"It Was Useless": Emotional Geography of Pre-Service Teachers in The Online Teaching Practicum during COVID-19 Pandemic

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Abstract

This present study aims to explore emotional geographies of pre-service teachers in an online teaching practicum program conducted during the COVID-19 pandemic. Following the narrative study design, the present study employed video-stimulated recall interviews and reflective journals to collect the data. The data gained from 8 participants was then analyzed by following Hargreaves' framework of emotional geography. It was found that the pre-service teachers experienced both distance and closeness in the five areas of emotional geography. It was also revealed that the dynamic of the distance and closeness influenced some aspects of the pre-service teachers' pedagogical competence.

Keywords: emotional geography, pre-service teachers, reflection, teaching practicum, vide-stimulation

Introduction

Previous studies into teacher emotions in language teaching have demonstrated that teacher emotions play important roles in the process of actualizing pedagogical considerations to create meaningfully constructive classroom practices. For example, Waber (2021) reported that teacher emotions are shaping and shaped by social interaction well-customized at the meaningful teaching practicum orientation. Accordingly, as Zhu (2017) demonstrates, teaching practicum could shape student teachers' emotional and ethical identity for the sake of their professional formation.

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To make classroom practices fruitful, student teachers should approach certain methodological decisions with a considerable approach that emotionally leads to such unavoidable tension. Timostsuk, Kikas, & Normak (2016), in the same direction, argued that good preparation of teaching practicum with accompanying constructive methods tends to reduce negative emotions. Parallel to that constructive approach, handling such positive and/or negative emotions can potentially shape student teachers' self-adequacy in classroom orientation (Dilek & Balcikanli, 2022).

Moreover, building such an expected emotionally adequate and balanced positive and negative emotions needs a time-based process, for example, a one-year course (e.g., Klemola, Heikinaro-Johansson, O'Sullivan, 2013), as well as teamwork involvement (de Zordo, Hagenauer, & Hascher, 2019). The state of teacher emotions, as Liu (2016) shows, has empirically been illuminated with geographical factors in the sense that emotional experiences of individual student teachers are relatively shaped by geographical aspects. While research on teacher emotions has recently emerged, little is known about student teachers' actualization of geographical emotions in their construction of their pedagogical orientation.

Emotional geography is the study of human experiences that lead to distant and/or close relationships between a person and another party based on the emotions they experience at a certain time (Hargreaves, 2001). Specifically, Hargreaves (2002, p. 1061) further clarifies that emotional geographies consist of 'the special and experiential patterns of closeness and/or distance in human interactions and relationships…'. The concept of emotional geography, as empirically revisited by Liu (2016), helps identify the teacher's feelings while teaching, whether there are significant difficulties when building closeness with students and colleagues, or difficulties in dealing with students' varied characters. Hargreaves (2001) divides emotional geography into five dimensions. They are physical geography (personal), moral geography, sociocultural geography, professional geography, and political geography.

Physical geography refers to physical interfaces whereby better relationships between the student teacher and their students at school may be enhanced in case of frequent and continuous interactions. Moral geography is concerned with the closeness or estrangement between the student teachers 'moral purposes (e.g.,

their pedagogical and ideological philosophies) and those of students in relation to parental roles in education. Sociocultural geography has to do with the closeness or distance between student teacher and students, primarily based on parents ' sociocultural backgrounds. Professional geography relates to student teachers' position as educational professionals and the ideological conflict between competing forms of professionalism. Lastly, political geography refers to power relations between student teachers and their students.

