



"IT'S TOUGH TO SAY NO WHEN THEY ASK FOR HELP" REVEALING AND NARRATING EFL STUDENT TEACHERS' EMOTIONAL GEOGRAPHIES IN KAMPUS MENGAJAR'S TEACHING PRACTICUM

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ABSTRACT

This research investigates the emotional geography of two EFL student teachers participating in the MBKM teaching practicum program by employing a narrative inquiry research design and utilizing a narrative frame alongside an in-depth interview. Through the narratives of two female student teachers, various emotional landscapes encountered during their teaching placements are revealed. The results highlight the challenges of managing workload expansion and negotiating collegial relationships, emphasizing the necessity of workload management and boundary-setting for professional well-being. In contrast, another participant's narrative showcases proactive engagement and adaptation within diverse learning environments, emphasizing a nuanced approach to professional development. Both participants grappled with moral dilemmas inherent in pedagogical practices, stressing the importance of empathetic teaching approaches tailored to individualized learning needs. Additionally, they navigated hierarchical power dynamics within the educational setting, demonstrating responsive obedience to supervisory instructions while acknowledging the potential for equitable collaboration. Further, it also highlights the significance of cultural competence in fostering collaborative teaching partnerships within diverse socio-cultural environments. Overall, the study illuminates the complex emotional geography of teaching in the teaching practicum process and stresses the importance of comprehensive support systems in fostering resilience and adaptability amidst diverse challenges.

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1. INTRODUCTION

For the sake of preparing good quality teachers, the teaching practicum program has been conducted by all over teachers' training education program. Teaching practicum can be declared as one of ways to articulate the theory into a practice (Misdi et al., 2021). In addition, it also accommodates the authentic material and pedagogical theories from books to real experience which provide progress in developing teaching skills (Heryatun, 2020; Kaldi & Xafakos, 2017). In Indonesian context, through The Ministry of Higher Education and Technology (previously was Ministry of Education and Culture) launched a new program namely Merdeka Belajar Kampus Mengajar (MBKM). Ministry of Education and Culture (2020) mentioned the goal of this program is not only to help schools that experienced difficulties since pandemic, but also motivate student teachers to be more prepared and ready for next challenges in education field. Taking back to the main activity of MBKM, I do believe that this agenda is another shape of teaching practicum because the goal is to sharpen student teacher capability and creativity in teaching. During this program, alike teaching practicum, student teacher may strive to utilize their cognition, individual, community, professional, or even their own emotion (Heryatun, 2020). In addition, this program student teachers will be distributed to some school which a new thing for them, a new society condition, and a new step of adaptation. In this condition, I argue that process of adaptation is seemingly influenced by their emotion, emotion to eager and struggle to be engaged and involved in every situation in this program.

Further, emotion, as a concept has been widely discussed by some scholars such as (Hargreaves, 2001; van Veen & Slegers, 2006; Zembylas, 2010). Especially teachers' emotion, teachers can be influenced by emotion so that teaching and learning activity can be so fun, boring, approachable or stand offish (Hargreaves, 2001). For instance, emotion has a crucial role to play determination, understanding, and perception of situation based on implication and contact in teaching learning situation (Heryatun, 2020; Karousiou et al., 2021; Pile, 2010). For instance, there is a tailed relationship between teachers' teaching setting and emotions (Berrens, 2016; Heryatun, 2020). This might be happen because teaching was recognized as the activity containing cognitive activity with influencing from thought, beliefs (Becker et al., 2014) and the construction of beliefs is not that easy as perspective, it is containing of teachers' background, experience, the length of teaching and teaching and learning activity during learning process (Khader & Jordan, 2012). This current study argues that teacher emotion also contribute in determining the beliefs and later on, it will impact to their teaching activity. In addition, Schutz and Zembylas (2009) asserted that teachers often resist imposed changes that threaten their identity, relationships, and autonomy by overloading the curriculum and limiting their control.

Therefore, the construction of teachers' emotions involves their obligatory and some rules outside. In other words, teachers' identities can be created and formed by the presence of emotion (Misdi et al., 2021). Yet, teachers as a human being strive to give positive impact to their surrounding in these terms is students, even though they got two sides of emotion which negative and positive emotion, a teacher strives to present a positive emotional image and control it to achieve the aim (Keller & Becker, 2020).

