



Reflection on Action: Enhancing Preservice Teacher Teaching Performance through Video-based Reflections during Teaching Practicum

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ABSTRACT

The transition from preservice to professional teacher requires more than theoretical mastery, but demands reflective engagement with actual classroom practice. This paper discusses how video-based reflection in teaching practicum enhances preservice teachers' professional quality. Twenty-five preservice teachers in a micro-teaching program underwent a guided intervention consisting of video-recorded lessons, guided reflection, and semi-structured interviews. Data were thematically analyzed using NVivo, which was developed and coded to ensure the validity of the three dimensions of professional growth. The findings showed that video reflection supported three dimensions of professional growth: skills development, identity formation, and confidence building. Participants moved from surface-level consciousness of anxiety, classroom management issues, and teaching shortcomings to tangible improvement plans such as media redesign, rehearsal, and language enhancement. Video recordings provided substantial evidence that connecting theory and practice promotes a growth mindset and long-term professional goals. These results underscore the value of incorporating guided video reflection within teacher education curricula as a transformative approach to building reflective practices and advancing preservice teachers' journey toward professionalization. It implies that professional development takes time and deep reflection, which preservice teachers must engage in as part of their trajectories toward becoming good teachers. Ultimately, self-reflection, when supported by video-based and guided reflection, can transform performance episodes into meaningful pathways for developing teaching proficiency. It indicates that video-based reflection does not operate as a standalone activity, but rather as a part of a developmental trajectory through which preservice teachers gradually transform their teaching practices and professional development. Thus, the three stages are not linear, yet interconnected and mutually reinforcing.

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■ INTRODUCTION

A question addressing the quality of teachers, "What makes a good teacher?", is a common stimulus that may elicit different responses. This seemingly simple question has long been debated in teacher education research, yielding diverse perspectives shaped by theoretical orientations and classroom realities. Scholars have their own perspectives on good teachers; teachers experience their own trajectories to become professional teachers. Meanwhile, researchers have investigated this issue, yielding mixed results. However, all good teachers begin their long

journeys as preservice teachers. The journey from preservice to professional teachers through micro-teaching activities is a critical phase that shapes future educators' beliefs, practices, reflections, and competencies; It is a complex and long process (Thomas & Casale, 2021; Nue & Manara, 2022; Marhaban *et al.*, 2023). Önal (2019) claims that micro-teaching classes have been used for more than half a century in teacher education programs, primarily to provide preservice teachers with opportunities for practice. As a result, micro teaching and teaching practicum are not merely curricular requirements but formative spaces

where future teachers begin to construct their professional selves.

The transition from preservice to professional teaching is a salient period that can influence the beliefs, practices, and capacities of novice teachers (Slade et al., 2019; Suphasri & Hinokul, 2021). Historically, this journey has depended on a heavy dose of theoretical coursework and textbook-led instruction. However, the realities of classroom life are too complicated to be contained within the pages of a book such as “Let the Book Do the Teaching” (Gebhard, 2000, p. 105). In addition, preservice teachers still lack a solid understanding of theory, self-confidence, and the ability to reflect on their own teaching. They need to develop these skills in their own classrooms (Ramirez, 2021; Marhaban et al., 2023; Jonathans, Widiati, & Sulisty, 2025). Accordingly, preservice teachers frequently enter practicum experiences underprepared for the dynamic, unpredictable, and socially complex nature of teaching. It implies that theory and practice are often disconnected, and this leads to preservice teachers being ill-equipped for the realities of their own classrooms (Casale, Thomas, & Casale, 2019; Megawati et al., 2020). This theory-practice gap remains one of the most enduring problems in teacher education.

To address this gap, the reflective teaching practicum has emerged as a crucial aspect of teacher education programs, in which preservice teachers can apply pedagogical theories in real-life settings through authentic classroom experiences. Through reflection, preservice teachers can critically investigate their own instructional decisions, classroom interactions, and pedagogical beliefs. Thus, this practice will not be sufficient without deliberate opportunities for reflection and feedback (Kizilcik & Daloğlu, 2018). It indicates that reflection hopefully enables them to move beyond surface-level evaluation towards deeper professional learning. Hamidi & Kinay (2021) elaborated that the micro-teaching course helped them gain experience, increased their professional skills, and facilitated classroom management, regarding the contribution of the education they received in the micro-teaching course to their professional life. That is why, for many years, microteaching has been acknowledged as one of the best training techniques in teacher education (Deneme, 2020).

