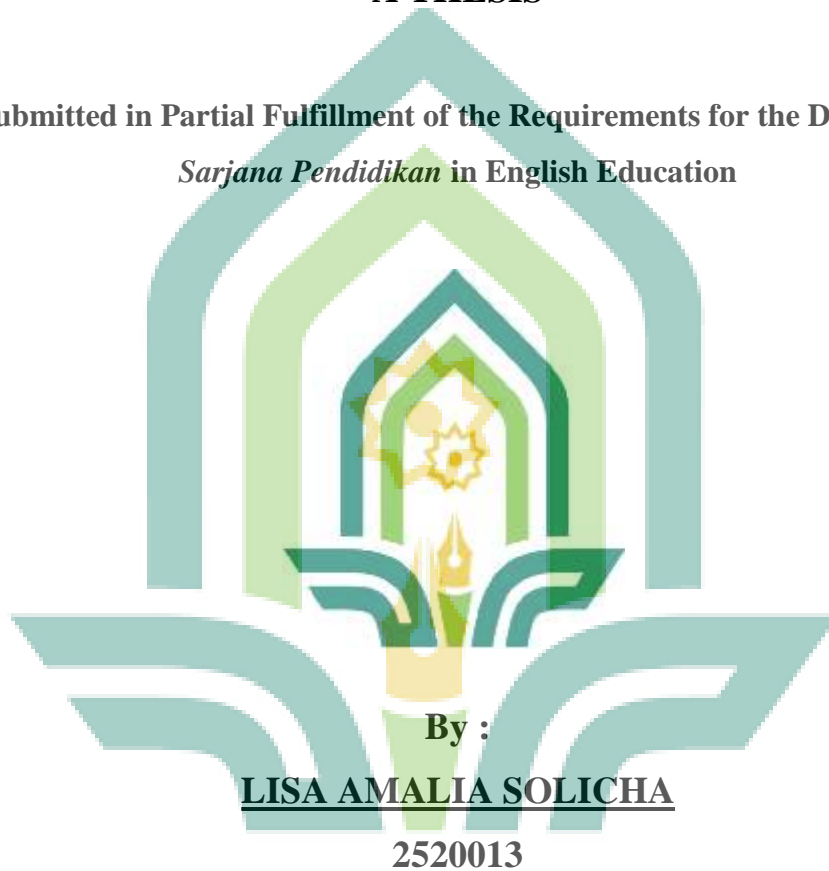


**USING PHOTOVOICE TO DOCUMENT
PRE-SERVICE EFL TEACHERS' DIFFICULTIES
IN MANAGING STUDENT'S MISBEHAVIOR DURING
TEACHING PRACTICUM**

A THESIS

**Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education**



By :

LISA AMALIA SOLICHA

2520013

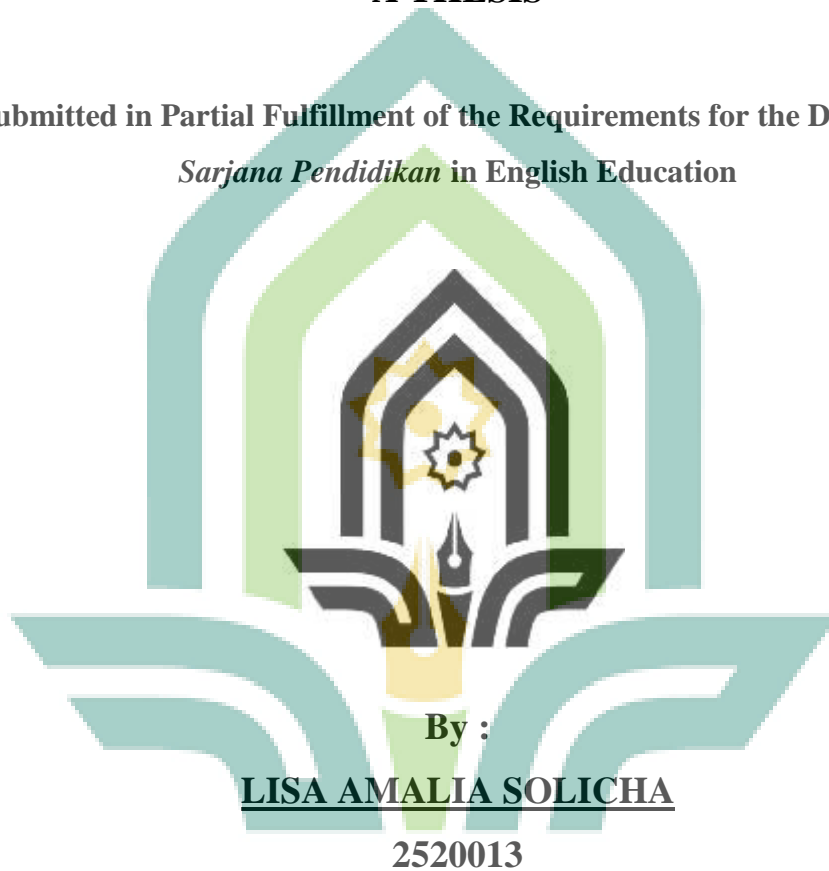
**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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K.H. ABDURRAHMAN WAHID PEKALONGAN**