Taking back to the student teachers' context, the experience that they have obtained in college also influences the way of teaching. The possibility of teaching experience mostly comes from teaching practicum that they obtained during college time. Like teachers with their teaching activity, student teacher with teaching practicum also got same experience as teaching activity such as heavy workload and pressure (Kaldi & Xafakos, 2017). A study conducted in China by (Zhu, 2017) revealed that student teachers conveyed a varied range of emotion such as enthusiasm and nervousness during the starting of teaching practicum, in addition he also added that at the end of the program student teachers voiced that they also got upset and embarrassment emotions during teaching practicum. To be exact, he also mentioned that student teachers were experienced four principled dilemmas in teaching practicum, such as: (1) pressures concerning school authority and the principal ethic; (2) having a role as someone from outside or a member of the community; (3) acting like as a teacher shadow or real teacher; (4) conflicting with the instruction towards pupils' path. The result of this study seems to emphasize the importance condition to pay attention to students' teacher emotion because it will influence professional identity student's teacher later. Therefore, teaching practicum has been one of the big concerns in teaching development. The construction of student teachers' teaching style, beliefs, and thought are reconstructed during this program (Misdi et al., 2021). As mentioned by Sulistiyo et al. (2017) that "Student teachers required adequate guidance in their teaching practicum" (p.713). Therefore, the chance to have a proper experience in the teaching practicum program should be a big attention so that student teachers are able to articulate their classroom's theory during their course work in real situations outside the class. Additionally, the value of this study also lies in its exploration of student teachers' emotional geographies within the MBKM teaching practicum program which is an an emerging and largely unexplored area in teacher education research. By examining how their emotional experiences are shaped through interactions with fellow student teachers, mentor teachers, program coordinators, and community members, this study offers fresh perspectives on the role of emotion in professional growth.

As mentioned before, as time goes by, student teachers get the same pressure and same emotional turmoil as same as teacher. They are headed with some practical or theoretical problem during, whilst, and after teaching practicum. Teacher professional development that student teachers face may find many teaching challenges, strive with the challenges, and try to revealto solve the problem successfully (Riesky, 2013) and enormous pressure along the process (Misdi et al., 2021). The concept of Emotional Geographies of teaching by Hargreaves (2001) is believed as a valuable concept to map the emotion occurs during teaching and learning process. It navigates five aspects of where the emotions come from. Physical geography, affected by time and space constraints, limits collaboration among individual in teaching and learning settings. Moral geography shows how teachers from varied backgrounds may have different moral standards. Consequently, it requires them to adjust when moving to new workplaces. Sociocultural geography points out how differences in gender, race, ethnicity, and culture affect

teachers' experiences and emotions. Professional geography highlights diverse interpretations of professional norms across cultures; it may challenge teachers to navigate varying standards. Lastly, political geography examines power dynamics within professional communities, shaping interactions among teachers. Recognizing these factors is crucial for teachers to adapt and collaborate effectively in diverse teaching settings.

The relevant studies related to the importance view of student teachers' emotional geographies in teaching practicum also have been arose by some scholars. Misdi et al. (2021) described how a female student teacher strives to control and face some emotions during teaching practicum with the view of emotional geographies by (Liu, 2016). The drawing finding indicated that the student teacher faces five frameworks of emotional geographies which are the professional, moral, physical, socio-cultural, and political aspect of emotional geographies. The emotions arose variously and differently of each aspect, most of the emotions tend to be the positive emotions such as good sense, being more responsive in utilizing bilingualism, and being common with the instructional media. However, the negative emotion also happened which she could not hide her feeling about certain people that she thought were intimidating-imaged person. Heryatun (2020) reported the portrait of two novice teacher emotional geographies in teaching practicum. She discovered two teaching geographies framework which are personal and professional emotional geographies. She asserted that the influence of culture took an account in determining the emotion. In addition, she added students' emotions as personal emotional geographies such as nervousness, worried, uncomfortable, self-hesitation, and disgrace. Therefore, the professional geographies were drawn as confused how to adopt concepts to rehearse and interpret teachers' command advice for the next agenda. In associating with the emotional geographic, Liu (2016), reported that how an immigrant teacher's experience in the specialized community and how she beat the emotional challenges toward the community understanding. The finding showed that five different contexts of emotional geographies of physical, moral, socio-cultural, professional, and political took a vital account in shaping her positive and negative emotions.

