Adaptation of Field Experience Practice Teachers in a School Impacted by the Earthquake and the Covid-19 Pandemic

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Abstract: This study aimed to reveal how Teachers of Feld-Practice Program or PPL teachers adapted while teaching at SMA Negeri 1 Malunda, a school affected by the earthquake and the Covid-19 pandemic. Data was collected through reflective journals written every day by five PPL teachers. Reflective journals described PPL teachers' experiences while teaching at SMAN 1 Malunda, including adaptations they made while on duty. In addition, a Focus Group Discussion was held after the PPL teacher assignment was completed to obtain additional information and some necessary data verification. Qualitative content and thematic analysis using NVivo 12 were implemented. Five phases passed in this analysis process: data import, coding, exploration, visualization, and data presentation. The finding of this study was that the PPL teachers at SMA Negeri 1 Malunda adapted through three stages, namely the period of observation, teaching preparation, and teaching actualization. Moreover, the PPL teachers believed that the earthquake and the Covid-19 pandemic simultaneously resulted in non-conducive educational activities in the school. The findings were significant for the PPL committee, school principals, and tutors in helping PPL students adapt and overcome the problems they face as new teachers.

Abstrak: Penelitian ini bertujuan untuk mengungkap bagaimana adaptasi guru program Praktik Pengalaman Lapangan (PPL) selama bertugas di SMA Negeri 1 Malunda yang merupakan sekolah terdampak gempa dan pandemi Covid-19. Data dikumpulkan melalui jurnal reflektif yang ditulis setiap hari oleh lima orang guru PPL. Jurnal reflektif merupakan uraian pengalaman guru PPL selama mengajar di SMAN 1 Malunda termasuk tentang adaptasi yang mereka lakukan selama bertugas. Selain itu, *Focus Group Discussion* dilaksanakan setelah masa penugasan guru PPL selesai untuk mendapatkan informasi tambahan dan beberapa verifikasi data yang diperlukan. Analysis konten dan tematik diterapkan menggunakan aplikasi NVivo 12. Ada lima tahapan yang dilalui dalam proses analisis ini, yaitu impor data, pengkodean, eksplorasi, visualisasi, dan penyajian data. Adapun penemuan penelitian ini yaitu Guru PPL di SMA Negeri 1 Malunda beradaptasi melalui tiga tahapan yaitu masa observasi, persiapan mengajar, dan aktualisasi mengajar. Selain itu, guru PPL memiliki pandangan bahwa gempa dan pandemi secara bersamaan mengakibatkan tidak kondusifnya kegiatan pendidikan di sekolah. Temuan tersebut sangat berarti bagi panitia PPL, kepala sekolah, dan tutor dalam membantu mahasiswa PPL beradaptasi dan mengatasi permasalahan yang mereka hadapi sebagai guru baru.

A. Introduction

Field Experience Practice Program, often known as PPL or *Praktik Pengalaman Lapangan*, is a course required for students in the teacher training program department. Under the guidance and supervision of tutors, students participate in this program and spend one-semester practicing teaching in classrooms in a school. This program is to waive course obligations and teaches practice before students work as teachers. The hope is that students, as prospective teachers, can experience how teaching is in real class as a complement to the theory they have learned. This expectation is supported by Faqih (2019), who found that the PPL program helps students become more pedagogically competent.

The importance of PPL is underpinned by the fact that many teacher-students feel a mismatch between what they learn on campus and what they need in class when they become teachers. For example, students complain about an inadequate number of practices to equip them with knowledge of educational approaches, methods, instructions, and curricula (Nguyen, 2018). Bad experience with effective teaching practices in actual classrooms makes students feel unprepared to teach (Phillips & Chetty, 2018). Thus, PPL functions to facilitate students to get a practice environment to adapt to new workplaces so that they can grow and develop rapidly as educators (Nguyen, 2018).

In general, PPL students have no trouble implementing classroom procedures. For example, the teaching skills of PPL teachers in the Department of Biology Education were in a perfect category (Wijarini & Ilma, 2017). This can also be seen that the average tutor teachers gave perfect grades to the PPL students they mentored (Mujahidah, 2017). However, this assumption focuses more on pedagogic activities, such as opening and closing classroom skills and teaching individually in small groups (Rhamayanti, 2018). Wijarini & Ilma (2017) highlighted several pedagogic skills of PPL students, namely compiling learning scenarios, opening and closing learning, explaining, asking questions, providing reinforcement, holding variations, guiding discussions, conducting assessments, and managing classes.

It is irrelevant to evaluate the performance of PPL teachers just based on their pedagogical skills. Teachers must not only have pedagogical abilities, but they also need to be experts in content and technology mastery. Knowledge of pedagogy, content, and technology is simultaneously required by teachers for their success in teaching (Mishra, 2019). Therefore, it is essential to undertake research that does not only focus on pedagogical competence but also the topic of mastery and application of technology in learning among PPL teachers. In addition, social competence and teacher personality must be studied more deeply because they also influence the professionalism and work ethic of PPL teachers in teaching (Kawatu, 2019).

