

## REFERENCES

- Abednia, A., Hovassapian, A., Teimournezhad, S., & Ghanbari, N. (2017). Reflective journal writing: Exploring in-service EFL teachers' perceptions. *System*, 41(3), 503–514. <https://doi.org/10.1016/j.system.2013.05.003>
- Al-Jaro, M. S., & Asmawi, A. (2018). Reflective practice experience of an EFL student teacher during practicum. *International Journal of Language Education and Applied Linguistics*, 8(1), 15–25. <http://ijleal.ump.edu.my/>
- Albakri, I. M. A., Abdullah, M. H., & Jusoh, A. J. (2017). Lessons from experience: ESL student teachers' reflection during practicum through reflective journals. *Studies in English Language and Education*, 4(2), 226–234. <https://doi.org/10.24815/siele.v4i2.8039>
- Andabai. (2013). Academic journal of interdisciplinary studies the impact of teaching practice on trainee teachers in the Nigerian tertiary institutions: The Niger delta university experience. *Academic Journal of Interdisciplinary Studies*, 2(5), 109–115. <https://doi.org/10.5901/ajis.2012.v2n5p109>
- Apriyanti, W., & Rahmat, S. (2021). Analisis model pembelajaran reflektif dalam meningkatkan hasil belajar mahasiswa pada mata kuliah pendidikan pancasila. *Jurnal Humaniora Dan Sosial*, 21(1), 19–24. <https://doi.org/10.31294/jc.v19i2>
- Argyle, M., Gadenne, V., & Rehm, J. T. (2013). *Intuitive predictions and professional forecasts: Cognitive processes and social consequences*. Elsevier Science.
- Ashley, G. C., & Reiter-Palmon, R. (2012). Self-awareness and the evolution of leaders: The need for a better measure of self-awareness. *Journal of Behavioral and Applied Management*, 14(1), 2–17.
- Atmowardoyo, H., Baharuddin, L. S., & Nur, S. (2020). Teachers' reflective practice and challenges in an Indonesian EFL secondary school classroom. *International Journal of Language Education*, 4(2), 289–300. <https://doi.org/10.26858/ijole.v4i2.13893>
- Bain, J. D., Ballantyne, R., Packer, J., & Mills, C. E. (2010). Using journal writing to enhance student teachers' reflectivity during field experience placements. *Teacher and Teaching*, 5(1), 51–73.
- Baker, J. (2016). The purpose, process, and methods of writing a literature review. *AORN Journal*, 103(3), 265–269. <https://doi.org/10.1016/j.aorn.2016.01.016>
- Bandara, W., Miskon, S., & Fielt, E. (2011). A systematic, tool-supported method for conducting literature reviews in information systems. In Tuunainen, Virpi, Nandhakumar, Joe, Rossi, Matti, Soliman, & Wael (Eds.), *19th European Conference on Information Systems, ECIS 2011, Helsinki, Finland, June 9-11*,