Even though there has been a plenty of research conducted about student teacher and teaching practicum, and student teachers emotional experience during teaching practicum, little paid attention on investigating the student teachers' emotional geographies while joining a governmental program. In this case, It is clear that there is a gap between previous research that only focuses on how the emotional geographies embed curriculum in the department towards teaching practicum conducted by the government namely MBKM. Previous aforementioned studies showed that the focus merely on the practice of teaching practicum provided by the institution. As this current study, it aims to seek teaching practicum provided by the government. In addition to addressing the gap identified in the literature, this research also examines emotional geographies, which refer to the emotional experiences and connections that emerge as student teachers interact with various stakeholders. These stakeholders include fellow student teachers, mentor teachers, program coordinators, and members of the local community within the context of the MBKM teaching practicum program.. While collecting the data and literature review, not much research has been undertaken on student teachers' emotional geographies in government teaching practicum program. This study is significant because it sheds light on the emotional geographies of student teachers participating in the MBKM teaching practicum program, a relatively new and under-researched context. By understanding how interactions with peers, mentor teachers, program organizers, and the local community influence student teachers' emotions, this research provides valuable insights for teacher education programs. Such understanding can guide the design of practicum structures that not only develop pedagogical skills but also support emotional resilience. Therefore, this research aims to explore the emotional geography of two EFL student teachers, in particular, emotional geography in MBKM teaching practicum program. The result of this research provides to the student teachers emotional relationship among teachers, setting, and community school to be able to build and expand emotional connections for effective and professional teaching practicum experience for student teachers. In addition, this research also bridges the government especially the conductor of MBKM program to be able to know and to understand the existence of emotional geography from the participants, and it also can be used to evaluate the program during evaluation steps. Finally, the findings are also expected to inform the development of practicum frameworks that foster not only pedagogical competence but also the emotional strength necessary for sustaining a teaching career. Therefore, the research study is presented as "What emotional geographies are shown in the narratives of two EFL student teachers' experience during MBKM teaching practicum program?".

2. METHOD

Research Design

This research explored student teacher emotional geography which the main concept came from (Hargreaves, 2001). In this case, the researcher tried to find out the emotional geography from MBKM teaching practice. Teaching practice has many tailed things to it, relationship, activities, communities, setting, and communities among student teachers and teachers' mentor (Misdi et al., 2021). Human interaction and relationships as (Hargreaves, 2001) mentioned were taking an account in creating the emotions of the teaching practice's participants. Therefore, this current research identified human and socialize life that required model of this research into qualitative research. (Creswell, 2014) asserted that qualitative study relies on human being behave and interaction. In addition, he also added that the role of researcher is a key in qualitative study. Furthermore, Fraenkel et al. (2012) mentioned that "Qualitative researchers want to know what the participants in a study are thinking and why they think what they do" (p.427).

Further, this current research is a qualitative research using a narrative inquiry research design. (Craig, 2011) mentioned that teacher in education to teachers' life and narrative inquiry lives in motion, yet they are not strong connection, but the link between them is real (p.20). The narrative inquiry is valued suitable to narrate and

link the experience need a clear method to draw it into a result with the detail in it. Heigham and Croker (2009) emphasized that the narrative inquiry study main goal is to explore life or one or more individuals.

The interconnection between student teachers and their experiences involves some aspects and it seemed to be an appropriate approach for this phenomenon. Heigham and Croker (2009) stated that "in the teacher experience as meaning making variety, in which events become known narratively" (p.22). Furthermore, this research design also provides the chain of life experience that influences the recent of someone's condition. Heigham & Croker, 2009 in (Misdi et al., 2021) asserted that "the changing conditions of lives and the impact these new conditions can have overtime on all aspects of an individual's life" (p.47). Liu (2016) stated a bit further that narrative inquiry research has been widely used in exploring research on schoolteacher emotion (p.4). To emphasize, Riessman (2005) put a bold statement on narrative or analysis or narrative that it has entered all the human sciences and applying professions.

