

PRE-SERVICE ENGLISH TEACHER IDENTITY DEVELOPMENT THROUGH REFLECTIVE PRACTICES: INSIGHTS FROM KAMPUS MENGAJAR PROGRAM

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Abstract

This qualitative case study explores reflective practice activities experienced by Indonesian pre-service teachers in teaching English for Young Learners during Kampus Mengajar Program initiated by the Goverment of Indonesia. Using Gibbs' Reflective cycles framework, which includes description, feelings, evaluation, analysis, conclusion, and action plan, this study examines how reflective practice activities during the teaching practicum influence their teacher identity development. Five pre-service teachers were invited to join in this research. Data were collected through close-ended questionnaires and semi-structured interview, then analyzed with Miles and Huberman's model. The findings indicate that reflective practice activities help them to develop their identity as a teacher, and Kampus Mengajar Program gives them opportunities to improve their teaching skills. The analysis of the data yielded seven categories: Opportunities to reflect, Expression of feelings, Teaching awareness, Lifelong learning, Self-confidence, Self-assessment, and Self-belief. This study highlight the importance of reflective practice activities in shaping the teacher identity and sustain the teacher professional development. The findings suggest that the policy in teacher education is essential to foster reflective practice activites during the teaching practicum.

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INTRODUCTION

Teaching English as a foreign language is a challenging task; the teacher not only teach and pays attention to language skills such as reading, writing, speaking, and listening, but also has to understand what students learn and how such learning influences them, and how lessons are beneficial for them in the future (Derakhshan, 2015). Specifically, teaching English to young learners is crucial issue in a rapidly globalizing world. Various academic insights mentioned Teaching English to young learners is crucial for equipping students for the globalized future, fostering their comprehensive development, and tackling the distinctive problems of early language learning. Employing stimulating and effective pedagogical practices can markedly improve their motivation, competence, and cultural awareness (Hashim, 2018; Taddese et al., 2025). In English as a Foreign Language Stetings, teaching English is more than just transmitting the knowledge and language skills, but also how to keep students motivated and enthusiastic in learning English. language teaching requires teachers to teach students to develop academic and personal abilities (Ali Ansari, 2012). It is a

deeply emotional and interpersonal endeavour, particularly in language education, where communication, identity, and cultural context are paramount (Jin et al., 2020).

Several studies have documented reflective practice as a critical component in the development of teacher identity for pre-service teachers. The more critical aspect to comprehend is how the teachers see themselves as a teacher and self-image they present to others (Day, 2001). When a teacher understands their identity as a language teacher, they become more aware of their role in shaping students' perceptions of language (Beijaard et al., 2004). The development of teacher identity can be facilitated through reflective practice, which is a critical component in the development of teacher identity for pre-service teachers. This will lead them to have self-examination and critical analysis of teaching experience. (Hendriwanto, 2021) found that reflective practice enables pre-service teachers to develop their identity and agency through activities including peer observation, self-reflection, and discussion with mentor teachers. (Nuraeni, Heryatun, 2021) mentioned reflective practice promotes the development of individualized teaching theories among pre-service teachers and fosters connections between theoretical frameworks and practical application, which is crucial for professional growth. Similarly, (Diseth, 2025) emphasized the teacher identity is facilitated through the promotion of self-awareness and professional growth, allowing pre-service teachers to effectively navigate various teaching contexts.

While previous research has dramatically improved our understanding of reflective practice experiences can foster professional growth and supports the development of a strong teacher identity, there are still significant gaps how reflective practice fosters the teacher identity are empirically studied within Indonesian pre-service teaching practicum context. Much of the existing literature highlights professional development program such as teacher camps and workshops (Halimi, 2025), collaborative reflection (Purnama, et.al 2025), technological integration (Sari, Y.R, Drajati, N.A, So, H.J, Sumardi, 2021), or professional development workshops (Cirocki, A., & Widodo, 2019). Studies that use Gibbs' reflective cycle model in the practice of teaching practicum is less explored. Additionally, reflective practice evaluation during teaching practicum are rarely studied as crucial time to establish the consciousness of reflection. Specifically, few studies have explored how pre-service English teachers develop their teacher identity through reflective practice and how they can continuously learning to reflect, correct mistakes and keep exploring to step into a realm. This gap limits our understanding of how reflective practice develops teaching identity.

