

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The Feelings stage provides the emotional context that informs both evaluation and action planning, while the Evaluation stage directly addresses how pre-service teachers assess their teaching performance, and the Action Plan stage reveals the concrete steps they intend to take for future improvement.

1. Teaching Evaluation from Pre-Service Teachers Using GIBBS

Reflection

This theme provides essential emotional context that shapes how pre-service teachers evaluate their teaching and formulate their action plans. While it does not directly answer the research questions, it establishes the foundation for understanding the subsequent themes.

a. Initial Feelings: Nervousness, Anxiety, and Confusion

At the beginning of their teaching practice, several teachers shared their feelings and emotions. Their reflections were filled with nervousness,

anxiety, confusion, and uncertainty about what to teach their participants, as expressed by Participant1, Participant2, and Participant3:

"The first time I wanted to teach, I felt confused, nervous, anxious, and unsure whether I could teach the material well because I lacked teaching experience. On the other hand, I was afraid of making mistakes that would make the classroom atmosphere awkward. Then I kept thinking about various scenarios: 'Will my friends be interested?', 'Will the scenario I designed in my head run smoothly in reality?', and fears of other technical failures. Meanwhile, I kept thinking about whether the learning process would be effective and beneficial for participants." (Participant1-3)

These initial feelings reflect the emotional challenges that first-time teachers face, including lack of confidence, fear of failure, and concern about Participant engagement. These emotional responses are consistent with findings from previous studies (Azizah et al., 2018; Hashim et al., 2023) that identified anxiety and lack of confidence as common challenges for novice teachers.

b. Mixed Emotions: Enthusiasm and Uncertainty

Some teachers experienced mixed emotions when teaching, as expressed by Participant4 and Participant5:

"At the beginning of the Practice, I experienced mixed emotions. I felt enthusiastic because this was my first opportunity to stand in front of a class as a teacher, rather than as a Participant. At the same time, I felt anxious and uncertain about my teaching ability, especially regarding classroom control and lesson delivery. I was concerned about whether participants would take the lesson seriously, given that they were my peers outside the classroom context." (Participant4)

"Before the teaching session, I experienced mixed emotions. I felt extremely anxious and afraid that my voice would not return, which made me worry about my ability to give clear instructions. To anticipate this problem, I prepared alternative tools such as Google Translate and a speaker to help deliver instructions, especially because the lesson included listening related activities. I even imagined how my peers might perceive the situation if I were unable to speak properly, which increased my anxiety." (Participant5)

These mixed emotions demonstrate the complex emotional landscape that pre-service teachers navigate during their first teaching experiences. The combination of enthusiasm and anxiety reflects the tension between the desire to succeed and the fear of failure.

c. Improvement Over Time: Relief and Confidence

After several meetings, there was an improvement in the teachers, making them proud of the efforts they had made, as expressed by Participant1 and Participant3:

"However, after deciding to adapt the material and observing the enthusiastic response from the participants, I felt relieved and more confident in my approach. It was truly gratifying to see the participants actively participating and enjoying the lessons. For some participants, I felt proud when they began to engage with English learning and successfully follow the lessons, although some initial guidance was still needed." (Participant1)

"However, after several meeting and setting my busy brain for the mindset. Finally I can face that challenges, slowly time by time passed and I've made a new version of myself, it's like surprisingly good, I feel like I enjoy the process and feel lighter, I really made my classmeeting really joyful, even though I taught

them with a small lesson practice, it's really different not like 1st meeting of teaching practice I did that including boring atmosphere and the Participant feels sleepy and feel nothing, for the next meeting is really joyful and I found every participants show their interest in my class, perhaps this experience really brings me for the brighter future unexpectedly." (Participant3)

The progression from anxiety to confidence demonstrates the value of repeated teaching practice in building pre-service teachers' self-efficacy. This finding aligns with research by Hashim et al. (2023) that showed teachers' confidence increased as they gained experience and positive feedback.

d. Persistent Challenges: Frustration and Panic

Despite improvement over time, there were still some emotional moments during the lessons, as described by Participant4:

