

REFERENCES

- Ade, H, Abdul. R, & Riky, W. S. (2022). Analysis of School Administration Implementation. East Asian Journal of Multidisciplinary Research (EAJMR) Vol. 1, No. 9, 2022 : 1833-1844
- Ammour. K. (2021). *Developing Elementary EFL Learners' Procedural Knowledge and Strategic Awareness in Reading Classes during the Covid-19 Pandemic: Algerian Teachers' Challenges*. Arab World English Journal (AWEJ) Special Issue on Covid 19 Challenges April 2021 127 -135
- Ayumi, J.S., Rezeki, Y.S. & Wardah (2021). *Pre-service teachers' experiences doing practicum during COVID-19 pandemic*. The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language, 9(1), 65-77. <http://dx.doi.org/10.36706/jele.v9i1.17316>.
- Ben-Arieh. A., Casas, F., Frønes, I., & Korbin, J. E. (2014). *Handbook of child well-being: Theories, methods and policies in global perspective*. In *Handbook of Child Well-Being: Theories, Methods and Policies in Global Perspective*. <https://doi.org/10.1007/978-90-481-9063-8>
- Berg, D. A., & Smith, L. F. (2018). *The effect of school-based experience on preservice teachers' self-efficacy beliefs*. Issues in Educational Research.
- Boadu, G. (2014). *Anxieties faced by History studentteachers during teaching practice*. Journal of Education and Practice, 5(14), 138-143
- Castaneda-Trujillo, J. E., & AguirreHernandez, A. J. (2017). *Pre-Service English Teachers' Voices About the Teaching Practicum*.
- Cluver, L., Lachman, J. M., Sherr, L., Wessels, I., Krug, E., Rakotomalala, S., Blight, S., Hillis, S., Bachman, G., Green, O., Butchart, A., Tomlinson, M., Ward, C. L., Doubt, J., & McDonald, K. (2020). *Parenting in a time of COVID-19*. The Lancet, 395, e64. [https://doi.org/10.1016/S0140-6736\(20\)30736-4](https://doi.org/10.1016/S0140-6736(20)30736-4).
- Coyne, L. W., Gould, E. R., Grimaldi, M., Wilson, K. G., Baffuto, G., & Biglan, A. (2020). *First things first: Parent psychological flexibility and self-compassion during COVID-19*.

- Coyne, L. W., Gould, E. R., Grimaldi, M., Wilson, K. G., Baffuto, G., & Biglan, A. (2020). *First things first: Parent psychological flexibility and self-compassion during COVID-19*. *Behavior Analysis in Practice*, Online publication. <https://doi.org/10.1007/s40617-020-00435-w>.
- Davut Göker, S. (2016). *Use of Reflective Journals in Development of Teachers' Leadership and Teaching Skills*. *Universal Journal of Educational Research*, 4(12A), 63–70. <https://doi.org/10.13189/ujer.2016.041309>
- Dila C, & Puteri N. (2020). *An Investigation of Student Teachers' Anxiety Related to the Teaching Practicum*. *Journal of English Language, Literature, and Teaching* Volume 05, No. 1, May 2020
- Duze C.O. (2010). *Average Distance Travelled To School by Primary and Secondary School Students in Nigeria and Its Effect on Attendance (Pp. 378-388)*. Delta State University, Abraka, Nigeria. *An International Multi-Disciplinary Journal, Ethiopia*. Vol. 4 (4), Serial No. 17, October, 2010
- Fung, Y. M., & Hoon, T. B. (2013). *The use of reflective journal in a postgraduate research methodology course: Student experiences*. *Pertanika Journal of Social Science and Humanities*, 21(November), 41–56.
- Fattore, T., Fegter, S., & Hunner-Kreisel, C. (2019). *Children's understandings of well-being in global and local contexts: Theoretical and methodological considerations for a multinational qualitative study*. *Child Indicators Research*, 12(2), 385–407. <https://doi.org/10.1007/s12187-018-9594-8>.
- Fegert, J. M., Vitiello, B., Plener, P. L., & Clemens, V. (2020). *Challenges and burden of the coronavirus 2019 (COVID-19) pandemic for child and adolescent mental health: A narrative review to highlight clinical and research needs in the acute phase and the long return to normality*. *Children Adolescent Psychiatry Mental Health*, 14, 20. <https://doi.org/10.1186/s13034-020-00329-3>.
- Fullan, M. (2007). *The new meaning of educational change (4th ed.)*. Teachers College Press.