At the same time, in recent years, technological advancements have introduced new possibilities for enhancing reflective practice, particularly through video recordings. Video-recording-based reflection encourages

preservice teachers to observe their own teaching from a more objective perspective. Thus, video reflection is increasingly recognized as an impactful avenue for promoting professional development, with a range of possible focus areas. Video reflection is a valuable tool for enhancing preservice teachers' professional development, as it allows them to observe and analyze their own classroom teaching practices (Tarantini, 2021). Not only does this process nurture self-awareness, but, above all, it entrenches a habit of reflective practice, which is vital for the professional teacher (Topdjian & Zipp, 2016; Nue & Manara, 2022). It suggests that videos reveal aspects of practice that often go unnoticed in real time, such as classroom management, teacher talk, and student engagement. While it has many benefits, video reflection also poses challenges. Watching themselves teach might be uncomfortable for some preservice teachers, which may prevent honest reflection. Furthermore, the concept of video reflection is only effective with structured guidance and encouraging mentorship. Without scaffolding, the process can become superficial or self-critical. Hence, by providing opportunities for meaningful reflection and a safe space for growth, teacher-educators play a pivotal role.

A growing body of research has revealed the benefits of video reflection in teacher education, including improved self-awareness, critical thinking, and teaching performance. Preservice teachers display higher-order cognitive skills when analyzing their performance (Metz, 2020; Speed et al., 2018). Topdjian & Zipp (2016) found that video monitoring enhanced critical-thinking skills required for professional and personal growth. Also, teachers' professional identity and autonomy are highly beneficial to their success (Derakhshan et al., 2020). Tarantini (2021) found that videos can enhance reflection processes in teacher education when combined with feedback and situated learning in a learning design. However, several gaps remain despite several studies conducted. First, much of the existing research tends to focus on reflection as an isolated activity, paying limited attention to how it is carried out. Second, while video reflection has been widely studied, there is still a lack of empirical evidence that captures the development trajectory of preservice teachers as they move from understanding their weaknesses to transforming their practices. Third, in Indonesian contexts, studies investigating how video-based reflection shapes not only teaching skills but also professional identity and confidence are still limited.

Addressing these gaps, this study proposes a more holistic understanding of reflective practice by examining how video-based learning facilitates a developmental trajectory comprising three intertwined connections: purposeful self-reflection, targeted improvement strategies, and professional growth. Therefore, it is considered essential to encourage preservice teachers to engage in reflective thinking activities (Yusuf, Widiati, & Sulisty, 2017). It then examines the extent to which video reflections during teaching practicum are instrumental in improving the quality of preservice teachers and accelerating their journey toward professionalization as educators. To answer this, then, the research questions were formulated as follows:

1. How do preservice teachers use video recordings of their practicum to engage in purposeful self-reflection?
2. What do preservice teachers believe about the influence of video-based reflection on their own teaching practice and their professional development?

By offering an empirically grounded account of reflective processes in action, this study hopefully contributes to the ongoing effort to redesign teacher education toward more practice-based, reflective, and transformative approaches. More importantly, it argues that when systematically guided, video-based reflection can serve not only as a diagnostic tool but also a powerful mechanism for accelerating preservice teachers' journey toward becoming reflective educators.

■ METHOD

Research Design

This study employed a qualitative interpretative research design to investigate how preservice teachers experienced and made meaning of video-based reflection during their teaching practicum. The focus of the study is not merely on what participants did in the teaching practicum; rather, but rather on how they interpreted their experiences and transformed those reflections into professional learning. This approach is particularly well-suited to capturing the complexity of reflections by incorporating cognitive and affective dimensions.

Participants

The subjects of the study were 25 preservice teachers enrolled in a micro teaching course at a private university in Malang, Indonesia. The participants were recruited using a census sampling strategy, in which all students registered in a single intact microteaching class were invited to participate

in the study. The relatively small number of participants was intentional, as microteaching classes are typically designed with limited enrolment to allow for intensive practice, feedback, and reflection. This small-scale setting enabled deeper engagement with each participant's teaching performance and reflective process. It is consistent with qualitative research, which emphasizes rich, deep, contextualized insights over large sample sizes. They participated in a 3-credit class with a 16-week teaching practicum. All participants agreed to be video recorded and to engage in a reflection session on their teaching practicum. Participants' identities and video data were anonymized for confidentiality.

