

PROSPECTIVE TEACHERS' ABILITY TO SELF REFLECT THEIR TEACHING SIMULATION IN MICRO TEACHING CLASS IN ELE UNDIKSHA

P.R.Y. Antari¹, L.P. Artini², N.P.E.S.Dewi³.

^{1,2,3} English Language Education, Universitas Pendidikan Ganesha, Singaraja Bali
rianyesi6@gmail.com, putu.artini@undiksha.ac.id, sulistia.dewi@undiksha.ac.id

Abstract

This study aimed to: 1) describe how the students learn to reflect their teaching simulation in microteaching class. 2) describe what the students think about the benefit of learning to reflect teaching simulations in microteaching class. This study was conducted in ELE Undiksha Singaraja, especially sixth grade students because by doing self-reflection, students who will be an English teacher can improve their teaching. It is very important the sixth semester of ELE students in Undiksha Singaraja to be aware of strengths and weaknesses of own teaching for knowing the parts of teaching that need to be maintained and improved. This study was descriptive qualitative. This study used self-reflective journal as an instrument which was descriptively analyzed. The result showed 1) The students reflect their teaching based on exploring their weaknesses after doing teaching simulation in the classroom such as lack in classroom management and technical problem during teaching 2) Students got the benefit of learning based on the input from the audience, after watching the recorded simulation and based on their self-observation start from how they prepare until the end of the simulation.

Keywords: *Self-Reflection, Reflective Teaching, Self-Reflective Journal*

1. Introduction

In the 21st century learning, education prioritizes opportunities for students to develop their own learning. According to Handayani (2017), the characteristic of 21st century teachers are: 1) The Adaptor; teachers can adapt the curriculum, and dynamic teaching experience (covering different learning styles). They grasp the concept that 21st century education is not one-size-fits-all. Teacher adapt model of teaching depended on the needs and interests of students. 2) The Visionary; teachers must see the potential of the use of tools and web technologies in their class, looks across the disciplines and curricula, relates other fields to reinforce their own teaching and the learning. 3) The Collaborator; teachers collaborate with technology tools and with students or fellow teachers in terms of sharing, contributing, adapting and inventing. 4) The Risk taker; teachers take risks and sometimes surrender to the students' knowledge. 5) The Learner; teachers become the best of life-long learners; be ready to change and learn as the education changes. 6) The Communicator; teachers are fluent in tools and technologies that enable communication and collaboration with students, colleagues, and parents. 7) The Model; teacher should be the model to teach moral value to students such as having tolerance, acceptance, global awareness and reflection 8) The Leader; 21st century teachers are leaders since they are a champion of ICT integration process. Then, they set clear goal and objectives to successful learning. Because of that, the learning approaches used should be students-centered learning, which is the teacher is only to motivate the students as well as to facilitate them to achieve the target of education. Students-centered learning in Indonesian school has been intensified since the launching of Competence-based Curriculum in 2004. However, it was not maximally practiced until curriculum 2013 was introduced. On the implementation of students-centered learning, in-service trainings and workshop were provided for teachers to reform pedagogical practices. Students tested in a national examination and the result came in 100 score intervals. The score usually used as the reference to judge students' achievement. According to Nilan (20013), this way, consequently discourage the improvement in creativity and high order thinking skill of the students. Moreover, according to Carnine (2000), it does not train students to be responsible toward their own learning.

Nowadays, the exams-oriented learning is still practiced. The teacher is more concern to the students' success in the national exams, so that basic skills did not seem to become a priority. According to Artini and Padmadewi (2018) as cited in World Bank (2018), the latest report indicated that, so far, Indonesian Education has only reached the average organization for Economic Co-operation and Development country scores in 60 years. Moreover, according to Pellini (2016), the overall score in PISA was in the 71st rank (out of 73 countries) in 2013 and in 2016 slightly increase to the 69th rank. Therefore, to support education quality in Indonesia, serious effort should be made for improvement in many sectors. One of them is the improvement in teacher education quality.

The demand of becoming a teacher is more complex. Teacher is the biggest assets of any education system. Being a teacher is a big responsibility in the development of education. Due to the requirement of educational development, teachers are required to be more creative and innovative in the learning process. So far, a considerable amount of professional development programs is available for teachers to attend. The programs cover the materials such as curriculum and material development, innovative teaching strategies, and authentic assessment.