As part of their teacher training program, student-teachers are required to complete a teaching practicum. A teaching practicum provides student-teachers with invaluable hands-on experience, and it is through reflective practice that they can truly learn from these experiences, transforming observation into insight and action. Reflective practice has become an important aspect in determining good teaching and learning practices as an important part of professional practice and professional growth (Day, Webster, & Killen, 2022; Hendriwanto, 2021; Marshall et al., 2022). As a result of reflection, teachers may do things differently or decide that what has been done is the best way. Furthermore, engaging in reflective practice helps the student-teachers to grow and develop their identity and agency as teachers (Iwasa et al., 2022). In this research, the student-teachers were involved in a reflective practice through a video-stimulated reflection (VSR), where they wrote reflective journals based on their recorded teaching videos. The use of video recordings can document rich and complex data in detail, provide important context for observation, and serve as a flexible instrument for teaching reflection as it allows repeated viewing, pauses, annotations, editing, and rearrangements (Yuan, Mak, & Yang, 2020; Endacoot, 2016). Video recordings can provide valuable input for teachers by understanding facts and making some understandable dimensions of teaching and learning events, such as clarity of instructions, and giving feedback/praise (Widodo & Ferdiansyah, 2018). This immediate, situated re-experiencing allows for a more comprehensive understanding of the "distances" and "closeness" within their emotional geography.

In Indonesia, the study of pre-service teachers 'emotional geography during online teaching practicum, particularly using VSR, is still very limited. Therefore, the present study focuses on providing insights into pre-service teachers' emotional

geography, as it is crucial for the pre-service teachers' professional development. Thus, the present study aims to answer the following research questions:

1. What are the emotional geographies experienced by pre-service teachers during their online teaching practicum in the COVID-19 pandemic, and how are these explored via video-stimulated recall (VSR)?

2. How do pre-service teachers construct their pedagogical competence by construing their emotional geographies, with VSR serving as a catalyst for this process?

Research Methodology

This study employed a Narrative Inquiry (NI) approach to explore the lived experiences of eight pre-service teachers during an online teaching practicum. NI was chosen for its strength in capturing the complexity and depth of individual experiences in language teaching and learning contexts (Barkhuizen, Benson, & Chik, 2014).

The participants were eight undergraduate students from an Indonesian Language Education Program who engaged in a four-month online teaching practicum in 2021. None had prior formal teaching experience, making the practicum their first authentic exposure to classroom instruction. Participant information is presented in Table 1.

Table 1. Demographic Profiles of The Participants

No	Pseudonym	First Language	Teaching Practicum Duration and Level
1	Tiara	Serawai (Southern Bengkulu dialect)	4 months at secondary school
2	Nurul	Bengkulu dialect (Bengkulu City)	4 months at the same school
3	Put	Bengkulu dialect (Bengkulu City)	4 months at the same school
4	Ela	Bataknese	4 months at the same school
5	Yaniarti	Javanese	4 months at the same school
6	Yanuar	Javanese	4 months at the same school
7	Tias	Sundanese	4 months at the same school
8	Yuanita	Serawai	4 months at the same school

The data were collected through video-stimulated reflective journals recorded during the participants' online teaching practicum from August to December 2021. Using Zoom's recording feature, pre-service teachers documented reflections after each teaching session. These videos served as stimuli for collaborative consultations involving faculty advisors, mentor teachers, and the student teachers, fostering deeper pedagogical reflection. To enrich the data, focus

group interviews were conducted to further explore themes that emerged from the reflective journals.

The participants' video-stimulated reflective journals served as key data sources in this study, complemented by in-depth focus group interviews. The interview questions aimed to elaborate on the narratives documented in the journals. Data analysis followed Hargreaves' (2001, 2016) emotional geography framework, which includes physical, moral, sociocultural, professional, and political dimensions of teaching practicum experiences.

The analysis involved transcribing interviews, reducing and organizing the data, showing appearing categories, coding the data, and interpreting the findings in alignment with emotional geography parameters. The data were triangulated and analysed through lexical coding based on the five emotional domains.

The narrative inquiry showed core themes within each emotional geography, reflecting the participants' evolving pedagogical understanding. Additionally, three sub-themes emerged as nurturing effects of the practicum: (1) balancing positive and negative emotions during emergency remote teaching, (2) enhancing technological literacy for language instruction, and (3) fostering sociocultural awareness in teaching practice.