A conducive environment strongly influences mastery of pedagogy, content, and technology. According to several research, PPL teachers still have relatively few opportunities for active learning because of the hostile environment. For instance, students did not understand the pedagogical knowledge while on campus but were quite good at teaching because of the demands of schools and universities on PPL debriefing (Faqih, 2019).

Sombo et al (2019) also saw that students still lacked pedagogy because they could not manage their time correctly in their work environment.

Learning in schools facing natural catastrophes will be more influenced by environmental factors. However, little has been researched about how environmental variables affect learning in schools subject to natural disasters. In a study by Preston et al (2015), not all of the research on this particular subject was included in the search results. The importance of community learning in disaster response, particularly in nations that endure natural catastrophes, was mentioned in only one of their search results. Even though this reference did not specifically address how environmental elements affect learning in schools, it emphasized the significance of community learning in emergencies. Schools might be involved in these community learning activities, and the environmental circumstances brought on by natural disasters might have an impact.

Natural disasters can have a significant influence on learning settings. Natural disaster-related disruptions, including harm to school infrastructure, student and teacher displacement, and modifications to the learning environment, can significantly impact how well pupils learn. These environmental conditions might present difficulties for educators and students, necessitating adaptable ways to promote successful learning after a natural disaster. Further study on this subject would be helpful to acquire a more thorough knowledge of how environmental variables affect learning in schools subject to natural disasters. This study will examine the particular difficulties brought on by natural disasters and how they affect the learning environment, as well as methods for easing these difficulties and promoting efficient learning under such conditions.

The Covid-19 epidemic, which compel schools to use blended learning strategies, is a disaster that has affected every school since 2019. However, in some schools, the pandemic is exacerbated by other natural catastrophes such as floods, forest fires, and earthquakes. This circumstance is what the writer encountered at SMAN 1 Malunda, which is located in Malunda District, Majene Regency, West Sulawesi Province. The M 6.2 earthquake impacted this school on 15 January 2021, so the school buildings, especially classes, were damaged. In addition, the earthquake occurred during the Covid-19 pandemic, so at the same time, this school implemented blended learning rules where learning combined online and offline methods. Interestingly, during the pandemic and the earthquake recovery, this school was chosen as a place for several tertiary institutions to entrust their students to practice the PPL program, including Makassar State University, West Sulawesi University, Al-Asyariah Mandar University, and the State Islamic College (STAIN) Majene.

Therefore, through this research, the author wanted to reveal how the PPL teachers adapted at SMAN 1 Malunda as a school affected by the earthquake and the Covid-19 pandemic. Adaptation is critical in this study because it encompasses teacher acts of adjusting to environmental conditions. According to Hermansson & Zepernick (2018), adaptation is a practical way to increase self-confidence through skills. There are three different shades of meaning for adaptation, according to Cohen (2012). First, adaptation is an adjustment, namely conformity, agreement, compliance, or surrender to the environment

or situation. Second, adaptation emphasizes the role of experience in the successful orientation of the environment or situation. Third, adaptation suggests something different; individuals act on the environment to modify, change, translate, or transform it.

The results of this study were significant for the PPL committee as a reference in designing more effective PPL protocols and activities in the future, especially those assigned to schools affected by natural disasters. This is relevant to the finding of Hemphill & Martinek (2020), saying that in a cross-age teaching program, the simple interactions protocol could offer a cutting-edge way to encourage reflective practice and foster healthy connections. PPL committee's ability to give prospective teachers real-world experience, guidance, and a comprehensive learning environment makes PPL teacher program design important. Apprentice teacher programs can prepare people for successful educational careers by combining apprenticeship as a teaching technique and adhering to established guidelines.

In addition, the findings of this study were helpful as information for school principals and tutors in helping PPL students adapt and overcome the problems they face as new teachers. They can foster an atmosphere where the PPL teachers believe in their capacity to overcome obstacles and competently mentor pupils. The professional development of teachers is facilitated by principals who prioritize staff engagement and motivation, which ultimately helps apprentice teachers by ensuring that they receive high-quality education and assistance. On the other hand, tutors may help apprentice students negotiate the challenges of teaching by offering them specific instruction and mentorship. Tutors collaborate closely with new teachers, offering criticism, direction, and support for their needs. Tutors and apprentice teachers can work together to overcome challenges, adjust to new positions, and improve teaching techniques.

Meanwhile, for students who want to take the PPL program, this research can be used as a reference for preparing themselves to adapt and overcome problems at schools later. The teaching profession necessitates flexibility and the capacity to negotiate numerous obstacles that may develop in educational settings. Thus, candidates for the teaching profession must educate themselves to adapt and deal with issues at schools later on. In order to maintain successful education and student involvement, instructors must possess the ability to adapt to changing conditions and solve problems.

The change is a reaction to the need for teachers to be adaptable in their roles and productive in their job (Mallillin, 2021). When teachers are ready to change, they may alter their lessons' pace, teaching techniques, and collaboration methods to engage students better and handle problems. Teacher candidates seeking teaching positions can improve their students' learning environments by being flexible and modifying their teaching strategies.

