

# Ups and Downs to Become a Professional Teacher: Dynamics of Academic Resilience in Pre-Service Teacher Professional Education Students

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## ABSTRAK

Akibat pembelajaran dan durasi waktu yang lebih banyak ketimbang program pendidikan profesi guru dalam jabatan belum mendapat perhatian yang memadai dari beberapa pihak terkait. Padahal kedua hal tersebut dapat menjadi faktor pendukung para mahasiswa pendidikan profesi guru prajabatan untuk dapat berhasil menempuh studinya secara tuntas. Studi ini bertujuan untuk menganalisis dinamika resiliensi para mahasiswa pendidikan profesi guru (PPG). Penelitian ini merupakan studi kasus. Subjek penelitian ini melibatkan mahasiswa prajabatan di salah satu universitas swasta kependidikan, khususnya yang berasal dari program studi bimbingan dan konseling. Pengumpulan data menggunakan wawancara semi-terstruktur pada 7 mahasiswa pendidikan profesi guru prajabatan yang dipilih berdasarkan karakteristik dan tujuan dari studi kasus. Studi kasus ini menemukan bahwa pelaksanaan Pendidikan Profesi Guru Prajabatan bagi mahasiswa sangatlah berat dan cukup menguras emosi, sehingga para mahasiswa dituntut memiliki resiliensi akademik yang baik. Terlebih dalam tiga dimensi resiliensi akademik yang peneliti kaji, rata-rata resiliensi mahasiswa pendidikan profesi guru prajabatan terwujud pada beberapa aktivitas semisal: pergi jalan-jalan, melakukan hobi, curhat kepada pasangan atau teman sejawat, menangis, serta bersyukur untuk mengelola rasa tertekan dan emosi negatif yang seringkali muncul.

## ABSTRACT

The consequences of learning and the longer duration of time compared to in-service teacher professional education programs have not received adequate attention from several related parties. In fact, these two things can be supporting factors for pre-service teacher professional education students to be able to successfully complete their studies. This study aims to analyze the dynamics of resilience of professional teacher education (PPG) students. This research is a case study. The subjects of this research involved pre-service students at a private educational university, especially those from the guidance and counseling study program. Data were collected using semi-structured interviews with 7 pre-service teacher professional education students selected based on the characteristics and objectives of the case study. This study is found that the implementation of pre-service teacher professional education for students is very difficult and quite emotionally draining, so that students are required to have good academic resilience. Moreover, in the three dimensions of academic resilience that researchers studied, the average resilience of Pre-Service Teacher Professional Education students is manifested in several activities such as: going for a walk, doing a hobby, confiding in a partner or colleague, crying, and being grateful to manage feelings of stress and negatives emotions that often appear.

## 1. INTRODUCTION

The massive implementation of the Professional Teacher Program (PPG) is proof that the government is committed to meeting the needs of professional teachers in Indonesia, which is currently being hit by a quality education crisis (Kurniawati, 2022; Suharno et al., 2020). By providing funding assistance in the form of free education fees while attending PPG, teachers, and fresh graduate education

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students who have graduated from the Education Personnel Education Institute (LPTK) are facilitated to deepen, expand, and improve their competence as prospective teachers or professional teachers of the 21st century (Aini et al., 2023; Al Mustaqim, 2023; Basri & Suryana, 2023; Tintingon et al., 2023). Despite its age, the PPG program in Indonesia is still far behind several other professional programs such as doctors and medical personnel which are more established and systematic in providing professional education (Mariana et al., 2022; Maulana et al., 2023). According to analysis teacher professional development programs in Indonesia are considered to have escaped the attention of national education policymakers so they have experienced a decline in quantity and quality (Herbert & Bragg, 2021).

Indeed, the PPG program in Indonesia itself is currently divided into two types: Pre-Service PPG and In-Service PPG, where the Pre-Service program is specifically for fresh graduates while the In-Service program is specifically for teachers who have taught in schools for a shorter duration and study load than the Pre-Service program (Arifa & Prayitno, 2019; Sunaryo et al., 2020). Meanwhile, for the mechanics of opening study programs and the quota is returned to each Educational Personnel Education Institution (LPTK) in the region according to the needs and capabilities of the LPTK in fulfilling the infrastructure for providing PPG and teaching lecturers (Hanun, 2021; Hotimah, 2017).