Findings and Discussion

Findings

The data gathered from VSR interviews and journals from 8 pre-service teachers was analyzed following Hargeaves' (2001) framework of emotional geography. Each dimension of emotional geography is explored through the lens of its distance and closeness, capturing the experiences encountered by the participants during their online teaching practicum amid the COVID-19 pandemic. *What emotional geographies do pre-service teachers experience during their online teaching practicum amid the COVID-19 pandemic?*

The VSR interviews and journals data revealed a multifaceted landscape of emotional geographies experienced by pre-service teachers, characterized by shifts between feelings of distance and closeness within each dimension.

The first dimension is physical geography, pertaining to direct physical interfaces and interactions. The analyzed data suggests that there were reported feelings of physical distance due to the inherent limitations of online interaction. This

sense of distance also influenced their perception of students' learning outcomes. As Put stated:

> [E1] *"At the first time, when I got into the class, I asked the students one by one (asking for personal information) via Zoom. I felt it was important for me to know each other. However, it was useless to know that it was a big class with more than 30 students. Moreover, many students deactivated their video due to low internet connection. In fact, I can only remember one or three students who responded to my instructions. I was shocked that other student disappeared because they chose to keep silent."* (Put, Reflection, September 11, 2021).

The phrase "*it was useless*" in E1 (excerpt 10 powerfully encapsulates her feeling of emotional distance stemming from the lack of meaningful physical interaction and visibility, a core aspect of traditional classroom dynamics.

In the same sense, Yanti linked the online mode to the decrease in access and students' achievement. As she put:

> [E2] *"...the weakness of online mode is concerned with access; moreover, students learning achievement also decreased"* (Yaniarti, Reflection through WA, November 1, 2021).

The above excerpt indicates the participant's concerns due to the physical distance. She believed that the distance hindered the students' learning progress. In contrast to the prevailing sense of distance, a few participants experienced a sense of physical closeness facilitated by some online tools and platforms. Ela mentioned:

> [E3] *"This online learning mode is also supported by available tools/platforms, and those are easily found in Ruang Guru web..."* (Ella, Reflection, August 23, 2021).

This suggests that while they were physically distant, the available online resources helped them feel more connected, lessening the distancing effects.

The second dimension is moral geography, concerning the alignment between the pre-service teachers' pedagogical philosophies and the realities of their teaching context. Their accounts revealed that while some felt morally connected, others experienced a sense of disconnect. A moral distance emerged when the pre-service teachers' deeply held beliefs about teaching clashed with the constraints and demands of online teaching. Ella, for example, felt sad and disappointed when her prepared materials felt irrelevant for the online teaching. As she stated:

[E4] *"..Oops, my syllabus turned out to be old-fashioned ... I was sad and disappointed...even though the implementation of this lesson plan will be carried out online. I have to think about whether the material (Veracity) in the curriculum has a factual relationship with events that occur in real life..."* (Ella, Reflection through Zoom, June 8, 2021).

From the excerpt above, it can be seen that Ella perceived a moral misalignment between her beliefs of effective teaching and good materials with the online delivery format. However, one participant indicated that moral closeness can be fostered through a tenacious commitment to student engagement and effective teaching, even in the face of technical or contextual challenges. Put mentioned:

[E5] *"The use of virtual meetings requires pre-service teachers' hard work so that the presence of the pre-service teacher is real in online classes. To achieve this effort, the pre-service teacher always learns, learns, and learns how to make video conferencing effective so that the learning becomes interesting.* (Put, Reflection through WA, October 20, 2021)

The above excerpt exemplifies a moral closeness built through her continued effort to pursue her pedagogical purpose to keep learning engaging and effective.

The third dimension is sociocultural geography, relationships shaped by social and cultural factors. The present study found that the online environment presented unique challenges and opportunities related to sociocultural geography. The online learning often created sociocultural distance as it hindered organic face-to-face interactions and amplified cultural and language-related communication barriers. As Yaniarti asserted:

[E6] *"Online learning badly enabled face-to-face interaction"; "I had so many troubles in teaching secondary school students through online teaching, since the students could not understand the materials"* (Yaniarti, Reflective Journal, October 7, 2021).

