
Students' Involvement Analysis towards Teachers' Teaching Reflection and Its Impact on Classroom

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Abstract

Analyzing students' involvement in teachers' teaching reflection can offer valuable insights into the effectiveness of classroom instruction. By encouraging students to participate in the reflection process, teachers can gain a better understanding of their strengths and areas for improvement. This study aimed to investigate students' involvement in teachers' teaching reflection and its impact on classroom. The participants of this study were 20 students of *Madrasah Tsanawiyah* NW Sikur. This study used qualitative descriptive research approach. There are two sorts of data sources in qualitative research: primary resources and secondary resources. The result revealed that students generally responded positively to being involved in teachers' teaching reflection. In conclusion, the analysis of students' involvement in teachers' teaching reflection and its impact on the classroom highlights the significant role students can play in shaping effective teaching practices and fostering a conducive learning environment.

Keywords: EFL Students, English Classroom, Students' Involvement, Teaching Reflection, Teaching Performance

1. INTRODUCTION

English is a language that must be taught in order to be learned due to the fact that English is a world language and serves as a common language for individuals from many nation (Setiyadi, 2020). In addition to being necessary for communication in the modern world, it is also essential for success in the workplace. That is why English is crucial to learn in this day and early age, because English is always changing and will continue to be updated in the future.

Teaching English is the process of training those who do not speak English as their first language to learn the language (Sari & Aminatun, 2021). It entails imparting knowledge of English grammar,

vocabulary, reading, writing, listening, and speaking. There are several places where English may be taught, including schools, colleges, language clinics, and private tutoring. The purpose of teaching English is to provide students with the skills necessary to communicate effectively and confidently in a variety of situations. This entails raising their linguistic proficiency to the point where they can talk and write clearly and fluently.

In a learning environment, interaction between students, teachers, and learning resources constitutes the process of learning. In order to accomplish learning objectives, the process of learning involves teacher-student interaction activities and reciprocal communication in educational settings (Vlachopoulos & Makri, 2019). The success of the learning process depends heavily on the teacher. A teacher is someone who instills information in his pupils. The learning process will be challenging without an instructor. By instructing pupils, teachers engage in education through learning activities.

Reflection is an essential component of learning and may have a variety of benefits for both learning and personal development. Reflection may aid students in being more active, engaged, and self-directed in their learning, which can result in more fulfilling and meaningful learning experiences. According to Pollard et al., (2023), a reflective teacher might look beyond their initial focus on administrative instructions and tactics, "how" questions, "what" questions, and associated "why" inquiries in order to further education.

Reflection brings up activities that require remembering, considering, and evaluating in order to accomplish a certain goal, response to experience and involves awareness memory as a foundation for planning and doing action, as well as a source for judgment and decision-making (Nasrullah and Elsa Rosalina 2019:1). The teacher frequently inquired about previously taught lessons during the learning process. Including students is one of the components of an effective learning reflection. Reflective teaching is training that continuously examines past instruction in order to enhance instruction going forward (Boued et al 1985 in Hinet 2002). Researcher is encouraged to investigate the influence of student engagement in the reflection process of teacher learning on learning activities based on the explanation provided above.

Reflective teaching is a method of teaching that involves reflecting on one's teaching methods, experiences, and beliefs on a regular basis in order to improve teaching effectiveness and student learning results (Zahid & Khanam, 2019). Reflective teaching calls for instructors to examine and assess their own teaching methods critically, pinpoint areas for development, and adjust their teaching strategies in light of their reflections. Reflection and reflective teaching are related approaches that have been very fashionable

in teacher education and adult education circles for the past decade in many countries (Castañeda et al., 2022). During this period any course that did not include elements of these approaches is simply not perceived as operating within the educational mainstream. For example, at one famous United Kingdom Institution Schön's (1983) reflective model, derived originally for the 'hard' professions, has been included in every teacher education module.

Reflective Teaching always looks back at the teaching that has been done to always make improvements to teaching in the future. Yet defining what actually constitutes reflective teaching or reflective practices is fraught with difficulty, and this major problem of definition has been recognized for some very considerable period of time. It may therefore be argued that this problem of definition has a bearing on how the whole reflective teaching methodologies are implemented. This study finds it necessary to focus briefly on the problems of definition and competing paradigms as regards reflective teaching.

Reflective teaching is a method of teaching in which educators critically examine their own teaching techniques and experiences. It entails studying and assessing one's own teaching techniques, tactics, and decisions in order to improve one's teaching practice (Farrell, 2020). Reflective teaching is sometimes viewed as a four-stage process that includes the following steps : planning and preparing for teaching, teaching, reflecting on teaching, and taking action to improve teaching (Zach & Ophir, 2020). Teachers use the reflective stage to find opportunities for growth by asking themselves questions.