"However, there were moments of frustration when some participants appeared passive, distracted, or less responsive, particularly during longer explanations. Reflecting on these emotions helped me realize that feelings of anxiety and discomfort were part of the learning process and played a role in shaping my professional growth as a pre-service teacher." (Participant4)

Some teachers felt very confident with what had been prepared, but after some time, unexpected technological problems occurred according to Participant6 and Participant7:

"At the beginning of the lesson, I felt confident and well-prepared because the teaching materials, especially the listening audio, had been carefully selected to support the learning objectives. However, when I realized that the audio file had not been downloaded and could not be played immediately, my feelings changed significantly. I started to feel nervous, panicked, and pressured by the limited teaching time. As the internet connection on campus was unstable, my anxiety increased while waiting for the audio to finish downloading."

(Participant6)

"My feelings during this session changed very quickly. Before the class started, I felt very proud and confident. I had spent a lot of time making the 'Modul Ajar' perfect, ensuring that the lesson goals were clear. I felt ready to explain the grammar rules to the class. But when the projector failed, that confidence disappeared instantly. I started to feel panic and anxiety. I could feel my hands shaking as I tried to fix the HDMI cable, and I felt my face getting hot because I was so nervous. I also felt embarrassed. Because the participants were my friends, they did not feel sorry for me; instead, they laughed at the situation. They made jokes

about the broken technology and talked loudly about things that had nothing to do with the lesson. I felt like I was losing control. I was worried that my supervisor, Mrs. Afifah Linda Sari, M.Pd, would think I was not prepared. However, my feelings changed again when I finally decided to stop fighting with the projector. I picked up a marker and started writing on the whiteboard. At that moment, I felt a burst of determination. I realized that I could not let a broken cable stop me from teaching. When I turned around and started the 'Daily Routine Actions Game' by shouting commands like 'Wake up!' and 'Brush your teeth!' without any slides, I felt my fear go away. I became focused and energetic." (Participant7)

The emotional feelings that arise when technology is not used as planned cause the initial confidence to disappear instantly. These findings highlight the importance of developing resilience and adaptability in the face of unexpected challenges.

1.1 Teaching Evaluation

During the learning process, the challenges they face are quite diverse. The evaluation involves positive aspects such as clear presentation of material or the use of good projectors and audio equipment. However,

there are also shortcomings in pedagogical preparation, time management, and adaptation to the classroom environment.

a. Positive Aspects: What Worked Well

1. Effective Use of Learning Facilities and Media

For some teachers, evaluation starts when they realize that the activities they have prepared are going well. Participant8, for example, has planned learning activities in an orderly and optimal manner:

"Learning support facilities, such as projectors that function optimally and the availability of sufficient chairs, contribute to creating a conducive learning environment. In addition, participants show cooperative, orderly, and active attitudes during the learning process. Participant participation is seen through their responses to questions and activities presented. The learning material delivered through detective games and the use of the Kahoot digital platform was well understood by all participants, as reflected in their involvement in each stage of the learning activities."

Teachers expressed satisfaction in being able to conduct lessons effectively using projectors and the Kahoot application. This finding

indicates that well-functioning technology and interactive digital platforms can enhance Participant engagement and learning outcomes.

2. Appropriate Teaching Methods and Materials

When teachers successfully conduct lessons, as mentioned by Participant1, Participant9, and Participant10, participants are able to understand the lessons better when the material and methods being taught are clear:

"Modifying teaching learning for participants to focus on basic English concepts has proven to be effective and relevant to their needs. Participants responded positively and showed enthusiasm, indicating a high level of engagement during the lesson, and learning English encouraged active participation and created a fun learning environment." (Participant1)

"One positive aspect of the lesson was the clear explanation of the material. The use of examples and dialogue practice helped participants understand how adjectives are used to describe objects or people. Additionally, the pair work activity provided participants with opportunities to practice the target language in a communicative way, which is essential in language learning." (Participant9)

"Reflecting on the experience, I found that several aspects of my teaching practice went well. First, the use of simple English instructions and contextual materials helped the Participants understand the lesson more easily. Second, incorporating interactive activities such as games, puzzles, and daily planner practice successfully increased Participant engagement. Third, feedback from the lecturer was delivered in a gentle yet meaningful way, which encouraged reflection rather than fear." (Participant10)

These words indicate that using the right methods and materials in teaching and encouraging participants to learn English through both individual and group activities using simple instructions can create a communicative and enjoyable learning environment.