In the above excerpt, Yaniarti expressed her feeling of sociocultural distance due to the difficulty in establishing a relationship with her students during online learning. Similarly, Nurul experienced a sociocultural distance in her online class. She explained:

[E7]*" I taught Indonesian language lesson. But most of students here responded my instruction and questions using local language many times. At first, I thought it was annoying, but I need to understand it as a part of their identity and learning is so dynamic."* (Nurul, Reflection, November 11, 2021).

It can be seen that there was a feeling of annoyance due to linguistic differences. The online learning made the language-related communication barriers more noticeable due to the absence of other communication and contextual clues that are usually present in face-to-face communication.

Despite challenges, some participants experienced built sociocultural closeness through increased communication with parents. Tiara and Nurul explained:

> [E8] "*Probably the positive aspects of online learning, to us, as the teacher trainees, had more time and opportunities to communicate with parents to overcome online learning problems*" (Tiara, Reflection through WA, October 11, 2021).

> [E9] "*Maybe one of the positive sides of being online is that we teachers communicate more often with parents online (Happiness). Even though they are older than us, because of their children's inability to absorb the material, they entrusted us and asked us to guide their children's learning. This helps me build temporary interpersonal relations with students parents.*" (Nurul, Reflection through FGD, November 7, 2021)

The above excerpts (E8 and E9) exemplify how the online environment, despite its limitations, provided unique opportunities for building sociocultural bridges. The online teaching provides a space to interact more intensively with students' parents so that they can get to know each other, although it is only a temporary experience. This phenomenon aligns with Hargreaves's (2001) assertion that such geography emerges when the participant creates both positive and negative feelings related to their experiences.

The fourth dimension is professional geography, which examines the compatibility of understanding of professionalism and professional norms. The participants in the present study are reported to experience professional distance as well as professional closeness. Professional distance emerged among the pre-service teachers as their carefully designed lesson plans and anticipated roles proved difficult to implement within online teaching. As Ella recalled:

> [E10] "*In my first teaching, my lesson plan was completely useless. When I formulated this syllabus, I used a virtual learning platform that requires students to participate in a break-out session. However, I could not make it because my students could only use online platform that is friendly with their internet data. Thus, I made a sudden major change in my teaching.*" (Ella, Reflection through Zoom September 8, 2021)

The phrase "completely useless" in the above excerpt reflects a significant professional distance from her intended teaching approach, leading to dissatisfaction. Similar professional distance was also experienced by Put due to the disengaged online classes she had. As she explained:

> [E11] *"At first, when I got into the class, I asked the students one by one (asking for personal information) via Zoom. I felt it was important for me to know each other. However, it was useless to know that it was a big class with more than 30 students. Moreover, many students deactivated their video due to a low internet connection. In fact, I can only remember one or three students who responded to my instructions. I was shocked that other student disappeared because they chose to keep silent."* (Put, Reflection, September 11, 2021)

The above excerpt clearly indicates Put's dissatisfaction as she could not keep the students engaged during the online learning, while she expected to facilitate the class effectively. This is in line with the findings of Donlon et al. (2022), claiming that online learning activities cause teachers to feel frustrated and afraid of the lack of face-to-face relationships they can maintain with students.

Nevertheless, the data analysis showed that some participants experienced professional closeness by adapting to online teaching, leveraging technology, and developing new pedagogical skills. As reflected in the following excerpts:

> [E12] *"I was happy to see my teaching performance. My presentation using an infographic when teaching parts of a paragraph was responded to positively by my students. Although we used the Google Meet application, I could see my students were enthusiastic about answering my guiding questions. For their project, I encouraged them to make an infographic of a paragraph they wrote using the Canva application in a group of three. They did it very well."* (Tias, Reflection through Zoom, August 20, 2021)

> [E13] *"Study time in virtual face to be dynamic (Satisfaction), the learning system is also more varied by utilizing technology (Satisfaction). Learning becomes freer because classes are open to students in other rural and small towns (Satisfaction), without having to come to class directly (Satisfaction). However, the weakness is signal, and student participation also decreases."* (Nurul, Reflection through WA, November 11, 2021).