Instruments

Data were obtained from three primary sources: video-recorded teaching sessions, reflective journal entries, and semi-structured interviews. First, video recordings were used to document participants' teaching performances during the practicum. These recordings served as a primary stimulus for reflection, allowing participants to revisit their teaching performances and classroom interactions. Second, guided reflection prompts were used to structure participants' reflections after they watched their recorded teaching. These prompts were designed to move participants beyond surface-level observations toward more analytical and self-critical perceptions. Lastly, semi-structured interviews were conducted with 4 selected participants representing the whole, based on criteria such as gender, cognitive level, and willingness to participate. The cognitive level was based on participants' performance in the teaching practicum, as indicated by their scores on the Teaching Performance Scales, which were assessed by the instructor. These scores were adapted from Brown's teacher observation form (2001) and were based on four sub-themes: teaching preparation, pre-teaching activities, main teaching activities, and post-teaching activities. These sub-themes consisted of 21 items, each of which had four criteria: 'very good' (4), 'good' (3), 'average' (2), and 'insufficient' (1). The interviews were conducted in Indonesian and translated into English to enable preservice teachers to express what they thought, felt, and reflected on. The interview allowed them to elaborate on their reflections, clarify their improvement strategies, and describe how video-based reflections stimulated their teaching practices.

To gain trustworthiness, several strategies were employed in line with qualitative research criteria. Credibility was established through

prolonged engagement with participants during a 16-week practicum and the use of three instruments. These data sources enabled triangulation and a more comprehensive understanding of the phenomenon. Moreover, dependability was maintained by maintaining a clear data collection and analysis process. The use of NVivo supported systematic coding and organization of data. The combination of these instruments enabled the study to capture both the observable teaching practicum and the participants' internal meaning-making process. While triangulation was used to enhance the depth and consistency of the findings, the detailed procedures for data reduction and cross-data comparison are described in the data analysis section.

Triangulation was achieved through a systematic cross-data comparison. First, video recordings were analyzed to identify observable teaching practices and critical incidents during the practicum. Second, reflective journals were examined to capture participants' personal interpretations and meaning-making processes related to those teaching experiences. Third, interview data were used to clarify, confirm, or challenge patterns emerging from the video and journal data. The cross-checking process involved iteratively comparing themes across the three data sources. Convergences across data sources strengthened the credibility of emerging themes, while divergences were carefully examined to uncover deeper insights rather than being treated as inconsistencies.

The Intervention of the Design

The intervention was illustrated in Figure 1 and covered activities intended to cultivate the professional growth of preservice teachers. The teaching practicum began with preservice teachers engaging in authentic classroom teaching experiences. Each teaching session

was video-recorded to capture the instructional process, classroom interactions, and overall teaching performance. These recordings provided a concrete reference for subsequent analysis, which allowed preservice teachers to revisit their lessons with greater objectivity and detail. Following the recordings, they engaged in guided reflection sessions facilitated by their lecturer. Using structured reflection prompts, participants critically examined their pedagogical decisions, classroom management strategies, and student engagement techniques. For instance, "At minute 05:03, I realized that the texts on my PPT were too small and uninteresting. I should make them bigger and better". This process encouraged them to identify areas of strength and aspects requiring improvement to foster deeper insight into their professional growth: skills, identity, and confidence in teaching.

Data Analysis

Thematic analysis in NVivo was used to analyze the data, as illustrated in Figure 2. Initially, all data from video recordings, reflective journals, posts, and interviews were transcribed and organized in NVivo. Coding was employed to identify common patterns relevant to teaching competencies, self-awareness, classroom management, instructional strategies, and the evolution of professional identity. The analysis aimed to uncover how video reflection contributed to the development of teaching quality. To ensure triangulation, themes emerging from one data source (e.g., reflective journals) were systematically cross-checked with evidence from other sources (e.g., video recordings and interview data). For instance, participants' self-reported reflections were compared with their actual teaching practices observed in the video recordings. Only themes consistently supported across multiple data sources were retained as

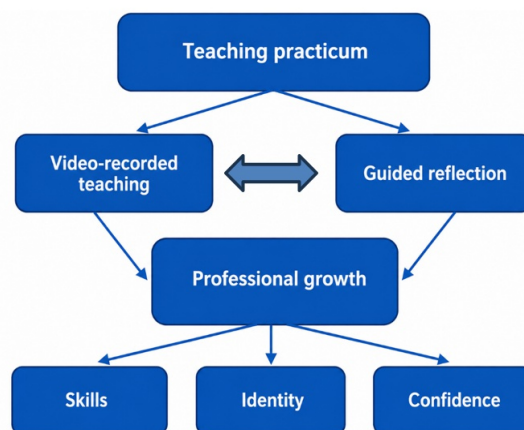


Figure 1. The intervention of the teaching design

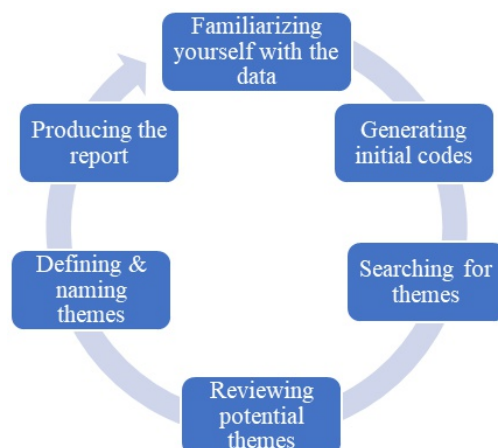


Figure 2. Braun and Clarke's six-stage procedures

robust findings, while divergent cases were further examined to enrich interpretation.

