

## Dynamics of Academic Emotions of Pre-service Teacher Professional Education Students

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**ABSTRACT.** Academic emotion is a psychological condition experienced by students before, during, and after carrying out academically demanding activities. The academic emotions experienced by PPG students are divided into positive and negative. This study aims to determine the academic emotions of Pre-service PPG students in terms of gender, origin from PT, and regional origin and find out the dynamics of academic emotions seen from the causes and effects of the emotions that occur. This research uses descriptive quantitative using the Achievement Emotions Questionnaire (AEQ) instrument developed by Pekrun, which is modified into 62-item statements that measure groups of academic emotions (positive-activation, negative-activation, and negative-deactivation) and observation. The instrument was validated using confirmatory factor analysis and reliability tests on JASP. The research sample was Pre-service PPG Students in the Guidance and Counseling study field, totaling 36 people. Data analysis used descriptive analysis and ANOVA. The study results show that students' academic emotions are high. PPG students have types of positive emotions and negative emotions. In the gender aspect, female students show negative emotions more quickly than men and positive ones. However, in the aspect of regional origin and PT, there is no significant difference. The positive and negative emotions experienced by students are caused by many internal and external factors that affect academic success in undergoing Pre-service PPG.

**Keywords:** Emotion, Academic, Teacher

**ABSTRAK.** Emosi akademik merupakan kondisi psikologis yang dialami siswa sebelum, selama, dan setelah melakukan aktivitas yang menuntut akademik. Emosi akademik yang dialami mahasiswa PPG terbagi menjadi positif dan negatif. Penelitian ini bertujuan untuk mengetahui emosi akademik mahasiswa Prajabatan PPG ditinjau dari jenis kelamin, asal PT, dan asal daerah serta mengetahui dinamika emosi akademik dilihat dari sebab akibat dari emosi yang terjadi. Penelitian ini menggunakan deskriptif kuantitatif dengan menggunakan instrumen Achievement Emotions Questionnaire (AEQ) yang dikembangkan oleh Pekrun, yang dimodifikasi menjadi 62 item pernyataan yang mengukur kelompok emosi akademik (positif-aktivasi, negatif-aktivasi, dan negatif-deaktivasi) dan observasi. Instrumen divalidasi menggunakan analisis faktor konfirmatori dan uji reliabilitas pada JASP. Sampel penelitian adalah Mahasiswa Prajabatan PPG bidang studi Bimbingan dan Konseling yang berjumlah 36 orang. Analisis data menggunakan analisis deskriptif dan ANOVA. Hasil penelitian menunjukkan bahwa emosi akademik siswa tinggi. Siswa PPG memiliki jenis emosi positif dan emosi negatif. Pada aspek gender, mahasiswi menunjukkan emosi negatif lebih cepat dibandingkan laki-laki dan positif. Namun pada aspek asal daerah dan PT tidak terdapat perbedaan yang signifikan. Emosi positif dan negatif yang dialami mahasiswa disebabkan oleh banyak faktor internal dan eksternal yang mempengaruhi keberhasilan akademik dalam menjalani PPG Prajabatan.

**Kata kunci:** Emosi, Akademik, Guru

## INTRODUCTION

Teachers are one of the important elements of education that must play an active role and get their position as competent personnel. Teachers are required to master the knowledge to be taught and teaching techniques and be able to manage the class well. One of the steps to make this happen is with the teacher professional education program. The Teacher Professional Education Program is the final step in producing professional teachers. In producing professional teachers, the Ministry of Education, Culture, Research, and Technology, through the Directorate General of Teacher Education and Education Personnel, has two steps: PPG in Position and Pre-service. Discussion of professional teachers is contained in the Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers and Regulation of the Republic of Indonesia Number 74 of 2008 concerning teacher certification.

The teaching profession is conceptually an acknowledgment of the ability to educate, support, and community acceptance of the teaching profession and is a trust the community gives to educate students. Therefore, in Permendiknas number 8 of 2009 concerning the pre-service teacher professional education program article 2, the PPG program aims to produce prospective teachers who have competence in planning, implementing, and assessing learning, following up on the results of assessments by conducting mentoring and training students, as well as conducting research and sustainably developing professionalism. The pre-service PPG program is a program that is carried out after the undergraduate program, and one of the requirements is for those who do not have a NUPTK. Pre-service PPG participants are generally occupied by students still categorized as late teens. Based on the results of the Pre-service PPG Announcement data for 2022, the participants who passed were participants whose ages ranged from 22-25 years. WHO and the Ministry of Health state that the age of 17-25 years includes late adolescence.

Adolescence involves transitioning from childhood to adulthood and ends around 18 to 21 years for early adolescents and 18-25 for late adolescents. At this time, his thinking became more abstract, logical, and idealistic (Santrock, 2011). Emotional and social development is at the stage of identity versus identity confusion (Hurlock, 2002). Children are closer to their peers now, but parents still play an important role in directing academic achievement and opportunities (Santrock, 2011).