- Fransiska, M. T. (2020). *Challenges and Strategies using Application in Online Teaching during Pandemic*. Universitas Sarjanawiyata Tamansiswa Yogyakarta English Journal for Teaching and Learning Vol. 08 No. 02 December 2020 pages 138 – 154.
- Gergen, K. (2009). *Relational being: Beyond self and community*. Oxford: Oxford University Press.
- Garrison DR, Vaughan ND. *Blended Learning in Higher Education: Framework, Principles, and Guidelines*. New York (NY): John Wiley & Sons; 2007; ix–xi
- Gökçe,E., & Demirhan, C. (2005). Öğretmen adaylarının ve ilköğretim okullarında görev yapan uygulama öğretmenlerinin öğretmenlik uygulaması etkinliklerine ilişkin görüşleri. Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi, 38(1), 43-71.
- Herath. H., & C. Hewagamage, “*Analysis of ICT usage for the Teaching and Learning Process by the Academics,*” Int. J. Comput. Inf. Technol., vol. 4, no. 05, pp. 803–808, 2015.
- Hamaidi, I., Al-shara, Y., Arouri, & Abu-Awwad, F. (2014). *Student-Teacher’s perspectives of practicum practices and challenges*. European Scientific Journal, 10 (13), 191–214.
- International Family Nursing Association (IFNA). (2020). *COVID-19 Pandemic and Family Nursing*. <https://internationalfamilynursing.org/2020/03/27/covid-19-pandemic-ifna-president-and-ifna-president-elect-offer-a-message-to-members/>
- Janika, S. A, Yanti, S. R., & Wardah. (2022). *Efl Pre-Service Teachers’ Experiences Doing Practicum During Covid-19 Pandemic*. The Journal of English Literacy Education, Vol. 9, No. 01, May 2022, pp.65-77
- Jesika, A. N. & Lulu, L. A. (2020) *EFL Pre-service Teachers’ Challenges in Teaching Practice Program: A Narrative Inquiry*.

- Jiang, A. L., Zhang, L. J., May, S., & Qin, L. T. (2020). *Understanding novice teachers' perceived challenges and needs as a prerequisite for English curriculum innovation. Language, Culture and Curriculum.* 33(1), 15-31. <https://doi.org/10.1080/07908318.2018.1518452>
- Crestiani, M. J. (2021). *The Online Learning in Covid 19 Pandemic Era: College Student Obstacle.* Volume 9, Number 2, December 2021pp. 792 – 797. *Journal of Language Teaching and Learning, Linguistics and Literature*
- Maharani, F., & Fithriani. R. (2023) Exploring Challenges EFL Pre-Service Teachers Experience in Teaching Practicum: A Transformative Learning Perspective.
- Marwana, A. L. (2019). *The Students' Perception Of The Media Used By Teacher In Teaching English (Descriptive Research at The Eighth Grade Students of SMP Muhammadiyah 12 Makassar).* Published second graduate research paper. Muhammadiyah University, South Sulawesi.
- Myles., & Johanne, et al. (2006) "Teaching in Elementary School: Perceptions of Foreign-Trained Teacher Candidates on their Teaching Practicum." *Teaching and Teacher Education*, vol. 22, no. 2, 2006, pp. 233-245.
- Monroe, A.E., Blackwell, S.E., & Pepper, S.K. (2010). *Strengthening professional development partnerships while bridging classroom management instruction and practice.* *The Professional Educator*, 34(2), Fall 2010. Retrieved from: <http://files.eric.ed.gov/fulltext/EJ988200.pdf>
- Nababan, A. J., & Amalia, L. L. (2020) *EFL Pre-service Teachers' Challenges in Teaching Practice Program: A Narrative Inquiry.* Proceedings of the Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)
- Nguyen, T. M. H., & Hudson, P. (2010). *Pre-service EFL Teachers' Attitudes, Needs, And Experiences About Teaching Writing And Learning To Teach Writing Before Their Practicum: A Case Study In Vietnam.* *Asian EFL Journal*, 12(2), 43-67. <https://www.asian-efljournal.com/main-editions-new/preservice-efl-teachers-attitudes-needs-andexperiences-about-teaching-writing-and-learning-to-teach-writing-before-theirpracticum-a-case-study-in-vietnam/>

