

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter focuses on the findings and discussion of the study. It is intended to answer the research question. In other words, it presents the results of the benefits of reflective journals for EFL teachers that have already been gathered and analysis from document study.

4.1 Findings

The findings discussed the results of data identification through narrative review. This section aims to investigate the benefits of reflective journals for EFL teachers. The study conducted data collection and described some of the results as follows: improved pedagogy, dialogic tool, self-awareness (identifying strengths and weaknesses in the learning process), evaluation tool, development of reflection and reasoning skills, construction and expansion of personal understanding, and understanding of learners, as determined by the relevant journals.

4.1.1 Improve Pedagogy

Based on the data collected through the document system, it was evident that pedagogy was one of the significant benefits associated with reflective journaling. This pedagogical advantage aligns with the findings of Albakri, Abdullah, and Jusoh's research (2017), where themes encompassed pedagogical reasoning and action driven by interactions with the learning context, as well as an assessment of what works effectively and what does not within that context. A

common subtheme that emerged from the data was the importance of understanding students' knowledge, learning processes, and how these factors relate to the choice of instructional strategies. This subtheme was consistently reported by all participants.

This perspective on the pedagogical benefits of reflective journaling is further corroborated by studies conducted by Sudirman, Gemilang, and Kristanto (2021). Their research underscores that reflective journaling carries pedagogical implications, including the provision of dedicated time for students to engage in daily writing practice and for teachers to refine their grasp of lesson content. Moreover, it serves as a platform for educators to express their experiences, drawing from diverse information sources, and assess the effectiveness of journal writing as a pedagogical tool. This research adds depth to the understanding of how reflective journaling can foster both student and teacher development in educational settings.

4.1.2 Dialogic Tool

Following a thorough analysis of the data, a prominent observation came to light: the incorporation of journals significantly amplified interactions among student teachers. This discovery seamlessly resonates with prior research, underlining the pivotal role of cultivating constructive interactions within the realm of education. These collaborative findings find further support in the research conducted by Moghaddam, Davoudi, Adel, and Amirian (2020), as well as the study by Bashan and Holsblat (2017), which reiterate the importance of such interactions within the educational context.

According to a study by Bashan and Holsblat (2017), the student teachers wrote in their journals that they felt like they were working together, interacted with each other more naturally, and were getting good results. As a team of student teachers, they had the experience of being together as part of the process of working together. The participant also stated this:

“The fact is that we shared our feelings with one another, listened to everyone else in the group, and got advice from the instructor and other student teachers. The knowledge that we all faced similar problems gave me the feeling that I was not alone and had partners.” (Bashan & Holsblat, 2017, p.11).

A study by Abednia, Hovassapian, Teimournezhad, and Ghanbari (2017), shows various benefits to student-teacher dialogue with teacher educators, which can partially occur through teacher-educator feedback regarding students' reflective journals. That is because the journal's high level of reflection is partly due to teacher-educator feedback in praise, questions, suggestions, and opinions. Similar results on the benefits of dialogue between learners and teachers were found by Sayag and Fischl (2012) in their study. They stressed the value of instructor feedback in their research to enhance student reflection and the caliber of reflective journals. Teachers' praise, questions, ideas, and opinions have been demonstrated to be effective in encouraging students to reflect on their experiences, improve their comprehension, and develop reflective abilities.

The participants also believed that writing reflective journals was a chance to talk to the teacher educator in addition to class and group discussions because he would thoughtfully comment on their ideas and invite them to continue the conversation in writing. The teachers were able to find answers to their questions,

modify their thoughts, and increase their interest in journaling thanks to this conversation, as the following excerpts demonstrate:

"Sometimes I just posed a question, just like in a dialog, since I knew that he [the teacher educator] would answer it and we could negotiate our problems or misunderstandings throughout the writing process." (Abednia, Ghanbari, Hovassapian, and Teimournezhad, 2017, p. 509).

That sentiment is similarly echoed in the research conducted by Bashan and Holsblat (2017). In their study, student teachers shared their experiences, expressing a sense of synergy with their peers, spontaneous interactions with fellow student teachers, and ultimately, the attainment of favorable outcomes.