From the above excerpts (E12 and E13), it can be seen that the pre-service teacher feels satisfied with online teaching because the time is flexible, the learning system is more varied, and learning can be done anywhere. The satisfaction demonstrates a newfound professional comfort and closeness with innovative pedagogical approaches.

The last dimension is the political geography, pertaining to the pre-service teachers' feeling of distance or closeness caused by power factors. Political distance emerged when the pre-service teachers faced many challenges during the online teaching but were unable to make changes due to policy constraints mandating the online format. Ella mentioned:

> [E14] *"This online teaching and learning could not replace the face-to-face learning process, since we faced problems such as internet access and accounts, electricity, sharing the only laptop in my family during the pandemic; this made me borrow a laptop from my neighbor".* (Ella, Reflection, October 9, 2021)

The above excerpt depicts Ella's unsupportive view towards online teaching due to several problems that she and her students encountered during online learning. Even though it was not explicitly stated, it is obvious that the pre-service teachers could not shift to face-to-face meetings during that time. This lack of decision-making power created a sense of political distance.

However, some pre-service teachers demonstrated a form of political closeness through exercising their agency and influencing the online learning environment. In E12, Tias's ability to engage students with infographics and Canva, encouraging creative projects despite the online format, suggests a successful negotiation of the political landscape of online learning, demonstrating her ability to assert her pedagogical influence. Put's resolve to encourage student responsibility, despite flexible learning policies, also reflects an attempt to exert influence and foster a sense of political closeness within the learning environment. As she stated:

> [E15] *"Although the school made a flexible learning from home policy, I would encourage my students to be responsible and motivate them to do their best, preparing for online learning. They were not young learners."* (Put, Reflection, November 9, 2021).

How do the teacher trainees construct their pedagogical competence by construing their emotional geography as stimulated by VSR?

It was found that the emotional geographies of pre-service teachers, as highlighted in their VSR reflections, were linked to the development of their pedagogical competence. The emotional experiences provided them with the opportunity to adapt, solve problems, and reassess their teaching philosophies. The feelings of "uselessness" (moral and professional distance) triggered an urgent need for reassessment and adaptation. For instance, Ella's recognition that her syllabus

was "old-fashioned" and her initial lesson plan "completely useless" due to internet limitations compelled her to make a significant and immediate change in her teaching approach (as in [E10]). The stressful moment forced her to develop her flexibility and pedagogical agility to face the challenges.

Similarly, Nurul's transition from feeling "annoyed" by local language use to "understanding" (as in [E7]) illustrates her growing pedagogical competence in embracing linguistic diversity. Such emotional self-regulation became a vital aspect of the pre-service teachers' evolving pedagogical competence in online teaching.

Additionally, their technological pedagogical competence was also seen to develop as they navigated the challenges using online platforms even though they feel a sense of distance initially. They were pushed to improve their digital literacy so they could make use of T Zoom, Google Meet, and specific web tools like "Ruang Guru" (Ella in [E3]) and Canva (Tias in [E12]). Tias's success in using infographics and digital photography apps to engage students highlights a direct connection between identifying effective online tools and building pedagogical competence.

Furthermore, exposure to diverse student backgrounds and interactions with parents, facilitated by the online environment, significantly influenced their sociocultural pedagogical competence. Initially, some experienced sociocultural distance due to communication barriers (Yaniarti's struggles with students not understanding materials as in [E6], Nurul's local language encounter as in [E7]). Nurul's change in perspective, recognizing local language use as part of student identity and actively building "temporary interpersonal relations with students ' parents," exemplifies this. This heightened awareness of the social and cultural contexts of their students directly informed their pedagogical decisions, promoting a more inclusive and empathetic teaching approach. The "happiness" expressed by Nurul when communicating with parents demonstrates how overcoming initial sociocultural distance led to a deeper, more competent understanding of their students' learning environments.

