

**AN ANALYSIS OF PRE-SERVICE TEACHER'S REFLECTIONS
ON CONDUCTING TEACHING PRACTICE USING GIBBS
REFLECTION STAGES**

**By
AHMAD SURYANI**



**ANTASARI STATE ISLAMIC UNIVERSITY
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2026 A.D / 1448 A.H**

**AN ANALYSIS OF PRE-SERVICE TEACHER'S REFLECTIONS
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REFLECTION STAGES**

Undergraduate Thesis

Presented to Faculty of Tarbiyah and Teacher Training
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Sarjana Pendidikan

**By
AHMAD SURYANI
(200101030439)**

**ANTASARI STATE ISLAMIC UNIVERSITY
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION STUDY PROGRAM
BANJARMASIN
2026 A.D / 1448 A.H**

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Banjarmasin, 6 July 2026

The writer,



Ahmad Suryani



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FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.fbk.iain-antasari.ac.id

SURAT BUKTI BEBAS PLAGIASI

Nomor: B-338/Un.14/HI.1/PP.00.9/07/2026

Ketua Program Studi Tadris Bahasa Inggris menerangkan bahwa mahasiswa dengan identitas berikut:

Nama : Ahmad Suryani
NIM : 200101030439
Program : S-1
Program Studi : Tadris Bahasa Inggris

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Tadris Bahasa Inggris



Afifah Linda Sari

Melayani Lebih Baik, Lebih Baik Melayani

APPROVAL

Title : Pre-Service Teachers' Reflection on Conducting
Teaching Practice 1
Name : Ahmad Suryani
SRN : 200101030439
Faculty : Tarbiyah and Teacher Training
Program : Undergraduate Study (S-1)
Department : English Education Department
Academic Year : 2025/2026
Place/Date of Birth : Banjarmasin, 24 Oktober 2001
Address : Jl. Banyur Luar RT. 14 RW. 01 No. 2 Kel. Basirih,
Kec. Banjarmasin Barat, Kota Banjarmasin

After being checked and revised, the thesis has been approved to be examined in front of the board of Examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Banjarmasin, 29 Juni 2026

Advisor



Afifah Linda Sari, M.Pd.
NIP. 198711102015032004

Acknowledged by
Head of English Education Department
Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin,



Afifah Linda Sari, M.Pd.
NIP. 198711102015032004

VALIDATION

Title: AN ANALYSIS OF PRE-SERVICE TEACHER'S REFLECTIONS ON CONDUCTING TEACHING PRACTICE USING GIBBS REFLECTION STAGES. Name Ahmad Suryani. SRN 200101030439, has been examined by the board of thesis examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Day : Friday
Date : 10 July 2026
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Dean Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin



Dr. H. Hamdan, M.Pd
NIP. 196604051993031005

THE BOARD OF EXAMINERS:

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2.	Hidayah Nor, S.Pd, M.Pd (Member)	
3.	Fajrianor, S.Pd, M.Pd (Member)	

ABSTRACT

Ahmad Suryani. 200101030439. AN ANALYSIS OF PRE-SERVICE TEACHER'S REFLECTIONS ON CONDUCTING TEACHING PRACTICE USING GIBBS REFLECTION STAGES. Skripsi. Jurusan Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Advisor: Afifah Linda Sari, S.S., M.Pd. 2026

Keywords: Pre-Service Teachers', Teaching Reflection, Teaching Practice, GIBBS Reflection Model