Research Participants

This research's participants were two female students who had passed the process of selection in MBKM Teaching Practicum program, they were Dena and Fay (pseudonym). In addition, they are come from English Language Education Department (ELED) in one of universities in Yogyakarta, Indonesia. Prior observation has already been done by the researcher by observing five classes in their batch. Fraenkel et al. (2012) asserted that the group of interest can be described as the group that will be generalized based on the research result (p.92). From those five classes only 30 student teachers passed the test and qualified to be part of MBKM program. After a long negotiation, there were 4 student teachers who meet the criterion which has completed teaching practicum program from the department, having teaching experience outside the department program, and many others teaching and organization experiences. This strategy applied to promote maximum variation in gaining the data.

A purposeful sampling strategy supported the highest variation from sample a wide range of participants including gender, educational experience, restraint area, and years in the profession (Butina, 2015). In addition, these two female student teachers are come from Borneo Island while they were placed in MBKM teaching program at Gunung Kidul, Yogyakarta, Indonesia with different school of each participant. The differences in terms of place and culture from where they come from and where they were placed during the program take an account in determining their emotional geography.

At the end of the decision, only two of them were willing and ready to be a participant of this current study. Some tasks and schools' condition force the rest of the participants to not join in this research. Finally, there were two female student teachers who agreed to be researched and observed for this research. This was not a big problem for me because some scholars who succeed conducting this kind of research only use one purposive sampling (Misdi et al., 2021; Rejeki et al., 2018).

Data Gathering Techniques

To gain the data, this current study utilized to use narrative frame adopted from (Barkhuizen & Wette, 2008) and an in-depth interview. The use of a narrative frame was intended to create a border so that the participant only shares about their experience, and the other experiences toward teaching practicum story. Moreover, the use of that frame also made the flow of story jump into order of sequence story. Barkhuizen & Wette (2008) stated that "the frame will be used order the narration into a series of connected event and reflections related to teaching experience" (p.383). In addition, the narrative frame also scaffolds the participant to write the story narratively (Barkhuizen & Wette, 2008, p.381). If teachers are not used to composing in this way, they may experience a specified extent of nervousness, and may also not write thoughtfully, even with clear instructions Jay and Johnson, 2002 in (Barkhuizen & Wette, 2008, p.381)

The use of in-depth interview was to obtain deep and rich information about participants' experiences so that this current study could narrate and re-write the narrative story from the participant. As mentioned by (Barkhuizen & Wette, 2008; Creswell, 2014) The information needs to be retold or restoried by the researcher into a narrative sequence of events. In addition, (Barkhuizen & Wette, 2008) emphasized that the story or experience is the key to narrative study. The interview ran with semi-structured interview design to make it like daily share story session. The semi-structured interview focused on certain theme but cover with casual situation (Raworth et al., 2012)

The narrative frame was given to the participant through only by *Whatsapp* platform three (3) days before the interview conducted. The narrative frame was translated into Bahasa to ease the participants and comprehensible. The first day, the researcher decided to have an interview session with Dena, and the rest of the day it was done to conduct an interview with Fay. In addition, the interview session for each participant ran for 30-45 minutes. The questions in interview process were focused on two types of question which experience questions and feeling questions by (Fraenkel et al., 2012) to gain the data about what participants doing and have done in the previous event. In addition, feeling questions were used to explore emotional response to their past experience.

Data Analysis

In the data analysis stage, the researcher implemented several ways. Upon the obtained data from interview session, the recordings were transcribed into a written version. It was done to accommodate validity process which is member checking. This step is crucial by having the participants thoroughly read the transcribed version of the interview process. Member checking is used to determine the accuracy in qualitative data through the role of participant in checking some description and report before being analyzed and to give the participants a chance to

give comment towards the report (Creswell, 2014). The similar process was also done for the narrative frame which transformed into a mini story. The result of this stage revealed no issues in both transcripts and mini stories.