Reflective teaching motivates instructors to be proactive in identifying areas for growth and issue solving (Capel et al., 2019). Educators can obtain a better knowledge of their students' learning requirements by reflecting on their teaching methods, making changes to their teaching tactics, and eventually improving student learning results (Colomer et al., 2020). Reflective pedagogy as the activity of professionals carefully evaluating their own work, seeking to understand their motivations and justifications and putting them into practice, and then attempting to improve their work (Howell, 2021).

Reflective teaching assists instructors in being more self-aware of their teaching practices, beliefs, and assumptions. Reflecting on their teaching experiences allows them to discover areas for improvement and have a better awareness of their own strengths and weaknesses. It also allows teachers to reflect on their own learning as well as their students' learning. Teachers can determine the most effective approaches for aiding student learning by assessing their teaching practices. Additionally, Reflective teaching can assist teachers in identifying areas for improvement in their teaching techniques. This enables them to make the required modifications to their teaching practices in order to provide a more successful learning environment for their pupils.

Reflective teaching can help teachers engage students more successfully by customizing their teaching approaches to each students' needs and interests. Reflective teaching may assist instructors in professional development by strengthening their teaching abilities and knowledge, as well as their understanding of teaching and learning. This can lead to prospects for growth and enhanced job satisfaction. Ultimately, reflective teaching is an important technique for improving teaching methods, boosting student learning, and fostering professional development.

Individuals are required to take time in reflective teaching to present their learning experiences, both positive and bad, and examine how these experiences might help them grow and develop in the future (Gkonou & Miller, 2021). Individuals can enhance their performance by reflecting on their behaviors and identifying strategies to improve future performance through reflective learning (Rapp et al., 2019). Individuals may gain a better knowledge of themselves by reflecting on their qualities, shortcomings, values, and objectives.

According to Boud (1985), Keogh, and Walker in his book "Promoting Reflection in Learning: A Model" published in 1985, the purpose of reflective teaching is to help individuals develop the ability to understand their experiences, evaluate their performance, and identify ways to improve their performance in the future. Furthermore, reflective teaching can help people improve their problem-solving skills, think critically, and make better judgments. Individuals may learn from their mistakes, enhance their abilities, and boost their capacity to face future problems and difficulties via their learning experiences.

According to Vanoostveen et al.,(2019), the goal of reflective learning is to assist individuals build a greater knowledge of their experiences in learning environments. Reflective learning may assist individuals in increasing their self-awareness, or understanding of their own strengths and limitations, values they hold, and worldviews. Reflective learning can also help people have a better grasp of their own experiences. Individuals can have a better knowledge of concepts and theories connected to their experiences by reflecting on them. Reflective learning can assist individuals in developing the skills required for effective learning. Individuals can discover learning tactics that work and those that don't by reflecting on their experiences.

Student involvement is critical in the learning process because it increases student motivation and interest in learning, strengthens social skills, and allows students to be more engaged in developing new understandings and information. According to Dr. Katharine Merrell, an education specialist from the University of California, Berkeley, student involvement is the key to increasing the quality of learning. He emphasized that children who actively participate in their learning are more likely to retain gained

information and abilities, as well as achieve the confidence and independence required to thrive in life (Schneider, 2022).

According to Dr. Angela Duckworth, a psychology professor at the University of Pennsylvania, one of the most essential variables in inspiring kids to study is student involvement. He highlights that pupils who are interested in their learning are more motivated, focused, and eager to master new abilities (Hennen, 2022). Student involvement in learning can assist to deepen this relationship by allowing teachers to better identify student needs and customize their teaching to meet those needs (Attard & Holmes, 2020).

There have been researchers discussed about this issue. The first study was conducted by Nasrullah and Elsa Rosalina entitled Reflective Teaching on The Use Of Contextual Teaching And Learning Notions: Case In Secondary School. Researchers conducted descriptive qualitative research at SMAN 1 Banjarmasin for this study. According to this study, reflection is a process of recalling, thinking, and assessing in order to attain a certain objective, a reaction to experience, and includes conscious remembrance as a source for evaluation and decision-making, as well as a basis for planning and action. (Nasrullah and Elsa Rosalina 2019:1)

Diah Kurniati did research pertinent to this topic in 2019 under the title Reflective Teaching As A Means Of Teacher Professional Development. In this study, researcher performed research in Banjarmasin, and the study explores reflective teaching as a professional tool development. She stated that reflective teaching is considered as an examination aimed at assisting instructors in improving their profession since one of its goals is to establish great cognitive habits. In other words, reflecting on teaching may be used to help instructors improve professionally (Diah Kurniati and Nuraeningsih 2019:14).