Discussion

The data analysis of the present study suggested that the pre-service teachers experienced dynamic emotional experiences across physical, moral, sociocultural, professional, and political dimensions. In physical geography, participants frequently

expressed distance stemming from the inherent limitations of online interaction, such as challenges with access and a perceived decline in student engagement (Yaniarti). The absence of direct visual cues, particularly with students' cameras off, created a significant barrier to establishing a tangible presence, contributing to feelings of "uselessness" in fostering connections (Put). This aligns with findings on the difficulties of establishing teacher presence and rapport in purely virtual environments (Borup et al., 2012; Martin et al., 2020). However, a sense of physical closeness was paradoxically found through the accessibility of digital platforms and resources (Ella), highlighting how technology can bridge spatial gaps and facilitate a different form of connection to the teaching materials and process (Means et al., 2013).

Moral geography was characterized by a tension between deeply held pedagogical ideals and the practical realities of online teaching. Instances of moral distance arose when pre-service teachers felt their prepared materials or curriculum were "old-fashioned" or irrelevant in the online context, leading to disappointment and ethical dilemmas about delivering quality instruction (Ella). Conversely, moments of moral closeness were strongly linked to the teachers' tenacious commitment to student engagement and continuous self-improvement in the face of adversity (Put). Her continuous learning and effective video conferencing sessions were aimed at supporting students 'satisfaction in learning (Hill et al., 2019), which implicitly validates her moral efforts. Furthermore, these efforts allow the teacher and students to have a shared goal, which is to achieve successful learning. It resonates with Hargreaves's (2001) notion of shared goals fostering closeness. This finding is in line with the results of Susanto, Suparmi, and Rahayu (2020), who reported that student-student relationships and student-teacher relationships can represent moral geography because they have the same goal, namely, to achieve success in learning.

In sociocultural geography, the online environment initially fostered distance due to limited face-to-face interaction and the amplification of linguistic and cultural differences (Yaniarti; Nurul). However, the necessity of online communication also unexpectedly created sociocultural closeness through increased interaction with parents (Tiara; Nurul). These interactions, often born from problem-solving, cultivated empathy and a deeper understanding of students' home contexts,

fostering temporary but meaningful interpersonal relations and aligning with the importance of home-school partnerships (Epstein, 2018; Gisewhite, Jeanfreau, & Holden, 2019). This demonstrates how new modalities can redefine social presence (Garrison et al., 1999) and lead to the development of culturally responsive teaching practices (Gay, 2018).

Professional geography was marked by significant fluctuations. Feelings of Professional distance emerged from unexpected workloads, the technical demands of preparing online materials, and the frustration of ineffective pedagogical strategies (Ella; Put). The profound "uselessness" expressed by participants regarding their initial plans or attempts at engagement highlights the emotional toll of adapting to an unfamiliar professional landscape (Donlon et al., 2022; Sokal et al., 2020). Yet, moments of professional closeness were experienced through successful technological integration and pedagogical innovation (Tias; Nurul; Ella). The satisfaction derived from seeing students engage with digitally enhanced projects (Tias) or from adapting teaching styles for flexibility (Nurul) underscores the development of Technological Pedagogical Content Knowledge (TPACK) (Mishra & Koehler, 2006). These positive emotions, arising from professional achievements and student feedback, are critical for professional growth (Liu, 2016; Apriliyanti et al., 2021).

Finally, political geography unveiled the power dynamics at play. Pre-service teachers experienced political distance when external factors beyond their control, such as unreliable internet access, shared devices, or flexible school policies, constrained their pedagogical autonomy (Ella; Put). These systemic issues impacted their ability to exert desired influence in the classroom (Darling-Hammond et al., 2020; Biesta et al., 2015). Conversely, political closeness was fostered through effective self-management (Tiara) and, critically, through supportive relationships with mentor teachers (Nurul; Put). The mentors' constructive feedback and guidance in navigating the online environment empowered the pre-service teachers, illustrating the vital role of mentoring in fostering professional development and autonomy within institutional structures (Hobson et al., 2009; Hattie & Timperley, 2007).