Furthermore, educating new teachers to adapt and resolve school issues is essential in multicultural education. Students with different origins and needs comprise the student bodies at multicultural schools where teachers work. Educating students about their own and other cultures in the classroom encourages prosocial behavior and lessens stereotypes

(Civitillo & Juang, 2019). Candidate teachers can successfully meet the needs of a diverse student body, establish inclusive classrooms, and foster healthy intercultural relationships by being prepared to be flexible and culturally sensitive.

B. Method

This research is a qualitative study applying a phenomenological approach. Phenomenology is qualitative research examining people's experiences within the world (Neubauer et al., 2019). Phenomenology focuses on a theory or phenomenon and how people experience that phenomenon in their daily lives (Creswell & Poth, 2018). By taking this approach, the researcher can understand the meaning of the experiences, opinions, perspectives, or points of view of the participants (Selvi, 2008) regarding the experience of the PPL teachers while teaching and working at the school. The research subjects were five PPL teachers from STAIN Majene who served at SMAN 1 Malunda for 45 days from September to November 2021. The teaching time for these teachers coincided with renovating the school buildings damaged by the earthquake and implementing blended learning due to the Covid-19 pandemic.

Data was collected through reflective journals written daily by each PPL teacher and collected by the researcher weekly within eight weeks. According to a teaching resource guide from Colorado State University, reflective writing aids students in personalizing the rich, intricate, and perplexing knowledge they are acquiring, the concepts they are encountering, and the individuals they are meeting (Choi et al., 2022). This research created a reflective journal in narrative and descriptive writing regarding PPL-teacher experiences while teaching at SMAN 1 Malunda, including their adaptations while on duty.

Documentation and observation techniques were also applied thrice in the first, fourth, and last weeks of the PPL period to obtain data compatibility. In addition, the Focus Group Discussion (FGD) was held after the PPL-teacher assignment was completed to obtain additional information and some necessary data verification.
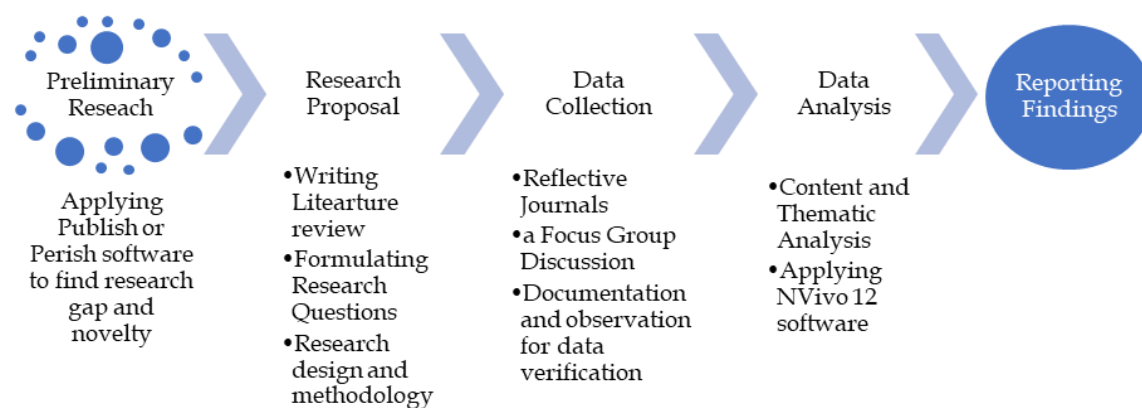

Figure 1. Research Flow

Data obtained from reflective journals and FGD having been transcribed underwent qualitative content and thematic analysis with the help of the qualitative data analysis

application NVivo version 12. The analysis process had five stages: data import, coding, exploration, visualization, and presentation. For any step of data analysis and release, the researcher did not utilize the subject's privacy information, such as name, date of birth, phone number, and address, ensuring that they could not be identified. In order to distinguish one subject from another, the researcher assigned each participant a pseudonym, Aina, Andi, Dela, Juni, and Kama. All information, including voice recordings, transcripts, notes, and pictures, was kept on the researcher's drive that was only available to the researcher.