Mc Cully (1969 as cited in Tirtarahardja & Sulo, 2005) suggests six stages in the professionalization process, namely: 1. Determination and strengthening of unique services provided by a profession so as to gain recognition from the public and the government 2. An agreement between professional groups and pre-service educational institutions regarding the minimum competency standards that each candidate for the profession must have. 3. Accreditation, namely official recognition of the feasibility of a pre-service education program assigned to produce candidates for the profession concerned. The feasibility assessment includes: educational goals and philosophy, program content, supporting facilities, workforce, program implementation and much more. 4. The mechanism for certification and granting practice licenses. Certification is an official recognition to someone who has the competence required by a certain profession. Beginners must be able to prove their ability to provide services in accordance with the professional code of ethics before obtaining a recommendation from a professional organization to obtain a license to practice (license). The goal is to protect the community in an effort to obtain quality service 5. Professional officials are fully responsible for all aspects of the implementation of their duties, namely the freedom to make professional decisions. 6. Professional groups have a code of ethics that has a dual function, namely as a protection for the community in order to obtain quality services and as a protection and guidance for improving the quality of members.

English is one of the basic skills that should be included in 21st century learning since it is considered as a global competence in the world. English is an international language to communicate around the world. It is learnt and used by most of the people in the world. So, English is important to be mastered due to the most top requirement in filling job opportunities is the ability of using English, whether it is spoken or written. Moreover, English is also important to be mastered by the students in Indonesia. It is because English is one of the subjects in the national examination. In Indonesia, English is officially introduced in junior high school as a school subject. According to Artini and Padmadewi (2018), many countries in Asia have been attempted some efforts to equip their school graduates with English competency. It includes the employment of student-centered learning in EFL classes, professional development for English teachers, and the quality of English Education in Teacher Education Institution.

Microteaching is one of the pedagogical courses in teacher education. This course can helps students to train their teaching skill. According to Artini and Padmadewi (2018), a microteaching class can be a starting point to improve the quality of teaching and learning process at school. Through the microteaching class, the students should be trained through collaborative work so that they will do the same when they become a teacher in the future. It is an effort that should be directed toward the building of learning habit that meets the principles of the 21st century learning. In microteaching class, students are trained to do teaching simulations and required to do self reflection towards their teaching simulations. This course is began in 6th semester.

According to Adnyana & Citrawathi (2019), there are two stages of simulations in the microteaching class: Firstly, *microteaching skill simulation*. There are 8 microteaching skills that every students have to practice. They are, opening and closing a lesson, asking questions, explaining, managing the class, making variation, giving reinforcement, teaching individual/small group, and supervising group work. In this stage, every students have to write a mini lesson plan for the implementation of one skill. The time allocation for the simulation is 5-6 minutes. After the microteaching skill simulation, the students assigned to fill in a self-rated questionnaire about their perceptions of their mastery to a particular microteaching skill. The second stage is *collaborative microteaching simulation*. In this stage, the students are required to work in group in which they had to prepare a full lesson plan collaboratively and consult it to the teacher. The time allocation for the collaborative teaching simulation is 45 minutes. At the end of simulation, every students have to do self reflection and wrote on a self-reflective journal. Based on those explanations, it can be concluded that the beginning of the class such as the preparation of lesson plan, the implementation and the reflection are all parts of reflective teaching.

A study conducted by Ashraf and Zolfaghari (2018) entitled "EFL Teachers' Assessment Literacy and Their Reflective Teaching". It is conducted to describe the relationship between Iranian EFL teachers' assessment literacy and their reflective teaching. The result of the study suggested that there is a relationship between teachers' assessment literacy and their reflective teaching.

A study conducted by Mesa (2018) entitled "Reflective Teaching: An Approach to Enrich the English Teaching Professional Practice". The purpose of the study is to determine the extent that reflective teaching can become a strategy for language teaching professional development. The conclusion of the study indicated that reflective teaching is an alternative to raise awareness about English language teaching, and as a means to encourage teachers to open their minds, update their teaching methodologies, and make adjustment to their lessons. Based on those two previous reflective teaching studies, it can be concluded that reflective teaching is one of the important processes in teacher education. It has been acknowledged by many researchers that reflective teaching is an approach that can promote teachers' professional development and improve the teaching and learning process. Like what is stated by Zahid (2019), reflective teaching practice helps teachers to plan, implement, then improve their performance by rethinking about the strengths and weaknesses of their teaching. It is very important to be aware of strengths and weaknesses of own teaching for knowing the parts of teaching that need to be maintained and improved.