2011. <http://eprints.qut.edu.au/>

- Bashan, B., & Holsblat, R. (2017). Reflective journals as a research tool: The case of student teachers' development of teamwork. *Cogent Education*, 4(1), 2–13. <https://doi.org/10.1080/2331186X.2017.1374234>
- Bassham, G., Irwin, W., Nardone, H., & Wallace, J. M. (2012). *Critical thinking: A student's introduction*. McGraw-Hill Education.
- Bell, A., Mladenovic, R., & Segara, R. (2010). Supporting the reflective practice of tutors: What do tutors reflect on? *Teaching in Higher Education*, 15(1), 57–70.
- Borg, S. (2011). The impact of in-service teacher education on language teachers' beliefs. *Science Direct System*, 39(1), 370–380.
- Brooke, M. (2012). Enhancing pre-service teacher training: The construction and application of a model for developing teacher reflective practice online. *Open Journal of Modern Linguistics*, 2(4), 180–188.
- Brown, S., & Langley, M. (2010). Perceptions of the use of reflective learning journals in online graduate nursing education. *Nursing Education Perspectives*, 31(1), 12–17.
- Bruster, B. G., & Peterson, B. R. (2013). Using critical incidents in teaching to promote reflective practice. *Reflective Practice*, 14(2), 170–182. <https://doi.org/10.1080/14623943.2012.732945>
- Büttner, G., Decker, A., Decristan, J., Fauth, B. T., Hardy, I., Klieme, E., & Kunter, M. (2019). The effects of teacher competence on student outcomes in elementary science education: The mediating role of teaching quality. *Teaching and Teacher Education*, 86(44), 2-15.
- Cavilla, D. (2017). The effects of student reflection on academic performance and motivation. *SAGE Open*, 7(3), 1–13. <https://doi.org/10.1177/2158244017733790>
- Clarà, M. (2015). What is reflection? Looking for clarity in an ambiguous notion. *Journal of Teacher Education*, 66(3), 261–271.
- Connor, U., Gokpinar-Shelton, E., & McIntosh, K. (2019). What intercultural rhetoric can bring to EAP/ESP writing studies in an English as a lingua franca world. *Journal of English for Academic Purposes*, 29(1), 12–20. <https://doi.org/https://doi.org/10.1016/j.jeap.2017.09.001>
- Cooper, J. E., & Stevens, D. D. (2009). *Journal keeping: How to use reflective writing for learning, teaching, professional insight and positive change*. Routledge.
- de Rooij, A., Jones, S., & Rivera, A. (2020). Reflective journaling: A theoretical model and digital prototype for developing resilience and creativity. *Lecture*

*Notes in Computer Science (Including Subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics)*, 12205 LNCS, 144–158. [https://doi.org/10.1007/978-3-030-50513-4\\_11](https://doi.org/10.1007/978-3-030-50513-4_11)

- Degago, A. T. (2017). Using reflective journals to enhance impoverished practicum placements: A case in teacher education in Ethiopia. *Teaching Education*, 18(4), 343–356.
- Dennis, D. V., & Gelfuso, A. (2014). Getting reflection off the page: The challenges of developing support structures for pre-service teacher reflection. *Teaching and Teacher Education*, 38(2), 1–11.
- Draissi, Z., BaoHui, Z., & ZhanYong, Q. (2021). Reflective journals: Enhancing doctoral students' engagement. *Reflective Practice*, 22(3), 381–399.
- Dyment, J., & O'Connell, T. (2010). The quality of reflection in student journals: A review of limiting and enabling factors. *Innovative Higher Education*, 35(4), 233–244. <https://doi.org/10.1007/s10755-010-9143-y>
- El Miedany, Y. (2019). Reflective learning, reflective teaching. In Y. El Miedany (Ed.), *Rheumatology Teaching: The Art and Science of Medical Education* (pp. 199–233). Springer International Publishing. [https://doi.org/10.1007/978-3-319-98213-7\\_12](https://doi.org/10.1007/978-3-319-98213-7_12)
- Elder, L., & Paul, R. (2020). *Critical thinking: Tools for taking charge of your learning and your life*. Foundation for Critical Thinking.
- Ellis, J. M., Alexander, V. D., Cronin, A., Dickinson, M., Fielding, J., Sleney, J., & Thomas, H. (2008). *Triangulation and Integration: processes, claims and implications*. University of Surrey.
- English, A. R. (2013). *Discontinuity in learning: Dewey, Herbart and education as transformation*. Cambridge University Press.
- Everett, M. (2013). Reflective journal writing and the first-year experience. *International Journal of Teaching and Learning in Higher Education*, 25(2), 213–222.
- Falloon, G. (2020). From digital literacy to digital competence: The teacher digital competency (TDC) framework. *Education Tech Research Dev*, 68(1), 2449–2472.
- Farrell, T. (2012). Reflecting on reflective practice: (Re)visiting Dewey and Schön. *TESOL Journal*, 3(1), 7–11. <https://doi.org/10.1002/tesj.10>
- Ferrari, R. (2015). Writing narrative style literature reviews. *Medical Writing*, 24(4), 230–235. <https://doi.org/10.1179/2047480615z.000000000329>
- Ford, C. L., & Yore, L. (2012). Toward convergence of critical thinking, metacognition, and reflection: Illustrations from natural and social sciences, teacher education, and classroom practice. In Zohar & Y. J. Dori (Eds.),

*Metacognition in Science Education: Trends in Current Research, Contemporary Trends and Issues* (Vol. 40, pp. 251–271). Springer Science Business Media B.V.

