

REAL TEACHING: ANXIETY AND SOLUTION

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Abstract: Anxiety in dealing with real teaching is experienced by preservice teachers. This anxiety can certainly disrupt the process of implementing real teaching. If anxiety can be detected early, various efforts can be made to reduce the anxiety. Thus, this study seeks to explore the anxiety faced by preservice teacher in dealing with real teaching and their efforts to reduce such anxiety. In order to achieve the research objectives, the researcher applied qualitative research through a case study strategy using structured interviews of 238 preservice teachers at one of Indonesia's private universities. Based on the results of the study, it can be seen that there are 14 anxiety faced by preservice teachers in carrying out real teaching which is divided into 5 factors causing anxiety, namely schools, teachers, students, lecturers, and the preservice teachers themselves, as well as 9 attempts by preservice teachers in order to deal with this anxiety. Broadly speaking, good communication between preservice teachers and stakeholders of real teaching activities that includes schools, teachers, students, and lecturers is an effort that can be done so that the teaching anxiety can be reduced.

Keywords: *teaching anxiety; real teaching; preservice teachers.*

INTRODUCTION

Every preservice teachers must carry out real teaching activities (Ekşi & Yakışık, 2016). In real teaching, preservice teachers integrate theory and art in teaching (Schoeman & Mabunda, 2012). This activity involves the preparation of lesson plans, classroom teaching, and assessment of student learning processes. However, given the many demands that must be met by preservice teachers in conducting real teaching, not a few among the preservice teachers who experienced various anxiety during the activity (Boadu, 2014). In addition, the lack of experience in teaching can also be a problem for preservice teachers (Agustiana, 2014). Given that teaching in real schools can be their first experience, so anxiety in teaching is a natural thing faced by them (Agustiana & Rahmatunisa, 2018).

In the past 30 years, there have been a number of studies focusing on teaching anxiety. Merç (2015) summarizes the things that cause teacher anxiety in teaching, such as lack of time, heavy workload, poor student behavior, and inadequate resources. In addition Agustiana and Nurhayati (2019) added that the highest level factor was a factor related to teaching preparation.

Teaching anxiety is the anxiety arises before teaching is implemented. If anxiety in the face of real teaching is not addressed, it will affect the

appearance of the preservice teachers during the activity. Researchers have found that the preservice teachers' perceptions about the causes of anxiety in teaching vary greatly. Knowing the root problems faced by them in the process of becoming a teacher is certainly the first step in preparing a qualified teacher. Therefore, the reflection of the implementation of real teaching activities is an appropriate effort to overcome the problem. Thus, this study explores in depth the teaching anxiety experienced by the preservice teachers in various disciplines of teachers faculty as well as solution they do as the effort to overcome the anxiety. The result of this study is expected to enrich the literature related to the real teaching and also to reduce the problem that may arise before, during and after the real teaching is held.

METHOD

Based on the research objectives that will explore the things that can be a cause of teaching anxiety experienced by preservice teachers in carrying out real teaching activities in various disciplines as well as students' efforts to overcome these anxieties, this study uses qualitative method. Qualitative research is a method for exploring and understanding the meaning that comes from social problems (Cresswell, 2014). To achieve

the research objectives, the researchers used a case study research strategy in which the researcher carefully investigated an activity that was limited by time (Cresswell, 2014).

This research involved 8th semester students of the Teaching and Education Faculty at one of private universities in Indonesia. Respondents came from 6 (six) Education study programs: Indonesian Language and Literature, Biology, Economic, English Language, Elementary School Teacher, and Mathematics. The number of respondents was 238 students.

Data was collected through structured interviews with respondents. Interviews were conducted before the respondent carried out real teaching activities. Interviews were conducted using a voice recorder.

Furthermore, the collected data was analyzed and interpreted, then it was described to describe the conditions that occur in the research object to find out what things can be the cause of teaching anxiety experienced by preservice teachers in carrying out real teaching activities, and their efforts in overcoming their teaching anxiety.

In analyzing interview data, researcher used some steps, namely transcribing the data, reducing the data, presenting the data and drawing conclusions. In transcribing the data, the researcher poured the results of the interview into the written form. This was done so that researcher can be more easily in analyzing further data. Next, in reducing the data, the researcher summarized the main points of research. In this

case, the researcher identified things that cause the emergence of teaching anxiety in real teaching activities. Furthermore, the researcher presented the data in the form of table to present data that has been grouped based on the subject matter. Finally, the researcher drew the conclusions in order to carry out continuous verification throughout the research process. The researcher generalized from specific things presented in the research data. This is certainly the result of research findings that are consistent with the original purpose of the study.