Academic achievement requires a process and involves emotions that everyone, including teenagers, feels. The academic process at the University is the same as the Teacher Education Professional program, which involves involvement between students, lecturers, and the surrounding environment but in terms of PPG Pre-service teacher caretakers. The condition of PPG students is an important matter to pay attention to in making decisions or policies at the University. The emotions felt during academic processes and achievements are called academic emotions (Schutz, P. A., & Pekrun, 2007). Research (Pekrun, Goetz, Titz, & Perry, 2002) states that academic emotions are significantly related to student motivation, learning strategies, cognitive resources, self-regulation, and academic achievement. Academic emotions become a part of academic life which, in fact, rarely gets attention compared to cognitive abilities or motivation. Academic emotion is measured in various conditions, namely during, before, and after learning activities in class, independent study, and exams (Citrandini & Hernawati, 2016).

Academic emotion is generally divided into two dimensions, namely, the valence dimension and the activation dimension. Based on the valence, it is divided into positive academic emotions and negative academic emotions. Positive academic emotions include enjoyment in learning, joy, hope, self-esteem, and gratitude for academic achievement. This type of emotion is called positive emotion because it produces feelings of relaxation in learning, satisfaction, and relief. Meanwhile, negative academic emotions include anger, anxiety, and embarrassment, which results in boredom, sadness, loss of hope, and disappointment (Pekrun & Stephens, 2011). From a contextual perspective, academic emotions are divided into class-related emotions or emotions

related to class, learning-related emotions or emotions related to learning, and test-related emotions or emotions related to Spektrum et al (Rusdiana, Dewi, & Muhid, 2021). In the activation dimension, emotions are grouped based on activation, namely activating (activating) and deactivating (Fadila et al., 2018) (deactivating). Based on this, if academic emotions are combined, academic emotions are divided into four categories, namely emotions positive-activation (enjoyment, pride, hope), positive-deactivation emotions (relief/relief), negative-activation emotions (anger, anxiety, shame), and negative-deactivation emotions (shame, boredom) (Rusdiana et al., 2021).

Students' positive emotions in general and Pre-service PPG are enjoyment in learning, gratitude, satisfaction, and relief, which motivates students to improve academic achievement. The positive emotions students feel are enjoyment in learning, gratitude, satisfaction, and relief, which motivates students to improve academic achievement. Students who feel happy tend to have good self-regulation (Fadilah, Maslihah, & Misbach, 2018), Grateful (Prabowo & Laksmiwati, 2020); Good communication, efficacy and self-esteem (Mawardi, Arsid, & Wahyudi, 2021). Meanwhile, negative emotions usually make someone cry anxiously if the desired result or request is unexpected. Based on the results of interviews conducted during semester one lecture orientation to 36 PPG Pre-service students, it was found that they generally felt anxious, afraid, and full of hope about lecture assignments that they received information from the previous batch. Based on this, it generally expresses negative emotions rather than positive emotions. These negative emotions can be overcome by how students interact with their class members, which is expected to positively impact students' motivation, involvement, and sense of belonging in various academic processes Kiefer et al (Nuroniah, Nisa, & ..., 2022).

Positive emotions were shown by students, including Pre-service PPG, by feeling grateful and proud of the academic achievements achieved. Good academic achievement is related to enjoyment in learning (Fadilah et al., 2018); High self-regulation and motivation (Muhammad & Mydin Kutty, 2021); Positive self-concept, and attractive personality (Maalip et al., 2020). Students who show negative emotions have low grades and repeat courses so that they show anger and embarrassment to their friends. This is in line with (Basith et al., 2021) that Cognitive indicators dominate student academic stress: Academic achievement or academic achievement causes negative emotions in the form of anxiety, fear, and full of hope of graduating. Academic situations such as exams and learning processes cause anxiety in students (Hidayah, N., & Atmoko, 2014); Subjects (Suryaman, Anwar, Hadiana, & Sutarna, 2022); Learning System (Suhendro & Agustina, 2022); Personal, family, social and institutional (Kartika, 2020). Anxiety experienced by a person is the reason for making decisions for himself in the future (Hanurawan, 2018).

Examining the various descriptions above, emotions can be grouped into activity emotions, namely emotions that arise along with learning activities, such as pleasure, boredom, anger, challenge, and gratitude; prospective outcome emotions, namely emotions related to learning outcomes, such as anxiety, full of hope and worry; and finally retrospective outcome emotions, namely emotions related to the learning outcomes that have been achieved such as shame, pride, joy, despair, disappointment, and relief. This is because the emotion in question is a type of emotion that often appears in the context of learning in lecture halls (Pekrun & Stephens, 2011); (Sunawan et al., 2017); (Nuroniah et al., 2022). This is the basis for researchers to examine the dynamics of academic emotion in pre-service PPG students more deeply.