The reflective journals and interviews were transcribed and imported into NVivo. Each dataset was organized into separate folders and classified by data source and participant identity to facilitate cross-dataset comparison. The coding process was conducted in several stages. First, open coding was performed by generating initial nodes in NVivo to capture meaningful units of data related to teaching competencies, self-awareness, classroom management, instructional strategies, and emerging professional identity. These initial nodes were created inductively based on recurring patterns identified in the data. Then, the researchers engaged in axial coding by grouping related nodes into broader categories and establishing connections between them using NVivo's node hierarchy feature (main and sub-themes). This process facilitated the development of thematic categories that represent key aspects of preservice teachers' professional growth. Finally, selective coding was conducted to refine and consolidate themes.

Figure 2 highlights the thematic analysis following the six-phase framework proposed by Braun and Clark (2006) to capture patterns across participants' reflections and interviews. First, all data covering reflective responses and interview transcripts were read repeatedly to achieve overall familiarity. Initial ideas and observations were noted during this stage. Second, open coding was done to identify meaningful information related to teaching experiences, challenges, and reflections. Codes were generated inductively from the data rather than being predetermined. Next, similar codes were grouped into broader categories and then developed into potential themes to ensure clear distinctions between them. Fifth, themes were

defined and named to represent key aspects of preservice teacher development. The final themes were organized into three dimensions: purposeful self-reflection, targeted improvement strategies, and professional growth. Lastly, the data were ready to be reported as research findings for further interpretation.

■ RESULT AND DISCUSSION

The analysis of preservice teachers' reflections and interviews reveals that video-based reflection plays as a developmental mechanism rather than a mere evaluative activity. Based on the provided documents of reflections from 25 respondents and an in-depth interview with 4 of them, a thematic analysis revealed several key areas of self-perceived strengths, weaknesses, and areas to improve among the students. These reflections center on their experiences in the English-class teaching practicum and highlight three main areas of development: purposeful self-reflection, targeted improvement strategies, and professional growth. Together, these dimensions illustrate a process through which preservice teachers move from awareness to action and transformation.

Purposeful Self-Reflection

The first area was purposeful self-reflection, indicating their intention to reflect on their teaching practicum performances, as shown in Table 1. Table 1 illustrates that preservice teachers demonstrated the ability to critically examine their own teaching performances. They identified strengths and weaknesses in four domains: (a) teacher competency and public speaking, (b) classroom management, (c) instructional delivery and materials, and (d) English language proficiency. Preservice teachers admitted to nervousness,

Table 1. Thematic analysis on student purposeful self-reflection

No	Main Themes	Sub-Themes	Core Interpretation
1	Teacher competency and public speaking	Lack of confidence/nervousness	"I am still too nervous and lack confidence; My voice also sounds shaky due to nervousness; Sound unsure at the beginning of the lesson."
		Professional Presence	"The way I teach is still fixated in one place; My voice when I deliver the material is less loud; I need to move more and not just stay in one place."
2	Classroom Management	Class Control	"I still lacked class control, so that there were still some students who did not pay attention; I felt that I did not master the class."
		Student Engagement	"I also did not pay enough attention to the students, so that when I explained the material, there were some students who talked to themselves; I need to be more skillful in utilizing class conditions so that students are active and pay attention."
3	Instructional Delivery and Materials	Material and Media Quality	"Learning media is less effective because it is too small; The learning process and strategies are too fast-paced and appear very monotonous; Colors was not too important for elementary school children."
		Lesson Structure	"I forgot to include a conclusion or closing; I focused too much on books, less creativity."
4	English Language Proficiency	Pronunciation Errors	"I make mistakes in pronouncing English vocabulary, so that the pronunciation is not correct; My pronunciation of English words was not accurate."
		Vocabulary and Grammar	"Let's Singing!" which should be "Let's Sing!"; "I have to study and expand my knowledge of vocabulary."

limited movement, and low voice projection. Classroom control and student engagement emerged as recurring challenges, while instructional weaknesses included ineffective use of media, monotonous delivery, and an incomplete lesson structure. Language-related

issues included pronunciation inaccuracies, minor grammatical errors, and limited vocabulary.