C. Result and Discussion

Result

After all reflective journals and FGD transcripts were imported into NVivo 12, word frequency queries were performed to list the most common concepts in the data. This technique helped researchers identify possible themes in the early stages of analysis, of which the results were visualized in the form of a word cloud in Figure 2. Based on this image, the words most frequently mentioned in participant journals and discussions were **classroom** (1,022), **participants** (608), **school** (569), **students** (565), **materials** (482), and **teaching** (478). These words were then used as themes that were stored in NVivo nodes.
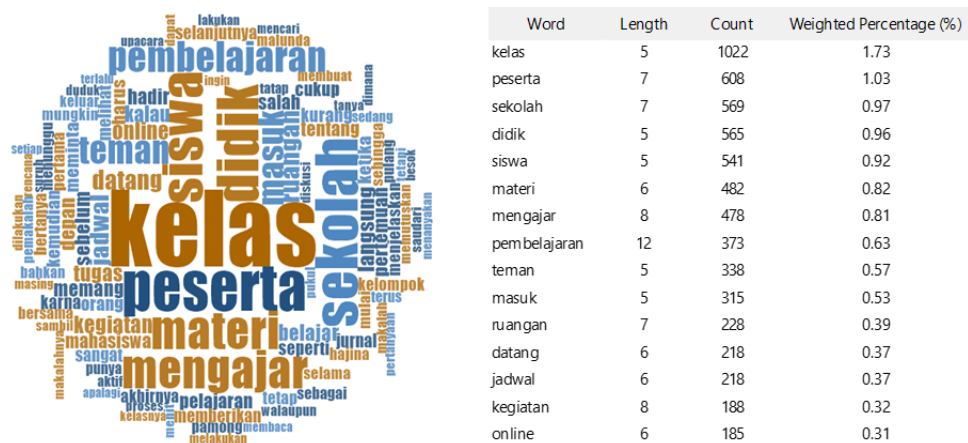

Word	Length	Count	Weighted Percentage (%)
kelas	5	1022	1.73
peserta	7	608	1.03
sekolah	7	569	0.97
didik	5	565	0.96
siswa	5	541	0.92
materi	6	482	0.82
mengajar	8	478	0.81
pembelajaran	12	373	0.63
teman	5	338	0.57
masuk	5	315	0.53
ruangan	7	228	0.39
datang	6	218	0.37
jadwal	6	218	0.37
kegiatan	8	188	0.32
online	6	185	0.31

Figure 2. Word Frequency Queries

There was a possibility that many words appearing in the queries would be unrelated to school themes because the PPL teachers live in PPL locations by renting boarding rooms. They could share their life experiences outside their duty as a teacher. However, in reflective writings, they focused more on revealing school-related experiences. Thus, the figure emphasizes that the focus of the PPL teacher's experience as actors of education in the school intersected more with the classroom and school as a place, students as targets, and providing material through teaching as an activity. From this evidence, school, students, and teaching activities was the main scope of the PPL-teacher work

environment. For a teacher, the work environment is a setting in which they perform their responsibilities as employees of a school organization (Yusof, 2021).

In addition to the word frequency technique, themes were found through systematic and repeated data searches. Meaningful information related to the research focus was coded and stored as themes in nodes. After this process was completed, the researcher analyzed the meaning, context, and relationships between the themes so that the researcher comprehended the context of the PPL teacher's experiences.
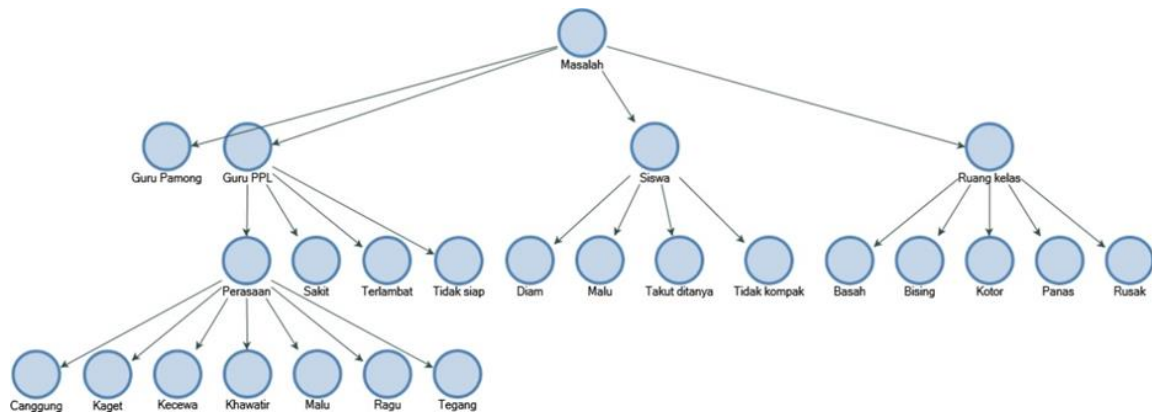