Furthermore, the narrative frames were carefully analyzed to capture the participants' personal experiences and emotional reflections. Each narrative frame was examined thematically to identify recurring motifs, emotions, and patterns that corresponded with the emotional geography framework. The mini stories derived from the narrative frames were coded and categorized alongside the interview data. This approach assists to contextualize the interview findings and enriched the overall understanding of how emotional geographies manifested in participants' experiences.

As for the interview, it was done through thematic analysis. Initially, the researcher conducted a careful reading of the data to gain a holistic understanding of the participants' experiences. This was followed by the process of coding, in which key phrases, expressions, and ideas were identified and labeled according to their relevance to the research questions. The codes were then compared and grouped into broader categories. Moreover, the data were labeled with one of five emotional geographies by (Hargreaves, 2001) including: physical, moral, socio-cultural, professional, and political geographies. The analysis of the data was done by classifying the data based on those five emotional geographies. (Fraenkel et al., 2012) asserted that coding is used to set the response from a person or group of people into some categories. In reporting data and results, this current study presented it by implying (Liu, 2016) and (Misdi et al., 2021) with portraying the result like a certain mini story and five (Hargreaves, 2001)'s emotional geography label.

3. FINDINGS AND DISCUSSION

In presenting these findings, I have restructured the obtained data from both interview and narrative frame into a restructured mini story. The order can be seen from the physical, professional, moral, political, and socio-cultural emotional geographies framework. Along with these, related previous studies are also presented to connect them with existing findings and theories.

Physical Emotional Geographies

Dena's first excitement about her selection for the teaching program gradually evolved into a source of frustration as she navigated her responsibilities at the assigned school. Firstly, her interactions with her supervising teacher were marked by enthusiasm and a genuine desire to contribute. This dynamic communication laid the foundation for a strong professional relationship between them characterized by mutual respect and collaboration.

However, as time went on, Dena found herself increasingly burdened with tasks that extended beyond the scope of her role as a student intern. Despite her dedication and willingness to assist, the additional workload began to influence her personal time and impede her ability to fulfill her primary responsibilities effectively. The unexpected nature of these tasks, often arising at short notice, added to her sense of overwhelm and disorientation.

"At first, I was excited about the program, but now it feels like I'm just an extra assistant to my supervising teacher. It's tough to say no when they ask for help," (Dena, PE, 3)

Dena faced a tough situation because she was hesitant to set boundaries with her supervising teacher. Their strong bond, which was empowering at first, became a challenge as Dena struggled to balance her gratitude for the teacher's support with her frustration over being overwhelmed. She felt torn between wanting to keep their collaborative relationship strong and needing to take care of herself professionally. Consequently, Dena got stuck in a pattern of saying yes to extra tasks, unable to say no. This made her lose confidence and made it hard for her to fully participate in the teaching program as she had hoped.

The obtained finding from Dena is also confirmed by Fay. While Dena experienced of being incapable refusing some helps coming, Fay, on the other hand felt no boundaries. In some cases, she felt that between her supervisor and herself, the connection was too close. This connection based on Fay, brought two effects: No boundaries and no excuse for refusing.

"We are almost on the same age; we hang on and discuss about the class and something else sometimes I think she [the teacher supervisor] is just my friend. In some condition, I have no reason to reject something which is out of my duty" (Fay, PE, 5)

Such closeness, while fostering trust and open communication, can also blur professional boundaries, making it difficult for teachers to manage workload expectations and protect their professional well-being. When professional and personal relationships overlap too much, requests for assistance or additional duties may feel less like formal assignments and more like favors between friends, which can create a sense of obligation that is hard to refuse. Over time, this dynamic can contribute to role ambiguity, emotional strain, and diminished autonomy, as teachers may prioritize maintaining the personal rapport over advocating for their own workload limits.

Professional Emotional Geography

Dena and Fay were placed in different schools, with Dena assigned to a junior high school and Fay to an elementary school. At Fay's placement, English was designated as a compulsory subject for students although with a lesser emphasis compared to other subjects. Consequently, there were times when Fay had fewer teaching hours. This occasionally left her feeling idle and unsure of what to do. However, as Fay had committed to her internship and agreed to accept by the school's regulations, she felt obliged to comply with its rules.