Purposeful self-reflection (Table 1) enabled preservice teachers to move beyond surface observations toward deeper analysis of

their professional performance. Participant 4 confessed:

"I need to be more skillful in utilizing class conditions so that students are active and pay attention".

Participant 3 stated:

"I need to reflect often to see improvement".

The statements confirmed previous studies indicating that reflective practice is an essential part of teacher development and is linked to improving teacher quality (Casale, Thomas, & Casale, 2019; Slade et al., 2019). This indicated the notion of "reflection on action," in which preservice teachers engaged in self-reflection as a process before making progress toward better teaching performance. Reflection, accompanied by adequate feedback, is a crucial element for success (Yusuf, Widiati & Sulisty, 2017; Macknish, 2019; Sulisty & Lutviana, 2023). However, teacher feedback would be beneficial if students perceived it as meaningful input rather than as a means of blaming their weaknesses (Irwin, 2018; Karlsson, 2019; Sulisty et al., 2024; Sulisty, Purnawati & Lutviana, 2025). More importantly, this awareness was not superficial, but participants demonstrated the ability to critically examine their own teaching performance. This indicates that video recordings provide a reflective space where preservice teachers can observe their practice with greater distance and objectivity.

Improvement Strategies

The second aspect was targeted themes of improvement strategies that preservice teachers had to do, as highlighted in Table 2. The emergence of targeted improvement strategies indicates that reflection was translated into concrete actions. Table 2 outlines four concrete strategies for self-improvement. Participants highlighted the importance of practice and rehearsal, thorough preparation, and targeted language training. They also committed to refining classroom management techniques, redesigning lesson materials, and leveraging media more effectively. Feedback from peers and mentors was regarded as a valuable catalyst for growth, with many embracing mistakes as part of the learning process.

The second dimension (Table 2) emerging from the data was preservice teachers' articulation of concrete strategies for self-improvement. Four major themes were evident: self-practice and preparation, skill-specific training, material and media development, and reflection through feedback. These strategies

represent an actionable translation of self-reflection into developmental steps. This is in harmony with some previous studies that critical reflection encouraged self-efficacy development throughout the implementation of micro-teaching skills, with the use of codeswitching and/or codemixing the instructional language and the integration of technology (Chang, 2019; Sasaya, Isshiki & Nawandibumrung, 2024; Jonathans, Widiati & Sulisty, 2025).

Participant 2 noted:

"I forgot to include a conclusion or closing. I focused too much on books, less creativity".

Participant 1 claimed:

"I have to be more skillful in utilizing class conditions so that students are active and pay attention".

Participant 3 confessed:

"My main shortcomings are that my voice is too soft and my movements are limited to one place".

The statements indicated that they recognized their weaknesses and sought to improve in the future as a result of guided self-reflection. It was consistent with the study by Asib and Marmanto (2018) that there is a need for teachers, especially language teachers, to reflect on their actions to be professional educators. Finally, reflection and feedback were recognized as essential drivers of growth. Preservice teachers acknowledged mistakes as learning opportunities and valued feedback from teachers and peers (Kizilcik & Daloğlu, 2018; Thomas & Casale, 2021). This finding suggests that reflection becomes meaningful when it leads to actionable outcomes. It also indicates that guided reflection plays a crucial role in shaping productive responses, which enable preservice teachers to move beyond self-criticism toward solution-oriented thinking.

Professional Growth

The last aspect was the targeted themes of preservice teachers' professional growth that they had to address, as highlighted in Table 3. The reflections, as seen in Table 3, demonstrated three dimensions of growth: Skill growth, identity growth, and confidence growth. Skill growth indicated that preservice teachers recognized and addressed specific gaps through repeated practice and adoption of new teaching strategies. Identity growth covered a shift from self-focused concerns

