

References

- Abednia, A., Hovassapian, A., Teimournezhad, S., & Ghanbari, N. (2023). Reflective journal writing: Exploring in-service EFL teachers' perceptions. *System*, 41(3), 503–514. <https://doi.org/10.1016/j.system.2013.05.003s>
- Adler, P. A. & Adler, P.,(2017). *Membership Roles in Field Research*. Newbury Park: Sage Publications.
- Ahmed, A. M. (2019). Students' reflective journaling: An impactful strategy that informs instructional practices in an EFL writing university context in Qatar. *Reflective Practice*, 20(4), 483–500. <https://doi.org/10.1080/2019.1638246>
- Atherton, P. (2022). Goal-setting and problem-solving in the tech enhanced classroom. In *Interactive Learning Environments*. Routledge. <https://doi.org/10.4324/9781003221401>
- Altalhab, S., Alsuhaibani, Y., & Gillies, D., (2021) The reflective diary experiences of EFL pre-service teachers, *Reflective Practice*, 22:2, 173-186, DOI: 10.1080/14623943.2020.1865903
- Akbari, R., (2017). Reflections on reflection: A critical appraisal of reflective practices in L2 teacher education. *System*, Volume 35, pp. 192-207.
- Anderson, L. W. et al., (2014). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. Harlow: Pearson.
- Anderson, L. W. & Sosniak, L. A. eds., (1994). *Bloom's Taxonomy: A Forty-Year Retrospective*. Chicago: National Society for the Study of Education.
- Asrial, A., Syahrial, S., Kurniawan, D. A., Subandiyo, M., & Amalina, N. (2019). Exploring Obstacles in Language Learning among Prospective Primary School Teacher. *International Journal of Evaluation and Research in Education*, 8(2), 249-254. <https://doi.org/10.11591/ijere.v8i2.16700>
- Arslan, F. Y., (2019): Reflection in pre-service teacher education: exploring the nature of four EFL pre-service teachers' reflections, *Reflective Practice* <https://doi.org/10.1080/14623943.2018.1564652>
- Ayoobiyan, H., & Rashidi, N. (2021). Can reflective teaching promote resilience among Iranian EFL teachers? A mixed-method design. *Reflective Practice*, 22(3), 293–305. <https://doi.org/10.1080/14623943.2021.1873758>
- Baharuddin, M. R. (2021). Adaptasi kurikulum merdeka belajar kampus merdeka (Fokus: model MBKM program studi). *Jurnal Studi Guru Dan Pembelajaran*, 4(1), 195–205

- Bain, J. D., Ballantyne, R. & Packer, J., (2002). Developing reflection on practice through journal writing: impacts of variations in the focus and level of feedback. *Teachers and Teaching*, pp. 171-196.
- Bax, S. & Cullen, R., (2003). Generating and evaluating reflection through teaching practice. *TD SIG*, pp. 13-20.
- Bean, T. W. & Stevens, L. P., (2010). Scaffolding reflection for pre-service and in-service teachers. *Reflective Practice*, 3(2), pp. 205-218.
- Blackburn, M., Holden, R. & Burrell, C., (2014). Teaching critical reflection in Sub-Saharan Africa: business as usual?. *Reflective Practice*, 15(3), pp. 390-403.
- Bloom, B. S. et al., (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain*. New York:
- Brookfield, S. D. (2020). *Becoming a critically reflective teacher*. San Fransisco: Jossey-Bass.
- Calderhead, J. & Gates, P., (1993). *Conceptualizing Reflection in Teacher Development*. London: The Falmer Press.
- Calderhead, J. & Shorrock, S. B., (1997). *Understanding Teacher Education: Case Studies in the Professional Development of Beginning Teachers*. London: Psychology Press.
- Casanave, C. P. (2017). *Journal writing in second language education*. Ann Arbor: University of Michigan Press. <https://doi.org/10.1080/14623943.2019.1638246>
- Coffin, C. (2018). Learning the language of school history: the role of linguistics in mapping the writing demands of the secondary school curriculum. *Journal of Curriculum Studies*, 38(4), 413–429. doi:10.1080/00220270500508810
- Cohen, L., Manion, L. & Morrison, K., (2011). *Research Methods in Education*. 7th ed. London: Routledge.
- Colley, B. M., Bilics, A. R. & Lerch, C. M., (2012). Reflection: a key component to thinking critically. *The Canadian Journal for the Scholarship of Teaching and Learning*, 3(1), pp. 1-19.
- Colton, A. B. & Sparks-Langer, G. M. (1993). A conceptual framework to guide the development of teacher reflection and decision making. *Journal of Teacher Education*, 44(1), pp. 45-54.
- Conway, P. F., (2001). Anticipatory reflection while learning to teach: From a temporally truncated to a temporally distributed model of reflection in