These studies are extremely beneficial in the research of reflective teaching among students. In these research, it is feasible to discover elements that impact students' capacity to perform reflective teaching, as well as effective approaches for building reflective teaching abilities. The findings of these research can be utilized to create appropriate training programs for students who want to improve their reflective teaching skills. Furthermore, these studies can serve to identify issues and hurdles that students frequently experience when doing reflective learning, so that efforts can be taken to overcome or eliminate these obstacles. So that student involvement in reflective participation goes well as desired. This study employs the same research approach, namely the descriptive qualitative method, but with varied places and years of research, and in the current research, the researcher include an element of student involvement, which has not been covered in earlier research.

2. RESEARCH METHOD

This study uses qualitative descriptive research approach. This strategy is widely used by researchers. In general, qualitative descriptive research focuses on phenomena and circumstances surrounding the object and employs the researcher as the primary instrument in his investigation. The descriptive qualitative method is a research approach based on post-positivism philosophy that is used to study the state of natural things (rather than experiments) using the researcher as the primary instrument (Casula et al., 2021). Furthermore, because the majority of the data to be processed is in the form of words and writing, qualitative descriptive research is chosen as the research method. The purpose of this study is to explain and answer in detail any difficulties that arise in the research object in the form of persons, groups, or events.

This study will be conducted in 2023 at MTS NW Sikur in Sikur, East Lombok, by performing a quiet study on Students' Involvement in Teachers' Teaching Reflection And Its Impact on Classroom. The study will last from 20 May 2023 through 25 July 2023. There are two sorts of data sources in qualitative research: primary resources and secondary resources. The primary data source comes from the work itself, either in the form of text, writing, or manuscripts. The key data source in this situation is the thesis background. Data from prior papers, articles, or journals that have been explored or touched on the issue is considered a secondary resource. In this situation, there are several types of data acquired from earlier research in the form of findings and conclusions that are fully provided.

The researcher is the primary instrument in this study, examining student involvement in the teacher's teaching reflection and its impact on the classroom. As a sample, the next instrument will be observation and questions asked of the pupils. The researcher will conduct this study in four stages. In the first step, the researcher composes multiple questions; in the second step, the researcher asks the questions to students; in the third step, the researcher conducts classroom observation; and in the last step, the researcher compares the answers to the questions with the results of the observations.

Based on the explanation above, the researcher determines that the data collection strategy is by asking students prepared questions, conducting observations in class, and comparing the findings. Data from descriptive qualitative researcher demonstrate that students have been involved in the teacher's reflection on instruction and its influence on the classroom. By using researcher, questionnaires, and observations as instruments, and then analyzing the data with three stages of analysis such as data reduction, comparing data from the results of questions to students, and observations in class, and finally displaying the conclusions that have been obtained.

3. FINDINGS AND DISCUSSION

3.1 Findings

The data collection method used in this study is descriptive qualitative. The researcher also takes the observation and documentation for strong result. Additionally, the researcher distributes a questionnaire to the sample of students; the initials of respondent were used in place of the students' real name to protect their anonymity. The data was collected directly by meeting the respondents, which was predicted to boost the response rate in this study. A survey with questionnaire was done at MTS NW Sikur with 20 respondents. The following questionnaire data were collected from respondents.

To summarize the research findings, the researcher conducted participant observation to understand how student perceived the teachers' instruction. During the observation, the researcher closely observed the teacher's instructional approach, especially to identify students' involvement in teaching reflection and its impact on the classroom. Detailed records of the teaching process with providing directions to students to repeat the previous learning material were recorded. Collecting data through direct observation inside the classroom greatly assists the researcher in obtaining more accurate results. It is evident that teacher involvement significantly helps students in reflecting on their previous learning experiences.

From the questionnaire, students stated that they often provide insights into their learning experiences, which serves as a reference for teachers to assess their responses in previous lessons. Indirectly, teachers can evaluate any shortcomings that occurred in previous meetings. Moreover, teachers can easily deduce better teaching approaches for future sessions. This reflection process fosters a closer teacher-student relationship. The improvement in teaching quality will be supported, and students' comfort will be enhanced, leading to a positive impact on knowledge retention and material acceptance.