This study addresses the mentioned gap by providing an in-depth look into reflective practices experienced by Indonesian pre-service EFL teachers during teaching practicum provided by Ministry of Education is MBKM (*Merdeka Mengajar Kampus Merdeka*) program. One part of MBKM is Kampus Mengajar which aims to invite pre-service teachers to collaborate to build education in Indonesia by improving learning activities that include numeracy, literacy, and technology adaptation (Dikti, 2021). During the teaching practicum, pre-service teachers are assigned to conduct daily reflections (logbook) and weekly reflections. Using Gibbs' model (1988), this research offers a structured analysis of how the pre-service teachers reflect their teaching practicum activities to develop their teacher identity. This study captures the lived experience of joining teaching practices, Kampus Mengajar program, which can be seen as reflection practices which enables them identify the areas where they need improvement in shaping their teacher identity.

In response to these gaps and challenges, this study aims to explore How Kampus Mengajar program impact pre-service EFL teacher identity through reflective practice. Specifically, it examines how the reflective practices construct the teacher identity throughout the teaching practices. Guided by (Gibbs, 1988) and (Choy et al., 2019), the research centres on the following main question: "How does Kampus Mengajar Program impact the English pre-service teacher identity through reflective practice?"

RESEARCH METHOD

Research Design

A qualitative case study was used to examine how the reflective practice during Kampus Mengajar program develop their teacher identity. A qualitative approach was chosen because qualitative research contains several characteristics such as in a natural setting, which is a school, Holistic Account, this involves reporting multiple perspectives, identifying the many factors involved in a situation (Creswell, 2014). The case study was chosen as the research design to encompass the logic of design, data collection methods, and particular approaches to data analysis and as an essential tool for program evaluators to take into consideration (Yin, 2014). The unit of analysis was a bounded system involving five pre-service EFL teachers who taught English in some Primary School levels for six months.

Research Participants

Five pre-service EFL teachers were purposefully invited as the research participants. The selected participants came from the English Education program at an Islamic University in Bogor, Indonesia. Purposeful sampling was used to enhance the depth and richness of data collected. It allowed the researcher to gain understanding the reflective practices in joining teaching practices through Kampus Mengajar (Wan, 2019). The five participants were placed at different schools. Four participants were placed in public elementary schools and one participant taught in a private elementary school.

Instruments

In collecting the empirical data, two complementary qualitative instruments: close-ended written questionnaires and semi-structured interviews. The close-ended questionnaires was considered as the first-stage elicitation tool as it could quickly select the participants' opinions from the predefined options related the reflective practices which they experienced based on Gibbs' reflective cycle (1988). It includes descriptions, feelings, evaluation, analysis, conclusion, and action plan. The questionnaires were then detailly captured in the percentage to identify how English pre-service EFL teachers perceived their reflective practices during the program. To get richer or deeper information about participants' experience, semi-structured interview was conducted as the follow up process. The semi-structured interview provided a more profound and dialogic exploration. The interview was conducted individually in Bahasa Indonesia, lasted between 45 to 60 minutes. All the interview sessions were audio recorded so that each data could be replayed many times. The interview guideline was adopted from (Choy et al., 2019) which included five themes: reflective practice, lifelong learning skills, self-assessment ability, self-belief, and teaching awareness. To improve consistency and trustwirthiness, the interview guide was reviewed by two qualitative research expert before the implementation. .

Data Analysis

This study employed qualitative data analysis which involves several key stages: data reduction, data display and conclusion drawing and verification (Miles & Huberman, 1994). The analysis process were systematically coded and condensed to identify core themes about teacher identity development through reflective practice, data presentation which organized findings into narrative descriptions enriched with participant quotations to illustrate emerging patterns to generate novel insight about how reflective practice influences professionals identity formation. All questionnaire responses and interview transcripts were compiled, translated into English, and analyzed thematically. At the same time, (Braun et al., 2008) was used to guide theme development to ensure the process of reflexivity of the researcher which include six phase process: familiarizing with data, generating initial codes, constructing themes, reviewing themes, defining and naming themes, and producing the report. To support transferability,

detailed descriptions of the research setting, participants, and contextual factors were provided so readers can assess relevance to their contexts (Nowell et al., 2017).