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2024

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Demikian pernyataan ini saya buat dengan sebenar-benarnya.

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Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, saya sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

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MOTTO

“Believe in yourself and you will be unstoppable”

(Oh Sehun – EXO)

“In life we need courage to get better results”

(Huang Renjun – NCT Dream)



ABSTRAK

Meskipun classroom management sudah banyak diteliti oleh penelitian sebelumnya, managing students misbehavior didalam kelas bahasa inggris masih mendapatkan sedikit perhatian. Penelitian ini bertujuan untuk menginvestigasi jenis – jenis student misbehavior dan kesulitan yang dialami oleh pre-service EFL teacher dalam menangani students' misbehavior selama kegiatan praktik mengajar di sekolah menengah pertama dan sekolah menengah atas. Penelitian ini dirancang sebagai studi photovoice, dengan empat EFL pre-service teacher sebagai partisipan dalam penelitian ini. Pengalaman mengajar mereka dalam menangani students misbehavior selama kegiatan teaching practicum didokumentasikan dengan menggunakan photovoice. Hasil penelitian menunjukkan bahwa terdapat tiga jenis students misbehavior yaitu socially disruptive behavior, authority challenging behavior dan self-disruptive behavior. Temuan lainnya menunjukkan bahwa pre-service teacher mengalami beberapa tantangan dalam menangani students misbehavior yaitu kesulitan dalam mengatasi siswa yang susah diatur, kesulitan dalam menjaga fokus siswa, kesulitan dalam menangani siswa yang membuat keributan, kesulitan dalam menangani siswa yang melanggar peraturan. Penelitian ini dapat disimpulkan dengan beberapa implikasi pedagogis terhadap bagaimana pre-service teacher menangani students misbehavior didalam kelas agar terciptanya kegiatan belajar mengajar yang baik.

Keywords : *Students Misbehavior, Pre-service EFL Teacher, Teaching Practicum, Photovoice*



ABSTRACT

Despite classroom management has been widely investigated by previous studies, managing students' misbehavior in English classes still receives scanty attention. This study aims to investigate the types of student misbehavior and pre-service EFL teachers' difficulties in managing students' misbehavior during their teaching practice in junior high school and senior high school. This research was designed as a photovoice study, with four EFL pre-service teachers recruited to participate in this research. Their teaching experience in dealing with student misbehavior during teaching practicum activities was documented through photovoice. The research findings demonstrated that there were three types of student misbehavior, namely socially disruptive behavior, authority-challenging behavior, and self-disruptive behavior. Another finding reported that pre-service teachers encountered several challenges in managing students' misbehavior, namely difficulties in managing hard-control students, difficulties in maintaining students' focus, difficulties in managing students who make noise, and difficulties in managing students who break the rules. This study concludes with some pedagogical implications regarding how pre-service teachers handle student misbehavior in the classroom to create good teaching and learning activities.

Keywords : *Students Misbehavior, Pre-service EFL Teacher, Teaching Practicum, Photovoice*



PREFACE

Praises and grateful are sent to Allah SWT who has poured his grace and His gift and bestowed me guidance, health, and patience so that the writing process of my final project research entitled “USING PHOTOVOICE TO DOCUMENT PRE-SERVICE EFL TEACHERS’ DIFFICULTIES IN MANAGING STUDENT’S MISBEHAVIOR DURING TEACHING PRACTICUM” can be finished. Therefore, in this occasion, I would like to express my sincere gratitude to :

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Pekalongan, 11 Juni 2024

Researcher

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Classroom management is one of the things that a teacher must pay special attention to when conducting learning in the classroom. Classroom management is one of several important elements that are considered to determine the success of the teaching and learning process in the classroom (Cruickshan et al, 2006). Classroom management can be interpreted as an environment that is a place where a process of teaching and learning activities is carried out by paying attention to various aspects to create a good and conducive learning environment (Evertson & Weinstein, 2006). The learning environment is everything around students and can have a certain influence on students (Hamalik, 2001). One example of a learning environment in a school is the classroom; classroom conditions can influence on students. If the environment is conducive, it will be easier for students to carry out learning activities optimally.