- teacher education. *Teaching and Teacher Education*, Volume 17, pp. 89-106.
- Corbin, J. & Strauss, A., (2008). *Basics of Qualitative Research*. 3rd ed. Thousand Oaks: Sage Publications Inc..
- Cowan, J., (2014). Noteworthy matters for attention in reflective journal writing. *Active Learning in Higher Education*, pp. 53-64.
- Creswell, J. W., (2008). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. 3rd International Edition. Upper Saddle River: Pearson Education .
- Creswell, J. W., (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. 3rd ed. Los Angeles: Sage Publications.
- Debreli, E. (2012). Change in beliefs of pre-service teachers about teaching and learning English as a foreign language throughout an undergraduate pre-service teacher training program. *Procedia Social and Behavioral Sciences*, 46, 367–373. <https://doi.org/10.1016/j.sbspro.2012.05.124>
- Dewey, J. (1910). *How we think*. Boston: D.C. Heath.
- Dewey, J. (1916). *Democracy and education: An Introduction to the philosophy of education*. New York: The Free Press.
- Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. Boston: D.C. Heath and Company.
- Dewey, J. (1938). *Experience and education*. New York: Macmillan
- Draissi, Z., BaoHui, Z., & Yong Q. Z (2021) Reflective journals: enhancing doctoral students' engagement, *Reflective Practice*, 22(3), 381-399. <https://doi.org/10.1080/14623943.2021.1893166>
- Farrell, T. S. C. (2011). The novice teacher experience. In A. Burns & J. C. Richards (Eds.), *The Cambridge guide to second language teacher education* (pp. 182– 189). Cambridge University Press.
- Farrell, T. S. C. (2012). Reflecting on reflective practice: (Re)visiting Dewey and Schon. *TESOL Journal*, 3(1), 7–16. <https://doi.org/10.1002/tesj.10>
- Farrell, T. S., (2015). *Promoting Teacher Reflection in Second Language Education: A Framework for TESOL Professionals*.. New York: Routledge.
- Feiman, N. S., (2001). Helping novices learn to teach. *Journal of Teacher Education*, 52(1), pp. 17-30.

- Garza, R., & Smith, S. F. (2015). Pre-service teachers' blog reflections: illuminating their growth and development. *Cogent.*, 2, 1–15. <https://doi.org/10.1080/14623943.2020.1733954>
- Hatton, N., & Smith, D. (1995). Reflection in teacher education: Towards a definition and implementation. *Teaching and Teacher Education*, 11(1), 33–49. [https://doi.org/10.1016/0742-051X\(94\)00012-U](https://doi.org/10.1016/0742-051X(94)00012-U)
- Holstein, A., Weber, K. E., Prilop, C. N., & Kleinknecht, M. (2022). Analyzing pre- and in-service teachers' feedback practice with microteaching videos. *Teaching and Teacher Education*, 117, 103817. <https://doi.org/10.1016/j.tate.2022.103817>
- Jay, J. K., & Johnson, K. L. (2002). Capturing complexity: A typology of reflective practice for teacher education. *Teaching and Teacher Education*, 18(1), 73-85.
- Kim, A. K. (2018). Reflective journal assessment: The application of good feedback practice to facilitating self-directed learning. *Journal of Hospitality, Leisure, Sport & Tourism Education.*, 13, 255–259. <https://doi.org/10.1080/14739879.2012.11923899>
- Lally, C. G. (2020). Language teaching and learning diaries: French conversation from two different perspectives. *Foreign Language Annals*, 33(2), 224–228. <https://doi.org/10.1111/j.1944-9720.2000.tb00914.x>
- Lee, I. (2007). Preparing pre-service English teachers for reflective practice. *ELT Journal*, 61(4), 321–329. <https://doi.org/10.1093/elt/ccm022>
- Loughran, J. J. (2022). Effective Reflective Practice: In Search of Meaning in Learning about Teaching. *Journal of Teacher Education*, 53(1), 33–43. <https://doi.org/10.1177/0022487102053001004>
- Mansvelder, D. D., Beijaard, D., & Verloop, N. (2007). The portfolio as a tool for stimulating reflection by student teachers. *Teaching and Teacher Education*, 23(1), 47–62. <https://doi.org/10.1016/j.tate.2006.04.033>
- Maclean, R., & White, S. (2019). Video reflection and the formation of teacher identity in a team of pre-service and experienced teachers. *Reflective Practice*, 8(1), 47e60. [10.1080/14623940601138949](https://doi.org/10.1080/14623940601138949)
- Mena-Marcos, J., García-Rodríguez, M., & Tillema, H. (2013). Student teacher reflective writing: What does it reveal? *European Journal of Teacher Education*, 36(2), 147–163. <https://doi.org/10.1080/02619768.2012.713933>