RESEARCH FINDINGS

This section presents the empirical findings from close-ended questionnaires and semi-structured interviews with five pre-service EFL teachers during their five months teaching practices in Kampus Mengajar (KM) Program. The participants were teaching English in the context of Teaching English to Young Learners in different five elementary schools. The first section of finding revealed six key themes derived from the collected data. The six-stage framework was introduced to assist pre-service English teachers (PET) in structuring their reflective journals. Adapted from (Gibbs, 1988) reflective cycle, this model includes stages such as descriptions, feelings, evaluation, analysis, conclusion, and action plan. Detailed explanations of these components are provided below.

Description

Table 1
Description Stage

statement	Degree of agreement				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
KM is my first teaching Experience.	20%	-	20%	60%	-
KM will make me a better teacher.	50%	-	60%	-	-
KM is a good program for PET.	60%	40%	-	-	-
Personal reflections and peer support in KM that help me to face the challenges.	40%	60%	-	-	-

In the section of Description, it can be seen that PETs have teaching experience before participating in the Kampus Mengajar activities. Seen in the percentage above 60% 'disagree', 20% 'neutral' and 20% 'strongly agree'. However, they agreed that participating in the teaching will improve their teaching skills seen in the percentage of 50% 'strongly agree' and 50% 'neutral'. Teaching campus is a good program for PETs because it is an opportunity to reflect which can help to face any challenges, as seen in the percentage of 60% 'strongly agree' and 40% 'agree'.

Feelings

Table 2
Feelings Stage

Statement	Degree of agreement				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I like teaching English	40%	20%	40%	-	-
I am interested in Teaching English to Young Learners	40%	20%	40%	-	-
I felt excited when I first started teaching in class.	40%	60%	-	-	-
After participating in KM program, I am more confident to become a teacher.	60%	40%	-	-	-

Some PETs like teaching activities, which is relevant to their interest in majoring in English in the context of Teaching English to young learners. It can be seen from the similarity of the percentages above that 40% 'strongly agree', 20% 'agree', and 40% 'neutral'. Since some PETs have previous teaching experience. The five participants also responded that they were very excited when they first taught in class during Kampus Mengajar activities. After Kampus Mengajar activities are completed. they feel more confident to become teachers, This, can be seen from the percentage of 60% 'strongly agree' and 40% 'agree'.

Evaluation

Table 3
Evaluation Stage

Statement	Degree of agreement				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I have good relationships with students, teachers, colleagues, and school staffs	60%	40%	-	-	-
I found it difficult to deal with students when I first started teaching.	-	100%	-	-	-

During Kampus Mengajar activities have a good relationship with students, teachers, colleagues, and school staff. This can be seen in the percentage of 60% 'strongly agree' and 40% 'agree'. good relationships are gained because participants do good learning, teaching, and socializing activities. On the other hand, all of them agreed with the difficulties when they first dealt with students who had different characteristics. This can be seen in the percentage of 100% 'agree'.

Analysis

Table 4
Analysis Stage

Statement	Degree of agreement				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The reason I found something difficult in my KM's activities because of lack of previous teaching experience.	-	80%	20%	-	-
The program of KM is going well	40%	60%	-	-	-

The responses from the five participants highlight a key challenge in teaching: the lack of prior teaching experience. This factor was identified by 80% of participants, who agreed that it contributed to difficulties in handling students effectively, with 20% remaining neutral. This suggests that, for many, the lack of experience in classroom management and student engagement is a significant hurdle to overcome. However, despite these challenges, the Kampus Mengajar program appears to be functioning well overall. The majority of participants (60%) agreed that the program is running optimally, while 40% strongly agreed. This indicates that, even with the initial difficulties faced by participants, the program has been successful in fostering a positive learning environment. The combination of high agreement on the program's effectiveness and recognition of the difficulties faced by participants suggests that the program provides sufficient support to overcome these challenges and ensures effective teaching practices.

Conclusions

Table 5
Conclusion

Statement	Degree of agreement				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
KM has a good impact in improving my professionalism as an English teacher.	40%	60%	-	-	-
KM make me more confident in teaching.	40%	60%	-	-	-
KM makes me understand the characteristic of each student better.	80%	20%	-	-	-
I have enough skills to teach after participating in KM activities	-	100%	-	-	-

In this discussion, the study found that all 5 participants agreed that Kampus Mengajar has a good impact on improving professionalism as an English teacher. This was certainly related to the experiences, difficulties, and processes in teaching before and during the joined Kampus Mengajar activities. In addition, the experience of self-reflection activities also made them more prepared and more confident in teaching, as seen in the percentage of 40% 'agree' and 60% 'neutral'. Thus, PETs know more about their abilities after attending the Kampus Mengajar, especially in understanding the characteristics of different students. Seen in the percentage of 100% 'agreed' responses.