RESULTS AND DISCUSSION

This section presents research data derived from interviews related to the findings regarding anxiety faced by preservice teachers in carrying out real teaching activities in various disciplines Education study programs and their efforts to overcome these anxiety. In addition, obstacles and solutions in carrying out real teaching activities were also explained. This will be discussed in several sections according to the purpose of the study.

Broadly speaking, there are 14 anxiety faced by preservice teachers in implementing real teaching. These 14 things are divided into 5 factors that cause anxiety, which are schools, teachers, students, lecturers, and preservice teachers themselves. Meanwhile, there were 9 attempts by preservice teachers to deal with anxiety. These are summarized in Table 1.

Table 1. *The anxiety faced by preservice teachers in implementing real teaching and the efforts to overcome it*

No	Anxiety	Factors	Solution
1.	Students, tutors and school officials are not friendly.	School, teacher, students	Study the character and situation of the school.
2.	Assessment and observation by tutors and lecturers.	Teacher, lecturer	Discuss with senior level.
3.	Indifferent tutor.	Teacher	Discuss with colleagues or study independently.
4.	Students who cannot be managed.	Students	Study the character of students,
5.	Students have no enthusiasm in learning.		
6.	Low student evaluation results.		Discuss with the tutor teacher
7.	Do not have experience in teaching.		about teaching material.
8.	Teaching is not in accordance with the lesson plan.	Preservice Teachers	Preparing matters related to teaching and learning process, which include lesson plans, teaching strategies, games and ice breaking, teaching media as well as teaching material and practice questions.
9.	Do not master teaching material.		
10.	Could not convey the material properly.		
11.	Boring teaching.		
12.	Poor time management.		

13. Abandoned other work.
14. Financial

Time management.
Savings

Anxiety related to school

Anxiety related to school factors arises when preservice teachers think that the school will treat them unfriendly. The school here includes the principal, teachers, school staff, as well as students who are in the school where the students carry out real teaching. Preservice teachers feel that with their status as pre-service teachers, stakeholders will treat them unfriendly. Thus, if you find that the school is not friendly, it can lead to the idea that the school will not support the course of real teaching activities. So, they worry they will get other difficulties during the real teaching process. Anxiety about this can certainly affect the initial steps in carrying out real teaching activities.

In this regard, preservice teachers may conduct pre-observations to the school where they will conduct real teaching to study the situation and condition of the school. In addition, students also ask permission to the school principal and vice-principal, especially the vice-principal in the field of curriculum, who is responsible for the implementation of real teaching in the school. Thus, anxiety about this factor can be overcome before the real teaching activities begin.

Anxiety related to the teacher

There are 3 things related to anxiety related to the teacher. The first is about the teacher's attitude towards preservice teachers. The preservice teachers feel anxious when they find a teacher who is not friendly. This certainly can affect students' sense of trust in dealing with real teaching. Tutor teacher is a colleague who will always be associated with preservice teachers in implementing real teaching. By finding tutors who are not friendly, then they think that the real teaching process will not run smoothly. With the emergence of anxiety about this, it will lead to fear for preservice teachers in carrying out real teaching, indeed.

In an effort to overcome this anxiety, preservice teachers could keep in touch with the tutor through introduction so that when the real teaching begins, both preservice teachers and tutor teachers have interacted with each other. With the interaction, it is hoped that a good relationship will be created between the tutor teacher and the preservice teachers. Thus,

disappointment will find that the tutor teacher who is not friendly can be overcome.

The second is related to the assessment and observation of the tutor teacher on preservice teachers' performance in carrying out real teaching. In his study, Paker (2011) states that 100% preservice teachers feel anxious when they will be observed by tutors. As preservice teachers who are carrying out a teaching practice, indeed, they have to face the moment when they will be assessed by the tutor so that the assessment process and the results can be a source of anxiety faced by students. In addition, criticism from teachers also contributed to the anxiety of preservice teachers (Marais, 2013). In addition, the assessment of the tutor teacher influences the final value of the implementation of real teaching (Sammephet & Wanphet, 2013). No doubt that the assessment of tutor teachers is one of the things that worries preservice teachers in carrying out real teaching activities.