"The experience of "being together" as a team of student teachers was part of the process of their collaboration. We shared our feelings with one another, listened to everyone else in the group, and got advice from the instructor and the other student teachers. The knowledge that we all faced similar problems gave me the feeling that I was not alone and had partners." (Bashan & Holsblat, 2017, p.11).

Researcher also discovered that the meaning of the argument that reflective journals were the study's dialogic tool was similar to the findings of relevant journal studies by Albakri, Abdullah, and Jusoh (2017), which explain that one of the primary focuses of student teacher reflection is managing the learning environment. Building relationships with students, teachers, and staff and comprehending the learning context are also necessary components of managing a learning environment.

4.1.3 Self-Awareness (Identifying Strengths and Weaknesses of Learning Process)

According to research by Abednia, Hovassapian, Teimournezhad, and Ghanbari (2017), teachers who are aware of their own teaching beliefs and practices can identify their strengths and areas for improvement and, as a result, enhance their perspectives and practices in the classroom. Several studies have examined how reflective activities like journal writing can make teachers more aware of themselves.

Additionally, the study explains that teachers benefit from keeping a reflective journal to understand better their knowledge and beliefs regarding language teaching and learning. Participants in this study also commented on the contribution of writing reflective journals to self-awareness, such as:

“When writing reflections, you have enough time to think, write, reconsider, and revise.” (Abednia, Hovassapian, Teimournezhad, and Ghanbari, 2017, p. 509).

“I’d write my idea and understanding of the issue under discussion. In doing so, I’d go through a spiral pattern where first I’d express my ideas which were usually followed with a rethought and reconsideration of them based on the class discussions, and then revise the whole thing based on my new enlightened perspective”. (Abednia, Ghanbari, Hovassapian, and Teimournezhad, 2017, p. 509).

Similarly, a study conducted by Göker (2016), revealed that 83% of respondents who maintained reflective journals reported that these journals aided them in assessing their strengths and weaknesses. His research also indicated that these journals heightened their awareness when it came to evaluating their current practices, which forms the core focus of the reflective process.

As stated by sources who mention its strengths:

“Flexibility, passion for children and teaching, compassion, hard work, and professionalism in a classroom are my greatest strengths. This program helped me to be aware of all of my strengths for teaching” (Göker, 2016, p. 66).

In a different entry, a student teacher said

“My biggest weakness is failing to understand and having a great rapport with my students. I do not have enough experience, but I will try to learn how to interact with students in a natural setting” (Göker, 2016, p. 66).

4.1.4 Evaluation Tool

Göker's study (2016) revealed that the majority of student teachers expressed that maintaining reflective journals played a pivotal role in enhancing their understanding of the teaching and learning processes, enabling them to pinpoint teaching challenges and errors. The participants actively documented their experiences within the school environment, offering insights into their instructional methods. Consequently, they acknowledged that engaging in reflective writing was instrumental in their ability to assess and address their teaching shortcomings.

In line with this, respondents from the study Abednia, Hovassapian, Teimournezhad, and Ghanbari (2017), also stated the same thing about evaluation:

“When writing, you have enough time to evaluate a concept from different dimensions” (Abednia, Ghanbari, Hovassapian, and Teimournezhad, 2017, p. 508).

A study from Moradkhani (2018) also describes evaluation criteria as a must-have guide to knowing what they should look for when observing their peers'

teaching. Consequently, they find it easier to evaluate their and their peers' teaching performance. One of the sources expressed:

“..We could also reflect on our habitual classroom practice to see to what extent these criteria were present in our teaching.”

(Moradkhani, 2018, p.5).

In research, Sudirman, Gemilang, and Kristanto (2021), emphasize that reflective journal writing is instrumental in capturing the self-reflection component of EFL (English as a Foreign Language) students, who actively assess their writing activities, engage in profound thinking, and strive to foster its growth. This practice facilitates not only a deeper understanding of their own writing processes but also the development of their writing skills.