Managing classroom conditions is something that a teacher must pay attention to because the classroom is a place where teaching and learning activities take place. A teacher must be able to condition the classroom so that learning can run well. Managing the class is an effort made by the teacher so that students can carry out learning activities effectively to achieve learning goals (Fathurrohman, 2011). For a teacher and pre-service teacher, there are two things that are of particular concern because sometimes they often

experience difficulties in dealing with them, including classroom management and disciplining student misbehavior (Arends, 2007). According to Mudasir (2011), the problems experienced by teachers in managing the classroom are as follows: (1) the level of material achievement of students, (2) learning facilities in the class, and (3) student conditions. Based on these three problems, students' conditions are the most frequent and difficult problems experienced by teachers because controlling student misbehavior is not an easy thing because it requires appropriate handling.

Student misbehavior is one of the challenges most often faced in managing a classroom. Student misbehavior can be defined as all types of behavior or actions carried out by students and are considered to disrupt the process of teaching and learning activities in the classroom (Doyle, 2006). According to Purwanto (2015), student misbehavior is a bad attitude carried out by students that can harm other people. There are nine types of student misbehavior, including aggression, fighting, self-failure, interfering with the work of other friends, damaging property, bullying friends, vandalism, playing around the class, and damaging class furniture (Dalgic & Bayhan, 2014). According to Debreli and Ishanova (2019), there are several students misbehavior in the foreign language classroom, including playing with cell phones, talking to friends, asking questions outside of the learning material, using their mother tongue, and lack of motivation to learn English. According to Raslinda (2021), there are several types of student misbehavior that occur at the senior high school level, including cheating, lack of performance,

unawareness, and lack of attention. Other misbehavior carried out by students include skipping class, changing seats, talking to friends, not doing assignments and cheating (Finn et al., 2008).

Pre-service teachers who are new in the world of education and are not yet accustomed to the conditions of teaching and learning activities will certainly face various challenges. Koca (2016) said that pre-service teachers often experience difficulties in motivating and implementing programs for students, one of which is managing the class so that it remains conducive and controlling student behavior so that they do not engage in misbehavior in the classroom during the learning process. Managing the class so that it remains conducive and avoids student misbehavior is one of the most challenging problems for pre-service teachers (Caughen & Fine, 2013). According to Djamaroh (2006), the challenge most often experienced by pre-service teachers when carrying out teaching and learning activities is managing the class. Pre-service teachers need to train themselves in dealing with students' misbehavior so they can determine how to deal with this behavior correctly.

Managing student misbehavior is the challenge most often experienced by pre-service teachers when carrying out teaching practicum. According to Abdullah et al., (2020), the cause of problems in classroom management, especially in managing student misbehavior, is due to pre-service teachers' lack of knowledge about how to manage classes and deal with student misbehavior properly and correctly. Pre-service teachers must have in-depth knowledge of classroom management, especially in dealing with student misbehavior to

determine the right strategy for dealing with problems regarding student misbehavior (Emmer & Stough, 2001). Pre-service teachers are students who are in the learning phase regarding education for approximately five years and are considered to still have deficiencies in terms of direct teaching practice due to a lack of experience (Koehler & Kim, 2012). Therefore, pre-service teachers still often face difficulties in managing student misbehavior due to lack of experience in managing learning so that it runs well.

Managing student misbehavior is one of the difficulties that is most often considered for pre-service teachers. Managing student misbehavior is not an easy thing because pre-service teachers need knowledge and experience to be able to overcome this problem. This research investigates the difficulties experienced by pre-service teachers in dealing with students' misbehavior during their teaching practicum. In obtaining the data needed in this research, the photovoice method will be used. Photovoice is a photography technique that can be used as a tool to identify and express something through photos (Wang & Burris, 1992). Wang and Pies (2004) said that photovoice was created based on a theory of critical thinking awareness. Many studies have used the photovoice method to increase attention to a problem being researched (Wang & Burris, 1997). The photovoice method will document and be used as a tool to interpret the difficulties experienced by pre-service EFL teachers in dealing with students' misbehavior through a photo.