Self-reflection in the classroom will help the students to become critical as well as creative as they have to perform self-evaluation about their own learning (Artini and Padmadewi, 2018). Thus, the values of high order thinking skills such as critical and creative thinking can be trained through exercises to reflect on own knowledge and skills. Therefore, the ability to self-reflect can be expected to increase the students' study focus and result in effective learning.

The prospective teachers must learn how to reflect in order to achieve professional development, then when teachers carry out systematic enquiry into themselves, they can understand themselves, their practices and their students to create engaging and continuous learning (Mathew, Mathew, & Peechattu, 2017). This reflective teaching makes the teachers to be good teacher, especially in English when a good teacher must have four general components to accomplish: 1) attitudes and values, 2) field knowledge, 3) working competencies, and 4) managerial competencies (Susilo, 2015).

By considering the explanation above, this study focuses on describing how the students learn to reflect on their teaching simulations and what do the students think about the benefit of learning to reflect teaching simulations in microteaching class. The subject of this study was the sixth semester of EED students in Undiksha Singaraja. This study was conducted in ELE Undiksha Singaraja because based on pre-observation in ELE Undiksha Singaraja, the students are seldom in doing self-reflection and they prefer peer-reflection which meant the student depended on other students despite of knowing how important self-

reflection is. Because of that, it is important to conduct a self-reflection study in ELE Undiksha Singaraja

2. Method

This study was a descriptive qualitative research. Descriptive qualitative research was a research type that is intended to describe the phenomena that exist in a group of people on a given subject which takes place in the present or past (Creswell, 2005). In this present study, the researcher chose a descriptive qualitative research by considering the purposes of the study which were to describe how the students learn to reflect on their teaching simulation and what they reflect on their teaching simulation.

The subjects of the study were two classes of sixth semester of English Education Department, at the Faculty of Language and Art, in Ganesha University of Education. There were 16 small classes comprising 10-12 students in each class in the academic year 20019/2020. Of the 16 classes, two classes were selected randomly using lottery technique: Class VI MI (comprises 10 students) and VI MV (comprises 11 students).

The study was conducted at the sixth semester of EED Undiksha Singaraja. The time of the study was conducted on March to June 2020(4 months). During this period of time, the students were in the stage of simulation. They were assigned to plan and practice the teaching skills.

To collect the data from the subject of the study, there was one instruments used in the study. They were through Self-Reflective Journal. There were 5 procedures in self-reflective journal which needs to be done in this study. There are: 1) Plan a mini lesson plan, Plan a mini lesson plan is needed to organize the teaching. In this lesson plan, teacher can input his or her idea about what is he or she going to teach, what kind of media which will be used for the teaching and what kind of assessment which can be done during teaching. 2) Do a simulation. In doing simulation, the teacher implements what she or he has input in the lesson plan and teach the students based on the teaching scenario in the lesson plan. During simulation, the teacher can see the flow of the teaching and learning and start to observe as well as assess what is good or bad from my teaching, is the student performing well in the class and many else. 3) Write self-reflection in self-reflective journal about the simulation performance. In this phase, the teacher can put what she or he has observed in the self-reflective journal in which the teacher can do self-assessment as well as self-reflection. This self-reflection is good to be able to see what can be improved and what can be fixed in order to be able to do better teaching. 4) Present the self-reflection and get comments from the class. After put the self-reflection into self-reflection journal, it is better to get input from the audience so the teacher can do reflection based on the feedback from the audience. Is it possible when the teacher does not realize the mistake but the audience able to see the weakness or the missing things during the teaching. 5) Plan another lesson plan and take based on the result of self-reflection In this phase, the teacher analyze the result of self-reflection and reflection from the audience to form a strategy to anticipate the mistakes so it will not happen again and the teacher can use the input from others and from self-reflection to create a better lesson plan for next teaching.

There were 6 questions included to give the students ideas about what to write. Those 6 questions was adapted from Reflective Cycle by Gibbs (1988). They are, first, what happened in my class. It is about the description of the class. Second, what am I thinking and feeling about my teaching. It is about what's in the mind of the students during the simulation regarding their capability and performance. Third, what was good and bad about my teaching. It is about the strengths and weaknesses. Fourth, what made my teaching good or bad. Fifth, what could have I done. It is about what should have been done for better teaching simulation. Last what will I do in a similar or related situation in the future. It is about the lesson learned and implementation in the real teaching in the future.