- Meierdirk, C. (2018). Is reflective practice an essential component of becoming a professional teacher? *Reflective Practice*, 17(3), 369–378. <https://doi.org/10.1016/j.nedt.2015.07.029>
- Moon, J. (2007). *Critical thinking: An exploration of theory and practice* (1st ed.). Routledge. <https://www.taylorfrancis.com/books/9780203944882>
- Moore, A. (2004). The good teacher. Routledge. Orland-Barak, L. (2005). Portfolios as evidence of reflective practice: What remains ‘untold’. *Educational Research*, 47(1), 25–44. <https://doi.org/10.1080/0013188042000337541>
- Naseer, H. (2020). Developing reflective practices of elementary school teachers: A collaborative action research study. *Research Journal of Social Sciences & Economics Review*, 1(4), 22–33. [https://doi.org/10.36902/rjsser-vol1-iss4-2020\(22-33\)](https://doi.org/10.36902/rjsser-vol1-iss4-2020(22-33))
- Patton, M. Q. (2002). *Qualitative research and evaluative methods* (3rd ed.). Sage
- Reed, G., Dagli, W., & Odame, H. H. (2020). Co-production of knowledge for sustainability: An application of reflective practice in doctoral studies. *Reflective Practice*, 21(2), 222–236. <https://doi.org/10.1080/14623943.2020.1733954>
- Rich, P. J., & Hannafin, M. (2019). Video Annotation Tools: Technologies to Scaffold, Structure, and Transform Teacher Reflection. *Journal of Teacher Education*, 60(1), 52–67. <https://doi.org/10.1177/0022487108328486>
- Roberts, P., Barblett, L., Boylan, F & Marianne Knaus (2021) Revitalising reflective practice in pre-service teacher education: developing and practicing an effective framework, *Reflective Practice*, 22(3), 331–344. <https://doi.org/10.1080/14623943.2021.1881888>
- Salazar, N., J., & McCluskey, K. (2017). A case study of early career secondary teachers’ perceptions of their preparedness for teaching: Lessons from Australia and Spain. *Teacher Development*, 21(1), 101–117. <https://doi.org/10.1080/13664530.2016.1204353>
- Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York, NY: Basic Books.
- Schon, D. A. (1987). *Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions*. San Francisco: Jossey-Bass.
- Thompson, S. & Thompson, N., 2008. *The Critically Reflective Practitioner*. New York: Palgrave Macmillan.

- Manen, V.M. (1977). Linking ways of knowing with ways of being practical
Curriculum Inquiry, 6(3), 205-228.
- Manen, V. M. (1991). The tact of teaching: The meaning of pedagogical though
fullness New York: State University of New York Press.
- Walsh, S., & Mann, S. (2015). Doing reflective practice: A data-led way forward.
ELT Journal, 69(4), 351–362. <https://doi.org/10.1093/elt/ccv018>
- Yesilbursa, A. (2011). Reflection at the interface of theory and practice: An
analysis of pre-service English language teacher's written reflections.
Australian Journal of Teacher Education,
36(3), 104–116.
<https://doi.org/10.14221/ajte.2011v36n3.5>
- Yoshihara, R., Kurata, A., & Yamauchi, A. (2020). Reflective journals to explore
struggles and difficulties of novice Japanese EFL university instructors.
Reflective Practice, 21(1), 81–93. <https://doi.org/10.1080/14623943.2019>
- Yost, D. S., Sentner, S. M., & Forlenza-Bailey, A. (2000). An Examination of the
Construct of Critical Reflection: Implications for Teacher Education
Programming in the 21st Century. Journal of Teacher Education, 51(1),
39–49. <https://doi.org/10.1177/002248710005100105>
- Yuan, R., & Lee, I. (2014). Pre-service teachers' changing beliefs in the teaching
practicum: Three cases in an EFL context. System, 44, 1–12.
<https://doi.org/10.1016/j.system.2014.02.002>
- Yuan, R., & Mak, P. (2018). Reflective learning and identity construction in
practice, discourse and activity: Experiences of pre-service language
teachers in Hong Kong. Teaching and Teacher Education, 74, 205–214.
<https://doi.org/10.1016/j.tate.2018.05.009>
- Zulfikar, T., & Mujiburrahman. (2018). Understanding own teaching: Becoming reflective
teachers through reflective journals. Reflective Practice, 19(1), 1–13.
<https://doi.org/10.1080/14623943.2017.1295933>