Table 2. Themes of improvement strategies

No	Main Themes	Sub-Themes	Core Interpretation
1	Self-Practice and Preparation	Practice and Rehearsal	"I need to practice more in order to be able to control myself so that I can grow my confidence; I must train myself to be able to control and fight against nervousness to become more confident and calmer; I will practice speaking in front of a mirror or practicing in front of many people."
		Thorough Preparation	"I have to master the material more deeply; I will write down the order of my teaching so that it is more organized; I will prepare all media properly before teaching."
2	Skill-Specific Training	Language Proficiency Improvement	"Practicing and listening to English pronunciation through Google Voice or through YouTube; study English pronunciation again because it will affect the students' mastery of the material; seek out reliable references for English pronunciation from various sources."
		Classroom Management Techniques	"I have to be more skillful in utilizing class conditions so that students are active and pay attention; I will maintain my mastery of the class so that when teaching, I am not fixated in one place; I will be able to re-engage the students so the class becomes active."
3	Material and Media Development	Reforming Learning Materials	"Providing material that is suitable for student level; revise the materials and media I present to avoid using abbreviations that may confuse students."
		Improving Media Usage	"Using effective learning media so that all students in the class can understand it and know it; redesign the PPT decorations and text, using a font size that is comfortable for students to read".
4	Reflection and Learning from Experience	Self-Correction	"Maintaining my mastery of the class after receiving feedback that they were good at it; study and expand my knowledge of vocabulary in the English language."
		Using Feedback for Growth	"I must keep trying because mistakes are part of the learning process; I will use my shortcomings as lessons to improve in the future."

toward student-centered responsibilities, with greater awareness of the teacher's broader role. Lastly, confidence growth was reflected in

building assurance through skill mastery and a stronger sense of professional identity, leading to a reinforcing cycle of self-efficacy.

Table 3. Preservice teacher professional growth

No	Main Themes	Core Concepts	Core Interpretation
1	Skill growth (The "What I do" aspect)	Identified gaps	Recognizing specific weaknesses, such as incorrect pronunciation, poor classroom control, or ineffective use of media. "I thought it was easy, but when I did it, many things happened outside of my plan." (Participant 1)
		Acquisition of techniques	Seeking new methods, like using Google Voice for pronunciation or creating more engaging lesson materials. "I need to be more skillful in utilizing class conditions so that students are active and pay attention". (Participant 4)
		Practice and refinement	Doing repeated practice, often through rehearsal and self-correction. "I will strive to improve my weaknesses". (Participant 4)
2	Identity Growth (The "Who I Am as a Teacher" Aspect)	Shift in Focus	Moving from self-centered concerns (e.g., "I am nervous") to student-centered responsibilities (e.g., "the students are not paying attention"). "Reflection helps me understand myself before I can achieve my goal of becoming a teacher in the future". Participant 4)
		Internalizing the Role	Recognizing that being a teacher involves more than just delivering a lesson. It also includes creating a comfortable environment, being a positive presence, and understanding students' needs. "I want to be my students' favorite teacher someday. Amen." (Participant 3)
		Responsibility	Embracing the professional duty to ensure students understand the material and are engaged, rather than just getting through the lesson. "My voice is too soft, and my movements are limited to one place". (Participant 3)
3	Confidence Growth (The "How I Feel" Aspect)	Foundation in Skill	Confidence is not innate; it is earned by developing and mastering new skills. The more a student practices and improves, the more their confidence grows. "Next, I have to learn and learn to be able to teach better and not embarrass myself". Participant 2)
		Foundation in Identity	As students feel more like "teachers" and less like "students," their self-assurance in the classroom increases. "When I saw my friends teaching, I thought it was easy, but when I did it, many things happened outside of my plan". (Participant 1)
		Virtuous Cycle	Confidence in one's skills leads to a stronger professional identity, which, in turn, further boosts confidence. "The video is the right tool for me to understand my shortcomings so that I can improve in the future". (Participant 2)

The final dimension (Table 3) deals with the broader professional growth experienced by preservice teachers, captured in three interrelated aspects: skill growth, identity growth, and confidence growth. These reflect not only what teachers do but also who they are and how they feel as emerging professionals. Through reflective teaching, teachers examine their own practice to solve problems and further their professional development (Li & Ye, 2016; Connelly, Shaik, & Mosito, 2020). They seemed aware that they needed growth in their skills, identity, and confidence, indicating a belief that they would be good teachers in the future (Asib & Marmanto, 2018; Hashim & Yusoff, 2021; Tkavashvili, 2021).

The findings from preservice teachers' reflections and interviews highlighted a process of developing teaching competence that unfolded during their teaching practicum (Tables 1, 2, and 3). The dimensions of the reflection were (1) purposeful self-reflection, (2) targeted improvement strategies, and (3) professional growth. These aspects represent both the diagnostic and developmental dimensions of becoming a teacher: identifying challenges, formulating responses, and undergoing transformation in skills, identity, and confidence. Together, they illustrated how reflections functioned not only as a means of self-examination but also as a catalyst for action and growth (Asib & Marmanto, 2018; Suphasri & Chinokul, 2021), even though the process was demanding (Yaman, 2019).