3. Result and Discussion

This research aimed to 1) describe how the students learn to reflect their teaching simulation in microteaching class. 2) describe what the students think about the benefit of

learning to reflect teaching simulations in microteaching class. This research took place in sixth semester of English Education Department, at the Faculty of Language and Art, in Ganesha University of Education. Based on the result from interview guide and self-reflected journal, it can be concluded that 1) the students reflect their teaching based on exploring their weaknesses after doing teaching simulation in the classroom 2) students got the benefit of learning based on the input from the audience, after watching the recorded simulation and based on their self-observation start from how they prepare until the end of the simulation.

In terms of their teaching reflection, the 17 of 21 students (81%) reflected based on the class situation about what happened in the class in which concluded the problem faced by the student as a teacher was technical problem such as poor connection and the problem of Zoom application such as sharescreen which was not optimal due to internet connection which disturb communication between teacher and students. Moreover, the teacher somehow came to the class unprepared like do not prepare the pen when the teacher give instruction which is to bring a pen. Furthermore, the student had a problem in managing the class because the student cannot apply all scenario during simulation due to time limitation. Besides that, the student is lack in varying the teaching and needed to pay attention to the scenario. 15 of 21 students (71,4%) reflected their feeling after finishing their teaching in the class in which the student feel there was lack of communication between the tudent as a teacher and the students. In this case, the students realized the teacher did not give past tense formula while teaching recount text. Besides that, the teaching was monotoneous which was lack of variety skills in teaching. 19 of 21 students (90,4%) reflected their weakness after finishing their teaching in the class in which students find problem while doing teaching simulation by using virtual meeting by using Zoom application was the way how to interact to the students. In this case, the student was difficult in giving body language. Because of that, verbal response was chosen instead of giving non-verbal language like body gesture. Next, the students was difficult to handle online simulation in 5 minutes in which thestudents had problem in managing teaching strategies. This is in line with the previous study from Yuksel and Basaran in 2020 which have conducted a research entitled "Reflective Peer Feedback in the Practicum: Qualitative and Quantitative Practices" and the result indicate that the participants had difficulties with classroom management, nervousness and cooperation. Then, the problem which can be seen from the transcription is the technical problem from the Zoom application which was unexpected for example the limited access to use Zoom application. 15 of 21 students (70,4%) reflected their reason which lead to their weakness after finishing their teaching in the class in whichthe ineffectivity during leading discussion in the class when the time was very limited which makes the amount of question was few and the interaction was not really engaging. 17 of 21 students (81%) reflected about what they probably can do after they observed their teaching in the class in which the student reflect their teaching and get the benefit on choosing appropriate media based on the material and the situation in the classroom. This is good for the student who didthe simulation because the student was able to create well-structured teaching strategies based on the needs in the classroom and the availability of media in the classroom. 18 of 21 students (85,7%) reflected what they probably can improve or the things which they will avoid after they observed their teaching in the class in which the students did reflection by comparing what students have and the previous learning material which were already used. By doing comparison, the students knew how to improve themselves during next teaching activities.

In terms of benefit of relective teaching, the students got the benefir such as how to manage the classroom effectively for their next teaching. The students can select the appropriate teaching strategies, teaching media or learning material which were suitable for the online class. By knowing how to manage the classroom effectively for their next teaching and select the appropriate teaching strategies, teaching media or learning material which were suitable for the online class, students already done self-reflection for themselves which led to their self-assessment to evaluate what is lacking and what can be improved. Then, the students can do self-adjustment with the situation in the class properly. This is in line with the concept of reflective teaching in which reflective teaching practice is one of the important

processes in teacher education and reflective teaching stimulates teachers and students to develop various skills like decision-making, metacognition and logical thinking (Zahid & Khanam, 2019).

This research was similar to Ratminingsih, Artini and Padmadewi which have conducted a research in 2017 entitled "Incorporating Self and Peer Assessment in Reflective Teaching Practices" in which the students could learn collaboratively from feedback given by peers how to make a better lesson plan and perform a more effective teaching. Hence, self and peer assessment is considered beneficial for preparing the real teaching practicum and future career development. This results was also similar to a study conducted by Mesa (2018) entitled "Reflective Teaching: An Approach to Enrich the English Teaching Professional Practice" in which reflective teaching is an alternative to raise awareness about English language teaching, and as a means to encourage teachers to open their minds, update their teaching methodologies, and make adjustment to their lessons.

