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# Implementation of Reflective Teaching in Daily Lesson Planning for Secondary School Teachers in Batu Pahat District

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**Abstract:** The implementation of reflective teaching is an important element in the daily lesson plan for teachers to improve the quality of teaching and improve teaching professionalism. The implementation of this reflective teaching will help teachers to implement the reflective process based on elements of heart whispering, new awareness, analysis, and suggestions for improvement to the planned teaching plan. Therefore, this study aims to identify the elements in the implementation of reflective teaching and the daily lesson plan, examine the dominant elements between the implementation of reflective teaching and the daily lesson plan, and examine the relationship between the implementation of reflective teaching and the daily lesson plan. The sampling of this study involved a total of 51 teachers from 3 secondary schools in Batu Pahat District. The research design is a survey design using a quantitative approach. This study uses descriptive and correlational data. A questionnaire was used in this study as a data collection method. The findings of the study to examine the elements in the implementation of reflective teaching obtained elements of heart whispers, elements of new awareness, elements of analysis, and elements of improvement suggestions while examining the elements of the daily lesson plan obtained elements of general information, teaching objective elements, teaching elements and assessment elements. Next, the findings of the study found that the element of new awareness and the element of general information obtained the dominant elements. Finally, there is a significant relationship between the implementation of reflective teaching and the daily lesson plan among the teachers at the secondary schools in Batu Pahat district. Therefore, the Ministry of Education can practice reflective teaching in daily lesson plans and conduct research by identifying and further analyzing the elements found in reflective teaching so that the scope of reflective teaching is wider and more varied.

**Keywords:** Implementing Reflective Teaching, Daily Lesson Plan, Secondary School Teacher

## 1. Introduction

The Education System is a way of life that focuses on the formation and development of human knowledge, skills, spirituality, and physicality. A tidy and well-planned teaching plan is essential to achieve the defined goals. Teachers are always ready and prepared before entering the teaching profession, with a solid basis in teaching and learning pedagogy. This involves emphasized reflective practice, which is a key component in the ongoing development of teacher professionalism (Allen et al., 2018). According to Wyatt (2020), reflective practice in teaching can strengthen the teacher's or lecturer's self-awareness and capacity to satisfy the learning needs of students effectively. The author also emphasized that reflective practice helps teachers think critically about pedagogy to evaluate and improve the quality of teaching and learning for teachers and lecturers.

Lesson plans are typically the starting point for pedagogical implementation practices. Lesson planning, according to Nortanto et al (2021), is the heart of teachers in the teaching and learning process, ensuring that it goes smoothly and meets the intended teaching objectives. Teachers should always reflect on each part of developing the best teaching plan to enhance students' knowledge to assess the level of achievement and success of learning and teaching before it can be improved in future classes. This is also reinforced by Ying (2008), who claims that lesson planning is strongly tied to reflective practice since it increases teachers' professionalism in the classroom.

This lesson planning might provide an opportunity for teachers to reflect on their students' growth and changes over time. Ismail (2020) agrees, stating that reflective practice is a crucial component of teaching and teacher professional development. According to Rahmat (2019), the reflection process can boost self-assessment skills and be enhanced with new situations or knowledge. Reflective teaching is another approach in which teachers can look back at their teaching practices and determine how their methods might be improved or changed to be more effective. Teachers and lecturers can learn this through seeing how students respond in class and test outcomes.

### 1.1 Problem Statement

According to Ramli's study (2023), some teachers' daily lesson plans lack rigorous planning. According to the PPPM 2013-2025 study, there are still teachers who lack the knowledge and abilities to organize the teaching and learning process. Teachers perform less planning before teaching, and instead focus on classroom implementation. A preliminary survey was conducted with two (2) lecturers from the Faculty of Technical and Vocational Education, Universiti Tun Hussein Onn Malaysia (UTHM). The findings suggest that lecturers do not thoroughly execute reflection teaching practices after learning or at the end of the course in the form of documentation or reporting due to the lecturer's semester teaching plan. As a result, the implementation of reflective teaching on the daily lesson plan needs to be researched more thoroughly to increase teachers' comprehension and strengthen teachers' professionalism.