1.2 Formulation of Problem

This study provides two research questions which will be the researcher focus in this research :

1. What are the types of student misbehavior encountered by EFL pre-service teachers during teaching practicum?
2. What are the difficulties experienced by EFL pre-service teachers in managing students' misbehavior during their teaching practicum?

1.3 Operational Definition

1. Student misbehavior is behavior that is considered to disrupt the process of learning activities and make learning run in a non-conductive manner (Doyle, 2006).
2. Pre-service teachers are students who are studying to become professional teachers (Berkup, 2014).
3. Teaching practicum is a teacher preparation program that students take part in to practice directly at school (Nemtchinova, 2018).
4. Classroom management is a skill that teachers must have to be able to manage the classroom effectively (Sternberg & Williams, 2002).
5. Photovoice is a method that emphasizes documentation and interpreting meaning through photographic technology (Wang, 2006).

1.4 Aims of the Study

This study aims to investigate the type of student misbehavior and pre-service EFL teacher's difficulties in managing students' misbehavior during their teaching practicum in junior high school and senior high school.

1.5 Significance of the Study

1. Theoretical Use : This research strengthen the theory from Cameron (2012) about student misbehavior that occurs in the classroom during learning.
2. Empirical Use : This research provide additional knowledge for pre-service EFL teachers about the difficulties experienced by pre-service teachers in managing students' misbehavior in teaching practice.
3. Practical Use : This research provides benefits to students as pre-service teachers in dealing with student misbehavior during learning activities and also provide benefits to the campus to improve the quality of pre-service teachers in developing their professional abilities.



CHAPTER V

CONCLUSION

5.1 Summary of the Findings

Based on the research results, it can be concluded that pre-service teachers encounter several types of student misbehavior and experience difficulties in dealing with student misbehavior when carrying out practical teaching activities at school. Pre-service teachers found three types of student misbehavior when they were teaching in class, including (1) socially disruptive behavior, which is behavior of students in groups that can disrupt learning activities in class, (2) authority challenging behavior, which is student behavior that violates the rules. school, (3) self-disruptive behavior is behavior that is detrimental to themselves such as daydreaming and sleeping in class. This type of student misbehavior is something that pre-service teachers most often encounter when teaching and this can make classroom conditions uncondusive and disrupt the achievement of learning goals.

Pre-service teachers experience difficulties in overcoming student misbehavior that they encounter in the classroom during learning, including (1) managing students who are difficult to manage in class, where they are difficult for pre-service teachers to advise, (2) maintaining student focus is not easy thing for pre-service teachers because students will easily lose their focus and be easily distracted by other things that can disrupt learning, (3) managing students who make noise in the class which will make class conditions uncondusive and difficult. controlled by pre-service teachers, (4) handling

students who violate school regulations, where students are often negligent and seem to not care about these rules and this causes them to continue repeating these violations. The difficulties experienced by pre-service teachers are caused by their lack of experience in implementing classroom learning so that they feel confused and have difficulty dealing with students' misbehavior.

5.2 Recommendation

5.2.1 Pre-service Teacher

This research can be reference for pre-service teachers should be able to overcome their difficulties in dealing with student misbehavior so that classroom learning can run smoothly and learning objectives can be achieved well.

5.2.2 Faculty Member

In faculty members, it is suggest that the faculty is able to provide facilities that can support and improve Pre-service teachers namely provide courses that are able to support their competence in terms of classroom management as a provision of knowledge for pre-service teachers before carrying out practical teaching activities at school.

5.2.3 Further Researcher

The topic of this research is limited in managing students misbehavior, so for further researcher it is recomended that other researchers can investigate other topics that are still within the scope of classroom management such as managing time, managing engagement,

managing classroom participants, and others so that this research can continue to develop in the future.



