

Exploring Teaching Assessment and Self-reflection of Pre-service Teachers on The International Teaching Practicum

Moh. Aang Fajar Barlaman¹, Alfian Zuhairi², Ika Hidayanti³

^{1,2,3} English Education Department, Universitas Islam Malang, Indonesia

Email: ¹ 22101073005@unisma.ac.id

Abstrak

This study explores how self-reflection strategies in the teaching practices of Indonesian EFL pre-service teachers during their international teaching practicum in Malaysia. Using a qualitative single case study design, data were gathered through semi-structured interviews and teaching documentation involving two participants placed at a Malaysian Pesantren. The findings revealed that both pre-service teachers primarily implemented formative assessments, such as direct questioning, group discussions, homework, and exit tickets, due to limited teaching time and contextual challenges. Despite these constraints, their ability to reflect on pedagogical decisions significantly contributed to their professional development. The reflective process helped them evaluate their teaching strategies, classroom management, and assessment effectiveness. It also prompted them to identify areas for improvement and formulate future teaching plans. The study concludes that self-reflection serves not only as a tool for personal growth but also as a catalyst for developing context-responsive assessment practices. These insights are expected to inform teacher education programs and prepare future educators for diverse, international teaching environments.

Keyword: International teaching practicum; Pre-service teacher; Self-reflection; Student assessment

INTRODUCTION

In recent years, the opportunity for pre-service teachers to engage in international teaching practicums (ITP) has become increasingly widespread, offering valuable exposure to diverse educational environments and multicultural experiences. Universities across various countries now actively support programs aimed at fostering global collaboration and professional development for future educators. As noted by Liskinasih et al. (2020), ITP initiatives are structured to develop multicultural competence and broaden pedagogical perspectives by immersing pre-service teachers in different educational systems and classroom cultures. Destinations such as Malaysia, Thailand, Taiwan, and South Korea have become common platforms for these exchanges. Moreover, Megawati et al. (2023) emphasized that such programs challenge the traditional view that teaching practicums should be conducted only in local settings, offering a more globalized outlook on education. In line with Jin et al. (2020), the experiences gained through ITPs foster intercultural understanding and enrich teachers' insights into classroom management, curriculum adaptation, and student engagement. These exposures, however, require that pre-service teachers possess sufficient teaching competencies to navigate the complexities of international classrooms effectively.

In response to this demand, teacher education programs are urged to strengthen pre-service teachers' core teaching competencies, including mastery of content, pedagogical strategies, and adaptability to student needs. The concept of Pedagogical Content Knowledge (PCK), as presented by Ling & Mahmud (2023), highlights the significance of having both deep subject matter knowledge and the ability to convey it in accessible ways. Yet, many educators still struggle with meeting competency standards, particularly in solving instructional challenges and adapting

materials for diverse learners (Fitriyah et al., 2020). Suendarti and Lestari (2020) further noted that teaching skills are closely tied to four essential competencies: pedagogical, personal, professional, and social. Therefore, teacher preparation programs must ensure that pre-service teachers are equipped not only with theoretical knowledge but also with practical abilities to support classroom success (Risdiyany & Herlambang, 2021; Sarwa et al., 2020). These competencies directly influence how teachers assess student progress, an area that serves as a key component of instructional effectiveness and is closely linked to their professional judgment and reflective practice.

Assessment is one of the important aspects in the teaching and learning process, particularly in international teaching contexts where pre-service teachers must adapt to varied educational standards and learner needs. According to Kamaludin et al. (2022), assessment is fundamental in informing both teachers and students about learning progress and identifying areas for improvement. In this study, participants applied formative assessment techniques such as questioning, group discussion, and simple assignments to track student understanding in real time. These assessments also helped maintain student engagement and were adapted to the linguistic and cultural context of the host school. As supported by Poerwanti and Marmoah (2023), project-based assessments have become an effective alternative to measure critical thinking and collaborative skills, especially when time constraints limit the implementation of traditional summative evaluations. The use of formative strategies reflects the participants' adaptability and awareness of classroom dynamics, demonstrating how assessment not only supports learning but also informs pedagogical adjustments in real time.