Action plan

Table 6
Action Plan

Statement	Degree of agreement				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I will be ready to teach and confident in my future class.	40%	60%	-	-	-
I will focus on the required skills in teaching	40%	60%	-	-	-
I will have a new good thing to offer in my class for the student's achievement	40%	40%	-	-	-
I will make sure I act differently in a good way.	-	100%	-	-	-

Based on the results of the responses from 5 participants, after completing the Kampus Mengajar they have high belief and confidence to be able to teach better in the future. They are confident in the development of their teaching skills to be better that will be given to their students, as seen from the similarity of participant answers 40% 'strongly agree' and 60% 'agree'. They are also confident that a 100% response to their actions will be even better in teaching and learning.

Semi Structure Interview Guidelines

Analysis of Pre-Service English Teachers Interview Results. The findings are categorized into five themes, adapted from Gibbs' Reflective Cycle (1988) and adopted from Choy et al.'s (2019) framework : reflective practice, lifelong learning skills, self-assessment ability, self-belief, and teaching awareness.

Reflective Practice

Based on interviews with five Pre-service English Teachers (PETs), all responded positively about the opportunities for reflective practice during the *Kampus Mengajar* program. Two PETs specifically mentioned engaging in reflection by maintaining daily logbooks, where they documented and evaluated their teaching activities at the end of each day.

Table 7
Reflective Practice

Subthemes	Description	Descriptive Quotes
Daily Logbook	Participants were required to reflect what they did during the teaching practices every day. With the guided Daily Logbook, they reflected the strengths and weakness of teaching practice	<i>"I reflect every day after class. The Kampus Mengajar program requires us to maintain a daily logbook. (PET 1)"</i>
MBKM Platform	The participants are required to fill out a daily logbook that must be posted every day on the MBKM platform	<i>"There is an opportunity to reflect because there is an assignment where we are required to fill out a daily logbook that must be posted every day on the MBKM platform which contains activities that have been implemented, implementation order, and evaluation of activities" (PET 2)"</i>
Teaching methods and techniques	The participants had the opportunity to reflect on themselves while teaching.	<i>"I need to know where my teaching methods or techniques are not effective to be taught to students". (PET 5)"</i>

The most significant shared experience among the participants was the use of a guided logbook to reflect on their teaching process. This logbook served as a valuable tool for participants to document and evaluate their teaching activities, methods, and techniques, especially within the context of the MBKM platform. The participants appreciated the opportunity to reflect on their practices, which allowed them to gain deeper insights into their teaching styles and strategies. Engaging in this reflective practice proved to be essential in enhancing their teaching effectiveness. Regular reflection helped Pre-service English Teachers (PETs) become more aware of their weaknesses, such as challenges in lesson delivery or classroom management. By identifying these shortcomings, they were able to pinpoint specific areas that needed improvement in future lessons. This continuous cycle of reflection and adjustment plays a crucial role in fostering professional growth and improving overall teaching quality, especially in the early stages of their careers.

Expressions of Feelings

All respondents commented on their feelings that they had concerns about students in classroom instruction.

Table 8
Expression of Feeling

Subthemes	Description	Descriptive Quotes
Feeling Worried	The participant was feeling worried about the students	<i>"I am feeling worried when teaching because many of students aren't open about their comprehension. I hope students can feel comfortable with me and in the classroom environment" (PET 4)</i>
Feeling guilty	The participant was feeling guilty about the students' response and achievement	<i>"When the students did not get improved and lack achievement in understanding the lesson" (PET 2)</i>

Both participants expressed their feeling during the program. The PET 4 further explained that when students aren't open with them, it becomes difficult to conduct meaningful reflection. This situation leads them to question whether their teaching methods are truly effective for students. Additionally, they expressed a desire for students to develop better thinking patterns and be able to implement English language learning in their daily lives.

Life-long Learning

The participants expressed positive perceptions regarding continuing studies after graduation and their opinions about lifelong learning.