To overcome this, preservice teachers can discuss with other students who had experienced real teaching in the previous years at the same school and with the same tutor regarding the assessment standards applied by the tutor teacher. This can include what the tutor teacher expects the student to do or do not do. Thus, preservice teachers can have a picture of the assessment process that will be applied by the tutor teacher.

Meanwhile, the third is the indifferent tutor teacher. Preservice teachers feel worried if they meet a tutor teacher who cannot be invited to discuss the implementation of real teaching. As tutors, of course they should be made role models in the implementation of real teaching and a source of experience for Preservice teachers. This is considering that real teaching is the first experience for preservice teachers in carrying out real class teaching. If preservice teachers find tutors who are indifferent to the implementation of real teaching, this can certainly hinder the course of real teaching activities. At the time, the preservice teachers need suggestion or feedback from the tutor teacher, but it is ignored, then they will feel confused to carry out further activities related to real teaching. This is in line with Paker (2011) in which the absence of feedback from teachers on the performance of preservice teachers can cause them anxiety. Thus, preservice teachers will do other activities according to what they think is good even without the suggestion or

feedback from the tutor teacher. However, of course, it will be another problem if this happens to preservice teachers who are not creative. In which without the suggestion or feedback of the tutor teacher, the student does not know what activities to do. Thus, this can be a concern for them in the face of real teaching.

Regard with this, efforts that can be made by preservice teachers in implementing real teaching are having discussions with peers or doing independent study by using the internet. Peer is one of the important aspects in implementing real teaching. Generally, in one school, there are several students who come from several study programs so that each preservice teacher can exchange ideas about learning both with colleagues from the same study program or those from different study programs. Furthermore, the use of the internet, such as Google, can also help students find ideas related to learning. Thus, preservice teachers need not worry about the presence of tutor teachers who are ignorant of real teaching activities because preservice teachers can still find another information related to real teaching activities by the presence of peers and other sources.

Anxiety related to students

There are 4 things relating to the anxiety related to students. The first is when preservice teachers find students who are not friendly and do not appreciate the preservice teachers. They are anxious if with their status as a practicing teacher, students will not obey or appreciate them, so they worry they will have problems in carrying out teaching. This is in line with Mapfumo, Chitsiko, and Chireshe (2012) that given their status as a practicing teacher, students are less respectful to the preservice teachers. In the absence of respect or respect for them, they feel that they will not be recognized for their presence in class, so they will have difficulty in teaching.

Regarding this matter, preservice teachers can do interaction to the students in the beginning of real teaching activities through doing introduction. Preservice teachers introduce themselves about who they are and their position in the school. Thus, students can understand the position of them as preservice teachers in the school. If the first impression is good, then the student's view of preservice teachers will be good too. Thus, anxiety about students' unfriendliness towards preservice teachers can be overcome.

The second thing is when the preservice teachers have to deal with students who can not be arranged. Students are the teaching objects that will be faced by preservice teachers while implementing real teaching. Thus, they must be prepared with all possibilities in dealing with a variety of student characters. If they have to deal with students who can not be arranged, of course this can be a challenge for them in completing it. However, if preservice teachers feel they are not ready to face these challenges, they will feel anxious that they will not be able to master the class where they teach. Especially considering that the students they encounter when doing teaching practice on microteaching are their peers, so preservice teachers do not have experience in dealing with students at the elementary, junior high, or senior high school levels (Sammephet & Wanphet, 2013). Thus, class management with regard to students is one of the anxieties faced by preservice teachers (Aydin, 2016). This is supported by Goh and Matthews (2011) that class management with regard to students is the most worrying by the history preservice teachers.

Another anxiety related to students is when students are not enthusiastic in learning. Low motivation is one of the teaching anxiety faced by preservice teachers (Aydin, 2016). In addition to dealing with a variety of student characters, they must also be able to control the class in order to ensure that teaching materials are well conveyed and the learning process runs pleasantly. When faced with a situation like this, preservice teachers will certainly experience a decrease in self-confidence in teaching in which they assume that they cannot make the class more attractive.

In overcoming these two things, preservice teachers must be able to learn the character of students. By understanding the character of students, preservice teachers will certainly be easier to carry out the learning process. In addition, the existence of good communication between students and preservice teachers can facilitate the real teaching activities so that classroom management related to students can be overcome by understanding students' character and communication.