4.1.5 Developing Reflection and Reasoning Skills

As highlighted by Sudirman, Gemilang, and Kristanto (2021), a pivotal revelation underscores the paramount importance of journal reviewing as a fundamental academic discipline. This significance is manifested through its intellectual, reflective, and imaginative dimensions, which are evident in several aspects. This is primarily because the scrutiny of scholarly journals hinges on the academic community's continuous efforts to refine information-gathering techniques, articulate critical evaluations, and advance the boundaries of knowledge.

Furthermore, the study emphasizes that reflective writing serves as a means to convey thoughts and messages through journals, fostering a culture of self-reflection while simultaneously sharpening writing skills. This process contributes

to both macro and micro-level language improvement, making it an indispensable tool in the realm of academic development.

In line with other studies, Abednia, Hovassapian, Teimournezhad, and Ghanbari (2017), it was explained that journaling increased teacher reflectivity. Likewise, this study's participants believed they could improve their ability to reflect and reason. They also considered journal writing a valuable opportunity to improve their reflection skills. They may not always be able to clearly and persuasively support their position or express their thoughts before journaling.

“Writing journals, in many cases, helped us to bring into reality our abstract thoughts, which we would find difficult to express by words. When we would write and present them in a way acceptable and concise to us by putting enough thought and energy, it would become much easier for us to present them verbally for our classmates applying a decent organization and reasoning.” (Abednia, Ghanbari, Hovassapian, and Teimournezhad, 2017, p. 508).

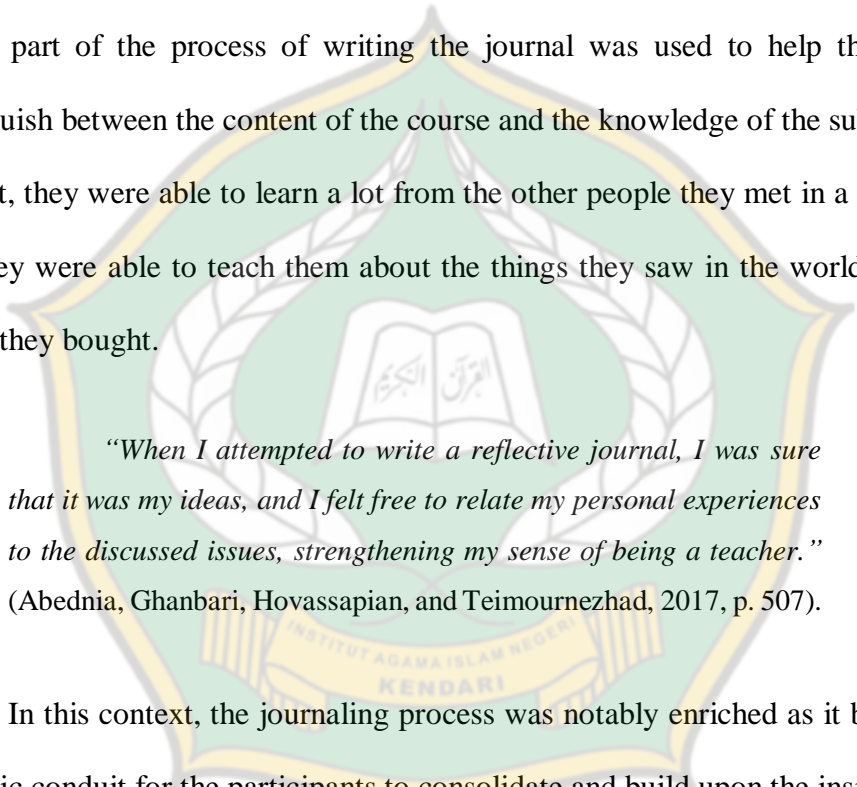
4.1.6 Constructing and Expanding Personal Understanding

In Albakri, Abdullah, and Jusoh's study (2017), these crucial insights are explored within the context of the third thematic category. This thematic category delves into various facets of teacher attributes, encompassing the development of a teacher's qualities and character, the profound understanding of a teacher's role, and the examination of individual beliefs, assumptions, and perspectives regarding English language instruction.