### 1.2 Research Questions

This study is to examine the issues that have been known in more depth based on the construction of the research questions as follows:

- 1) Are there elements in reflective teaching among teachers at the secondary schools in Batu Pahat District?
- 2) What are the elements in the daily lesson plan among the teachers at the secondary schools in Batu Pahat District?
- 3) Is the reflective teaching element dominant in the daily lesson plan among the teachers at the secondary schools in Batu Pahat District?
- 4) Are the elements of the daily lesson plan dominant among the teachers at the secondary schools in Batu Pahat District?
- 5) Is there a relationship between the implementation of reflective teaching elements and the daily lesson plans among the teachers at the secondary schools in Batu Pahat District?

## 2. Methodology

The purpose of this study is to investigate the implementation of reflective teaching in daily lesson planning for secondary school teachers in the Batu Pahat district. Following the identification of this study and the completion of a preliminary survey, the next stage is to discuss the study design, study population and sample, study instruments, data collection steps, and data analysis methodologies.

### 2.1 Research Design

The research design's goal is to convert the research problem into data that can be analyzed to find meaningful answers to the research questions (Asenahabi, 2019). The research design of this study is a survey using a quantitative approach. This study uses descriptive and correlational data. A questionnaire was used in this study as a data collection method. This descriptive and correlational strategy is well-suited for application and is thought to be capable of answering research queries describing mean values and standard deviations. A questionnaire was utilized to collect data for this study, which focuses on the implementation of reflective teaching in daily lesson planning for secondary school teachers in the Batu Pahat district.

### 2.2 Population and Sampling

The population consists of a huge number of people who will be used as a target group to gather information and data for this study. This study's population consists of teachers at the secondary school teacher in Batu Pahat district. This survey included 308 secondary school teachers from the Batu Pahat district. Teachers from secondary school teachers were chosen as respondents for this study's sampling. A total of 169 respondents were discovered in this study, and the sample selection method was simply random (Krejcie & Morgan, 1970). This study's sample was chosen because these teachers match the necessary criteria and are aware of the standards that must be included in instructional planning.

### 2.3 Research Instrument

The easiest way to acquire opinions and impressions regarding the questions offered is to adapt the questionnaire (Abdul Sani, 2018). The items in this questionnaire were adapted from prior studies, and the researcher ensured that they were appropriate for the study's objectives and questions. In this study, the researcher created a questionnaire based on the study's aim and objective. This questionnaire was then modified by using a Likert scale measurement to investigate the criteria in reflective teaching practice. This Likert scale is meant to assist respondents in expressing their views about the questions presented. A pilot study is conducted first to ensure the validity of the questionnaire employed in this study (Abdul Sani, 2018). In this study, a total of 20 lecturers from the Faculty of Technical and Vocational Education were chosen to participate in a pilot study to answer the questionnaire and acquire reliable results. The Cronbach's alpha value obtained to test the reliability of the questionnaire is 0.719, which is at a good and acceptable level. The researcher analyzed the results of the study by using Statistical Packages for The Social Science (SPSS) version 28.

## 3. Results and Discussion

Although 169 questionnaires were distributed, only 51 were successfully received and analyzed. The data was analyzed using the SPSS software for document analysis, descriptive analysis, and correlation analysis.

### 3.1 Demographic Respondents

The criteria in the respondent's demographics include the respondent's gender, age, race, and teaching experience.

**Table 1: Respondent's Demographics**

Item Details		Frequency (N)	Percentage (%)
Gender	Male	16	31.40 %

	Female	35	68.60 %
Age	21 – 30 years old	16	31.40 %
	31 – 40 years old	9	17.60 %
	41 – 50 years old	20	39.20 %
	51 years old and above	6	11.80 %
Race	Malay	47	92.20 %
	Chinese	2	3.90 %
	Indian	2	3.90 %
Teaching Experience	Less than a year	9	17.60 %
	1 – 5 years	10	19.60 %
	6 – 10 years	3	5.90 %
	11 – 15 years	4	7.80 %
	16 years and above	25	49.00 %

### 3.2 Reflective Teaching Implementation Elements.

A comparison between several journals was carried out by the researcher to obtain elements in the implementation of reflective teaching.