Figure 3. Conceptual Map

Analysis of the themes in the nodes generated several concepts, including the participants' feelings when assigned as the PPL teachers, the form and period of their adaptation, and the impact of the earthquake and the pandemic on their activities in the school. This analysis allowed the researcher to create maps as research results. For instance, a project map is shown in Figure 3 to visualize how nodes are related. In NVivo, a project map is a graphic depiction of the components of a project, including memos, nodes, comments, files, cases, and categories. It gives researchers a visual picture of the project, enabling them to investigate and explain the links and interactions between different components. In NVivo, project maps are helpful resources for gathering, processing, and understanding project data.
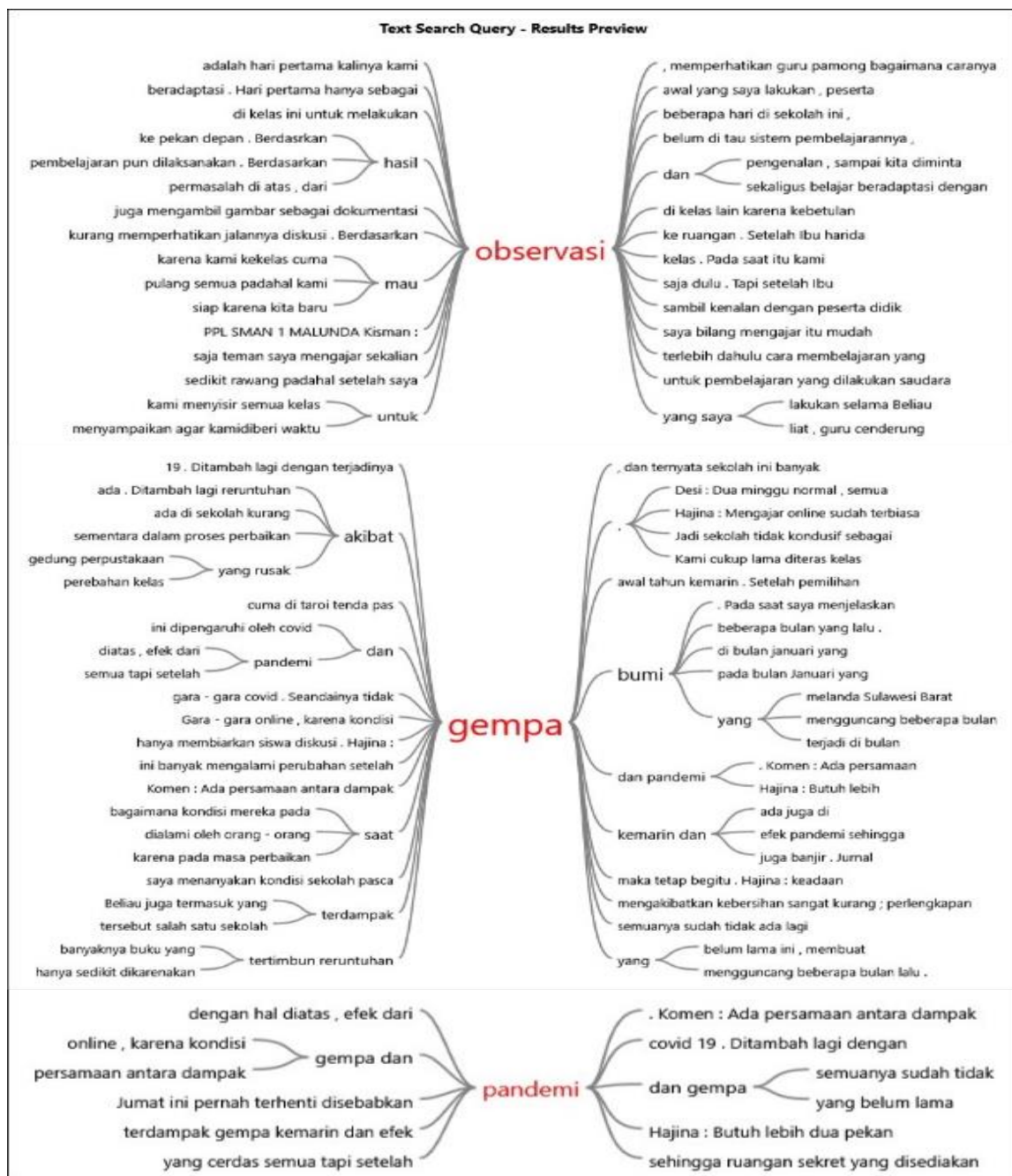
Figure 4. Word Tree: Observation, Earthquake, and Pandemic

A text search query was performed to understand further the user context of the themes, whose results are visualized as a word tree. Word Tree visualization is a feature in the NVivo application used for qualitative data analysis. It enables users to graphically explore and examine correlations and patterns in text data. It can help researchers and analysts comprehend particular phrases' settings and frequent occurrences in qualitative data.

For example, the theme observation could be identified through word frequency queries, although this concept was not often discussed, where it was only mentioned 16

times (0.03%). Here, observation was the participants' initial effort in adapting at the school and in classrooms. The PPL teachers took the observation to identify issues such as the ones related to students, which were then used as the basis for making solutions. This action is applied to other themes, including the themes of "earthquake" and "pandemic" as the focus of this study.
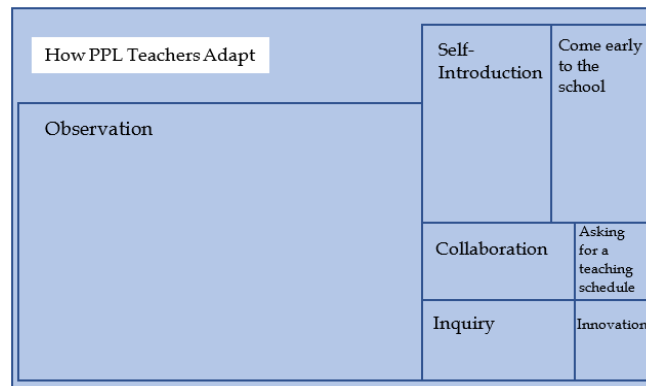

Figure 5. Hierarchy Chart of How PPL Teachers Adapted

Another feature of NVivo used in this research analysis is hierarchy charts. In NVivo, hierarchy charts are visualizations that allow users to explore hierarchical data, analyze coding patterns, and view attribute values of cases and sources. These charts help researchers gain an overview of the data, identify patterns, and understand the relationships between different levels of the hierarchy in their NVivo project.