The study elucidates that participants were afforded the valuable opportunity to delve into their identities and pedagogical ideologies as educators, a process facilitated by their exposure to authentic real-world teaching situations.

This exposure not only broadened their interactions with the educational context but also endowed them with the capacity to wield their positions of authority more effectively and cultivate a heightened sense of responsibility towards their students' educational journeys.

It is also in the study by Abednia, Hovassapian, Teimournezhad, and Ghanbari (2017), the reader is reminded of the fact that the refleksi that was carried out as part of the process of writing the journal was used to help the reader distinguish between the content of the course and the knowledge of the subject. As a result, they were able to learn a lot from the other people they met in a fun way, and they were able to teach them about the things they saw in the world and the things they bought.



“When I attempted to write a reflective journal, I was sure that it was my ideas, and I felt free to relate my personal experiences to the discussed issues, strengthening my sense of being a teacher.”
(Abednia, Ghanbari, Hovassapian, and Teimournezhad, 2017, p. 507).

In this context, the journaling process was notably enriched as it became a dynamic conduit for the participants to consolidate and build upon the insights and ideas that emerged during their class discussions. Moreover, the provision of ample time between sessions for journaling afforded them the opportunity to engage in thoughtful contemplation and meticulous composition. Consequently, they firmly believe that the practice of journaling empowers them to transcend their existing comprehension of the issues at hand and fosters the generation of a multitude of innovative ideas.

4.1.7 Understanding the Learners

In a study, Jones (2015) revealed that reflective journals could understand students and increase their in-depth understanding of students; participants express this in the study:

“I can think of many, but I’ll pick on this one student, and this student, I think, has had an attitude, probably not just in my class. So I don’t think it’s that overall issue that was happening. I think that it’s also his issue.” (Jones, 2015, p.93).

Moreover, as evidenced by the study conducted by Bashan and Holsblat (2017), the practice of journaling stands as a tangible testament to the teacher students' ability to tackle the myriad challenges they encounter throughout their educational voyage. This capacity extends beyond merely self-reflection; it also encompasses a profound comprehension of both their students and fellow educators. It all commences with the acknowledgment of the hurdles faced by their students, followed by the initiation of reflective discussions aimed at devising effective solutions to these challenges.

This dual aspect of journaling—fostering self-awareness and promoting collaborative problem-solving—underscores its multifaceted role in teacher development. Through the act of journaling, educators are not only enhancing their own teaching competencies but also cultivating the skills necessary to empower and support their students and colleagues in their educational endeavors.

4.2 Discussion

In this part, this study discusses the benefits of EFL teacher reflective journals and finds that there are several perceived benefits of reflective journals, including (1) Improved pedagogy, (2) Dialogic tool, (3) Self-awareness (identifying strengths and weaknesses of the learning process), (4) Evaluation tool, (5) Developing reflection and reasoning skill, (6) Constructing and expanding personal understanding, and (7) understanding learners.

4.2.1 Improve Pedagogy

The first theme that emerged from the findings regarding the advantages of reflective journals is the need to enhance pedagogy. Participants can set aside time each day to practice writing in support of pedagogical activities using reflective journals. Students can also use this media to express various experiences, ideas, and things, including actual information from various sources. The accuracy of the content or other aspects of the interpreted academic issue determines the effectiveness of reflective journal writing. Themes include pedagogical reasoning and action based on interactions with context and what functions well and poorly in that context.

A common subtheme reported by all participants was comprehending what students know and how they learn, and how this informs the chosen instructional strategy. The participants' awareness and comprehension of teaching are demonstrated by reflection as evidence of evaluation and assessment. This alignment with the findings of Işıkoğlu (2007) and Starkey and Rawlins (2012). indicates that the participants' reflection provides supporting evidence that validates

and corroborates the conclusions drawn from previous research conducted by Işıkoğlu (2007) and Starkey and Rawlins (2012).

