspects (e.g., working contexts) were still reported as the major concerns for teacher candidates. In the present study, however, the Indonesian teacher candidates did not only express their concerns pertaining to the low income but also the sense of agency to mediate their desire to become a future teacher and the bitter reality. Regarding this, the teacher candidates exerted certain kinds of agency in managing their concerns by developing other skill sets to gain other incomes, emphasizing the sense of nobility as a future teacher, and seeking future employment overseas.

Teacher education programs should mediate the already established identities and beliefs hold by the teacher candidates and the current and forthcoming experiences (e.g., teaching internship/placement) that illuminate the realities of teaching. By looking ahead to the future projections of themselves as a future teacher, they can be nurtured in becoming the desired teachers they wish to become in the future (Beauchamp & Thomas, 2010; Dinham et al., 2017). The inevitable concerns possessed by teacher candidates should be identified and discussed thoroughly by teacher educators in order to maintain their wellbeing and prevent teacher attrition and burnout (Blackley et al., 2018; Mateos-Moreno, 2022). It is essential to explore whether the 'new normal' practices of teaching influence the way teacher candidates project their future practices and selves. Future studies focusing on the future portrayals of teaching practices can involve those who begin their teaching practices at school as their first real-life experience. Such initial practices might influence the way they project themselves as future teachers differently compared to the portrayals of first-year pre-service teachers.

4. CONCLUSION

The pre-service teachers' future portrayals revolved around their intention to incorporate technology into their future teaching practices to mediate the future needs of students and differentiate themselves from teachers in the past who employed conventional teaching practices. The discourses of becoming a role model and employing differentiated learning strategies were apparent in their visual and written narratives, which represent their position in educational practices. At the same time, their concerns about the financial matter as future teachers entailed certain kinds of agency that illuminates their future practices. Future pre-service teachers should be given vast opportunities to reflect on their previous experiences and imagine what they wish to emulate for their future teaching practices.

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