3. Positive Participant Responses and Engagement

The findings revealed that participants responded positively to interactive and engaging activities. Teachers noted that when lessons were well-designed with appropriate activities, participants showed enthusiasm and active participation. This positive response reinforced teachers' confidence and validated their pedagogical choices.

b. Negative Aspects: What Did Not Work Well

1. Time Management Issues

There are challenges that arise when teaching in class, such as time management. Participant4 mentioned this based on his teaching experience, which reduced the effectiveness of teaching:

"Nevertheless, several weaknesses emerged during the Practice. One recurring issue was time management. I occasionally spent too much time explaining concepts, leaving limited opportunities for participants to practice language skills. This imbalance reduced the effectiveness of certain lessons, particularly for SMP-level classes that required more guided practice."

(Participant4)

Time management emerged as a significant challenge for pre-service teachers, affecting their ability to balance explanation with Participant practice opportunities.

2. Technical Problems and Media Failures

Another challenge encountered was when the media did not work as expected. Participant6 and Participant10 admitted that it did not run as expected, which became a problem for teachers when teaching:

"However, there were several aspects that did not work well. A significant amount of teaching time was wasted while waiting for the audio to download, and during this period, the participants were not engaged in any learning activity. I did not provide alternative tasks, guiding questions, or interaction to keep the class active. As a result, the classroom atmosphere became passive, and my visible panic reduced my confidence as a teacher. This experience showed that my classroom management skills during unexpected situations still need improvement." (Participant6)

"Time management was sometimes ineffective, causing certain activities to be rushed. Technical problems such as malfunctioning projectors disrupted lesson flow. Additionally, my classroom control still needed improvement, especially when participants became less focused during long explanations." (Participant10)

Technical problems such as malfunctioning projectors and unplayable media files significantly disrupted lesson flow and reduced teaching effectiveness.

3. Limited Participant Interaction and Engagement

Despite the issues with time management, audio disruptions, and malfunctioning projectors, the lack of interaction was an unexpected problem, as mentioned by Participant9:

"The interaction between the teacher and the participants was limited, which resulted in low Participant engagement. Some participants became passive and showed minimal participation during the activities. This situation indicated that the teaching strategies used were not fully successful in creating an interactive learning atmosphere. As a result, participants' focus and motivation decreased, especially because the lesson was conducted in the afternoon." (Participant9)

The reflection above indicates that the participation and strategies implemented had not been as desired. This moment made the instructor more aware of the importance of an active and comfortable atmosphere when conducting learning activities in the classroom.

2. Action Plan after using GIBBS reflection to teach in the future

This stage involves developing concrete plans for future action based on learning from the experience. In the last step of the Gibbs reflection model, teachers use the insights they have gained to set

goals for improvement in their future teaching. Teachers expressed interest in experimenting with various methods and techniques to improve their teaching skills. The goal is to find a teaching style that suits the teacher and then evaluate any difficulties that occur in order to improve performance during teaching.

a. Improving Lesson Design and Pedagogical Approaches

Participant4 and Participant8 mentioned specific plans for improving their teaching:

"To apply these improvements in future teaching experiences, I plan to take several concrete steps. First, I will design lesson plans that prioritize Participant practice and interaction, supported by concise explanations. Second, I will apply reflection teaching frameworks, such as Gibbs' Reflection Model, both before and after lessons to anticipate potential challenges and evaluate outcomes. Third, I will seek feedback from peers and supervisors to gain alternative perspectives on my teaching performance. Research indicates that combining self-reflection with external feedback enhances professional development among pre-service teachers (Hashim et al., 2023). Finally, I will continue to develop my classroom management and instructional skills through microteaching and teaching simulations." (Participant4)