Research by Sudirman, Gemilang, and Kristanto (2021) reveals that reflective journals have important pedagogical implications. One of these implications is to provide special time for students to practice writing every day. By writing journals regularly, students can improve their writing skills and acquire good writing habits. Reflective journals also provide opportunities for teachers to practice their understanding of lessons and express them to students. In reviewing student journals, the teacher can find out students' understanding of the subject matter and provide appropriate feedback. This process allows teachers to improve their teaching methods and helps students understand the material better.

In education, the teacher is one of the most important factors that can significantly impact student development. Because schools use a learning process, the quality of students is highly dependent on the teacher's quality or competence. Some basic competencies that must be possessed by a teacher, namely professionalism, pedagogic, social, and personality (Rosni, 2021). Therefore, to improve the quality of learning, teachers must master these competencies to improve students' abilities and accomplishments and produce high-quality human resources in general.

Teacher competencies that must be possessed are supported by Falloon, (2020). He asserts that pedagogic competence is one of the most crucial proficiencies that teachers must master. In this regard, teachers are expected and, in some cases, even required to possess a strong knowledge foundation for effectively managing

the entire learning process, ultimately aiming for the attainment of maximum results and achievements.

Understanding that pedagogic competence plays a pivotal role in the teaching profession underscores the significance of educators being well-equipped not only with subject matter expertise but also with the essential skills and insights needed to navigate the complex dynamics of the classroom and guide their students toward success.

4.2.2 Dialogic Tool

Commentary and suggestions from the study that are relevant to this topic focus on the teacher's perspective and attitude in understanding what motivates students. In addition, the journal's communication strategy is regarded as a benchmark for producing efficient timekeeping. This is based on the summary based on Salas, Cooke, and Rosen's (2008), definition of time as a form of elementary education associated with an individual's effectiveness.

There are various benefits to student-teacher dialogue with teacher educators, which can take place in part through teacher-educator feedback on their reflective journals. Sayag and Fischl (2012) also mention that teacher educators' feedback on journals, including praise, questions, and their own opinions and suggestions, contributes to higher levels of journal reflection. Positive changes in student-teacher reflective writing are also found to be associated with specific feedback, as demonstrated in a study by Clarà (2015).

Participants in the envisaged journal study perceived reflective journaling as a valuable opportunity to engage in a meaningful dialogue with their teacher

educators. They recognized that this process allowed their educators to provide thoughtful comments on their ideas and encouraged them to further develop these discussions in writing. This interactive dimension of journaling not only enriched their learning experience but also facilitated constructive feedback and mentorship. This perception aligns with the findings of studies conducted by Lee (2017), which underscore the numerous advantages of dialogue interactions within the educational context. Such interactions promote reflection, tailor learning experiences to individual needs, and foster collaborative relationships among students, teachers, and educators. The incorporation of dialogue into the journaling process thus contributes to a dynamic and holistic educational experience that extends beyond self-reflection.

As stated later by Hennessy, Mercer, and Warwick (2011), dialogue learning is crucial to the smooth operation of the learning process and the development of good skills between teachers and students. That states that the dialogical learning process lets teachers and students work together to build ideas and interact to improve learning outcomes. It focuses on figuring out the dialogical process in which students and teachers participate as investigators in a dialogical exchange while teaching in the classroom.

In addition, Haneda and Wells (2013), state that by incorporating dialogical instruction into the curriculum, teachers and students can collectively construct curriculum knowledge in the target language. As a result, to achieve teaching and learning goals, students and teachers collaborate to construct shared meanings of successive statements. Students are more likely to encounter multiple points of view on the subject at hand.

4.2.3 Self-Awareness (Identifying Strengths and Weaknesses of Learning Process)

According to relevant studies, teachers can enhance their teaching perspectives and practices by becoming aware of their teaching beliefs and practices. Aware of their teaching beliefs and practices that can assist teachers in determining their strengths and areas for improvement. Several studies have examined how reflective activities like journal writing can make teachers more aware of themselves. Francis (2010) discovered that teacher-student journal writing facilitates self-questioning in a study of pre-service teachers in a bachelor of education program. Similarly, Jung's (2012) study of physical education in-service teachers demonstrates that reflection allows them to evaluate themselves, identify areas where they need to improve their teaching practice and alter their existing teaching beliefs. Genc, (2010, p. 407.) discovered that teachers became "aware of and understood their own beliefs and knowledge of language by keeping a reflective teaching / learning".