Next, the fourth thing is the low student evaluation results. This is intended when the results of student work in doing exercises related to the material that has been taught by preservice teachers is low. Thus, preservice teachers assume that if students cannot do the exercises correctly, then they have failed in delivering teaching

material so students do not understand the material that has been taught by them.

In this regard, one of the efforts that preservice teachers can do is to discuss with tutors about learning. Considering that tutor teacher has experience in teaching in the class. Therefore, preservice teachers can discuss effective learning strategies to be implemented in that class. Thus, anxiety about low evaluation results can be overcome.

Anxiety related to the lecturer

Anxiety related to lecturers is the assessment and observation of lecturers on preservice teachers' performance in implementing real teaching. This is closely related to lecturer expectations in which preservice teachers must be able to deal with teaching pressure in a way that is good and right (Boadu, 2014). Not only the pressure from the tutor, but also from the field supervisor. To overcome this, preservice teachers can discuss with others who have experienced real teaching activities regarding the assessment criteria applied by the lecturer. This can include what lecturers expect or not do by preservice teachers.

Anxiety related to the preservice teachers' own problem

The fifth factor is related to the individual problem of the preservice teachers which includes 8 things. This is certainly a factor that has a great influence on teaching anxiety possessed by preservice teachers in implementing real teaching given that this factor raises more anxiety associated with the implementation of real teaching. This is in line with Sammephet and Wanphet (2013) and Aydin (2016) that the preservice teacher's own problems can be a source of anxiety in teaching. Besides, Sudtho and Singhasiri (2017) states that belief plays an important role in the process of becoming a teacher

The first thing is not having experience in teaching. Real teaching activities are teaching practices in the real class. Only a small percentage of preservice teachers have real classroom teaching experience. In other words, most of them have no experience in teaching. Thus, they do not know anything that must be done in implementing real teaching. Of course, without directives from related parties, they will face difficulties in implementing real teaching so that in the absence of teaching experience it makes anxiety for students. This is also in line with Agustiana (2014) who states that the lack of

teaching experience is one of the concerns faced by preservice teachers. Meanwhile Aydin (2016) found that the lack of experience in teaching was the highest factor related to teaching anxiety. Surely, it is natural that preservice teachers do not have experience in teaching and then worry about everything regarding the implementation of real teaching (Paker, 2011).

The second thing is when preservice teachers teach is not in accordance with the design of the lesson plan. As preservice teachers, they certainly must prepare lesson plans before learning activities are carried out. The preparation of the lesson plan must of course be mastered by them given that in previous semesters, they had received lectures regarding the preparation of the lesson plan. Thus, preparing the lesson plan is considered not to be too difficult for them. However, despite the existence of lesson plans that have been arranged neatly and with careful planning, in fact, the implementation of learning in class can be different. This certainly can cause anxiety for preservice teachers about what they should be doing in class. Without teaching experience, coupled with learning to go beyond what has been compiled in the lesson plan, can be a concern for preservice teachers in implementing real teaching.

The third thing that can cause anxiety in teaching is when preservice teachers do not master the teaching material that will be delivered in class. Teachers as a person who is considered the professional one, should master what they will convey in class. By not mastering teaching material, then of course the readiness of preservice teachers in teaching can be said to be non-existent. Especially when they cannot answer questions from students about teaching material. Certainly, besides getting embarrassed in class, their confidence will also decrease. No doubt this kind of thing can cause anxiety in carrying out real teaching.

The fourth thing is when preservice teachers cannot deliver teaching materials properly. This is certainly different from the previous case when preservice teachers did not master the teaching material which meant they were not ready to face learning. In this fourth case, preservice teachers have prepared themselves in teaching by mastering teaching material that will be delivered in class. However, they feel anxious if they cannot make students understand what they are teaching. This is certainly related to teaching strategies. If preservice teachers are not able to implement teaching strategies that are appropriate

to the character of students, then it is likely that this anxiety will arise.

The fifth thing is that when learning which is carried out feels boring. The teacher as the captain in the class must be able to make the atmosphere of teaching and learning enjoyable. If students feel bored with learning in class or when the preservice teachers think that they are not able to make learning more fun, it will certainly reduce the enthusiasm and confidence of them. This is certainly related to the teaching strategies or techniques chosen and the use of teaching media. When preservice teachers feel anxious about not being able to choose the right teaching strategies or teaching materials, the learning process becomes boring. As preservice teachers, they must be able to form effective classroom management, which creates conducive classroom situations and conditions (Chamundeswari, 2013).