- Perkins, D. N., & Salomon, G. (2012). *Knowledge to go: A motivational and dispositional view of transfer*. *Educational Psychologist*, 47(3), 248-258. <https://doi.org/10.1080/00461520.2012.693354>
- Ping Liu., (2022). *Reflection In Alignment To Professional Standards: What Did The Student Teachers Highlight?*.
- Pomerantz, F., & Condie, C. (2017). *Building bridges from pre-service experiences to elementary classroom literacy teaching: Challenges and opportunities*. *Teaching and Teacher Education*, 64, 211-221. <https://doi.org/10.1016/j.tate.2017.02.011>
- Rees, G., Savahl, S., Lee, B. J., & Casas, F. (2020). *Children's world report 2020. Children's views on their lives and well-being in 35 countries: A report on the children*. Jerusalem, Israel: Children's worlds project (ISCWeB).
- Rees, G., & Main, G. (2015). *Children's views on their lives and well-being in 15 countries: An initial report on the Children's Worlds survey, 2013-14*. York, UK: Children's worlds project (ISCWeB).
- Rees, G., Andresen, S., & Bradshaw, J. (eds) (2016) *Children's views on their lives and well-being in 16 countries: A report on the Children's worlds survey of children aged eight years old, 2013-15*. York, UK: Children's Worlds Project (ISCWeB).
- Rozelle, Jeffrey J., and Suzanne M. Wilson. "Opening the Black Box of Field Experiences: How Cooperating Teachers' Beliefs and Practices Shape Student Teachers' Beliefs and Practices." *Teaching and Teacher Education*, vol. 28, no. 8, 2012, pp. 1196-1205.
- Sarıçoban, A. (2008). *Opinions of both the ELT practicum teachers and the ELT student-teachers on the school experience courses and the practicum course*. *Gazi Eğitim Fakültesi Dergisi*, 28(3), 31-55.
- Sarıçoban, A. (2016). *Foreign language teaching practicum beliefs of student teachers*. *Journal of Language and Linguistic Studies*, 12(1), 166-176.
- Sarkadi., Asep R, C., & Rahmawati, Y. (2020) *Improved Learning Design for Pre-Service Teacher in a Character Education Course*. *Universal Journal of Educational Research* 8(1): 212-224, 2020. <http://www.hrpub.org>

- Shaheen, A. (2010). *Problems of field application for practicum training at Al-Quds Open University from students' perspectives*. Al-Quds Open University journal, 4.
- Siwatu, K. O. (2011). *Pre-service teachers' culturally responsive teaching self-efficacy-forming experiences: A mixed-methods study*. The Journal of Educational Research, 104(5), 360-369. <https://doi.org/10.1080/00220671.2010.487081>
- Smith, K., & Levari, L. (2005). *The place of the practicum in pre-service teacher education: The voice of the students*. Asia-Pacific Journal of Teacher Education, 33(3), 289–302.
- Suryati. N, Kuswandi. D. & Astuti. U.P., (2023). Exploring Efl Pre-Service Teachers'Mentoring Process And TheChallenges In Their Practicum
- Tawhida, A. (2020). *Problems and Challenges Faced by EFL Students of Saudi Arabia during COVID-19 Pandemic*.Rupkatha Journal on Interdisciplinary Studies in Humanities (ISSN 0975-2935).
- Tuli.,& G. File. C. (2009). *Practicum experience in teacher education*. Ethiopia Journal Education and Sciences, 5(1), 107–106
- UNICEF. (2020). *How teenagers can protect their mental health during coronavirus (COVID-19)*. <https://www.unicef.org/coronavirus/how-teenagers-can-protect-their-mental-health-during-coronavirus-covid-19>
- Suharsaputra, U. (2015). *Manajemen pendidikan perguruan tinggi, Bandung, Indonesia*. PT Refika Aditama, 2015
- Susruhiyatun, H, Youdi A,& Siti F. A. (2021). *Teachers Experiences on Blended Learning: a Case Study of a Group of Secondary School Teachers in Malaysia and Indonesia*. University Technology MARA, Malaysia
- Velez-Rendon, G. (2006). *From student to teacher: A successful transition*. Foreign Language Annals, 39(2), 320-333. <https://doi.org/10.1111/j.1944-9720.2006.tb02269.x>

- Wahyuni, D. S. (2019). *Culture Shock Experiences of Indonesian University Students in Teaching Practice and Community Service in Thailand.*
- Yan, C., & He, C. (2010). *Transforming the existing model of teaching practicum: A study of Chinese EFL student teachers' perceptions. Journal of Education for Teaching: International research and pedagogy*, 36(1), 57–73.
- Yulia, A. (2019). *Indonesian Pre-service Teachers' Major Problems in Teaching English at Primary Schools, Thailand.* 40-47