"Teachers need to prepare instructions that are concise, clear, and appropriate to the participants' language proficiency level, as well as prepare alternative instructional expressions in English. Practicing the delivery of instructions before learning is also necessary to reduce uncertainty and increase teachers' confidence when managing classroom activities." (Participant8)

The teaching statements above express an interest in designing simple lessons that prioritize Participant practice and interaction using Gibbs' reflection model and requesting feedback from peers.

b. Reducing Dependence on Technology and Artificial Intelligence

Regarding teaching in the classroom, Participant2 uses artificial intelligence (AI)-based methods too much, which creates dependence on teachers. Participant2 has an action plan to reduce this problem:

"Looking ahead, especially as I approach my sixth semester and PPL II Practice in a real school environment, I have formulated a comprehensive self-development plan. My top priority is to drastically reduce my dependence on artificial intelligence. I am committed to becoming an authentic educator by using AI only as a discussion or brainstorming partner, not as the main decision maker in preparing lesson plans. I will get used to writing learning

scenarios in my own language and thoughts to ensure that I truly understand the material being taught."

This reflection highlights the importance of developing authentic teaching competencies rather than relying excessively on AI tools.

c. Developing Contingency Plans and Backup Strategies

Participant⁶ and Participant⁷ proposed a plan similar to the previous one. Using audio-based media and technology could facilitate learning, but they also prepared backup methods in case the previous methods encountered unexpected problems:

"In my future teaching practice, I plan to prepare all teaching materials more carefully, especially media such as audio files. I will make sure that all files are already downloaded and saved offline before the lesson begins. I will also bring backup materials or alternative activities in case technical problems occur during the lesson. In addition, I plan to prepare simple questions, vocabulary reviews, or short ice-breaking activities that can be used at any time to keep participants active. By doing this, I can use waiting time more effectively and avoid letting participants stay passive. I also want to improve my classroom management skills by practicing how to stay calm and confident when facing

unexpected situations. Through continuous practice and reflection, I hope to become a better and more professional teacher in the future." (Participant6)

"To make sure I do better next time, I have made a plan. First, I will always have a 'low-tech backup.' For my next teaching session, I will print out the important materials, like the grammar formulas and the listening text, on paper. This way, if the electricity goes out or the projector breaks, the participants can still hold the materials in their hands, and the lesson can continue smoothly. Second, I will improve how I manage the class. I need to act more like a teacher. I will practice standing confidently and using a strong voice to get attention before I start speaking. In my next peer teaching session, I will tell my friends clearly before we start: 'Please respect the role-play and act like real participants.' I will also use a technique called 'wait time.' This means if the class is noisy, I will just stand silently and wait until they are quiet before I speak. This is a powerful way to show authority without shouting. Lastly, I will be better prepared with the equipment. I will make it a habit to arrive at the classroom at least fifteen minutes early. I will test the speakers and the projector before anyone else

arrives. This will give me time to fix any problems or change the seating arrangement if needed. By doing these things, I hope to change from a beginner teacher who relies on tools into a professional educator who can lead the class confidently, no matter what happens." (Participant7)

These action plans demonstrate pre-service teachers' commitment to preparing for technical challenges and developing contingency strategies.

d. Enhancing Classroom Management and Well-being

Participant5 suggests reducing activities when starting a lesson so that material can be explained over a longer period of time with more efficient use of time:

"In future teaching practices, particularly in PPL 2, I plan to reduce the use of lengthy ice-breaking activities and focus more on designing tasks that directly support participants' understanding of the lesson content. I will ensure that each activity has a clear purpose and genuinely helps participants achieve the learning objectives. Additionally, I will place greater emphasis on maintaining my physical and mental well-being by managing my workload, ensuring adequate rest, and practicing self-care before teaching sessions. By doing so, I aim to improve my

teaching performance and create a more effective learning environment."