Table 9
Life-long Learning

Subthemes	Description	Descriptive Quotes
Continue to study	The participants expressed that they want to continue their study.	<i>"I have a desire to continue my studies. Lifelong learning is learning that has no limit". (PET 1)</i>
Career Aspiration	The participants expressed they want to develop their career in the field of education	<i>"because I want to build a career in education. I wish to deepen my understanding of effective learning methods to support my professional growth." (PET 3)</i>
Never Ending Learning	The participants viewed that learning is never ending process.	<i>Learning is not only at school. From life experiences and relationships with other people, we also learn. I want to continue to learn and increase knowledge... Learning can be formal or informal" (PET 4)</i>

The participants perceived they were continuously cultivating and improving their teaching skills. They perceived they continued to learning through meaningful interactions with their students and also through an upgrade of their professional qualifications. It must

also be noted that apart from pursuing higher degrees these respondents perceive everyday life experiences in classrooms as contributing to lifelong learning.

Self Confidence

The five participants had different perceptions about their self-confidence while teaching in the Kampus Mengajar program. They experienced a mix of nervousness and enthusiasm when their first teaching sessions.

Table 10
Self-confidence

Subthemes	Description	Descriptive Quoates
Feeling confident	The participant felt confidence in teaaching	<i>"I'm pretty confident when I'm teaching, especially since I'm an extrovert and I like public speaking so I have a lot of confidence to teach." (PET 1)</i>
Feeling Nervous	The participant felt nervous in the first time teaching	<i>"I was really nervous, for the first-time teaching at the Kampus Mengajar" (PET 2)</i>
Feeling Supported	The participant got support to build their self confidence in teaching	<i>"I am quite confident when teaching in class, because of the support from local teachers, as well as the group of friends, so I can teach well." (PET 4)</i>

The data revealed that support from both peer and mentor teachers has a significant positive impact on the self-confidence of pre-service English teachers (PETs). This support system helps build a sense of assurance in their teaching abilities by providing guidance, feedback, and encouragement. For many PETs, having mentors and peers to rely on during their teaching journey creates a safe space to grow and develop professionally. In addition to external support, certain PETs exhibited higher self-confidence due to their extroverted personalities and prior experiences with public speaking. These individuals were more comfortable engaging with students and managing classroom dynamics, which further bolstered their sense of self-assurance. Their previous exposure to public speaking likely provided them with valuable communication skills and a familiarity with being in front of an audience. This combination of personality traits and prior experiences contributed to their strong confidence in delivering lessons and interacting with students.

Self-assessment

Table 11
Self-Assessment

Subthemes	Description	Descriptive quotes
Making personal notes	The participant assessed themselves during KM program	<i>"But I do personal assessments by making notes like yesterday's mistakes in teaching so that the next day I do something different by looking for new things from the internet on how to teach fun" (PET 2)</i>

Subthemes	Description	Descriptive quotes
Recalling memory	The participant evaluated themselves on what they had been doing	<i>But I do self-assessment by evaluating myself and recalling my memory of what I did when I was teaching.” (PET 3)</i>
Daily logbook	The participant used daily logbook to assess themselves	<i>that I conduct reflection through a daily log book that I write on the Kampus Mengajar website” (PET 4)</i>

The five participants in the study had varying perceptions about their ability to assess their own teaching practicum within the Kampus Mengajar program. Each participant approached self-assessment differently, reflecting their individual understanding and comfort with evaluating their teaching performance. As part of the program, participants were required to conduct regular assessments, which included daily and weekly logbooks, along with peer evaluations. These assessments provided a structured way for participants to reflect on their teaching activities, identify strengths, and recognize areas needing improvement. While some participants found the self-assessment process valuable in fostering professional growth, others might have felt uncertain or uncomfortable with evaluating their own teaching. Peer evaluations also played a role in offering different perspectives on performance, allowing participants to gain constructive feedback. The variety in how participants perceived their self-assessment ability suggests that the process of reflection and evaluation can be subjective and influenced by personal confidence and experience levels.

Self Belief

Table 12
Self Belief

Subthemes	Description	Descriptive Quotes
Believe in trying a new thing	The participant tried to	<i>“Previously I was teaching in a monotonous way and didn’t know how to teach fun in class but over time I understood the conditions of the students so I knew the student should be taught using what methods.” (PET 1)</i>
Believe in experience	The participant believed that experiences matter	<i>“I believe that experience is very important because then we can improve our teaching methods and can teach better.” (PET 4)</i>

The Pre-service English Teachers (PETs) in the Kampus Mengajar program strongly believed that their personal life experiences played a crucial role in shaping their teaching competencies. These experiences, which may include prior exposure to diverse environments, communication skills, or problem-solving situations, contributed to their ability to adapt to the classroom setting. Despite the challenges faced during their teaching practicum, the PETs maintained a strong sense of self-confidence in their abilities. This self-assurance allowed them to effectively manage lessons and student interactions. Moreover, they valued student feedback, viewing it not as a critique but as an important learning opportunity. Even when

faced with negative evaluations, the PETs took it constructively, recognizing that such feedback was essential for growth. This mindset not only helped them improve their teaching skills but also fostered a reflective approach to their practice, allowing them to continuously develop and refine their teaching methods.