Despite the primary objective of the program being to prepare her for teaching, when Fay was assigned additional tasks, such as assisting with school administration, she willingly took them on. It was not uncommon for

Fay to help with book administration in the school library, participate in extracurricular teaching, and aid in various other administrative tasks. She believed that engaging in activities beyond teaching would enhance her readiness and ability to become a proficient teacher in the future.

"In occupying these additional tasks, I am not only fulfilling my obligations but also enriching my capabilities as a prospective teacher" (Fay, ProEG, 7)

Consequently, by consistently displaying professionalism and dedication to the program, Fay sought to validate her suitability for participation. Each task she undertook, whether assisting with school administration or engaging in extracurricular teaching served as a platform for enhancing her talented skills. Through these experiences, Fay recognized the value of versatility in the teaching profession. As she navigated through these opportunities for growth, Fay was actively shaping herself into a competent and adaptable individual, poised to excel in various educational environments.

In contrast, Dena's experience with additional responsibilities unfolded differently. While Fay perceived them as opportunities for growth, Dena viewed some of these extra duties as overwhelming, particularly when they fell outside her teaching role. Her strong bond with her supervising teacher, though supportive, created an unspoken pressure to comply with every request which makes it difficult to set boundaries.

"Sometimes I want to say no, but I'm afraid it will disappoint her or make her think I'm not committed. So, I just accept the tasks, even when I feel they're too much" (Dena, ProEG, 4)

Dena's statement reveals how emotional ties and perceived expectations can blur professional boundaries which in the long effect might lead to role strain. Whereas Fay's adaptability stemmed from proactive choice, Dena's compliance was rooted in a sense of obligation by highlighting how interpersonal dynamics can shape teachers' engagement with additional responsibilities in very different ways.

Moral Emotional Geography

As aspiring teachers, both Dena and Fay share the same hope: to become good educators. During their teaching practicum, they were given opportunities to teach, albeit only once or twice a week. Despite not having as much experience as regular teachers at the school, they endeavored to be good educators. Dena recounted her experience of teaching a class where there was a significant difference in students' English proficiency. She found that not all students could keep up with the material she taught, and when she repeated the material, some students seemed bored. This dilemma made Dena ponder how to effectively deliver the material and achieve learning objectives within limited class sessions. Consequently, her desire to be a good teacher led her to seek modified approaches and materials. She tried to assess students' abilities and tailored the material so that it could be understood by all students. Occasionally, she approached students individually who didn't understand the material to ensure that no student was left behind and endeavored to help them understand the material on that day.

"I feel sorry for those who don't understand. Sometimes I approach them and explain continuously, while I give advanced material or enrichment tasks to students who already understand." (Dena, MoEG, 7)

Fay had similar experiences to Dena. However, Fay chose a different approach to address students who didn't understand. Since the number of students who didn't understand the material was usually smaller, Fay dedicated her spare time at school to assist these students.

"Sometimes, when they are relaxed, I approach them and ask what they don't understand, and while joking around, I provide explanations." (Fay, MoEG, 8)

Overall, what Dena and Fay did demonstrate their efforts to be good examples and educators. Despite facing challenges between obligations and targets, they were willing to sacrifice some of their energy and thought to provide extra assistance to their students. These challenges reflect their morality as aspiring teachers.

Political Emotional Geography

As college students undergoing teaching practicum, Dena and Fay serve as interns at their school. This role offers them new experiences where they are not just regular students but also practicing teachers. However, this position also limits them in some ways. For instance, they are often asked to do additional tasks like creating presentations or handling administrative duties for other teachers at the school. Dena mentioned they are sometimes given these impromptu tasks, alongside their main responsibility of teaching practice.

"Sometimes, my supervisor teachers ask me to create presentations even though they have already prepared the material. We are also often asked to fill in for teaching or participate in other school activities, especially with teachers who have been at the school for a long time." (Dena, PoEG, 11)

Fay also experienced something similar due to her status as a student intern. When given the chance to teach, she carefully prepares materials considering the students' needs and abilities. However, before teaching,

she always consults with her supervising teacher to ensure the prepared materials are suitable. Sometimes, the more experienced supervising teacher revises or adds to the materials prepared by Fay. Despite feeling the initial material was adequate and tailored to the students, Fay still follows the advice of her supervising teacher.