Participant9 and Participant10 suggested implementing the action plan by analyzing the situation of the teaching environment to be able to adapt well:

"Based on this teaching practice experience, several action plans are proposed to improve future teaching performance. First, I will learn and apply more interactive teaching strategies, such as language games, ice-breaking activities, and communicative tasks, to increase Participant engagement. These strategies are expected to reduce participants' boredom, especially during afternoon classes. Second, I will work on improving my ability to give clear and effective instructions by preparing simpler examples and using language that is easily understood by participants. I also plan to seek advice and feedback from my tutor or supervising teacher regarding classroom management and interactive teaching techniques. Third, I will conduct regular self-reflection and evaluation after each teaching session to identify strengths and weaknesses in my teaching practice. Through continuous reflection and improvement, I expect to become more confident and better prepared to handle similar

situations in the future. By implementing these action plans, I aim to create a more engaging, effective, and enjoyable learning environment for participants." (Participant9)

"Based on this reflection, I realized that several improvements are still necessary for my future teaching practice. I need to prepare more flexible lesson plans that can be adapted to unexpected classroom situations. Improving classroom management skills is also essential, particularly in maintaining Participant focus. Additionally, mastering alternative teaching media is important in case of technical difficulties. On a personal level, managing physical and mental well-being is crucial to maintain teaching performance." (Participant10)

B. Discussion

1. Pre-service Teachers' Teaching Evaluation Using Gibbs Reflection

The findings of this study reveal that to fully understand how pre-service teachers evaluate their teaching, it is essential to examine the role of feelings in shaping these evaluations. This section discusses the significant relationship between feelings and teaching evaluation,

demonstrating that feelings are not merely peripheral emotional responses but are integral to the evaluative process.

The findings of this study demonstrate a clear and significant interconnection between the feelings experienced by pre-service teachers and their evaluations of their teaching performance. The Feelings stage of Gibbs Reflection Model (1988) provided the emotional context that fundamentally shaped how pre-service teachers assessed their teaching. This connection is particularly evident in four key areas: initial feelings leading to critical evaluations, mixed emotions causing evaluative confusion, improved feelings resulting in balanced assessments, and persistent challenges highlighting areas for improvement.

At the beginning of their teaching practice, pre-service teachers experienced intense feelings of nervousness, anxiety, confusion, and uncertainty. These initial feelings significantly shaped their evaluations of their teaching performance. These initial feelings led to more critical evaluations of their own teaching abilities. The teachers doubted whether they could teach the material well, feared making mistakes, and worried about student engagement. This pattern aligns with findings from previous studies (Azizah et al., 2018; Hashim et al., 2023) that identified anxiety and lack of confidence as common challenges for novice teachers. The critical evaluations that resulted from these feelings demonstrate that emotional

states significantly influence how pre-service teachers perceive and assess their teaching performance.

Teachers felt enthusiastic yet anxious, making it difficult for them to objectively judge their performance. The combination of enthusiasm and anxiety reflects the tension between the desire to succeed and the fear of failure. This emotional complexity demonstrates that teaching evaluation is not a purely rational process but is deeply influenced by emotional states.

The progression from anxiety to confidence demonstrates that as teachers' feelings improved, their evaluations became more balanced and comprehensive. They were able to recognize both their strengths and weaknesses, moving beyond the critical self-assessment that characterized their initial evaluations. This emotional progression reflects the value of repeated teaching practice in building pre-service teachers' self-efficacy, as noted by Hashim et al. (2023).

Despite improvement over time, persistent challenges continued to shape teachers' evaluations. Frustration and panic, particularly in response to student disengagement or technical problems, highlighted specific weaknesses in their teaching.

Unexpected technological problems also caused significant emotional responses that shaped evaluations. These persistent challenges

led teachers to evaluate specific areas needing improvement. This demonstrates that negative emotional experiences can productively inform evaluations by directing attention to areas requiring development.