**Table 2: Comparative Analysis of Elements in the Implementation of Reflective Teaching**

No	Reference	Elements of Reflective Teaching						
		Positive attitude	Whisper heart	Problem	Previous experience	A new awareness	Assessment	Suggestions for improvement
1	Loan, (2019)	√				√	√	√
2	Zabidi, <i>et al.</i> , (2020)	√	√			√	√	√
3	Siregar, (2021)			√			√	√
4	Amalan Dalam Kurikulum Pendidikan Dan Sains Sosial, 80			√			√	√
5	Ahmet, (2019)		√			√	√	√
6	Kumar, <i>et al.</i> , (2019)					√	√	
7	Malaysian Qualification Agency (MQA)		√			√	√	√
8	Veine, <i>et al.</i> , (2020)		√		√		√	
9	Suhaimi, (2020)		√		√	√	√	√
10	Asyikin, <i>et al.</i> , (2023)					√	√	√
11	Khan, Z. B.N.		√			√	√	√
12	Lin, <i>et al.</i> , (2022)		√			√	√	√
13	E. Desselle, <i>et al.</i> , (2019)		√			√	√	√
14	Ziebart, <i>et al.</i> , (2019)		√			√	√	√
15	Chiapello, <i>et al.</i> , (2022)			√		√	√	√
	Percentage (%)	13	60	20	13	80	100	87

The findings from this analysis document show that the element of heart whispering (60%), the element of new awareness (80%), the element of analysis (100%), and the element of improvement suggestions (87%) are elements that have a high percentage in the implementation of reflective teaching. This is supported by a study from Md Nasir (2015) who stated that the respondent's reflective construct is at a high level where teachers think back, reanalyze their actions, and then make improvements to their teaching.

For the whispering element of the heart. Whispers of the heart will make a teacher express or express emotions towards the teaching that has been carried out and identify all the shortcomings, changes in feelings towards the teaching, and the success of the teaching carried out. This is supported by a study from Loan (2019) which states that whispering or monologuing about the teacher's emotions is at a high level because it will reflect on their teaching, reflect on the effectiveness and smoothness of teaching, and self-reflection. For the element of self-awareness, this element reflects teaching and provides feedback to be improved in the future teaching process. Teachers will evaluate every event that occurs throughout the teaching process and issue several initiatives to improve their teaching. This is supported by a study from Masnan (2019) which states many initiatives and the latest techniques that can be used to improve the teaching and learning process. The new awareness obtained from the lecturer will make considerations for future planning and practice some existing teaching components to adapt to the teaching process. For the analyzing element, the teacher will review the teaching and learning that has been applied and the effectiveness of teaching to students. When the teacher analyzes, the teacher will make an overall analysis of the previous lesson and will make improvements to the future lesson plan. This is supported by research from Hamzah (2022) showing that high results in analyzing teaching led to changes in the way lecturers teach. As for the suggested elements of improvement, the improvement process will be carried out based on awareness, and the analysis that has been carried out to make teaching and learning more systematic. This is supported by a study from Abdul Kadir (2022) stating that this improvement proposal is an effective approach in closing weaknesses and improving teaching to make it more meaningful.

### 3.3 Daily Lesson Plans Elements

A comparison between several journals was carried out by the researcher to obtain elements in the implementation of daily lesson plans. The findings from this study show that general information elements (60 %), teaching objective elements (100 %), teaching elements (87 %), and assessment elements (80 %) are elements in the daily lesson plan.