"I initially planned to teach only about present tense, but after consulting, my supervising teacher suggested adding present continuous tense. Although I felt the initial material was sufficient, I followed the suggestion because the supervising teacher has more experience." (Fay, PoEG, 12)

The experiences of Dena and Fay indicate that as student interns, they do not yet have enough courage to express their opinions or ideas in front of more senior teachers. Although the advice given may be helpful, they tend not to dare to refuse or present arguments. Instead, they prefer to accept and remain silent.

Socio-cultural Emotional Geography

In a new environment, one often encounters established traditions within the community. Fay, in this context, found that the environment where she conducted her teaching practicum was characterized by customs and norms widely recognized by dominating senior teachers. As a newcomer, Fay felt the need to adapt to the existing culture and habits, although it was not always easy for her.

Adapted to technology and digital communication, Fay may have assumed that using messaging apps like WhatsApp would be an effective way to communicate and coordinate with fellow teachers. However, the reality on the ground proved otherwise. Fay faced challenges in building effective relationships with some teachers at the school and realized that direct, face-to-face communication was more efficient and appreciated in that context.

"I realized that coordinating directly is much more effective than through WhatsApp. Teachers are easier to contact and engage in direct discussions." (fay, SoEG, 19)

This experience provided Fay with valuable lessons about the importance of respecting traditions and norms within a community. Although initially confused and facing difficulties, Fay slowly began to adapt to the work culture and mindset at the school. This process was not just about learning how to communicate with fellow teachers but also understanding the proven effective ways of working in that environment.

Thus, Fay's experience highlights the importance of adaptation and respect for work culture when entering a new environment. Although it takes time and effort, such efforts are crucial steps in building positive and productive relationships with fellow community members.

Discussion

The findings drawn from the experiential narratives of Dena and Fay illustrate the intricate emotional landscapes navigated during their teaching practicum placements. These emotional geographies capture various dimensions, including the physical, professional, moral, political, and socio-cultural realms, each offering distinct insights into the challenges and adaptations encountered by them.

Initiating the discussion with physical emotional geography, Dena's narrative revealed a path characterized by initial enthusiasm contrasted with following frustration. As she navigated the expansion of responsibilities beyond her allocated role, Dena experienced a heightened emotional burden, largely driven by her increasing workload. This situation reflects Werang's (2018) observation that excessive workload and insufficient capability significantly contribute to teachers' emotional strain, particularly emotional exhaustion. In Dena's case, the continuous accumulation of tasks not only depleted her energy but also reduced her perceived ability to manage them effectively. As experienced by Dena, this current study enriched the notion that the additional workload given by other teachers triggered her emotion as stated in the findings. Also, there is an urge for teachers or teacher's candidate to learn about workload management (Shang, 2024) so that it might not trigger their emotions. Collegiality also played a significant role in Dena's experience. Mendez-Lopez (2018) noted that while some teachers encounter tension stemming from competition and jealousy, others benefit from the assistance and encouragement of their colleagues. Dena's narrative aligns with this dual perspective, as she valued the support she received yet recognized the need to establish clear professional boundaries. Such boundaries, as suggested in the literature, are essential to preventing emotional exhaustion and maintaining well-being, particularly when professional demands intensify due to pressures from both the school community and the broader environment. Further, professional emotional geography sheds light on Fay's proactive engagement within an unfamiliar university atmosphere. Although she experienced occasional periods of idleness due to limited teaching hours, Fay strategically sought supplementary tasks as a means of self-enhancement. This willingness to assume additional responsibilities reflects a nuanced approach to professional development in diverse learning environments. This is relevant with Day's (2018) view that fluctuations in competitive pressures, collegiality, and workload can challenge teachers' professional identity, which is closely tied to their sense of professionalism. In Fay's case, accepting extra tasks not only supported her pedagogical growth but also fostered stronger collegial bonds. This is also relevant with Cheng et al. (2018), who found that teachers experiencing positive emotions are more inclined to take initiative and cultivate trusting relationships with colleagues. Taken together, Fay's experience illustrates how strategic engagement with additional responsibilities can serve as both a coping mechanism and a catalyst for strengthening professional identity.