The findings on the relationship between feelings and teaching evaluation connect strongly to the theoretical framework of this study. John Dewey's (1933) concept of reflection as "active, persistent, and careful consideration" emphasizes that reflection involves ongoing, thoughtful examination of experiences. The emotional journey of pre-service teachers demonstrates that this careful consideration is not purely cognitive but deeply intertwined with emotional experiences. Dewey also emphasized that teachers need specific attitudes to utilize reflection effectively: open-mindedness, wholeheartedness, and responsibility (Dewey, 1933; Farrell, 2015). The findings show that as teachers' feelings improved, they became more open-minded in acknowledging both strengths and weaknesses, more wholehearted in their commitment to improvement, and more responsible in taking ownership of their professional development.

The findings also align with Farrell's (2015) characteristics of reflection teachers. Open-mindedness is evident in teachers' willingness to acknowledge their emotional struggles and challenges, recognizing that feelings of anxiety and discomfort were part of the learning process. Wholeheartedness is reflected in their sincere commitment to improving

their teaching practice despite initial difficulties. Responsibility is demonstrated in their recognition of how their emotional states impacted their teaching performance and their active efforts to manage their feelings.

The Feelings stage of Gibbs' Reflection Model (1988) is directly reflected in these findings. Gibbs emphasized that the feelings stage involves exploring the emotional dimensions of an experience, asking "How did you feel?" and "What were your reactions and feelings?" The pre-service teachers' detailed descriptions of their emotional journeys, from initial anxiety to eventual confidence, align precisely with this stage of Gibbs' model. The findings demonstrate that the feelings stage is not merely a preliminary step but a foundational element that shapes the entire reflection process, particularly influencing how teachers evaluate their teaching.

The findings of this study reveal that pre-service teachers conducted comprehensive evaluations of their teaching practice using Gibbs reflection. Their evaluations encompassed both positive and negative aspects of their teaching experiences, demonstrating their capacity for critical self-assessment.

The positive aspects identified by pre-service teachers included effective use of learning facilities and media, appropriate teaching methods

and materials, and positive Participant responses and engagement. Participant8's evaluation highlighted that well-functioning projectors, sufficient chairs, and cooperative Participant attitudes contributed to a conducive learning environment. The use of detective games and the Kahoot digital platform was noted as effective in helping participants understand the learning material. These findings indicate that pre-service teachers recognized the importance of technology integration and interactive activities in enhancing Participant learning outcomes.

Participant1, Participant9, and Participant10 identified that modifying teaching to focus on basic English concepts, using clear explanations with examples and dialogue practice, and incorporating interactive activities such as games and puzzles effectively increased Participant engagement. The use of simple English instructions and contextual materials helped participants understand lessons more easily. These evaluations reflect pre-service teachers' awareness of pedagogical principles and their ability to assess the effectiveness of their instructional strategies.

The negative aspects identified included time management issues, technical problems, and limited Participant interaction. Participant4 noted that spending too much time explaining concepts left limited opportunities for participants to practice language skills. Participant6 and Participant10

reported that technical problems such as malfunctioning projectors and unplayable media files disrupted lesson flow and wasted valuable teaching time. Participant9 observed that limited teacher-Participant interaction resulted in low Participant engagement and decreased motivation.

These evaluation findings align with Hashim et al. (2023), who found that Gibbs' reflection model provides clearer guidelines for writing reflection and minimizes difficulties in the evaluation and analysis of teaching. The pre-service teachers in this study demonstrated the ability to identify what worked well and what did not work well in their teaching, reflecting the critical self-assessment that Hashim et al. (2023) emphasized.

The evaluation findings connect strongly to Dewey's (1933) concept of reflection as "active, persistent, and careful consideration of every belief or form of knowledge." The pre-service teachers in this study engaged in active and persistent consideration of their teaching practices through systematic evaluation. They carefully considered what was good or bad about their teaching, what was successful or unsuccessful, and what contributed to or detracted from the quality of their instruction. This careful consideration reflects Dewey's vision of reflection as a problem-solving activity based on thorough examination of experience.