- Francis, F. (2010). The reflective journal: A window to preservice teachers' practical knowledge. *Teaching and Teacher Education*, *11*(3), 229–241.
- Genc, Z. S. (2010). Teacher autonomy through reflective journals among teachers of English as a foreign language in Turkey. *Teacher Development*, *14*(3), 397–409. <https://doi.org/10.1080/13664530.2010.504028>
- Göker, S. (2016). Use of reflective journals in development of teachers' leadership and teaching skills. *Universal Journal of Educational Research*, *4*(12), 63–70. <https://doi.org/10.13189/ujer.2016.041309>
- Goldberg, K. (2012). Reflective journaling: Building bridges between theory and practice. *Journal of Homeland Security Education*, *1*(1), 63–69.
- Golzar, J., Miri, M. A., & Pishghadam, R. (2022). A new conceptual framework for teacher identity development. *Frontiers in Psychology*, *13*(1), 1–10. <https://doi.org/10.3389/fpsyg.2022.876395>
- Haneda, M., & Wells, G. (2013). Dialogic inquiry and teacher talk in second language classrooms. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics* (p. 44). Wiley-Blackwell.
- Hashemi, Z., & Mirzaei, T. (2015). Conversations of the mind: The impact of journal writing on enhancing EFL medical students' reflections, attitudes, and sense of self. *Procedia - Social and Behavioral Sciences*, *199*(1), 103–110. <https://doi.org/https://doi.org/10.1016/j.sbspro.2015.07.493>
- Hennessy, S., Mercer, N., & Warwick, P. (2011). A dialogic inquiry approach to working with teachers in developing classroom dialogue. *Teachers College Record*, *113*(9), 1906–1959.
- Hidayat, D. N., Kurniawati, L., & Purnamasari, D. (2021). An analysis of students' writing skill on english descriptive text. *English Education: Jurnal Tadris Bahasa Inggris*, *14*(1), 101–114.
- Holly, C., Salmond, S., & Saimbert, M. (2021). *Comprehensive Systematic Review for Advanced Practice Nursing*. Springer Publishing Company. <https://doi.org/10.1891/9780826152268>
- Işıkoğlu, N. (2007). The role of reflective journals in early childhood pre-service teachers' professional development. *Educational Sciences: Theory & Practice*, *7*(2), 819–825. <https://www.researchgate.net/publication/291998037>
- Jado, S. M. A. (2015). The effect of using learning journals on developing self-regulated learning and reflective thinking among pre-service teachers in Jordan. *Journal of Education and Practice*, *5*(6), 89–104.



- Johns, C. (2017). *Becoming a reflective practitioner*. Wiley.
- Jones, B. (2015). Reflective journaling for English as a foreign language (EFL) teachers in Japan. *Asian EFL Journal*, 1(2), 82–100.
- Jung, J. (2012). The focus, role, and meaning of experienced teachers' reflection in physical education. *Physical Education and Sport Pedagogy*, 17(2), 157–175. <https://doi.org/10.1080/17408989.2011.565471>
- Kim, M. (2018). Pre-service teachers' reflective journal writing on practicum: Focus of reflection and perceptions. *Modern English Education*, 19(2), 30–41. <https://doi.org/10.18095/mee.2018.19.2.04>
- Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development*. Pearson Education.
- Lee, L. (2017). Preparing pre-service english teachers for reflective practice. *ELT J*, 61(4), 321–329.
- Lew, M. D. N., & Schmidt, H. G. (2011). Self-reflection and academic performance: Is there a relationship? *Journal Advances in Health Sciences Education*, 16(4), 529–545.
- Lindsay, D. (2020). *Scientific Writing : thinking in words*. CSIRO publishing
- Liston, D. P., & Zeichner, K. M. (2013). *Reflective teaching an introduction* . Routledge.
- Loughran, J. (2013). *Developing a pedagogy of teacher education: Understanding teaching & learning about teaching*. Taylor & Francis.
- Mertler, C. A. (2018). *Introduction to educational research*. SAGE Publications.
- Moghaddam, R. G., Davoudi, M., Adel, S. M. R., & Amirian, S. M. R. (2020). Reflective teaching through journal writing: a study on EFL teachers' reflection-for-action, reflection-in-action, and reflection-on-action. *English Teaching & Learning*, 44(1), 277–296. <https://api.semanticscholar.org/CorpusID:212859791>
- Moon, J. A. (2013). *Reflection in learning and professional development: Theory and practice*. Taylor & Francis.
- Moon, J. A. (2019). *Learning journals a handbook for reflective practice and professional development*. Taylor & Francis.
- Moradkhani, S. (2018). EFL teachers' perceptions of two reflection approaches. *ELT Journal*, 72(1), 61-71. <https://doi.org/10.1093/elt/ccy030>
- Niswatussolihah, A. (2017). *The effect of reflective journal writing strategy on student's mathematical critical thinking and creative thinking Skills*. Syarif Hidayatullah State Islamic University of Jakarta.