The hierarchy chart analysis in Figure 5 shows several ways the PPL teachers adapted in the schools impacted by the earthquake and the Covid-19 pandemic. It is obvious that observation was the main activity or has the most significant portion among other adaptation methods conducted by the PPL teachers. Other adaptation techniques identified from the data were self-introductions, arriving early at the school, collaborating with fellow PPL teachers, especially those from other campuses, asking the school administrator about the needed information, requesting teaching schedules, and innovating.

Discussion

Reception from the school community was essential for the PPL students to start their job as a teacher. Teachers' reception has been linked to the school's efficient organization, the teaching staff's growth, and the supply of the best possible teaching materials (Kyrou et al., 2020). Administrators may support new teachers by linking teachers with the community and assisting new teachers in forming relationships both inside and outside of the classroom (Brenner et al., 2021).

The reception of the school community assisted the PPL teachers in adapting to the school environment. This is crucial since everyone, including teachers, experiences anxiety and fear whenever they are exposed to a new environment due to adjusting and stepping outside of their comfort zones (Del Rosario & Vargas, 2021). Specifically, during the first period of the school year, newly hired teachers do not feel a sense of "belonging (Kyrou et

al., 2020). Nonetheless, it was expected that all informants needed at least two weeks to adapt to school as a teacher.

Regarding the form and period of adaptation, the PPL students adapted as teachers at SMAN 1 Malunda in three phases: observation, preparation, and actualization. Meanwhile, the impact of the earthquake and the Covid-19 pandemic on their teaching in the school will also be discussed next.

Observation phase

Observation is a strategy to have the ability and skills to adapt to different assignments, social features, or environments (Kodden, 2020). In this study, observation activities taken by the PPL teachers were monitoring student behavior, teacher performance, and classroom condition. As a result, they knew what situation or problem was going on. This was confirmed by Juni, who taught English by saying:

Juni: *Based on my observations, I knew many students did not understand the subject and lacked English vocabulary.*

This phase is appropriate and in line with the views of Ni'matuzahroh & Prasetyaningrum (2018) that observation activities are crucial for psychologists and valuable for those involved in education, such as observing the behavior of children with special needs. Observation also functioned as evaluation material in which the results of observations served as a basis for the PPL teachers to make improvements in the future. This technique is justified in several studies; for example, Harjum (2018) found that teacher performance in learning increases after carrying out classroom observation supervision techniques. Observation as an evaluation was recognized in the writings of Kama and Aina, who observed how other teachers taught.

Kama: *Teachers taught ineffectively. It was boring; they did not give feedback or let students discuss.*

Aina: *Based on my observations, teachers tended only to supervise discussion. Then, at the end of the discussion, the teachers gave a task to the students to write an Al-Qur'an Surah that had been discussed and then memorize it.*

Preparation phase

There is a strong relationship between the preparation and observation phase. The two stages went hand in hand at the beginning of PPL teachers' deployment. The observation was part of the preparation stage, and vice versa; preparation heavily depended on observational methods. However, since preparation involved specific actions participants took about teaching activities in a classroom, the researcher divides them into two distinct parts.

The PPL teachers said that they felt uncomfortable throughout the teaching preparation process, particularly when they discovered that many pupils were not unconcerned with them. The PPL teachers introduced themselves to solve this issue and tried to build rapport with the pupils. By initially fostering positive relationships with students, they wanted to avoid creating an uncomfortable environment for them. All

participants agreed that they had gotten to know the students after two weeks, proving the effectiveness of this technique.

The PPL teachers demonstrated that teaching is more complex than simply imparting knowledge to students to change their attitudes, knowledge, and abilities positively. According to Aspelin (2020), there cannot be any instruction without a relationship of trust between the instructor and pupils. Furthermore, he added that social and relational ties are the two bonds in teaching; relational ties are ultimately the best in teaching (Aspelin, 2020). Similarly, Rajagopalan (2019) outlined several teaching qualities in his essay " Concept of Teaching, " including the importance of communication skills in teacher-student interactions and the need for students to become emotionally stable.

These traits conclude that teaching is a multifaceted endeavor, with the teacher serving as the foundation for its success. This role makes the teacher responsible for determining who the student is and what he or she can become (Aspelin, 2020). A true teacher, according to Ki Hajar Dewantara, the founder of Indonesian education, possesses pedagogical, professional, and social competence, constantly strives to improve, serves as a mentor, advisor, educator, teacher, and motivator, as well as having a modest, firm, and respectable personality (Tohir, 2019).