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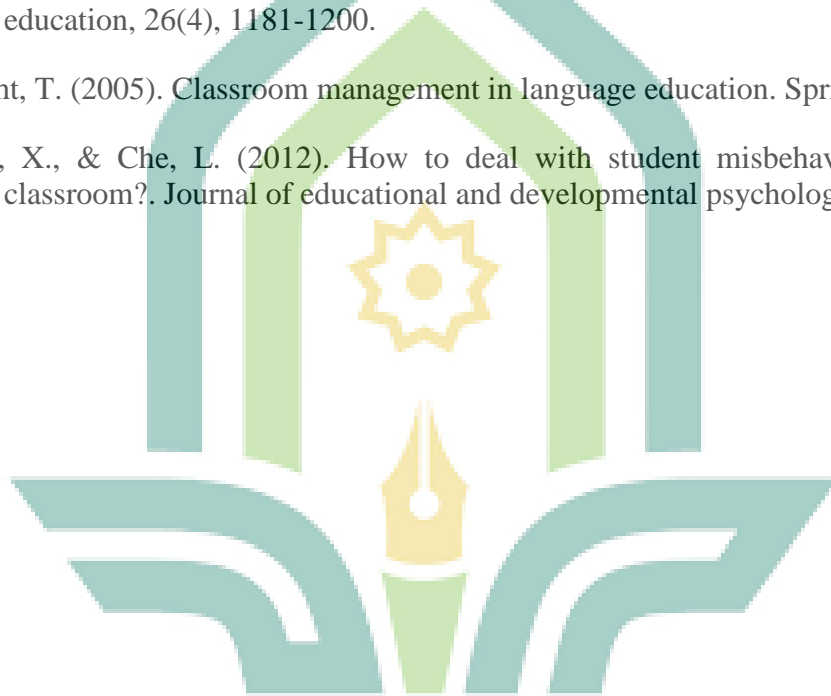
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APPENDICES

Transcription of the photovoice

Appendix 1 - Photovoice taken by the First participant, Asa



“Saat itu saya sedang melaksanakan kegiatan praktik mengajar di sebuah SMA. Di kelas tempat saya mengajar, suasana sangat ramai dan penuh antusias siswa berebut maju dan menjawab pertanyaan di papan tulis. Saya merasa terjebak dan kesulitan dalam menghadapi keadaan siswa yang penuh semangat namun sulit diatur”.

“At that time I was taking part in teaching practice activities at a high school. In the classroom where I teach, the atmosphere is very lively with enthusiastic students scrambling to come forward and answer the questions on the whiteboard. I feel trapped and difficult in managing students that is full of enthusiasm but difficult to manage”.



“Di foto ini saya merasa bingung saat mencoba menyampaikan materi pembelajaran kepada siswa yang duduk di meja. Namun ada diantara mereka yang terlihat tidak tertarik dan kurang menyimak pembelajaran dengan baik. Bahkan ada yang memilih bermain di ponselnya.”

“In this photo, I am feeling confused trying to convey learning material to the students sitting on the table. However, some of them looked disinterested and did not listen to the lesson well. Some of them even chose to play on their cellphones.”



“Pada foto ini saya memberikan tugas kepada siswa dengan sistem kerja kelompok di dalam kelas. Namun, di antara kelompok siswa yang bekerja, ada pula yang terlihat melakukan percakapan yang tidak ada kaitannya dengan tugasnya”.

“In this photo, I give assignments to students using a group work system in the classroom. However, among the groups of students working, some were seen engaging in conversations unrelated to their assignments”.



“Saya mengambil foto ini ketika saya sedang berada di pasar malam dan tiba-tiba saya teringat tentang apa yang terjadi pagi ini ketika saya sedang mengajar di kelas. Saya merasa kewalahan dengan tekanan untuk memastikan bahwa setiap siswa mendapat kesempatan yang adil untuk berpartisipasi, sekaligus menjaga suasana kelas tetap teratur dan terkendali”.

“I took this photo while I was at the night market and I suddenly thought about what happened this morning while I was teaching in class. I feel overwhelmed by the pressure to ensure that every student gets a fair chance to participate, while also keeping the classroom atmosphere orderly and controlled”.



“Saya sering merasa putus asa ketika mengatur siswa yang berperilaku buruk. Saya menghadapi kesulitan dalam menjaga konsentrasi siswa dalam kerja kelompok. Saya kesulitan menjaga konsentrasi siswa dan memastikan mereka dapat bekerja sama secara produktif dalam kerja kelompok”.

“I often feel hopeless when managed students misbehavior. I face difficulties in maintaining students' concentration in group work. I find it difficult to maintain students' concentration and ensure that they can work together productively in group work”.



“Saat saya melaksanakan kegiatan praktikum mengajar, saya mengalami beberapa tantangan. Ada sebagian anak yang memilih membolos dan menghabiskan waktu di kantin. Saya sulit mendisiplinkan siswa yang sering membolos karena mereka

termasuk siswa yang sulit untuk dinasihati. Kejadian ini menjadi tantangan bagi saya karena dapat mengganggu proses pembelajaran”.