Navigating the moral emotional geography, both Dena and Fay contended with dilemmas lied by pedagogical practices. Amidst the pedagogical labyrinth shaped by heterogeneous student aptitudes and abilities, their narratives emphasized the necessity of cultivating empathetic teaching practices adjusted to individualized

learning needs. This ethical stance, highlighted by a commitment to comprehensive equality in education, emphasizes the nuanced negotiation between moral priorities and moral obligations within teaching practices. This condition was confirmed previously by Kretz (2014) that "emotion plays a crucial role in motivating moral action" (p. 351). Transitioning towards the political emotional geography, Dena and Fay negotiate hierarchical environments stressed by inherent dynamics power within the learning setting. From the perspective of micropolitical theory, the conflicting obligations witnessed during teaching practicums illustrate a hierarchical dynamic, where the relationship between participants and their supervisor teachers is more managerial than collegial (Zhu et al., 2018). Despite navigating within areas filled with institutional hierarchies, their narratives emphasize a responsive obedience to supervisory instructions. As what Looman et al. (2021) said that hierarchical power structures, coupled with open and equitable collaboration, can lead to a positive manifestation of power dynamics.

Concluding with socio-cultural emotional geography, Fay's narrative reveals a trajectory shaped by adaptive adjustments within diverse teaching and learning contexts. Her preference for direct interpersonal communication over digital mediums underscores the importance of cultural competence in navigating complex socio-cultural environments. This is relevant with the view that intercultural competence plays a crucial role in fostering collaborative teaching partnerships in multicultural educational settings. As Hartle et al. (2022) note, cultural differences can influence or hinder workplace interactions, making it essential for educators to demonstrate strong interpersonal, intercultural, and linguistic skills. Fay's case thus highlights how sensitivity to socio-cultural dynamics can enhance professional relationships and contribute to more effective educational collaboration. In summary, the personal experiences shared by Dena and Fay reveal a complex array of emotions embedded within teaching practicum placements. By exploring the dynamic interaction between physical, professional, moral, political, and socio-cultural emotional aspects, this discussion highlights the importance of comprehensive support systems in promoting resilience and adaptability in the face of diverse challenges within teaching practice.

4. CONCLUSION

In conclusion, this research aimed to delve into the emotional geography of two EFL student teachers, specifically within the MBKM teaching practicum program. The findings shed light on the emotional dynamics among teachers, their surroundings, and the community school, aiming to facilitate effective and professional teaching experiences for student teachers. Furthermore, the research provides insights for government bodies, especially those overseeing MBKM programs, to understand and integrate emotional geography into program evaluations. Utilizing a qualitative narrative inquiry research design, this study emphasizes the importance of methodological clarity in narrating and linking experiences to draw meaningful conclusions. Despite encountering challenges in participant recruitment, the narratives of participants offer rich insights into the emotional landscapes of their teaching practicum journeys. From navigating workload pressures to adapting within diverse learning environments, their experiences underscore the significance of emotional resilience and professional well-being in teaching practice. The study highlights the intricate interplay between physical, professional, moral, political, and socio-cultural emotional dimensions, emphasizing the need for comprehensive support systems to foster adaptability and resilience among student teachers.

While this research provides valuable insights into the emotional geography of teaching practicum placements within the MBKM program through the narratives of Dena and Fay, it is important to acknowledge its limitations, including the small sample size and potential bias associated with narrative inquiry as the primary research method. Furthermore, the study's focus on a specific program and context may limit its generalizability to other educational settings. However, these findings carry significant pedagogical implications for teacher education programs and professional development initiatives. Teachers and program administrators should prioritize the implementation of support mechanisms such as mentorship programs and reflective practices to help student teachers navigate the emotional challenges of their practicum experiences. Integrating discussions on emotional geography and cultural competence into teacher preparation curricula can better equip future teachers for the diverse emotional landscapes of the classroom. Additionally, ongoing professional development opportunities focused on emotional intelligence and intercultural communication skills are essential for supporting the emotional well-being and professional growth of both aspiring and practicing teachers.

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