Reflection practice is essential for pre-service teachers as it enables them to evaluate their teaching experiences, identify areas for improvement, and plan for future development. This qualitative narrative inquiry study aimed to investigate pre-service teachers' reflections on conducting teaching practice 1 (PPL 1) using the Gibbs Reflection Model, focusing on two research questions: how pre-service teachers evaluate their teaching using Gibbs reflection and what action plans they formulate for future teaching. The participants were 10 sixth-semester English education students at UIN Antasari Banjarmasin who had conducted PPL 1 with no prior teaching experience, and data were collected through semi-structured in-depth interviews organized according to three stages of Gibbs Reflection Model: Feelings, Evaluation, and Action Plan. The findings revealed that pre-service teachers conducted comprehensive evaluations encompassing both positive aspects (effective use of learning facilities and media, appropriate teaching methods, and positive student engagement) and negative aspects (time management issues, technical problems, and limited student interaction), with their feelings significantly shaping these evaluations as initial nervousness and anxiety led to critical assessments while improved feelings over time resulted in more balanced evaluations. Regarding action plans, pre-service teachers formulated concrete strategies including improving lesson design and pedagogical approaches, reducing dependence on technology and artificial intelligence, developing contingency plans and backup strategies, and enhancing classroom management and personal well-being. The study concludes that the Gibbs Reflection Model provides a useful framework for guiding pre-service teachers' reflection, helping them move from emotional awareness through critical evaluation to concrete planning for improvement, and highlights the need for structured reflection frameworks, emotional support, critical self-assessment, and action-oriented reflection in teacher education programs.

ABSTRAK

Ahmad Suryani. 200101030439. AN ANALYSIS OF PRE-SERVICE TEACHER'S REFLECTIONS ON CONDUCTING TEACHING PRACTICE USING GIBBS REFLECTION STAGES. Skripsi. Jurusan Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Afifah Linda Sari, S.S., M.Pd. 2026.

Kata kunci: Pre-Service Teachers', Teaching Reflection, Teaching Practice, model Refleksi GIBBS

Praktik refleksi sangat penting bagi calon guru karena memungkinkan mereka untuk mengevaluasi pengalaman mengajar mereka, mengidentifikasi area yang perlu ditingkatkan, dan merencanakan pengembangan di masa depan. Studi penelitian naratif kualitatif ini bertujuan untuk menyelidiki refleksi calon guru tentang pelaksanaan praktik mengajar 1 (PPL 1) menggunakan Model Reflektif Gibbs, dengan fokus pada dua pertanyaan penelitian: bagaimana calon guru mengevaluasi pengajaran mereka menggunakan refleksi Gibbs dan rencana tindakan apa yang mereka rumuskan untuk pengajaran di masa mendatang. Partisipan terdiri dari 10 mahasiswa pendidikan Bahasa Inggris semester enam di UIN Antasari Banjarmasin yang telah melakukan PPL 1 tanpa pengalaman mengajar sebelumnya, dan data dikumpulkan melalui wawancara mendalam semi-terstruktur yang disusun menurut tiga tahapan Model Reflektif Gibbs: Perasaan, Evaluasi, dan Rencana Tindakan. Temuan menunjukkan bahwa calon guru melakukan evaluasi komprehensif yang mencakup aspek positif (penggunaan fasilitas dan media pembelajaran yang efektif, metode pengajaran yang tepat, dan keterlibatan siswa yang positif) dan aspek negatif (masalah manajemen waktu, masalah teknis, dan interaksi siswa yang terbatas), dengan perasaan mereka secara signifikan membentuk evaluasi ini karena kegugupan dan kecemasan awal menyebabkan penilaian kritis, sementara peningkatan perasaan dari waktu ke waktu menghasilkan evaluasi yang lebih seimbang. Mengenai rencana aksi, calon guru merumuskan strategi konkret termasuk meningkatkan desain pembelajaran dan pendekatan pedagogis, mengurangi ketergantungan pada teknologi dan kecerdasan buatan, mengembangkan rencana kontingensi dan strategi cadangan, serta meningkatkan manajemen kelas dan kesejahteraan pribadi. Studi ini menyimpulkan bahwa Model Reflektif Gibbs memberikan kerangka kerja yang berguna untuk membimbing refleksi calon guru, membantu mereka beralih dari kesadaran emosional melalui evaluasi kritis ke perencanaan konkret untuk perbaikan, dan menyoroti kebutuhan akan kerangka kerja reflektif yang terstruktur, dukungan emosional, penilaian diri yang kritis, dan refleksi yang berorientasi pada tindakan dalam program pendidikan guru.

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Ahmad Suryani

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