As a result, they will be able to reflect on the class session and identify and address their weaknesses to enhance their overall performance. That is also in line with the study by Cavilla (2017) which found that reflective practices were used to develop metacognitive skills, which are crucial transverse life skills. Reflection can help teacher understands a concept or topic better, and reflective practice helps teacher remembers difficult subjects and come up with solutions when things get tough. By keeping track of key lessons, theories, and formulas in reflective learning journals, students can use reflective practice to improve their performance in various subjects, It is also critical to identify problem areas. This reflective learning

journal provides teachers valuable insight into teaching strategies and lessons' successes and failures.

Self-awareness is important for teachers in the learning process. This is because the learning process requires the teacher's readiness to understand the various characters of students in the classroom. According to Abednia, Hovassapian, Teimournezhad, and Ghanbari (2017), self-awareness entails a more precise comprehension of how teachers influence students and how students influence teachers. Teachers who work with students in the classroom must be aware of themselves. Teachers' personalities, prejudices, and individual psychological histories must be acknowledged to influence their attitudes and responses to specific actions. Teachers will never discover all of their feelings, cultivate positive relationships with every student, or completely avoid power struggles that are counterproductive. Teachers are more likely to be effective and happy in their jobs if they make a conscious, ongoing effort to become more self-aware.

4.2.4 Evaluation Tool

Indeed, the advantages of employing journals as evaluation materials resonate deeply within the realm of metacognition, offering educators a multifaceted approach to assess teaching methodologies, delve into student challenges like motivation, provide constructive feedback, and explore cognitive categories. This encompasses engaging colleagues and experts, as well as harnessing external resources such as the Internet and academic articles. The overarching objective of these evaluation endeavors is twofold: to gauge the

progress of the learning process and to unearth additional insights pertaining to teaching practices for subsequent discussion and refinement. Lindsay (2020) echoes this sentiment in her study, emphasizing the pivotal role of comparison within the evaluation process. Comparison, as Lindsay (2020) elucidates, not only presents information from diverse perspectives but also entails a series of interconnected steps, involving the reorganization and reevaluation of insights, thereby enriching the educational landscape with valuable perspectives and understandings.

One facet of education, which stands on equal footing with the learning process in terms of significance, is the process of evaluation. The role of evaluating the learning process assumes paramount importance, particularly when one perceives learning as a transformative journey that seeks to alter and shape student behavior in meaningful ways.

Mertler (2018) eloquently articulates the integral nature of evaluation within the realm of learning and education. According to Mertler (2018), evaluation is not an afterthought or a separate entity; it is a fundamental and indispensable aspect of the teaching-learning cycle. In essence, this perspective underscores that evaluation activities are inexorably intertwined with and indelibly etched into the very fabric of the educational process, serving as an indispensable force in shaping the trajectory of learning outcomes and the refinement of pedagogical approaches.

4.2.5 Developing Reflection and Reasoning Skills

Participants in these relevant studies expressed a perception of potential for enhancement in their reflective and reasoning capacities. At times, they might not have felt entirely confident in their ability to articulate their thoughts and positions

effectively before engaging in journaling. Nevertheless, as they embarked on the process of written reflection, grappled with thought-provoking questions and comments from their teacher educators, and endeavored to substantiate their ideas, they progressively honed their skills. This journey of self-improvement led to a deeper understanding of how to critically analyze complex issues, adeptly present their perspectives, and skillfully support their viewpoints.

The transformative power of reflective journaling, coupled with the constructive guidance provided by teacher educators, facilitated significant growth in their capacity for thoughtful analysis and persuasive expression. This not only enriched their own learning experiences but also equipped them with the tools to foster similar growth in their future students, exemplifying the enduring value of reflective practices in education.