The proportion of the Teacher Professional Education (PPG) study program includes all subjects in schools which are adjusted based on the class of knowledge being taught, including in this case the guidance and counseling study program. So, as a unique component that teaches in the classroom while providing counseling services, the Guidance and Counseling Teacher Professional Education curriculum is prepared with an emphasis on the pedagogical and personal-social aspects of PPG students (Fadkhurosi & Kusmaryani, 2022; Nadya, 2023). Furthermore, the results of the researcher's analysis of several previous research related to Guidance and Counseling Teacher Professional Education (PPG BK) show that PPG BK students are generally competent in several aspects of teacher professionalism. Such as research regarding the competency of PPG BK graduates at Ahmad Dahlan University which is said to be very high (Nuryanto et al., 2022). Then in previous study state in-service PPG students have competent personal and social competencies even though several aspects still need to be evaluated (Sitorus, 2021), which is in line with the findings that the majority of In-Service PPG students BK has mastered basic counseling skills in the very high and high categories (Sinaga, 2019). Meanwhile, the results of a study on the cultural intelligence aspect of BK Pre-Service PPG students at Makassar State University also show that the majority of students can think, understand, and behave effectively in multicultural conditions (Latif, 2017).

From these studies, it can be seen that most of the studies focus more on aspects of competence, personal-social, and cultural intelligence, but very few touch on psychological aspects, mental health, or academic resilience of PPG BK students while studying on campus, especially on Pre-Service PPG. In fact, according to many studies, mental health and academic resilience have been proven to be able to help pupils and students learn and think optimistically, as well as overcome various problems such as stress, depression, and burnout due to the demands of numerous and heavy academic assignments (Cassidy, 2015; Martin & Marsh, 2006; Wedyaswari et al., 2019). Thus academic resilience or the ability to continue to rise, adapt, and survive during stressful academic assignment situations needs to always be worked on jointly by higher education institutions, lecturers, and students (Salim & Fakhurrozi, 2020; Toripa & Huwae, 2023).

Therefore, as an initial study on Pre-service PPG students, this case study aims to analyze the dynamics of resilience of Pre-Service Professional Teacher Education (PPG) students at one of the private educational universities in Surabaya, especially those from the guidance and counseling study program in Surabaya. Where the results of this case study can be used as evaluation material and further research to improve the implementation of Pre-Service PPG, especially on psychological and mental health aspects which have become central issues for students recently.

## 2. METHOD

As an initial study which will later be used as a basis for further studies related to psychological interventions for PPG BK Pre-service students, this case study uses a qualitative approach by borrowing a design model to describe a problem social by nature (Ang et al., 2022; Vetsera & Sekarasih, 2019). Subject selection was carried out through sampling based on gender characteristics, marital status, and work history before participating in the Pre-Service PPG BK program. So from the 32 students in the class of 2022, there were 7 PPG Pre-Service BK students in the class of 2022 at one of the private educational universities in Surabaya who were suitable to be used as subjects for this initial study. Data collection used semi-structured interviews developed by researchers by adopting the dimensions of academic resilience formulated namely perseverance, reflecting and seeking help, as well as managing negative thoughts and emotions during the BK Pre-Service PPG study process, where this helps form patterns of

data findings in the field and focuses the study on the goals to be achieved (Putri & Laksmiwati, 2022). The found data was then reduced, analyzed, and compared to the latest literature review to conclude in line with previous research (Ramadhina & Rohman, 2022; Safitri & Ramadan, 2022). The data of pre-Service PPG student profile is show in Table 1.

**Table 1.** Pre-Service PPG Student Profile

| Subjects | Gender | Age      | Marital Status | Work Experience |
|----------|--------|----------|----------------|-----------------|
| ADF      | Woman  | 32 years | Married        | Worked          |
| MS       | Woman  | 32 years | Married        | Worked          |
| AL       | Woman  | 26 years | Married        | Worked          |
| FNF      | Woman  | 29 years | Married        | Worked          |
| NL       | Woman  | 27 years | Married        | Worked          |
| MGK      | Man    | 25 years | Single         | Worked          |
| DF       | Woman  | 26 years | Married        | Worked          |

It can be seen in Table 1 show that the general characteristics of the research subjects were that they had worked before and almost all of them were married except for one subject who was still single. This proves that the Pre-Service PPG program participants are not only fresh graduates or students who have never worked as teachers in schools but also those who have worked in both educational and non-educational fields.