“When I carry out teaching practicum activities, I experience several challenges. There are some children who choose to skip class and spend time in the canteen. I find it difficult to discipline students who often play truant because they are students who are difficult to advise. This incident is a challenge for me because it can disrupt the learning process”.



Appendix 2 - Photovoice taken by the second participant, Rora

“Foto ini diambil oleh teman saya saat saya sedang menulis materi pembelajaran di papan tulis. Dari foto tersebut terlihat seperti apa suasana kelas saat itu. Ada beberapa siswa yang tidak mau duduk di kursinya sendiri dan lebih memilih duduk di lantai kelas”.

“This photo was taken by my friend when I was writing learning material on the blackboard. From the photo, you can see what the classroom atmosphere was like at that time. There were several students who did not want to sit in their own chairs and preferred to sit on the classroom floor”.



“Foto ini saya ambil pada hari Jumat, saat itu putra dan putri wajib mengenakan seragam pramuka lengkap dengan hasdukesnya. Namun ada satu siswa yang tidak memakai hasduk saat berada di kelas”.

“I took this photo on Friday, when boys and girls are required to wear scout uniforms complete with hasdukes. However, there was one student who did not wear the hasduk when in class”.



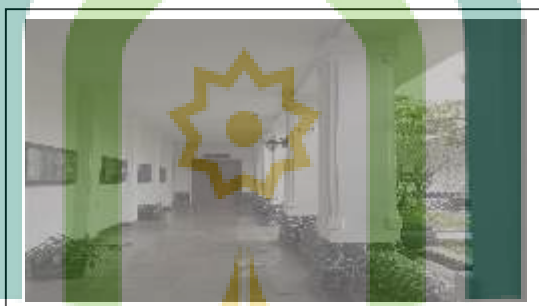
“Di foto terlihat saat saya sedang menjelaskan materi di depan kelas, ada siswa yang tertidur di kelas saat pembelajaran sedang berlangsung. Tidur di kelas merupakan salah satu contoh kelakuan buruk siswa yang dapat merugikan siswa itu sendiri”.

“In the photo you can see that when I was explaining the material in front of the class, there were students who fell asleep in the class while the lesson was in progress. Sleeping in class is an example of student misbehavior that can harm the student themselves”.



“Saya merasa emosi dan bingung bagaimana menyikapi kenakalan siswa yang akhirnya membuat saya hanya diam saja. Saat itu ada dua orang siswa laki-laki yang tidak mau duduk di mejanya masing-masing padahal sudah saya peringatkan untuk tidak duduk di lantai, namun mereka sulit ditegur dan sepertinya tidak menghiraukan apa yang saya katakan”.

“I felt emotional and confused about how to deal with students misbehavior, which ultimately caused me to just stay silent. At the time there are two male students who do not want to sit at their own desks even though I have warned them not to sit on the floor, but they are difficult to warn and seem to ignore what I say”.



“Saya sudah tidak tahu lagi bagaimana menghadapi siswa yang melanggar peraturan. Peraturan sekolah harus ditaati oleh seluruh warga sekolah, namun kenyataannya masih ada sebagian siswa yang melakukan pelanggaran atau tidak menaati peraturan. Banyak siswa yang masih mengabaikan peraturan sekolah”.

“I no longer know how to deal with students who break the rules. School regulations must be obeyed by all school members, but in reality there are some students who still commit violations or do not comply with the rules. Many students still ignore school rules”.

Appendix 3 - Photovoice taken by the third participant, Karina



“Inilah gambaran kegiatan diskusi mahasiswa. Saya mengambil foto saat diskusi. Salah satu kenakalan yang saya jumpai pada siswa adalah menolak sistem pembelajaran kelompok”.

“This is a picture of student discussion activities. I took the photo during the discussion. One of the misbehaviors that I encounter in students is rejecting the group learning system”.



“Ini adalah foto yang diambil sebelum penilaian harian. Saat ujian berlangsung, terdapat beberapa siswa yang aktif bertanya, padahal sudah diperingatkan untuk tidak bertanya terkait jawaban ujian, namun ada pula yang tetap bertanya. Tidak jarang mereka bertanya pada teman di sebelahnya”.