The first element is a general information element. The teacher knows who the students are, who will follow the teaching process that will be taught, and student information. A study by Abdul Sani (2018) stated that the planned lesson plan should consider several aspects including the preparation of the place, teaching aids (ABBM), the suitability of the classroom environment, and the allotted time. For the learning objective element, the teaching objective is set by the teacher according to the teaching topic to be taught. Every teacher should set objectives based on the domains of Bloom's Taxonomy so that knowledge and skills can be mastered and achieved by students. Through findings from Jusoh (2020) stated that teaching objectives are an important aspect in the preparation of lesson plans for teachers. The development of lesson planning should be guided by lesson objectives and adapted to teaching activities, teaching methods, and lesson content. For teaching elements. The criteria in teaching elements include methods, teaching strategies, and activities that will be implemented as reinforcement activities throughout the teaching and learning process. This is supported by findings from Abdul Sani (2018) stating that teaching aspects are at a high or positive level. However, when the planned lesson plan is not suitable for students, it will be difficult to implement. This is supported by a study from Jusof (2020) which states that teachers who do not make careful planning and preparation will face difficulties in handling and carrying out the teaching and learning process. For the assessment element, it is to assess the level of mastery and understanding of the students. Besides. Research findings from Ahmad (2019) found that assessment skills in teachers are at a moderate level. Mahmad Khory (2021)

stated that the assessment process leads to very significant results in the teaching process to improve competence and improve the knowledge mastered by students.

**Table 3: Comparative Analysis of Elements in Daily Lesson Plans**

No	Reference	Elements of Daily Lesson Plan									
		General information	Level of learning	Teaching objectives	Syllabus reference	Induction set	Teaching	ABBM election	Evaluation & assessment	Time allocation	Teaching reflection
1	Emiliasari, (2019)	√	√	√	√		√	√	√	√	
2	Herwin, <i>et al.</i> , (2021)			√			√	√	√	√	
3	Hawari, <i>et al.</i> , (2020)	√		√		√	√	√	√		√
4	Ogegbo, <i>et al.</i> , (2019)			√			√	√	√		√
5	Nurtanto, <i>et al.</i> , (2021)	√		√			√	√	√		
6	Loan, <i>et al.</i> , (2019)	√		√			√	√	√		
7	Becker, <i>et al.</i> , (2019)			√			√	√	√		√
8	Kavanagh, <i>et al.</i> , (2020)	√		√			√	√	√		
9	Al -Jarrah, <i>et al.</i> , (2019)			√			√	√	√		
10	Masnan, <i>et al.</i> , (2019)	√		√			√	√	√		
11	Ghafar, <i>et al.</i> , (2020)	√		√		√					
12	Murugan, <i>et al.</i> , (2022)			√		√		√	√		
13	Surat Pekeliling Ikhtisas Bil. 3/1999 (LPM, 1999)	√		√			√		√		
14	Rancangan Pengajaran Harian (KPM, 2023)			√			√				√
15	Malaysian Qualification Agency (MQA, 2016)	√	√	√	√		√		√	√	
	Percentage (%)	60	13	100	13	20	87	27	80	20	27

### 3.4 The Dominant Reflective Teaching Element

The results of this study show that the dominant element in the reflective teaching implementation is New Awareness. The element of New Awareness gets mean score values ( $m=3.49$ ) at a moderate level and the interpretation is less often implemented.

**Table 4: Analysis of the Average Mean Score of Elements in the Implementation of Reflective Teaching**

No	Item	Min	Level	Interpretation
1	Element of New Awareness	3.49	Moderate	Less often implemented
2	Element of Analyzing	3.42	Moderate	Less often implemented
3	Element of Suggestions for Improvement	3.42	Moderate	Less often implemented
4	Element of Heart Whispers	3.07	Moderate	Less often implemented

The results of this study show that the element of new awareness is the dominant element because it has a medium value of  $m$ . When lecturers carry out reflection on teaching, they will evaluate the whole teaching and make improvements to the inadequacy of the teaching being practiced. This is supported by research from Wyatt (2020) who states that the reflective process makes lecturers open-minded and responsible for new reforms. Understanding the weaknesses and strengths of lecturers makes a lecturer intrinsically motivated towards continuous improvement. This is supported by a study from Radin Sharuddin (2017) showing that implementation is a critical part because teachers can accept personal weaknesses as well as different views from colleagues in applying more practical and systematic teaching. The researcher also thinks that the element of new awareness is a dominant element

due to the teaching experience of the respondents where as many as 49.00% of the respondents have teaching experience for 16 years and above. Extensive teaching experience and long teaching time will have a positive effect on reflective teaching. This is supported by research from Ching (2021) who stated that teacher teaching is closely related to teaching experience because it brings pedagogical effectiveness and new awareness to teachers by applying a variety of teaching techniques that are appropriate for students.