## **METHODOLOGY**

This study uses descriptive quantitative research, which examines the academic and emotional profile of pre-service PPG students in terms of gender, the origin of PT, and regional origin. It describes the causes, effects, and types of emotions pre-service PPG students feel. The research subjects were Pre-service PPG students in Guidance and Counseling Studies, totaling 36 people.

The research instrument used the Achievement Emotions Questionnaire (AEQ) developed by (Pekrun, Goetz, Frenzel, Barchfeld, & Perry, 2011), which was modified into 62 statement items that measure groups of academic emotions (positive-activation, negative-activation, and negative-deactivation). The instrument was validated using confirmatory factor analysis test analysis showing that the validity test value was RMSEA 0.000, the CMIN/DF value was 4412.572/1595 with a significance of 0.01, or <2.0 it can be said that the model is in the fit category or the model is accepted, then by looking at the CFI value:0.934, TLI:0.932, GFI:0.906 are at the expected fit value and the academic, emotional achievement scale is valid to use. Reliability Test Based on the reliability test on JASP, the reliability test looks at Cronbach's alpha value with a value of 0.965. This shows that the academic emotion scale of PPG students is reliable. This is because Cronbach's alpha value is > 0.60, and items have been selected that do not meet the item restcorrelation indicator <0.30, with items discarded being 2,5,8,19,23,26,37,40,46,49,51,53,57,60,71,74,76,77, using data analysis, namely descriptive analysis and ANOVA test.

**FINDINGS**

The results of data collection and data analysis used descriptive analysis and ANOVA through the Achievement Emotions Questionnaire (AEQ) instrument for 36 Pre-service PPG students so. That the description of the data analysis results can be seen in the following table.

**A description of the Academic Emotions of PPG Students seen from the Aspect of Gender, Origin of Higher Education, and Regional Origin**

**Table 1. Descriptive Test of PPG Students' Academic Emotions**

Variable	Minimum	Maximum	Mean Value	Std. Deviation	Category
Academic Emotional Achievement	168.000	304.000	216.333	29.839	Very high

N= Number of Students

Based on the results of the descriptive analysis in table 1, shows that students' academic emotions are in the high category with a mean value of 216,333 and SD = 29,839

**Table 2. Differences in PPG Student Academic Emotions by Gender**

**ANOVA – Academic Emotions**

Cases	Sum of Squares	f	Mean Square	F	p	η <sup>2</sup>
Gender	909.091		909.091	1.022	0.319*	0.029
Residuals	30252.909		889.791			

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Based on the results of data analysis in table 2 shows that there is no difference in the academic emotions of PPG students in terms of gender; this is evidenced by p> 0.05. It can be concluded that between men and women, differences are seen in the indicators of academic anxiety from the academic and emotional achievement of PPG students. Specifically, the descriptive results can be seen as follows in table 3.

**Table 3. Descriptives - Total Academic Emotions**

Gender	Mean	SD	N
1	217.848	30.608	33
2	199.667	11.719	3

1=Female  
2=Male

The difference can be seen in women's academic emotions seen in indicators of negative emotions in academic situations, namely academic anxiety.

**Table 4. Differences in the Academic Emotions of PPG Students based on the Origin of College**

**ANOVA – Academic Emotions**

Cases	Sum of Squares	Df	Mean Square	F	p	$\eta^2$
Origin of College	168.200	1	168.200	0.185	0.670	0.005
Residuals	30993.800	34	911.582			

Based on the results of data analysis in table 4, there is no difference in the academic and emotional achievement of PPG students seen from the origin of the tertiary institution; this is evidenced by  $p > 0.05$ . PPG students from tertiary institutions located in South Sulawesi and universities outside South Sulawesi have no difference in terms of several indicators of PPG students' academic and emotional achievement. Specifically, the descriptive results can be seen as follows in table 8.

**Table 5. Descriptives - Total Emotions**

Origin of College	Mean	SD	N
1	217.300	31.144	30
2	211.500	23.940	6

1= Origin of Higher Education in South Sulawesi  
2= Origin of Higher Education Outside South Sulawesi

**Table 6. Differences in the Academic Emotions of PPG Students based on Regional Origin**

**ANOVA - Academic Emotions**

Cases	Sum of Squares	df	Mean Square	F	p	$\eta^2$
Origin	89.833	3	44.917	0.048	0.953	0.003
Residuals	31072.167	33	941.581			

Based on the results of data analysis, table 6 shows no difference in the academic and emotional achievement of PPG students seen from their region of origin; this is evidenced by  $p > 0.05$ . PPG students from South Sulawesi, West Sulawesi, and outside Sulawesi have no differences seen from several indicators of PPG students' academic and emotional achievement. Specifically, the descriptive results can be seen as follows in table 7.