To overcome these five problems, the preservice teachers may do some things, such as preparing matters related to teaching and learning process, which include lesson plans, teaching strategies, games and ice breaking, teaching media as well as teaching material and practice questions. By doing these activities, the anxiety may reduce as well.

The sixth thing is not being able to manage time properly, such as the case when preservice teachers arrive late to school. If preservice teachers arrive late, surely they will get shame either towards students, tutors, and the school. Not only that, time management in class can also cause anxiety. For example, all teaching materials have been delivered, but the school hours are still long over. Thus, the preservice teachers feel confused about what to do in class until class ends. In addition, even the opposite case happens when class time is over but the material has not yet been conveyed all, this can certainly cause anxiety for them as they fail to make effective time in class.

The next thing is the neglect of other jobs. This is intended when preservice teachers have other obligations besides conducting real teaching, such as conducting lectures on campus, working, or taking care of the household. Considering that there are not a few preservice teachers who are married or who have worked either as teachers or work in other fields, if students cannot manage their time well, surely this will greatly affect the course of real teaching. In addition, with the burden of many obligations, preservice teachers will not be able to carry out

real teaching activities effectively. Thus, time management can be a concern for preservice teachers in implementing real teaching. To overcome these two problems, the preservice teachers may manage their time effectively.

The last concern related to the individual problems of preservice teachers is financial. Preservice teachers are worried about the possibility of spending large sums of money in carrying out real teaching. In addition to the costs that must be incurred before the implementation of real teaching that must be paid to campus, they also feel anxious about other expenses during this activity, such as transportation costs, accommodation, preparation of materials and teaching media, as well as the preparation costs for closing the real teaching activities that will be held at school. Real teaching lasts for 3 months. During that time, each preservice teacher must come to the school where they practice teaching. In addition, they also have to do lectures on campus, so that the allocation of expenses for transport and accommodation will increase. Besides, preparation of teaching materials and teaching media sometimes requires money, especially when preservice teachers use realia as teaching media or when they have to multiply teaching materials to be distributed to students. Thus, they have to spend more their own money. Besides, at the end of the implementation of the real teaching activities, preservice teachers also had to hold a farewell event with students, teachers, and schools. In this activity, sometimes preservice teachers have to create events for students, such as performing arts, or other competitions which of course require costs in its implementation. Besides, it is a common to give a gift to the tutor teacher. Not only that, they also have to provide lunch for every school members, namely the principal and his staffs, tutor teacher, other teachers, and also school staffs. This activity is quite expensive. To make it happen, the students have to hold a joint venture so that the costs for the parting activities feel lighter. This happens every year, so that finance appears as one of the anxieties students face in implementing real teaching. To overcome this, savings money is one solution they may do.

CONCLUSION

Anxiety in dealing with real teaching is the main topic of education practitioners. By knowing the root of the problems faced by preservice teachers in carrying out real teaching, the efforts to overcome anxiety can be detected earlier. Based

on the results of interviews with 238 preservice teachers, it can be seen that there are 14 anxiety faced by preservice teachers in implementing real teaching which is divided into 5 factors that cause anxiety, namely schools, teachers, students, lecturers, and students themselves, as well as 9 efforts made by preservice teachers to deal with this anxiety.

Schools, teachers, students, and lecturers are external factors that cause anxiety in the real teaching. It is undeniable that these stakeholders play an important role in the implementation of real teaching so that preservice teachers naturally feel concerned about the role of stakeholders regarding the course of real teaching activities. Thus, the existence of good communication between students and stakeholders can reduce anxiety in implementing real teaching.

In addition to external factors, anxiety in carrying out real teaching can arise due to internal factors. Preservice teachers also feel anxiety that comes from themselves. In this regard, experience and openness are efforts that can reduce anxiety in dealing with real teaching related to this factor. The preservice teachers can search for experiences related to real teaching either through their own experience, or ask about the experiences of others (lecturers, teachers, senior, and other sources that can be obtained via the internet). In addition, openness about the anxiety faced by preservice teachers can also be a good effort. Through the openness conveyed to both stakeholders and other parties, then indirectly, the anxiety faced by these students can be reduced.

Thus, through this research, it is expected that the anxiety faced by preservice teachers in implementing real teaching can be addressed properly so that real teaching activities can run well.

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