- Okoli, C., & Schabram, K. (2015). A guide to conducting a systematic literature review of information system research. *Communications of the Association for Information Systems*, 37(43), 879-910.
- Postholm, M. B. (2018). Teachers' professional development in school: A review study. *Cogent Education*, 5(1), 1–22. <https://doi.org/10.1080/2331186X.2018.1522781>
- Ramdhani, A., Ramdhani, M. A., & Amin, A. S. (2014). Writing a literature review research paper: A step-by-step approach. *International Journal of Basic and Applied Science*, 3(1), 47–56. <https://www.researchgate.net/publication/311735510>
- Rodgers, C. R. (2020). *The art of reflective teaching: Practicing presence*. Teachers College Press.
- Rosni, R. (2021). Kompetensi guru dalam meningkatkan mutu pembelajaran di sekolah dasar. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 7(2), 98–113. <https://api.semanticscholar.org/CorpusID:244652176>
- Salas, E., Cooke, N. J., & Rosen, M. A. (2008). On teams, teamwork, and team performance: Discoveries and developments. *The Journal of the Human Factors and Ergonomics Society*, 50(3), 540–547.
- Sayag, E. C., & Fischl, D. (2012). Reflective writing in pre-service teachers' teaching: What does it promote? *Australian Journal of Teacher Education*, 37(10), 20-36.
- Sellars, M. (2017). *Reflective practice for teachers*. SAGE Publications.
- Sidiq, R & Najuah. (2020). Pengembangan e-modul interaktif berbasis android pada mata kuliah strategi belajar mengajar. *Jurnal Pendidikan Sejarah*, 9(1), 1–14. <https://doi.org/10.21009/jps.091.01>
- Siregar, E., & Hara, H. (2010). *Teori belajar dan pembelajaran*. Ghalia Indonesia.
- Spalding, E., & Wilson, A. (2012). Demystifying reflection: A study of pedagogical strategies that encourage reflective journal writing. *Teachers College Record*, 104(7), 1393–1421. <https://doi.org/10.1111/1467-9620.00208>
- Starkey, L., & Rawlins, P. (2012). Student teacher learning during practicum experience. *Tean Journal*, 4(1), 1–19.
- Sudirman, A., Gemilang, A., & Kristanto, T. (2021). The power of reflective journal writing for university students from the EFL perspective. *Studies in English Language and Education*, 8(3), 1061–1079. <https://doi.org/10.24815/siele.v8i3.19105>
- Sukino. (2010). *Menulis itu mudah; Panduan praktis menjadi penulis handal*. Pustaka Populer LKiS.

Sunra, L., Sahril, S., & Farahdiba, S. (2021). Assessing EFL student teachers' writing skills through reflective journal. *Celebes Journal of Language Studies*, 1(2), 264–270. <https://doi.org/10.51629/cjls.v1i2.69>

Thorpe, C. (2017). *Social theory for social work ideas and applications*. Routledge.

Watson, D. (2011). Teaching teachers to think: Reflective journaling as a strategy to enhance students' understanding and practice of academic writing. *Journal of College Teaching & Learning (TLC)*, 7(12), 11–18. <https://doi.org/10.19030/tlc.v7i12.952>

Zulfikar, T., & Mujiburrahman. (2018). Understanding own teaching: Becoming reflective teachers through reflective journals. *Reflective Practice*, 19(1), 1–13. <https://doi.org/10.1080/14623943.2017.1295933>