The big challenge for PPL teachers in preparation for teaching. They were perplexed in deciding what to teach and how to teach it. Their quality and amount of communication instructions might impact this preparation issue (Pennington et al., 2021). Therefore, they sought help from tutors to figure out what they had to do. The role of tutors is vital because it determines the success of PPL teachers (Dwijayanti, 2018). That is why newly trained teachers and mentors require time away from their classroom responsibilities to focus on their mentoring relationships (Shanks et al., 2022). This study found at least three types of tutor roles in assisting the PPL teachers, not only at the preparation stage but also during the adaptation and actualization period, namely as a director, provider of teaching materials, and role model.

Due to the lack of books and other teaching materials brought to the classroom by the PPL teachers, the tutors posed as the supplier of teaching materials. This service was particularly crucial because the PPL teachers came to the school unprepared with teaching materials such as books and modules as they did not know the class and student level they would teach. The tutors were the sole ones who decided on classes and subjected the PPL teachers would teach at the school. Meanwhile, tutors as role models or examples were also highly significant. The PPL teachers believed that to learn how to teach effectively and confidently, they had first to observe their tutors in action.

The PPL teachers would then study the materials they received from the tutors. Then, in the classroom, they created a concept or lesson plan. The reflective writing of participants demonstrated this:

Dela: *After I got the package of books, I immediately returned to my room to read them and concept what I was going to teach. …But while teaching, it turned out that I could not do what I had previously conceptualized.*

Andi: *I kept studying to understand the teaching materials I would explain the next day. Thank God, line by line, I understood what was in the textbooks that the school had provided.*

The concept referred to by Dela was not in the form of a Lesson Plan or RPP *(Rencana Pelaksanaan Pembelajaran)*. All participants during the FGD admitted that before the PPL, they did not know how to create learning tools such as an annual program, semester program, syllabus, and lesson plan. So, this PPL was momentum for them to learn how to develop learning tools, but unfortunately, the tutors did not teach them directly.

Aina: *We just learned how to develop a lesson plan in this school… Mostly we just downloaded lesson plans for teaching. Regarding how to develop lesson plans, I decided to learn by myself via YouTube.*

This is unfortunate, as Boyle et al (2023) found that teachers were much more likely to have higher stress risks without a mentor. When given mentors, teachers with higher stress levels had significantly different mentoring experiences than those with lower stress levels. As a solution, the PPL teachers work together to learn how to create or understand new lesson plans.

Dela: *… in the room, I found my friends wanted to write a lesson plan. Then I sat beside him while studying it too.*

It was not the tutors' fault if the PPL teachers could not develop lesson plans and other learning tools because these skills were supposed to be learned while they were at the university. Some courses have discussed these topics, such as Curriculum Development, Classroom Management, and Microteaching. Sufanti et al (2022) emphasized that students in Microteaching programs during the Covid 19 pandemic must learn to prepare learning tools, practice teaching, observe, and assess learning outcomes. Aina also argued that it is essential for campuses to require students before PPL time. Hence, they can develop learning tools because, at schools, PPL teachers do not directly teach in a classroom but are asked to study or create lesson plans first.

Actualization phase

Actualization was the period when the PPL teachers taught in a class. In this stage, they already knew what class, student level, and subjects they would teach. At this point, they experienced problems with four groups related to themselves, students, tutors, and the school's physical environment. Negative emotions were often felt, such as embarrassment, surprise, disappointment, concern, humiliation, uncertainty, and tension. This sensation typically appeared when teaching or interacting with people for the first time in the school because they perceived their teaching abilities were still insufficient. However, individuals might get past these uncomfortable emotions once learning has occurred.

Juni: *At first teaching, I felt scared, doubtful, and also embarrassed, but I dared myself to start the lesson, and alhamdulillah, I was able to teach… All my students' questions could be answered, and I hoped I kept like that.*

Aina: *After entering the class, it was initially awkward, but as the lesson progressed, it turned out to be not as bad as I thought, and I could live with everything despite my shortcomings.*

Dela: *I entered the room awkward…because it was my first time teaching, and new faces noticed me.*

Andi: *I felt tense before entering the class because this was the first face-to-face meeting with students.*
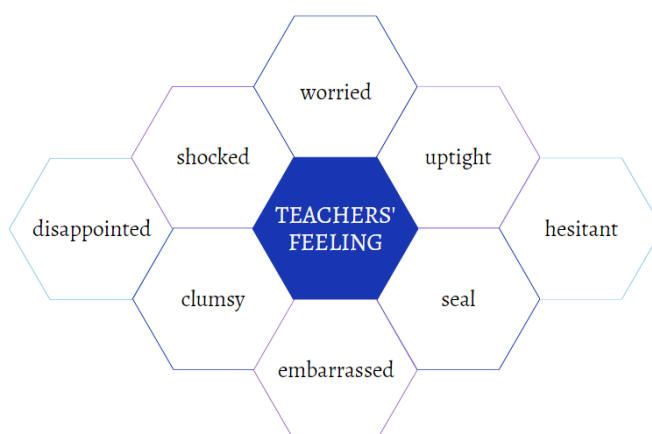

Figure 6. PPL Teachers' Negative Feelings During the Actualization

The problems related to students felt by the PPL teachers were silence, embarrassment, fear of being asked questions, and not getting along. Quiet students became docile and uninvolved in learning, such as not responding when asked. As a result, the PPL teachers could not determine whether or not the students had grasped the material. In the view of the PPL teachers, pupils who remained silent were most likely because they were too ashamed to talk. Somewhat different from the existing theory that the problems experienced by students are strongly influenced by the social environment in which they are located (Wahyuddin, 2018).