Video-based reflection on preservice teachers' professional development, as illustrated in Figure 3, revealed four main themes of self-reflection: emotional responses to teaching practice, awareness of weaknesses, the role of video in reflection, and growth mindset and professional aspirations.

The first element recorded in the affective domain of reflection concerned emotional reactions. Preservice teachers expressed a range of mixed emotions, including nervousness, reduced self-efficacy, constrained nonverbal communication, and embarrassment, during their observation of their teaching practices. A few preservice teachers expressed sadness or disappointment upon noticing mistakes in their performance. However, these emotional responses also fueled a stronger growth mindset and ambition, leading them to view mistakes as opportunities for growth. Later, video recordings became a powerful tool for reflection, which provided real and concrete evidence of teaching effectiveness. Preservice teachers noted that videos not only shed light on mistakes but also serve to track progress and highlight problems. Some of them experienced voice problems, pronunciation and grammar mistakes, and an overreliance on instructional materials such as textbooks or PowerPoint presentations. Finally, analysis of these videos stimulated motivation for improvement and facilitated lifelong learning, inspiring them toward goals such as becoming a popular teacher.

The findings of this study also corroborated the growing evidence that video reflection is a powerful practice in transforming teacher education. Consistent with Önal (2019) and Tarantini (2021), the preservice teachers in this study engaged in purposeful self-reflection by cognitively acknowledging deficits in classroom management, instructional delivery, and language proficiency. The findings are also consistent with the study by Mete (2020), which found that video-based reflection was beneficial in enhancing critical thinking skills. However, videos can enhance reflection processes in teacher education when combined

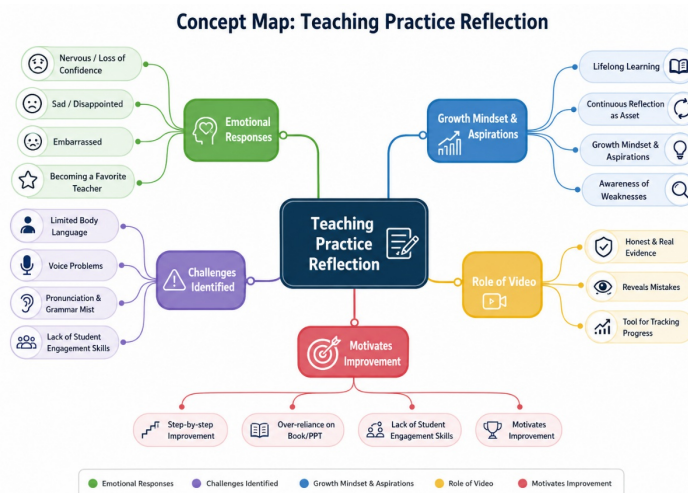


Figure 3. Teaching reflection

with feedback (Tarantini, 2021). Unlike traditional written reflections, video analysis allowed preservice teachers to observe themselves teach more objectively, thereby bringing to light issues such as dull presentation, nervousness, and student non-participation, which can easily go unnoticed in textbook-based training (Gebhard, 2000). It was indicated by growth in three dimensions: skill, identity, and confidence, as they came to understand their weaknesses and improved their teaching practicum.

The identification of deficiencies was a key realization that preservice teachers had after watching their own teaching videos. Through reflection activities and video analysis, they developed a more accurate understanding of their professional weaknesses, such as poor student engagement skills and limited approaches to classroom interaction. The acknowledgment supported a progressive development process, established continued reflection as a useful tool, and fostered a willingness to implement strategies to enhance teaching effectiveness. Finally, the cultivation of a growth mindset and the actualization of professional goals appeared as beneficial byproducts after reviewing their teaching videos. Preservice teachers believed that after becoming aware of their weaknesses, they could plan to improve their teaching performance by identifying target areas for improvement.

Among the strengths of this study is its empirical evidence that video reflection not only identifies weaknesses but also evokes concrete strategies for professional growth. Similar to Slade *et al.* (2019), participants showed an enhancement from surface to deep consciousness through practices such as practicing pronunciation, reframing learning media, and rehearsing lessons. This suggests that video reflection is more effective at bridging theoretical and classroom realities than conventional reflection models. The research also builds on previous work (Gheith & Aljaberi, 2018; Nue & Manara, 2022; Marhaban *et al.*, 2023) by demonstrating how reflection underpins identity development and confidence-building among early career teachers. Preservice teachers reported a shift from egocentric concerns (e.g., anxiety) to student-centered concerns, which suggests that reflection promotes the internalization of a teacher identity. This shift highlights the cyclical interdependence of skills, identity, and confidence, whereby development in one area consolidates the others. In addition, Preservice teachers deepened their self-reflection after watching their own teaching videos and

identified their strengths and weaknesses through student-teacher conferences (Speed, Lucarelli & Macaulay, 2018; Tarantini, 2021; Marhaban *et al.*, 2023). In this context, they developed their skill, identity, and confidence growth as the three dimensions of teaching competencies.