### 3. RESULTS AND DISCUSSION

#### Result

Dimensions of Pre-Service PPG Student Perseverance. In studying the Pre-Service Professional Teacher Program (PPG), strong will and perseverance are required to successfully the study load, therefore students need to have perseverance to be able to remain focused and strong in facing every challenge during the Pre-Service PPG studies. From the analysis of existing data, it is known that to continue while studying, BK Pre-Service PPG students have almost the same strategy, namely having confidence and good goals for their future as stated by subjects ADF, MS, AL, FNF, NL by remembering the good intentions and initial goals when they wanted to continue their PPG studies so that when they felt under pressure and not in good condition while studying, those intentions and goals were what motivated them to get back up and fight. However, almost all subjects realized that when they successfully graduated from the Pre-Service PPG program, they would have far better financial prosperity and status clarity than if they had been honorary teachers at the school where they previously worked. Apart from that, the subjects also believed that PPG could be a way to improve their quality as professional teachers.

Not much different from the five previous subjects, MGK subjects tend to respond to obstacles during their Pre-Service PPG studies through gratitude, this is stated in their statement: "Instilled a feeling of gratitude and a strong determination to take advantage of that study opportunity through a scholarship. I cultivated that feeling of gratitude and turned it into motivation and positive energy so that it could foster enthusiasm for learning." The feeling of gratitude in the form of receiving an exemption from study fees from the government inspired MGK's subjects to continue to focus and not waste the opportunities he received. Meanwhile, to maintain motivation and survive the ever-present workload, subject DF works around this by maintaining a measured learning rhythm and time management so as not to experience academic procrastination and increase her workload because she is married and has a husband, which of course has things that she needs to fulfill it as a wife when she is at home.

Dimensions of Making Reflections and Seeking Help for Pre-Service PPG Students. As professional education, both pre-service and in-service PPG programs are generally filled by students who have graduated and are undertaking undergraduate studies, which means that in terms of age, they are in the mature phase, especially if we refer to data analysis, it is known that the Pre-Service Guidance and Counseling PPG is also filled by students who the maximum age limit for registration is 32 years. By looking at this condition, of course, the PPG Pre-service students have matured emotionally and are very familiar with their condition, both the advantages and disadvantages that have been attached to them so far. In several ways, this condition benefits them in adapting more quickly and finding solutions to problems that arise during the PPG study. This is proven by data analysis, which shows that almost all subjects already know the advantages and disadvantages.

As for problems related to seeking help when facing difficulties doing assignments and understanding study material, PPG Pre-Service students agree that telling stories, asking questions, and asking fellow PPG Pre-Service Guidance and Counseling friends for help are the main steps to overcome existing problems. Even though asking for help does not always solve all their problems, PPG Pre-service students feel a little helped and their burden is reduced. Bearing in mind that some of the subjects have long graduated from college and feel that they have been left behind by their fellow PPG students who have just graduated or are fresh graduates in terms of material and the use of interactive digital media for current guidance and counseling services. Also, for some students who are not education graduates with an *S.Pd* degree, namely Islamic counseling students with an *S.Sos* degree, where they have never been taught to make Service Implementation Plans (RPL), programs, assessments, and other supporting tools, discussing with friends is very important. However, apart from some subjects who ask for help from colleagues, some students prefer to solve their problems themselves. This is stated in MGK's statement: "I tended not to talk about the problems I had when I was not asked. I was more comfortable solving my problems without asking for help from other parties if help was not offered."

Dimensions of Managing Negative Thoughts and Emotions of Pre-Service PPG Students. It cannot be denied that during Pre-Service PPG studies, the emotional dimension is quite a crucial factor, especially in the smoothness of the study process, therefore Pre-Service PPG students must be able to respond and manage negative emotions that disturb them during their studies appropriately and wisely so that when they encounter negative mental and emotional conditions they do not dissolve in these conditions. Moreover, implementing the Pre-Service PPG study is very difficult as explained by subject NL: "Many friends had told me and expressed their complaints that the Pre-Service PPG was complicated, where policies were uncertain, schedules were suddenly postponed, sudden and changeable, which affected the emotions and psychology of Pre-Service PPG students."

Furthermore, based on the analysis of semi-structured interview data, there are various ways used by BK Pre-Service PPG students to manage negative thoughts and emotions during their studies, for example: doing their favorite hobby, going for a walk, confiding in a friend or husband, even crying to express their negative emotions. On the other hand, all subjects generally agreed that releasing negative emotions through walking, venting, and crying made them feel like they could manage their emotions more quickly and easily rather than just keeping them to themselves without expressing them.