### 3.5 The Dominant Daily Lesson Plans Element

The results of this study show that the dominant element in daily lesson plans is general information. The element of general information gets a mean score value (m=3.48) at a moderate level and the interpretation is less often implemented.

**Table 5: Analysis of the Average Mean Score of Elements in the Implementation of Reflective Teaching**

No	Item	Min	Level	Interpretation
1	Element of General Information	3.48	Moderate	Less often implemented
2	Element of Teaching Objectives	3.47	Moderate	Less often implemented
3	Element of Teaching	3.45	Moderate	Less often implemented
4	Element of Assessment	3.39	Moderate	Less often implemented

The results of this study show that the dominant element of the daily lesson plan is the element of general information because it has a moderate value of m. teachers are free to use teaching methods according to the creativity of each teacher. This is supported by research from Mahmud Khory (2021) stating that the production of teaching and assessment planning should be adapted according to the abilities and cognitive abilities of students. The availability and general information implemented should be according to the ability and ability to access students.

### 3.6 Relationship Between the Implementation of Reflective Teaching and Daily Lesson Plans

The results of the study show that the significant value of p-value is  $> 0.001 (\geq 0.05)$ , so the analysis rejects the null hypothesis ( $H_0$ ). In conclusion, there is a significant relationship between the daily lesson plan and the implementation of reflective teaching among the secondary school teachers in Batu Pahat district and the Pearson correlation value is 0.658. the strength of correlation between daily lesson plans and the implementation of reflective teaching is strong.

**Table 6: Pearson correlation analysis of the relationship between the Daily Lesson Plan and the Implementation of Reflective Teaching**

		Daily Lesson Plans	Implementation of Reflective Teaching
Daily Lesson Plans	Pearson correlation		.658**
	Sig. (2-tailed)		<0.001
	N	51	1
Implementation of Reflective Teaching	Pearson correlation	.658**	
	Sig. (2-tailed)	<0.001	
	N	51	51

The results of this study also found that daily lesson plans are closely related to the implementation of reflective teaching among teachers. This is because each element in reflective teaching has a high level of correlation which will affect the effectiveness of the semester teaching planning developed. This is supported by a study from Hamzah (2022) who states that there is a high relationship with the development of daily lesson plans and reflective practice. The implementation of this reflective teaching can generate the teacher's introspection process, provide alternative actions to improve oneself and evaluate the lecturer's readiness during the development of teaching planning, every teacher should

implement reflective teaching before creating a daily lesson plan. A study conducted by Wyatt (2022) states that reflective implementation of teachers is presented informally about daily events for careful consideration of theoretical context experiences while producing systematic daily lesson plans and becoming better. Through a study from Jaafar (2020), the implementation of reflective teaching allows teachers to think and review an event encountered during the teaching and learning process in a structured and systematic manner based on a model or theory of reflective teaching.

#### 4. Conclusion

The results of this study were able to find out the elements in the implementation of reflective teaching and the daily lesson plan as well as the relationship between the implementation of reflective teaching and the daily lesson plan. Teachers need to improve their knowledge and reflective skills in planning and devising daily lesson plans for students. In this study, the implementation of reflective teaching needs to be given deep emphasis on the elements that have been studied to make the teaching and learning process more systematic and achieve the teaching objectives more easily. The Education System is responsible for playing an important role in improving students' knowledge and skills. Therefore, it is hoped that all students can plan and improve the teaching plan to ensure the success of teaching and the success of students.

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