The evaluation findings also demonstrate Farrell's (2015) characteristics of reflection teachers. Open-mindedness is evident in the pre-service teachers' willingness to acknowledge both strengths and weaknesses in their teaching. They openly recognized challenges such as time management issues, technical problems, and limited Participant interaction, rather than avoiding or dismissing these difficulties. Wholeheartedness is reflected in their sincere commitment to improving their teaching practice, as shown in their detailed evaluations of what worked and what did not work. Responsibility is demonstrated in their ownership of professional actions and their recognition of how their decisions impacted Participant learning.

The Evaluation stage of Gibbs' Reflection Model (1988) is directly reflected in these findings. Gibbs emphasized that the evaluation stage involves making value judgments about the experience, considering what was good or bad, and what contributed to or detracted from the quality of the experience. The pre-service teachers' evaluations of their teaching practice, including both positive and negative aspects, align precisely with this stage of Gibbs' model. Their capacity to evaluate their teaching performance reflects the educational strength of Gibbs' framework in structuring and enhancing reflection processes.

The evaluation findings are consistent with previous studies on reflection practice. Hashim et al. (2023) found that teachers' reflections before using Gibbs' model were very brief and focused solely on Participant achievement. Similarly, the pre-service teachers in this study initially focused on simple outcomes, but when guided by the Gibbs framework, they developed more comprehensive evaluations that included both positive and negative aspects of their teaching.

Azizah et al. (2018) found that Indonesian pre-service teachers engaged in various forms of reflection, including self-evaluation, and that the depth of reflection varied considerably. The current study extends these findings by showing that pre-service teachers using the Gibbs framework can engage in critical self-evaluation that moves beyond description to meaningful assessment of teaching effectiveness.

Nur et al. (2026) found that reflection practice activities using Gibbs' framework help pre-service teachers develop self-assessment abilities and teaching awareness. The current study supports these findings, as pre-service teachers demonstrated self-assessment through their evaluations of both positive and negative aspects of their teaching.

Mufidah (2019) investigated the development of pre-service teachers' teaching performance at UIN Antasari Banjarmasin and found

that teaching performance improved through practice, feedback, and reflection. The current study extends these findings by showing how reflection specifically contributes to improvement through systematic evaluation of teaching performance.

2. Action Plan for Future Teaching

The findings of this study reveal that pre-service teachers formulated concrete action plans for future teaching based on their reflection experiences. Their action plans included 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.

Participant4 and Participant8 focused on improving lesson design and pedagogical approaches. Participant4 planned to design lesson plans that prioritize Participant practice and interaction, apply reflection teaching frameworks such as Gibbs' Reflection Model, seek feedback from peers and supervisors, and develop classroom management skills through microteaching and simulations. Participant8 emphasized preparing concise and clear instructions appropriate to participants' language proficiency levels and practicing instruction delivery to reduce uncertainty and increase confidence.

Participant2 addressed the issue of dependence on artificial intelligence and planned to reduce reliance on AI tools by using them only as discussion or brainstorming partners rather than as main decision makers. This action plan reflects awareness of the importance of authentic teaching competencies.

Participant6 and Participant7 developed contingency plans and backup strategies. Participant6 planned to prepare all teaching materials carefully, ensure files are downloaded and saved offline, bring backup materials, and prepare alternative activities for unexpected situations. Participant7 planned to have low-tech backups such as printed materials, improve classroom management by using wait time and standing confidently, and arrive early to test equipment.

Participant5, Participant9, and Participant10 focused on enhancing classroom management and personal well-being. Participant5 planned to reduce lengthy ice-breaking activities, design tasks that directly support Participant understanding, and maintain physical and mental well-being. Participant9 planned to apply interactive teaching strategies, improve instruction delivery, seek feedback from supervisors, and conduct regular self-reflection. Participant10 planned to prepare flexible lesson plans, improve classroom management skills, master alternative teaching media, and manage physical and mental well-being.

These action plans align with Hashim et al. (2023), who found that Gibbs' reflection model provides a space for thinking about action plans and that teachers reported the model helped them to plan for future actions. The pre-service teachers in this study demonstrated the ability to translate their evaluations into concrete strategies for improvement.