4. Conclusion

Based on the research findings and discussion of this study which focuses on describing how the students learn to reflect on their teaching simulations and what do the students think about the benefit of learning to reflect teaching simulations in microteaching class which was done by the sixth semester of ELE students in Undiksha Singaraja, it could be concluded that 1) The students reflect their teaching based on exploring their weaknesses after doing teaching simulation in the classroom such as lack in classroom management and technical problem during teaching 2) Students got the benefit of learning based on the input from the audience, after watching the recorded simulation and based on their self-observation start from how they prepare until the end of the simulation.

Reference

- Adnyana, P. B., & Citrawathi, D. M. (2019). The Effectiveness of Microteaching with OMTA Model. *Journal of Physics: Conference Series*, 1387(1). <https://doi.org/10.1088/1742-6596/1387/1/012060>
- Artini, L. P., & Padmadewi, N. N. (2020). *Cyclic Relective Model for Promoting Prospective English Teachers' Creativity in Instructional Designing*. 438(Aes 2019), 1–5. <https://doi.org/10.2991/assehr.k.200513.001>
- Artini, L.P. & Padmadewi, N.N. (2018). Learning to Reflect in English Teacher Education: An Analysis from Students' Learning Experiences and Perceptions. *Asian EFL Journal Research Articles*. Vol. 20 Issue No. 12.4.
- Ashraf, H., & Zolfaghari, S. (2018). EFL Teachers' Assessment Literacy and Their Reflective Teaching. *International Journal of Instruction*, 11(1), 425-436.
- Astika, G. (2014). Reflective teaching as alternative assessment in teacher education: A case study of pre-service teachers. *TEFLIN Journal*, 25(1), 16-32.
- Buyukkarci, K. (2014). Formative microteaching in teaching and foreign language anxiety. *Anthropologist*, 18(2), 505–511. <https://doi.org/10.1080/09720073.2014.11891568>
- Best, J. W., & Kahn, J. V. (2006). *Research in Education (10th Ed)*. United States of America: Pearson Education Inc. Retrieved from https://www.academia.edu/5382594/Research_in_Education_Tenth_Edition_?auto=download
- Carnine, D. (2000). Why education experts resist effective practices. *Report of the Thomas B. Fordham Foundation*. Washington, DC: Thomas B. Fordham Foundation.
- Cubero-Pérez, R., Cubero, M., & Bascón, M. J. (2019). The Reflective Practicum in the Process of Becoming a Teacher: The Tutor's Discursive Support. *Education Sciences*, 9(2), 96.