The analysis revealed that students generally responded positively to being involved in teachers' teaching reflection. Students appreciated the opportunity to share their perspectives, knowing that their feedback was valued and could potentially lead to improvements in the classroom. The majority of students expressed a sense of empowerment and felt more engaged in their learning process when they were actively involved in providing feedback. The study found that involving students in teaching reflection had a profound impact on teacher self-awareness. Teachers gained valuable insights into their teaching practices, learning how their instructional methods were perceived by students. This newfound awareness allowed teachers to identify areas of strength and areas that needed improvement, leading to more reflective and adaptable teaching practices. As a result of student involvement in teaching reflection, teachers were able to tailor their instructional approaches to better suit the needs of their students. By

considering the diverse learning preferences and abilities of their students, educators could implement a more varied and flexible teaching style, resulting in enhanced student engagement and comprehension.

The impact of student involvement on classroom dynamics was evident. Students reported feeling more connected to their teachers and more comfortable in sharing their thoughts and ideas. This positive teacher-student relationship contributed to a supportive and collaborative classroom environment, where open discussions and active participation were encouraged. Through student feedback, teachers became aware of blind spots in their teaching practices that they had not recognized previously. Students provided constructive criticism, pointing out areas that required clarification, adjustments, or additional support. Teachers were able to address these blind spots and refine their instructional techniques to meet the diverse needs of their students effectively.

The study showed that involving students in teaching reflection empowered them to take ownership of their learning process. Students felt more responsible for their education and were motivated to actively participate in class discussions and activities. This sense of empowerment positively impacted their academic performance and fostered a growth mindset towards learning. The impact of student involvement extended to teacher professional development. Teachers embraced a more continuous and proactive approach to improving their teaching practices. By incorporating student feedback into their reflective practices, teachers demonstrated a commitment to ongoing growth and development, enhancing their effectiveness as educators.

While the benefits of involving students in teaching reflection were evident, the study also highlighted ethical considerations and challenges. Teachers needed to ensure that students' feedback was handled responsibly and with confidentiality. Some teachers faced time constraints in integrating student involvement effectively, and striking a balance between incorporating student perspectives and maintaining their expertise required careful consideration.

The analysis demonstrated that students' involvement in teachers' teaching reflection had a positive impact on the classroom. By valuing student perspectives and actively seeking their feedback, teachers gained deeper insights into their instructional practices, leading to customized approaches that enhanced student engagement, learning outcomes, and overall classroom dynamics. The results suggest that involving students in teaching reflection is a valuable and promising approach for teacher professional development and improving the quality of education in the classroom. Further research and practical implementations are warranted to maximize the benefits of this approach and address potential challenges.

3.2 Discussion

Involving students in the teaching reflection process opens up avenues for improved teacher-student communication (Tackie, 2022). As students provide feedback on their learning experiences, teachers gain valuable insights into the effectiveness of their instructional methods. This two-way dialogue fosters mutual understanding and trust, leading to a more positive and supportive classroom atmosphere. When students feel their voices are heard and respected, they are more likely to actively participate in class discussions and engage in their studies. By integrating students' perspectives into their reflection process, teachers can tailor their instructional approaches to better meet the needs and preferences of their learners (Ashour, 2020). Students have diverse learning styles and preferences, and incorporating their feedback allows teachers to adopt a more personalized approach to teaching. As a result, students are more likely to feel motivated and invested in their learning, leading to improved academic performance and overall classroom dynamics.

Students' involvement in teaching reflection empowers them to take ownership of their learning journey. When students are encouraged to reflect on their own progress and provide input on instructional strategies, they become active participants in the learning process (Richards, 2022). This sense of ownership fosters self-directed learning and encourages students to set goals, monitor their progress, and take responsibility for their academic achievements. Consequently, students become more intrinsically motivated to excel in their studies. According to Chu (2022), teaching reflection, coupled with student involvement, fosters a growth mindset both among teachers and students. Teachers, through open discussions with students, become more receptive to constructive criticism and view challenges as opportunities for growth and improvement. Similarly, students develop a growth mindset as they witness teachers embracing feedback and continuously adapting their teaching methods. This culture of growth mindset creates a supportive learning environment where mistakes are viewed as learning opportunities, encouraging students to persevere and embrace challenges.

Involving students in teaching reflection promotes an inclusive learning environment where every student's voice is valued (Page et al., 2021). Teachers gain insights into the needs of individual students, including those from diverse backgrounds or with unique learning requirements. Consequently, teaching practices can be adapted to accommodate these differences, ensuring that all students feel included and supported in their academic journey. As a result, students are more likely to develop a sense of belonging and engage actively in the classroom.