Plus, apart from making the efforts above, some manage their emotions and thoughts uniquely, one of which is spiritual, which is supported by the statement of the MS subject: "I also managed stress by calming my mind through increasing my worship of Allah." Then, even though the average PPG student is an emotionally mature adult, PPG students still feel feelings of longing and separation from their loved ones because in this program they have to leave their hometown and be far from their family. So for Subject NL, when he returns home, he feels recharged and his enthusiasm will grow again when he sees the people he loves, namely his family, especially his parents, while re-strengthening himself to continue fighting to complete this Pre-Service PPG.

## Discussion

To be able to produce professional teachers who have mastered pedagogical competence and have an educational spirit, of course, cannot be done instantly and in a short period, because basically, the formation of professional teachers through the PPG program is a systematic effort that takes time in stages, just like the clinical professional programs for doctors, nurses, and psychologists. Furthermore, the presence of professional teachers will make a positive contribution to schools and students, as the findings of studies in Australia, the United States, and Indonesia show that more than 50% of teacher performance contributes to student learning outcomes, which means that beyond basic abilities, it is teacher performance that determines student learning outcomes (Mariana et al., 2022). In line with this, the ultimate goal of the PPG program certainly boils down to the welfare and recognition of the professional identity of competent teachers who are worthy and have the right to provide teaching in schools (Galih & Iriani, 2018; Indryawati, 2014; Zulkifli et al., 2014), through certificates educators who are released by Educational Personnel Education Institute (LPTK) after attending PPG.

Moreover, the PPG policy in recent years has provided space for all subject teachers according to their respective scientific groups, including for guidance and counseling in schools. Compared to professional counselor education which is focused on producing professional counselor graduates for undergraduate guidance and counseling graduates through supervised counseling practices (Aprilianto, 2012; Susandra et al., 2020). The PPG BK program is focused on producing professional guidance and counseling teachers who master pedagogical competencies along with counseling services by combining digital technology for students in schools. Furthermore, in several studies examining PPG BK it is known that the competency of students in the PPG position is in the good category so it is not that worrying (Latif



& Amirullah, 2020; Sunaryo et al., 2020). It's just that in these studies less attention is paid to the psychological aspects of students while undergoing the PPG program even though this is very important as one of the supporting factors for the success of PPG students (Candrakanti, 2023; Pautina et al., 2022; Putri & Laksmiwati, 2022).

The findings of this study clearly illustrate that the participants in the Pre-Service PPG BK program are not all fresh graduate students but some undergraduate graduates have worked in non-educational fields as office admins or as teachers in schools for several years with honorary status without clarity. So there are quite a few who have to struggle to take part in pre-service PPG studies because they have to give up their previous job by resigning, having a long-distance relationship with their husband and children, or going back and forth from outside the city every time they want to attend lectures because there are obligations that cannot be left at home while studying (Rusandi et al., 2022; Toripa & Huwae, 2023). Therefore, it is not surprising that according to several subjects, this Pre-Service PPG journey is very draining of emotions, and energy, as well as a lot of thoughts to stay focused and balance study life and personal life. It is at this level that the academic resilience of Pre-Service PPG students plays an important role in helping students complete their studies (Fitri & Kushendar, 2019; Hendriani, 2022), considering the description of the existing dynamics of academic resilience, assistance and efforts to increase academic resilience are still needed according to student needs.

Apart from that, referring to the opinion poll during the last interview session, we recommend, especially to the government and campuses administering the PPG program, to provide academic and psychological mentoring and assistance facilities for guidance and counseling Pre-Service PPG students during their studies by adapting to the needs of PPG students. This can take the form of emotional regulation training, counseling, mentoring, and also the availability of academic supervisors for undergraduate and master's students in the hope that they will not struggle alone in completing their study assignments. Finally, the results of this study can be expanded by looking at the level of academic resilience of Pre-Service PPG students through descriptive survey methods, so that it is more holistic and helps provide interventions.

#### 4. CONCLUSION

The weight of study and the amount of academic pressure during the Pre-Service PPG program means that the study process cannot be underestimated, especially if without good intentions and strong goals, students will find it difficult to persist and focus on their studies. Based on some existing supporting factors, academic resilience plays a key role in ensuring that Pre-Service PPG students successfully undertake their studies. Therefore, there is a need for mentoring in the form of providing academic supervisors other than tutor teachers and periodic counseling services specifically for Pre-Service PPG students on campus.

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