Self Awareness

Table 13
Self-Awareness

Subthemes	Description	Descriptive Quotes
Teaching awareness	The participant reflected the teaching methods or techniques	<i>“I usually use mixed methods and use student centre and students will show their project work. but I also use teacher-centered where I use full lecture method.” (PET 1)</i>
Energizer and ice breaking	The participant applied a kind of eyes breaking and nergizer	<i>“During KM before starting the lesson, I always do an ice-breaking because it will help students' enthusiasm for learning.” (PET 2)</i>
Effective teaching techniques	The participant pushed themselves to do effective teaching techniques	<i>“Effective teaching techniques are if we already feel close to the students” (PET 5)</i>

Based on the respondent's responses, all of them felt that the methods they used were effective enough. PET 1 employs a combination of student-centred and teacher-centred methods, utilizing project work alongside full lecture delivery. PET 2 emphasizes the importance of ice-breaking activities before lessons to boost student engagement and incorporates various learning tools such as projectors and group activities to diversify learning experiences PET 5 said the effectiveness of building rapport with students before diving into lesson content, fostering a sense of connection and consideration among students.

Discussion

This study delved into the reflective practices experienced by Indonesian pre-service English as a Foreign Language (EFL) teachers during their teaching practicum in the *Kampus Mengajar* program, providing valuable insights into how reflective practices influence teacher identity. The findings underscore the centrality of reflective practices in constructing and evolving a teacher's identity, highlighting the complexities and challenges involved. Teacher identity, as developed during the teaching practicum, is influenced by a myriad of factors, including personal beliefs, emotions, and the challenges faced in a complex educational environment. The emergence of a teacher's identity is a dynamic process that is affected by both personal and external factors, reinforcing the importance of continuous self-reflection in shaping a teacher's professional self-concept.

The study draws on the work of previous scholars such as Chien (2018) and Muchnik-Rozanov and Tsybulsky (2021), who have highlighted the importance of reflective practice in the development of teacher identity. Reflective practice, defined as the process of critically analyzing one's own teaching experiences, is seen as a crucial component in the development of a teacher's identity. This study builds on their work by applying Gibbs' Reflective Cycle (1988) and Choy et al.'s (2019) framework to the specific context of Indonesian pre-service EFL teachers, offering a broader and more culturally relevant empirical perspective. The application of Gibbs' Reflective Cycle, which encourages teachers to reflect on their

experiences in a structured manner—by describing the experience, analyzing it, drawing conclusions, and making action plans—has proven to be an effective tool for promoting deeper self-awareness and growth. By adapting this framework to the Indonesian context, the study bridges theoretical constructs with practical experiences, providing a fresh contribution to the literature on reflective practice in teacher education.

Reflective practices in the *Kampus Mengajar* program revealed various tensions between the participants' expectations and the reality of the teaching environment. These tensions mirror the experiences of teachers in other contexts, as reflective writing and activities allow teachers to negotiate their personal and professional identities. Bham (2025) argues that these tensions, when examined through reflective practice, help teachers reconcile the gap between their expectations and the actual demands of the profession. In this study, participants noted how reflective practices allowed them to identify incongruities between their initial perceptions of teaching and the real challenges they faced in the classroom. The reflective activities, including guided logbooks, peer evaluations, and self-reflection journals, helped them address these challenges, leading to a more informed and adaptive teaching approach.

The findings further emphasize the importance of reflection in fostering key qualities such as creativity, resilience, and reflexivity, which are essential for teaching effectiveness. Golzar, Tajeddin, and Ghafoorian (2022) assert that reflective practice fosters these qualities, allowing teachers to adjust their methods and strategies in response to their students' needs. In the context of the *Kampus Mengajar* program, reflection provided participants with a platform for continuous professional development. Through this process, pre-service teachers were able to develop a more nuanced understanding of their role and responsibilities, while simultaneously refining their teaching techniques.