“This is a photo taken before the daily assessment. During the exam, there were several students who actively asked questions, even though they had been warned not to ask questions related to the exam answers, some of them still asked. It's not uncommon for them to ask the friend next to them”.



“Ini adalah foto yang diambil saat pelajaran. Tidak semua, namun ada pula siswa yang sering melamun dan tidak memperhatikan penjelasan yang diberikan guru. Ada beberapa hal yang mereka lakukan seperti melamun atau sibuk dengan buku dan pulpen tanpa memperhatikan materi pembelajaran”.

“This is a photo taken during the lesson. Not all, but some students often daydream and don't pay attention to the explanations given by the teacher. There are several things they do, such as daydreaming or being busy with books and pens without paying attention to the learning material”.



“Saya merasakan berbagai emosi saat mengajar di kelas. Beberapa siswa sering melamun dan tidak memperhatikan penjelasan yang diberikan guru. Hal ini membuat saya kesulitan mencari solusi agar mereka lebih tertarik dengan materi yang disampaikan”.

“I feel various emotions when teaching in the classroom. Some students often daydream and do not pay attention to the explanations given by the teacher. This makes it difficult for me to find a solution to make them more interested in the material being presented”.



“Saya menghadapi berbagai permasalahan ketika menangani kenakalan siswa. Siswa menolak sistem pembelajaran kelompok. Sebenarnya makna pelajaran ini sudah saya sampaikan berkali-kali. Mereka menolak dan berani menyatakan ketidaksukaannya terhadap sistem pembelajaran”.

“I face various kind of problems when dealing with students misbehavior. Students reject the group learning system. In fact, I have conveyed the meaning of this lesson many times. They refused and dared to express their dislike for the learning system”.



“Menurut saya, menjadi guru yang profesional bukanlah hal yang mudah. Pada saat ujian, ada beberapa siswa yang saling bertanya, padahal sudah diperingatkan untuk tidak menanyakan pertanyaan yang berhubungan dengan jawaban ujian”.

“In my opinion, becoming a professional teacher is not an easy thing. During the exam, there were several students who asked each other questions, even though they had been warned not to ask questions related to the exam answers”.



Appendix 4 - Photovoice taken by the fourth participant, Lily

“Foto ini diambil saat saya sedang mengajar kelas VIII SMP. Foto ini menunjukkan saya mencoba menjelaskan sambil menulis materi di papan tulis sementara siswa terlihat tidak fokus dan terlihat sibuk dengan aktivitas lain, misalnya ngobrol dengan temannya dan membuat keributan di kelas”.

“This photo was taken when I was teaching eighth grade in junior highschool. This photo shows that I trying to explain while writing material on the blackboard while the students look unfocused and seem busy with other activities, such as talking with their friends and making noise in class”.



“Di foto ini terlihat dua pasang sepatu tergeletak di lantai dan pemiliknya tidak memakai alas kaki sama sekali. Padahal, peraturan sekolah dengan tegas menekankan bahwa siswa harus memakai sepatu di kelas. Namun, siswa tersebut sepertinya mengabaikan aturan tersebut”.

“In this photo, you can see two pairs of shoes lying on the floor and the owner is not wearing any footwear at all. In fact, school regulations firmly emphasize that students must wear shoes in class. However, this student seemed to ignore these rules”.



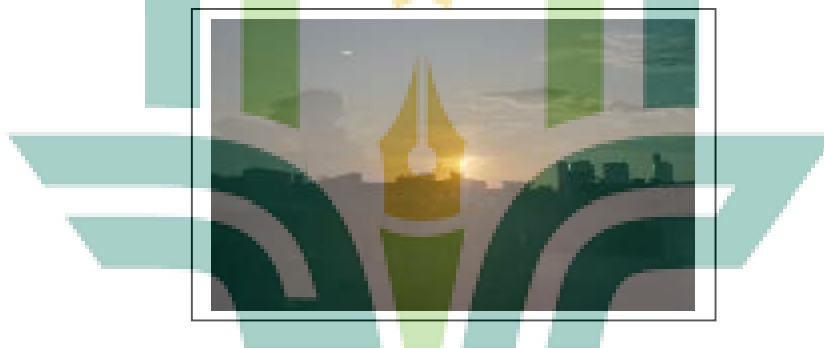
“Foto ini diambil saat saya sedang mengajar, namun terlihat ada siswa yang duduk diam, dan ternyata siswa tersebut sedang melamun dan tidak memperhatikan pelajaran”.