**Table 7. Descriptives - Total Emotional Achievements**

Origin	Mean	SD	N
1	216.556	32.799	27
2	220.000	19.468	3
3	213.500	21.649	6

1= South Sulawesi  
2= West Sulawesi  
3= Outside Sulawesi

## DISCUSSION

Implementing lectures conducted by Pre-service PPG students consists of learning activities in class, coursework, and extracurricular activities. Implementation of academic activities followed by the emotions felt by students. The emotions felt when studying is called academic emotions. Academic emotions consist of positive emotions and negative emotions (Schutz, P. A., & Pekrun, 2007); (Sunawan et al., 2017); (Nuroniah et al., 2022). *Academic emotions* arise when students are in a learning situation and are directly related to achieving academic achievement (Pekrun & Stephens, 2011) (Rusdiana et al., 2021). Students' academic emotions can occur in three academic situations: learning, learning situations, and situations when facing exams or tests (Pekrun et al., 2011).

High academic emotion shows that Pre-service PPG students have positive academic emotions, as shown by the activity of doing coursework by interpreting coursework as an obligation but a need, having high curiosity, liking courses, and having strong ambitions. Doing assignments is usually done by students when they are in the mood. Woke up fine. This is part of building self-motivation (Nuroniah et al., 2022). To build positive emotions, in addition to liking the subject but also motivation or encouragement, it seems to have a role model, goals for the afterlife, a sense of wanting to make your parents proud, seeing other people's success, a desire not to be easily fooled, and having goals and hopes. This is in line with (Pekrun et al., 2002) positive emotions consist of enjoyment, hope, pride, and relief. High academic emotions are also supported by positive moods such as enjoyment in doing assignments and pride (Schutz, P. A., & Pekrun, 2007); (Pekrun & Stephens, 2011). Enjoyment in learning is manifested in 1) lessons that are considered challenging 2) the teacher is fun, 3) a conducive learning atmosphere, 4) complete facilities such as the internet, 5) knowing learning styles preferring to study in a quiet atmosphere, studying in groups. This is consistent with (Citrandini & Hernawati, 2016) stating that positive emotions have a positive effect on learning strategies; Increasing children's positive emotions through fairy tales (Trihastuti, Mulya, Abdillah, & Hidayati, 2018); Emotional focus coping strategies (Mahardhani, Ramadhani, Isnanti, Chasanah, & Praptomojati, 2020). According to Amaliah & Latifah, 2019 High need and curiosity are indicators of interest in learning that are positively correlated with student pleasure, hope, and pride. Building mood is important in learning activities (Edwards & Ashkanasy, 2018). In carrying out their assignments, pre-service PPG students have many strategies so that they are on time and have satisfactory grades. One is doing the task step by step and working in groups. For pre-service PPG students, positive emotions will materialize if the lessons are challenging, the lecturers are pleasant, the learning atmosphere is conducive, there are complete facilities, and they know their learning style.

Negative academic emotions include anger, anxiety/anxiety, shame, despair, and boredom (Pekrun et al., 2002). Negative academic emotions in students are also believed to reduce student life satisfaction, impacting learning achievement (Fadilah et al., 2018). Anger at students can occur when the expected achievement goals are not achieved (Rowe & Fitness, 2018). At the same time, fear and anger are also considered to interfere with the communication process. Students who have low scores cannot regulate emotions (Piryaci, Mohebbi, Khademi Ashkzari, & Khademi Ashkezari, 2017).

The academic emotions experienced by Pre-service PPG students in the Gender aspect experience differences between men and women, namely in negative emotions; women feel anxious more quickly than men. This means that male and female academic emotions show differences in the aspects of positive emotions and negative emotions seen in indicators of learning situations that cause anxiety. This is to the results of research (Novitria & Khoirunnisa, 2020), which shows that anxiety arises due to negative emotions influenced by factors such as age, gender, health status, experience, and the size of the stressor. Plus, the research results (Rapee, Gaston, & Abbott, 2009) (Novitria & Khoirunnisa, 2020) state that women more often feel higher anxiety and worry than men. Similar research related to academic anxiety between men and

women was conducted by Solih et al (Novitria & Khoirunnisa, 2020), which explained that women and men have a fairly high level of anxiety, with a prevalence of 4% for women and 2 for men .2% (WHO); Bieg et al., 2015. Subsequent research conducted by Videbeck and Stuart & Laraia (Novitria & Khoirunnisa, 2020) states that men and women experience anxiety in academics. However, loyal students also have ways to deal with and overcome any problems. There is. According to (Rowe & Fitness, 2018) anxiety in students is an important part of achieving high. Anxiety also arises due to the university's ability to adapt to new environments and workloads (Perander, Londen, Holm, & Tiihonen, 2020).

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