The action plan findings connect strongly to Dewey's (1933) concept of reflection as action-oriented. Dewey emphasized that reflection enables us to know what we are about when we act and converts action that is merely appetitive, blind, and impulsive into intelligent action. The pre-service teachers' action plans reflect this concept by translating reflection insights into intelligent, purposeful action for future teaching.

The action plan findings also demonstrate Farrell's (2015) characteristics of reflection teachers. Responsibility is particularly evident in the pre-service teachers' commitment to improving their future teaching through concrete action plans. They recognized their shortcomings and took ownership of their professional development by formulating specific strategies for improvement. Wholeheartedness is reflected in their genuine commitment to becoming better teachers, as shown in their detailed and thoughtful action plans.

The Action Plan stage of Gibbs' Reflection Model (1988) is directly reflected in these findings. Gibbs emphasized that the action plan stage involves developing concrete plans for future action based on learning from the experience. The pre-service teachers' action plans, including improving lesson design, reducing dependence on technology, developing contingency plans, and enhancing classroom management, align precisely with this stage of Gibbs' model. Their ability to formulate action plans reflects the cyclical nature of Gibbs' model, where learning from experience is applied to future practice.

The action plan findings are consistent with previous studies on reflection practice. Hashim et al. (2023) found that the Gibbs model helped teachers to think about action plans for their future lessons, moving beyond simply describing what happened to planning for improvement. Similarly, the pre-service teachers in this study developed action plans that addressed the challenges they identified in their evaluations.

Azizah et al. (2018) found that pre-service teachers in Indonesia faced challenges including classroom management, Participant engagement, and internal problems such as anxiety and lack of confidence. The current study extends these findings by showing how pre-service teachers address these challenges through concrete action plans, such as

improving classroom management, enhancing Participant engagement, and managing personal well-being.

Nur et al. (2026) found that reflection practice activities using Gibbs' framework help pre-service teachers develop lifelong learning, self-confidence, and self-belief. The current study supports these findings, as the action plans developed by pre-service teachers reflect their commitment to lifelong learning and their growing confidence in their ability to improve their teaching.

Mufidah (2019) found that pre-service teachers' teaching performance improved through practice, feedback, and reflection. The current study extends these findings by showing how reflection specifically leads to improvement through the formulation of action plans based on systematic evaluation.

This study has several limitations. First, the findings are based on self-reported reflections from pre-service teachers, which may not fully capture their actual teaching practice. participants may have presented themselves in ways that they perceived as favorable or may not have been fully aware of their teaching strengths and weaknesses.

Second, the study focused on three stages of Gibbs' model (Feelings, Evaluation, and Action Plan), potentially overlooking insights

from the description, analysis, and conclusion stages. A more comprehensive examination of all six stages could provide a fuller understanding of pre-service teachers' reflection processes.

Third, the study involved only 10 participants from one institution, limiting the generalizability of the findings. The experiences of pre-service teachers at UIN Antasari Banjarmasin may not be representative of pre-service teachers at other institutions in Indonesia or other countries.

Fourth, the study was conducted over a relatively short period (six weeks), which may not capture the full development of pre-service teachers' reflection abilities. A longer-term study could provide more insights into how reflection abilities develop over time.

Future research should examine pre-service teachers' reflection across all six stages of Gibbs' Reflection Model to provide a more comprehensive understanding of their reflection processes. This would allow researchers to identify which stages are most challenging for pre-service teachers and how best to support their development at each stage.

Longitudinal studies could track how reflection abilities develop over multiple teaching practice experiences. Such studies could examine the progression from descriptive to critical reflection and identify factors that facilitate this development.

Comparative studies could examine differences in reflection between pre-service and in-service teachers, between different teacher education programs, or between different cultural contexts. Such comparisons could identify best practices in reflection practice education.

Research could explore the impact of reflection practice on actual teaching performance and Participant learning outcomes. While the current study examined pre-service teachers' reflections, future research could examine whether these reflections translate into improved teaching practice and enhanced Participant learning.