Moreover, the study affirms that reflective practice is deeply intertwined with self-examination of personal narratives and an awareness of individual beliefs. According to Johannessen (2024), the adaptation of personal beliefs through reflective practice can significantly shape a teacher's approach to pedagogy. This process of self-examination was evident in the participants' narratives, which revealed how their personal beliefs about teaching and learning influenced their decision-making in the classroom. The participants acknowledged that through continuous reflection, they were able to adjust their teaching strategies to align more closely with their evolving beliefs, which ultimately contributed to their professional growth.

One of the key findings of the study is the role of continuous reflection in bridging the gap between pre-service teachers' beliefs and their teaching practices. As noted by Ulla (2022), continuous reflection helps pre-service teachers close this gap by providing an ongoing process of evaluation and adaptation. In the *Kampus Mengajar* program, the reflective practices encouraged participants to think critically about their pedagogical approaches and to make adjustments based on their observations and feedback. This reflective process not only helped improve the participants' teaching practices but also contributed to their professional development by fostering a deeper understanding of their role as educators.

Theoretically, this study extends Gibbs' Reflective Cycle framework by applying it to a less-explored context: the Indonesian pre-service EFL teaching practicum for teaching English to young learners. The study provides empirical insights into how reflective practice activities unfold within this specific educational setting and how they contribute to the development of teacher identity. By focusing on a governmental initiative like the *Kampus Mengajar* program, the study highlights how reflective practice can be integrated into national programs aimed at improving the quality of education. This integration of reflective practices within a large-scale program underscores the broader potential for using reflection to support teacher development in diverse educational contexts. Additionally, the study provides critical

insights into how systemic factors, including institutional support, teacher beliefs, and cultural influences, shape the reflective practices of pre-service teachers. The teachers' reflective practices in the *Kampus Mengajar* program were not only influenced by personal factors but also by the structural and systemic elements of the program itself.

From a practical standpoint, the study has significant implications for the design of pre-service teacher education programs. The findings suggest that in addition to pedagogical knowledge, pre-service teacher education should place greater emphasis on the psychological aspects of teaching, particularly the emotional and reflective dimensions. As emphasized by recent studies (Nur & Soliha, 2024; Nur, 2025; Rachmawati, 2024), the emotional aspects of teaching, including the development of self-efficacy, agency, and resilience, play a crucial role in shaping a teacher's identity. Therefore, integrating reflective practices into teacher training curricula is essential for preparing teachers to navigate the complexities of the teaching profession.

The study also highlights the importance of incorporating reflective practices in the micro-teaching phase of teacher education. By embedding structured reflective activities, such as guided reflections and peer feedback, teachers-in-training can develop the emotional intelligence and reflective skills necessary to cope with the challenges they will face in real classrooms. Preparing future teachers with a solid foundation in reflective practices is essential for fostering positive emotions and a strong sense of self-efficacy, which are key to successful teaching. This study contributes to the growing body of literature on reflective practice in teacher education, particularly in the context of Indonesia. The findings affirm that reflective practices, guided by frameworks like Gibbs' Reflective Cycle, play a crucial role in shaping pre-service teachers' professional identities. By encouraging continuous self-reflection, pre-service teachers are able to develop greater self-awareness, refine their teaching practices, and ultimately enhance their ability to foster student learning.

CONCLUSION

This study explored the reflective practices experienced by Indonesian pre-service EFL teachers during their teaching practicum in Kampus Mengajar initiated by the government of Indonesia. Through the lens of reflective practices, the findings reveal that how reflective practices reconstruct the participants to make sense of their roles and self-system, particularly in building teacher identity. Participants navigated the process of building teacher identity from the reflective practices in teaching practicum of Kampus Mengajar Program. Theoretically, the study contributes to the expanding body of research on reflective practices in developing teacher identity within English Teacher Education in Indonesian context. Practically, the study highlights the need of teacher education programs to focus not only in the linguistic or technical aspect, but move to the aspect of psychological or emotions aspect which includes reflective spaces where the pre-service teacher can process their better teacher self efficacy and identity. This can support them to become a better teacher in the upcoming future.

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INFORMED CONSENT STATEMENT

Participation in this study is entirely voluntary. By agreeing to take part, the participants acknowledge that they have been informed about the purpose, procedures, potential risks, and benefits of the study.

DATA AVAILABILITY STATEMENT

The data utilized in this study cannot be made publicly available due to strict adherence to privacy concerns and ethical obligations that safeguard participant confidentiality. This ensures compliance with ethical research standards and data protection regulations.

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