“This photo was taken when I was teaching, but you can see a student sitting quietly, and it turns out the student was daydreaming and not paying attention to the lesson”.



“Dari gambar tersebut dapat tergambar bahwa saya merasa frustrasi dan cemas karena sulit mendapatkan perhatian dan konsentrasi siswa. Siswa nampaknya lebih suka berbicara dengan temannya daripada mendengarkan materi pembelajaran yang disajikan di depan kelas”.

“From this figure can illustrated that I feel frustrated and anxious because it is difficult to get the attention and concentration of the students. Students seem to prefer talking with their friends rather than listening to the learning material being presented in front of the class”.



“Saya memikirkan secara mendalam bagaimana cara menghadapi siswa yang abai dalam belajar. Seorang siswa duduk dengan tenang, dan ternyata siswa tersebut sedang melamun dan tidak memperhatikan pelajaran. Saya merasa sedih karena sulit menjaga fokus dan konsentrasi siswa dalam belajar”.

“I thought deeply about how to deal with students who ignore learning. A student sits quietly, and it turns out the student is daydreaming and not paying attention to

the lesson. I feel sad because it is difficult to maintain students' focus and concentration in learning”.



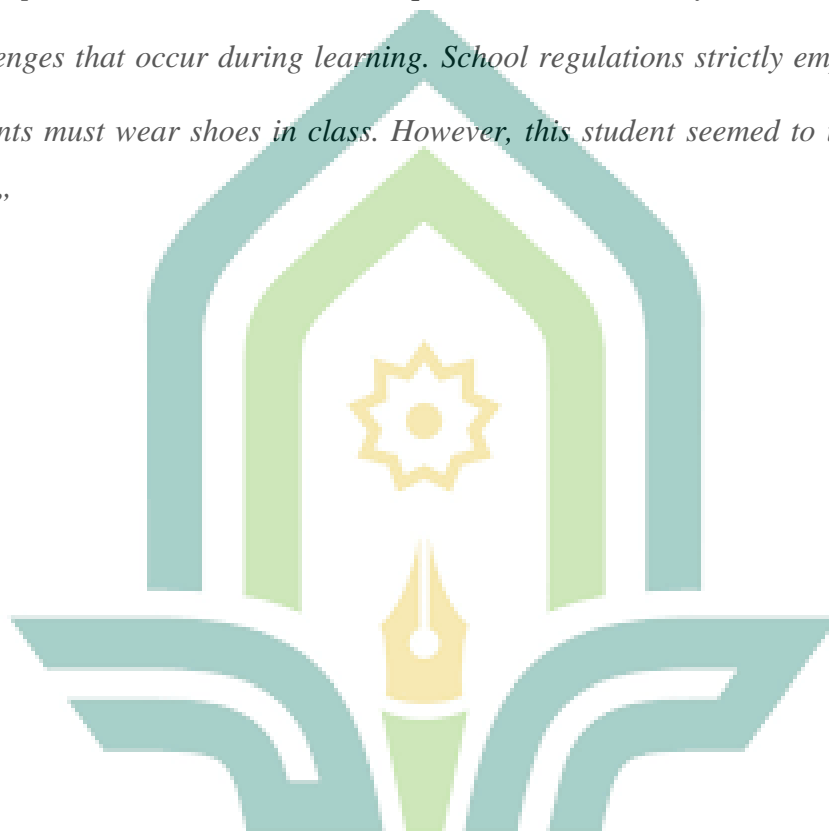
“Saya merasa sedih ketika siswa saya tidak mendengarkan penjelasan saya dalam pembelajaran. Dalam pembelajaran tersebut beberapa siswa membuat keributan di kelas saat pembelajaran. Mereka sibuk membuat keributan sendiri tanpa memperhatikan guru yang sedang mengajar”.

“I feel sad when my students do not listen my explanation in learning. In the learning several students making noise in class during learning. They are busy making noise by themselves without paying attention to the teacher who is teaching”.



“Sebagai calon guru, saya dituntut untuk mampu menghadapi berbagai macam tantangan yang terjadi selama pembelajaran. Peraturan sekolah sangat menekankan bahwa siswa harus memakai sepatu di kelas. Namun, siswa tersebut sepertinya mengabaikan aturan tersebut”.

“As a pre-service teacher, I am required to be able to face various kinds of challenges that occur during learning. School regulations strictly emphasize that students must wear shoes in class. However, this student seemed to ignore these rules”



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