Participants also highlighted the physical environment as an issue they experienced when teaching and the human factors (PPL teachers, tutors, and students). As already known, the school was one of the poorly affected schools by the earthquake in January 2021, causing all structures, including classrooms, to suffer damage. According to the participants' experiences, their learning was ineffective due to damaged, dirty, hot, noisy, and muddy classrooms.

Impact of Earthquake and Pandemic

The problems found by the PPL teachers at SMAN 1 Malunda since observation, preparation, and actualization were very strongly influenced by the M 6.2 earthquake in 2021 and the Covid-19 pandemic, which made the school implement learning in a limited way. Figure 5 shows how the earthquake and the pandemic forced adjustments to the school calendar due to new health precautions and constrained classroom space. These two

catastrophes compelled teachers to switch from face-to-face classrooms (offline) to internet-based teaching techniques (online) and a combination.
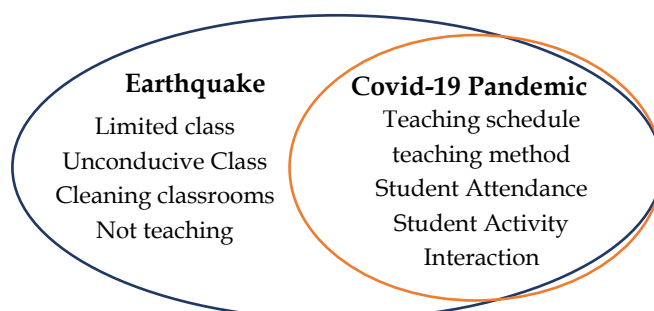

Figure 7. The Impact of the Earthquake and the Covid-19
Pandemic at SMAN 1 Malunda

Although the PPL teachers were accustomed to digital learning on their campus, teaching online was still highly challenging in Malunda due to unstable internet networks, particularly for those who resided in hilly locations. That is why synchronous learning cannot be applied even though it can encourage student engagement (Susanti & Prameswari, 2020). As an alternative, the PPL teachers employed teaching in WhatsApp Groups since it was more network-friendly, albeit less effective due to the deficient levels of student participation in both activity and attendance.

> Aina: *Online teaching was commonplace on my campus. However, live streaming was impossible here because the network was unstable, so we used the WA group.*
> Dela: *When I opened the lesson and sent the attendance sheet, students only read my chat in the group, some only filled in the attendance sheet, and no one responded to the teaching instructions.*

Student disengagement also happened in offline sessions due to unfavorable classroom circumstances. Because the classrooms were being renovated, the participants had not taught until the middle of the PPL term. The PPL teachers attempted to teach in tents several times, but noises from the building's renovation and the muddy condition after a rainstorm made them unsuitable.

It was highly intriguing that the PPL teachers considered the earthquake and the pandemic the main reason for their lack of interaction and collaboration with students, teachers, and academic staff. They acknowledged that they barely knew some tutors and teachers since they seldom attended classes and because there was no space to socialize in the earthquake and pandemic-damaged schools. This is unfortunate because effective collaboration in blended learning should overcome learning problems during a pandemic (Susanti & Prameswari, 2020).

D. Conclusion

As a teacher working in an earthquake and pandemic-affected schools, the PPL teacher adapted through three periods: observation, preparation, and teaching actualization. The observation was a very effective technique for the PPL teachers in identifying problems at the school. The results of this action were used as a reference, particularly in learning preparation. Meanwhile, actualization was a teaching application carried out by the PPL teachers. The main problems experienced by the PPL teachers in this period were a lack of knowledge in creating learning tools like yearly programs, semester programs, syllabus, and lesson plans.

Additionally, according to the PPL teachers, the simultaneous effects of the earthquake and the Covid-19 pandemic led to disadvantageous educational activities in the school. The earthquake and the pandemic had restricted and made schools unconducive. Classrooms that were broken, filthy, hot, loud, and muddy after a rainstorm contributed to this inconvenient circumstance. They even did not teach on several occasions due to class limitations.

The school had also been compelled by the earthquake and the pandemic to change their timetables to allow pupils to attend class in a balanced way. However, the PPL teachers claimed that rescheduling teaching was challenging because it impacted attendance and student activities. Due to the network's instability, the online school approach was chosen as alternative teaching by only utilizing the WhatsApp Group.

In light of this discovery, it is recommended that the PPL committee in the Faculty of Teacher Training and Education provide students with training in teaching tool development and other pedagogical abilities before deploying them into the field. It can be done by optimally teaching students in educational and teaching courses while they are on campuses. Additionally, tutors must provide intense attention and guidance for PPL teachers to adapt quickly.

Acknowledgment

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