Although participants initially reported negative emotions, such as embarrassment or disappointment, these were reframed as areas for improvement, which aligns with the reflective growth models posited by Suphasri and Chinokul (2021). This underscores the value of guided scaffolding and mentorship in maintaining reflection as constructive rather than punitive. Cumulatively, the findings underscore the pedagogical imperative to move beyond the "let the book do the teaching" tradition (Gebhard, 2000) by integrating guided video reflection into teacher education coursework. By doing so, preservice teachers are more fully imbued not only with technical skills but also with professional dispositions essential to long-term teaching success. All in all, when grounded in deep learning principles, reflection converts performance episodes into teaching proficiency development (Cirocki & Imsa-Ard, 2024; Liu *et al.*, 2024).

In short, these findings suggest that video-based reflection supports a developmental trajectory in which preservice teachers move from noticing their teaching practices to improving them. The data further indicate early signs of developing professional awareness, rather than a complete redefinition of professional identity. This trajectory highlights the dynamic nature of reflective practice, where reflection, action, and growth continuously inform one another. It indicates that video-based reflection does not operate as a standalone activity, but rather as a part of a developmental trajectory through which preservice teachers gradually transform their teaching practices and professional development. Thus, the three stages are not linear, yet interconnected and mutually reinforcing.

■ CONCLUSION

This research offers empirical support for the claim that using video-based reflection is a successful pedagogical intervention for enhancing preservice teacher quality and professional growth: skill growth, identity growth, and confidence growth. Preservice teachers' engagement with their own recorded teaching acts promoted intentional self-reflection, the creation of actionable improvement plans, and a holistic approach to professional development that included skills,

identity, and confidence. These results add to the current debate, affirming that teacher preparation must go beyond a simple reliance on textbooks and theoretical models, which tend to oversimplify classroom complexities (Gebhard, 2000). The results also raise theoretical issues regarding the importance of a solid understanding of theory, as well as self-confidence and the ability to reflect on their own teaching during classroom instruction (Ramirez, 2021; Marhaban et al., 2023; Jonathans, Widiati & Sulisty, 2025). It was indicated by growth in three dimensions: skill, identity, and confidence, as they came to understand their weaknesses and improved their teaching practicum.

By situating reflection in actual teaching practice, video recordings not only served as diagnostic instruments but also as catalysts for change. Preservice teachers shifted from perceiving nervousness and errors as obstacles to viewing them as opportunities for growth, thereby cultivating reflective inclinations essential for long-term professionalization. The study underscores that video reflection facilitates the theory-practice nexus more than traditional models of reflection. Lastly, integrating systematic video reflection in teacher preparation programs can accelerate the journey from preservice teacher to professional teacher. It equips novice teachers with research-based knowledge, resilience, and a reflective mindset that are imperative for handling the dynamic challenges of classroom teaching. This indicates that self-reflection, when supported by video-based and guided reflection, can transform performance episodes into meaningful pathways for developing teaching proficiency. Finally, this study emphasizes the importance of guided reflection. The findings suggest that reflection is most effective when supported by structured prompts and feedback, which help preservice teachers move beyond surface-level observation to meaningful, actionable insights.

Although this study demonstrates the potential of video-based reflection in preservice teacher quality, there are several respects in which additional research is needed. The study took place within a single 16-week practicum cycle, which may not have fully captured longer-term developmental processes or sustained changes in teaching practicum and professional understanding. Future studies could adapt longitudinal studies to examine how reflective practices evolve over extended periods.

■ AUTHORS' DECLARATION OF AI USE

The authors hereby declare that artificial intelligence (AI) tools were used during the preparation of this manuscript to support, but not replace, human intellectual contributions. Specifically, NVivo was employed for organizing and analyzing qualitative data during the thematic analysis phase of the research. Additionally, Grammarly and QuillBot were used for grammar checking to improve the clarity and language quality of the manuscript, while DeepL Translator was utilized to assist in translating initial drafts into better academic English.

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■ AUTHOR CONTRIBUTIONS

Each author made positive contributions to this paper. Author 1 designed the research and conducted the interview; Author 2 implemented the micro teaching class and analyzed the data; Author 3 wrote the manuscript; Author 4 contributed to relevant references and theories; Author 5 designed the research method; Author 6 proofread the manuscript.

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