While the benefits of student involvement in teaching reflection are evident, certain challenges and ethical considerations need to be addressed. Guberman & Mcdossi, (2019) state that, teachers must strike

a balance between incorporating student feedback and maintaining their professional expertise. Additionally, students should be provided with clear guidelines and structured opportunities to offer constructive feedback, ensuring that the process remains respectful and constructive. The findings of this analysis have significant implications for teacher training and professional development programs. Integrating student involvement in teaching reflection into these programs can enhance teachers' ability to adapt their practices to meet students' evolving needs effectively. This can be achieved through workshops, seminars, and reflective exercises that encourage teachers to engage in open dialogue with their students.

Involving students in teachers' teaching reflection has a profound impact on the classroom environment (Rafiola et al., 2020). By considering students as active stakeholders in the learning process, teachers can enhance communication, tailor instructional approaches, foster student ownership of learning, and create an inclusive and supportive learning environment. Embracing student feedback and incorporating it into teaching practices contribute to the continuous improvement of educators, ultimately leading to better learning outcomes for all students. As the education landscape evolves, this study highlights the value of collaboration and partnership between teachers and students in shaping a dynamic and effective classroom.

Integrating students into the teaching reflection process empowers them to take an active role in their education. By soliciting and valuing their perspectives, teachers create an inclusive classroom environment where students feel heard and valued. This sense of ownership over their learning process can boost students' motivation and engagement, leading to enhanced learning outcomes. Juuti et al., (2021) said that student involvement in teaching reflection enables teachers to customize their instructional approaches to meet the diverse needs of their students. By understanding individual learning styles and preferences, educators can adapt their teaching methods to accommodate varying levels of understanding and cater to different learning paces. This tailored approach can lead to more effective knowledge retention and deeper understanding among students.

Students' perspectives often highlight aspects of teaching that teachers might not be aware of or overlook, such as unclear explanations, fast pacing, or inadequate use of visual aids. By identifying these blind spots, teachers can make targeted improvements in their instructional strategies, resulting in a more student-centered and comprehensive learning experience. When students' opinions are valued, it fosters a sense of mutual respect and trust within the classroom. Students are more likely to share their thoughts and concerns, leading to open discussions on how to enhance the learning process collaboratively. This

supportive classroom culture encourages students to take intellectual risks, actively participate in class discussions, and develop critical thinking skills (Bağ & Gürsoy, 2021).

While involving students in teaching reflection has numerous benefits, there are challenges associated with its implementation. Time constraints, the need for effective data collection methods, and striking a balance between student input and maintaining the teacher's expertise are some of the challenges that educators may face. Addressing these obstacles requires careful planning and support from school administrators. Students' involvement in teaching reflection can serve as a catalyst for teachers' professional growth. By embracing feedback from their students, teachers can engage in continuous self-improvement, adapting their teaching practices to align with the evolving needs of their learners. This ongoing development enhances their effectiveness as educators and reinforces their commitment to student success.

4. CONCLUSION

The analysis of students' involvement in teachers' teaching reflection and its impact on the classroom highlights the significant role students can play in shaping effective teaching practices and fostering a conducive learning environment. Through active engagement in the reflection process, students become valuable stakeholders in their own education, contributing their perspectives and insights, which can lead to improved teaching methodologies and enhanced classroom experiences. The findings of this analysis reveal that involving students in teachers' reflection practices positively influences various aspects of classroom dynamics. Firstly, it promotes a sense of ownership and responsibility for learning among students, as they feel heard and valued in the decision-making process. This, in turn, leads to increased motivation and engagement in the learning process, resulting in higher academic performance and a more positive classroom atmosphere. Moreover, student involvement in teachers' teaching reflection fosters open communication and trust between educators and learners. Teachers gain a deeper understanding of their students' individual needs, learning styles, and preferences, allowing them to tailor their instructional approaches accordingly. As a result, teaching becomes more personalized and student-centered, catering to the diverse learning profiles present in the classroom. Additionally, students' involvement in the reflection process cultivates a culture of continuous improvement within the classroom. Both teachers and students are encouraged to identify areas of strength and areas for growth, leading to a collaborative effort to enhance teaching methodologies and achieve better learning outcomes. However, it is essential to acknowledge potential challenges in

implementing student involvement in teachers' reflection. Teachers must strike a balance between valuing students' input and maintaining their professional expertise.

In conclusion, the integration of students' involvement in teachers' teaching reflection holds immense potential to positively impact the classroom environment and overall learning outcomes. By leveraging the valuable insights of students, educators can create more effective, student-centric teaching strategies that foster a dynamic, engaging, and successful learning environment for all. As schools continue to explore innovative approaches to education, embracing student voice in teachers' reflection practices should be considered a valuable and constructive step towards continuous improvement in the educational landscape.

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