First, the direct experience of balancing positive and negative feelings in emergency virtual learning significantly enhanced their pedagogical agility and

problem-solving competence. Moments of profound frustration and dissatisfaction rooted in moral and professional distances, such as struggling with outdated lesson plans or ineffective student engagement strategies (Ella; Put) served as powerful catalysts for immediate pedagogical adaptation. For example, Ella's realization that her lesson plan was "completely useless" directly prompted a "sudden major change in her teaching." This ability to confront and process the discomfort of emotional distance, documented in their reflective journals, pushed pre-service teachers to actively seek solutions and adapt their methods. Conversely, the feelings of satisfaction and success (emotional closeness) derived from effective strategies reinforced those practices, fostering confidence and encouraging their continued application. This dynamic interplay of emotions and subsequent adjustments underscores how the challenges of the online environment compelled a rapid development of practical problem-solving skills (Carillo & Flores, 2020) and emotional self-regulation, both crucial for teaching competence (Extremera & Fernández - Berrocal, 2006).

Second, the improvement of technology literacy for language learning was directly driven by their experiences of emotional geographies, thereby bolstering their technological pedagogical competence. The practical challenges encountered during online teaching manifesting as physical distance due to connectivity issues or professional distance from an inability to fully utilize digital tools highlighted a clear need for enhanced digital skills. Pre-service teachers felt the frustration of these limitations firsthand. This direct realization motivated them to actively explore, integrate, and master new digital tools for engaging instruction. Their success in implementing applications like Canva for infographics or mobile applications for creative tasks (Tias; Ella; Yanuar), which brought feelings of professional closeness and satisfaction, validated their efforts and cemented their technological proficiency. This demonstrates how the necessity born from emotional challenges in the online teaching context directly fueled the acquisition of essential digital literacies (Misdi et al., 2021; Ng, 2012).

Third, their experiences of emotional geographies directly fostered the development of sociocultural awareness as a teacher, which strengthened their culturally responsive pedagogical competence. Initial feelings of sociocultural distance, such as navigating linguistic differences or limited personal interaction with

students (Nurul; Yaniarti), prompted pre-service teachers to reflect on the diverse needs and backgrounds of their learners. Through this reflection, they moved beyond initial frustrations to develop a more empathetic understanding of student identities and contexts. Furthermore, positive experiences of sociocultural closeness, like successful communication with parents (Tiara; Nurul), reinforced the value of these expanded engagements. The direct emotional impact of these interactions both challenging and rewarding encouraged a deeper engagement with the social and cultural dimensions of their teaching, leading to a more nuanced and responsive pedagogical approach (Gay, 2018).

Conclusion and Suggestion

The findings of the study show that the pre-service teachers participating in the teaching practicum allowed them to adjust between distance and closeness of the five emotions as Hargreaves (2001) posits. Its pendulum indicated positive and negative emotions (feeling dissatisfied, less happy, sad, or slightly proud of the performance shown in the video), build technology literacy (managing online classroom, using various applications), and develop sociocultural emotions (responding to sociocultural factors). Engaging pre-service teachers in video-stimulated reflective practice has enabled them to see and to reflect on their teaching experience. In general, the findings of the study do echo Liu's (2016) study that reveals teachers 'emotional geographies as stimulated using video to self-reflect their teaching practicum experiences, while at the same time potentially to construct pedagogical orientation as an effort to enhance pre-service teacher agency. Thus, the present study provides practical contributions such as equipping pre-service teachers with technological competence on how to use online applications and manage their use. Additionally, higher education can include strategies for developing sociocultural adaptation and managing emotions to prepare students to face the teaching practicum.

While the findings of the study add little to the body of literature in pre-service teacher and teacher education contexts, future studies on how engaging pre-service teachers in video-based reflective practice facilitates reflections on teaching practicum in the post-COVID-19 pandemic. This is important to understand the

factors, challenges, and opportunities that may affect their agency and identity as teachers in unpredictable situations.

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