Writing a journal increasingly incorporates reflection. Journaling has also been linked to increased teacher reflectivity in several studies. Journal writing was seen as a useful opportunity for participants in the study conducted by Degago (2017) to enhance their capacity for reflection. Lee's (2017) study found that the pre-service English teacher in his study approached a problem from a different angle, which he believed would lead to a deeper comprehension of the issue.

Reflective journaling has positive benefits for the learning process. This aligns with the statement made by Ford and Yore (2012), which emphasizes that a crucial learning objective in education is to equip middle and high school students with the ability to engage in discussions about contentious topics and engage in reflective reasoning. Consequently, students are encouraged to engage in critical reflection, including articulating contrasting questions and ideas. These practices

foster a deeper understanding of complex subjects and the development of essential critical thinking skills in students.

4.2.6 Constructing and Expanding Personal Understanding

According to pertinent research, participants argued that the journal writing process's reflection encouraged them to make meaningful connections between course material and real-world experiences. Consequently, rather than passively borrowing other people's opinions, they can develop their understanding of classroom topics based on their teaching experiences.

Studies by Degago (2017), clarifying their thinking creates a link between theoretical and practical problems, goes beyond common teaching methods, and independently restructures the teaching-learning process in their context. Several studies have highlighted the distinct positive effects of reflective journal writing on teachers' understanding and thinking, such as understanding the complexities of teaching at school.

Furthermore, the positive effect on personal understanding in classroom management through reflective journals is supported by the findings of research by Işıkoğlu (2007) and Starkey and Rawlins (2012), which demonstrates that teachers and students are focused on managing their classrooms, improving instruction, comprehending the context and method of teaching, and raising students' awareness of teaching and learning beliefs, assumptions, and values. The data also show that during the practicum, student teachers congregate in their reflection area, indicating concern as a collective issue that teacher education programs must address.

Personality, social, pedagogical, and professional abilities are all included in teacher competence education. The teacher's ability to be someone students can imitate and be a role model for their inner character and mastery, or person-centered emotional mastery, defines a person's inner character and outward personality, or emotional competence. Act as an example for others. Therefore, the personal understanding of a teacher becomes something that a teacher needs.

According to Andabai (2013), it is imperative for teachers to exhibit a proficient command of English at a specific level in order to demonstrate competence in content knowledge. This assertion underscores the importance of not merely possessing subject knowledge but also comprehending the nuances of teaching it effectively, along with gaining insight into the students themselves and the most effective pedagogical approaches. Educators must be intimately acquainted with their students, adept at motivating and inspiring them, and possess the acumen to discern the optimal timing and environments for effective instruction.

4.2.7 Understanding the Learners

In the study, participants consistently expressed in their reflective journals that the practice enabled them to envision each student's individuality, a perspective that greatly contributes to teachers' comprehension of their diverse student body. This sentiment aligns with the insights provided by Sellars (2017), who employs the experiential learning cycle framework (Kolb, 2014), as the basis for a personal reflection model. This model involves a structured process that includes the analysis of events rooted in personal experience, the identification and detailed description

of these events for reflective purposes, and the subsequent comprehension and exploration of potential actions or ongoing strategies.

This profound understanding of each student's uniqueness proves to be invaluable within the learning process, as it underscores the fact that every child possesses their own distinctive learning journey. Consequently, the ability to genuinely grasp and appreciate the individuality of students becomes an essential attribute that educators must cultivate to foster effective teaching and student engagement.

In the learning process, a teacher is expected to have a solid knowledge foundation to effectively oversee the entirety of the learning process, thereby optimizing outcomes and achievements, which notably includes a profound understanding of the students they are tasked with instructing.

That is also in line with the study by Büttner, Decker, Decristan, Fauth, Hardy, Klieme, and Kunter (2019), which emphasizes that in education, a teacher is required to master several factors within a teacher's competence, including understanding the character of students and developing the potential possessed by students. Then, Sidiq and Najuah (2020), state that teachers must be able to recognize students' potential for learning. If the educator knows the learning potential of student, the educator will pick the right learning system for student.