- Darmayenti, D., Besral, B., & Kustati, M. (2019). English Skills Based Microteaching: An Effective Model in Enhancing English Student Teachers' Teaching Skills. *Al-Ta Lim Journal*, 26(1), 23–37. <https://doi.org/10.15548/jt.v26i1.556>
- Farrell, T. S. (2008). Reflective Practice in the Professional Development of Teachers of Adult English Language Learners. CAELA Network Brief. *Center for adult English language acquisition*.
- Gibbs, G. (1988). Learning by doing: A guide to teaching and learning methods. *Further Education Unit*.
- González, A. (2012). On English Language Teaching and Teacher Education : Academic Disagreements In a Developing Country. *International Conference: The Future of Education.*, (March), 1–3.
- Greenhill, V. (2010). 21st Century Knowledge and Skills in Educator Preparation. *Partnership for 21st century skills*.
- Handayani, N. (2017). Becoming the effective English teachers in the 21st century: What should know and ehat should do? *1st English Language and Literature International Conference (ELLiC)*, 6 May, 2017, 156–164.
- Hubball, H., Collins, J., & Pratt, D. (2005). Enhancing reflective teaching practices: Implications for faculty development programs. *Canadian Journal of Higher Education*, 35(3), 57-81.
- Jamal, A., & Sandhya, K. (2016). Micro Teaching Skills Based Second Language Learning. *An International Multidisciplinary Research E-Journal*, 3(1), 149–153.
- Juniartha, K.A. (2018). The Implementation of Early Literacy Guidelines in The Basic Education at SD Mutiara Singaraja. Ganesha University of Education
- Kumari, V. (2016). Effect of Reflective Teaching Training and Teaching Aptitude on Teaching Skills among Elementary Teacher Trainees. *Journal on Educational Psychology*, 9(3), 11-23.
- Lubis, A. H. (2018). Reflective Teaching Toward Efl Teachers' Professional Autonomy: Revisiting Its Development in Indonesia. *International Journal of Education*, 11(1), 35. <https://doi.org/10.17509/ije.v11i1.9400>
- Mathew, P., Mathew, P., & Peechattu, P. J. (2017). Reflective practices: A means to teacher development. *Asia Pacific Journal of Contemporary Education and Communication Technology (APJCECT)*, 3(1), 126-131.
- Merc, A. (2015). Microteaching experience in distance english language teacher training: A case study. *Journal of Educators Online*, 13(2), 1–34. <https://doi.org/10.9743/jeo.2015.2.7>
- Mesa, O., & Lissett, M. (2018). Reflective Teaching: An Approach to Enrich the English Teaching Professional Practice. *How*, 25(2), 149-170.
- Murray, E. (2015). Improving teaching through collaborative reflective teaching cycles. *Investigations in Mathematics Learning*, 7(3), 23-29.
- Nilan, P. (2003). Teachers' Work and Schooling in Bali. *International Review of Education / Internationale Zeitschrift Für Erziehungswissenschaft / Revue Internationale De L'Education*, 49(6), 563-584. Retrieved April 24, 2020, from www.jstor.org/stable/3445398
- Oviawe, J. (2020). Application of Graham Gibbs Model of Reflection to Improve Teaching Understanding among Technical Education Students in Ambrose Alli University Ekpoma Edo State. *Sumerianz Journal of Education, Linguistics and Literature*, 3(2), 1201–2617.

- Pellini, A. (2016). *Indonesia's PISA results show need to use education resources more efficiently*. <http://theconversation.com/indonesias-pisaresults-show-need-to-use-education-resources-more-efficiently-68176>
- Pennington, S. E. (2015). Inquiry into Teaching: Using Reflective Teaching to Improve My Practice. *Networks: An Online Journal for Teacher Research*, 17(1), 5.
- Ratminingsih, N. M., Artini, L. P., & Padmadewi, N. N. (2017). *Incorporating Self and Peer Assessment in Reflective Teaching Practices*. 10(4), 165–184.
- Rozimela, Y. (2013). *Using Reflective Teaching To Develop Students ' Teaching Skill*.
- Saylag, R. (2012). Self reflection on the teaching practice of English as a second language: Becoming the critically reflective teacher. *Procedia-Social and Behavioral Sciences*, 46, 3847-3851.
- Sellars, M. (2012). Teachers and change: The role of reflective practice. *Procedia-Social and Behavioral Sciences*, 55, 461-469.
- Shandomo, H. M. (2010). The role of critical reflection in teacher education. *School-University Partnerships*, 4(1), 101-113.
- Smith, T. (2019). Reflective Teaching. *Salem Press Encyclopedia*. Retrieved from <http://e-resources.perpusnas.go.id:2083/login.aspx?direct=true&db=ers&AN=89164399&site=eds-live>
- Susilo, S. (2015). Curriculum of EFL Teacher Education and Indonesian Qualification Framework: A Blip of the Future Direction. *Dinamika Ilmu*, 15(1), 11. <https://doi.org/10.21093/di.v15i1.98>
- Taole, M. J. (2012). Reflective Experiences of Post Graduate Certificate in Education Students during Teaching Practice. *Research in Higher Education Journal*, 17.
- Töman, U. (2017). Investigation of Reflective Teaching Practice Effect on Training Development Skills of The Pre-service Teachers. *Journal of Education and Training Studies*, 5(6), 232-239.
- Yüksel, İ., & Başaran, B. Ç. (2020). Reflective peer feedback in the practicum: Qualitative and quantitative practices. *Turkish Online Journal of Qualitative Inquiry*, 11(1), 85–109. <https://doi.org/10.17569/tojqi.627310>
- Zahid, M., & Khanam, A. (2019). Effect of Reflective Teaching Practices on the Performance of Prospective Teachers. *Turkish Online Journal of Educational Technology-TOJET*, 18(1), 32-43.