Complementing their assessment practices, pre-service teachers engaged in self-reflection as a tool for continuous professional development. Reflection enabled them to evaluate their teaching strategies, classroom management, and instructional decisions. As highlighted by Susanto (2021), teacher reflection is essential in identifying both strengths and areas for improvement, encouraging a deeper understanding of instructional effectiveness. Through regular reflection, the participants acknowledged the importance of preparing contingency plans, managing student behavior, and delivering content more effectively. This aligns with the findings of Wandia and Sylvia (2021), who emphasized that reflective practices allow teachers to adjust their approaches to suit students' diverse needs. Despite limited teaching time, both participants demonstrated a commitment to self-improvement, showing that reflection is not a one-time activity but a continuous cycle that enhances teaching quality and professional competence in international settings.

In summary, international teaching practicums offer pre-service teachers valuable experiences that enhance their teaching competencies, assessment practices, and reflective abilities. These elements are crucial for their professional growth, especially when navigating diverse educational settings. This study aims to explore how Indonesian EFL pre-service teachers adapted and applied coping strategies during their international practicum experience, focusing on how they planned lessons, assessed students, and reflected on their teaching practices.

METHOD

This study explores pre-service teacher assessment and reflection when teaching and after teaching in international teaching practicum contexts. The researcher in this study utilized a qualitative single case study approach to reveal pre-service teachers' perspectives on the influence of applied teaching assessment and the teacher's reflection on their professional growth in an international context. A single case study is the method that explores a specific case to explore a unique or representative phenomenon, which is ideal for exploring new theoretical relationships or questioning old ones (Gustafsson, 2017). The reason for choosing a single case study in this study is that the researcher aims to explore the experiences and perspectives about their assessment strategies and their influence on their learning and teaching in a unique ITP.

The research was conducted at the Islamic Boarding School Tanjung Sepat, Malaysia, where six seventh-semester students from the English Language Education Department at a private university in Malang were placed. However, only two fully funded participants were selected for interviews, as they had passed a selection process involving CV screening and interviews. Their selection aimed to provide relevant insights into the challenges faced during the ITP, as they were expected to offer in-depth information. The setting was chosen due to its unique educational context, which offered a rich environment for exploring cultural and pedagogical assessment challenges. Participants 1 and 2, referred to as Mawar and Budi (pseudonyms), were 21-year-old students from the same university. Before teaching in a Malaysian elementary school, they had completed a teacher preparation program that included a teaching prep class in the fifth semester and a microteaching class in the sixth. Program requirements included preparing modules, materials, and documents such as passports, dean's letters, and parental consent. They also held several discussions with lecturers and classmates to prepare for the assessment challenges they might face.

Data sources for this study included semi-structured interviews and documentation of the participants' experiences during their practicum. Interviews were conducted via Zoom with the two fully funded pre-service teachers to gather detailed insights into their perspectives, challenges, and the influence of assessment practices on their professional growth. Semi-structured interviews were chosen for their flexibility in exploring emerging themes and clarifying responses, while the Zoom format enabled natural, in-depth conversations. This format also allowed both structured guidance and open-ended sharing of thoughts and feelings. Additionally, the researcher collected relevant documentation, such as teaching materials and videos, which were discussed with the participants during the interview to better understand their teaching experiences.

Data collection took place two to three months after the ITP program through semi-structured interviews conducted via Zoom due to venue constraints. The researcher contacted two fully funded participants and scheduled interviews in advance, preparing guiding questions beforehand. Each session lasted approximately 35–40 minutes, focusing on the participants' challenges and the influence of assessment on their professional growth. Interviews were conducted in Bahasa Indonesia to ensure comfort and clarity, with participant consent obtained for recording and confidentiality. If any responses were unclear, follow-up clarification was requested. Additional documentation, such as teaching materials and international teaching records, was also collected and discussed during interviews. All data were compiled into a single file to support analysis.

The researcher analyzed the qualitative data using the framework (Ary et al., 2018). The process began with organizing and familiarizing, including transcribing and repeatedly reading the interviews. Coding was then performed by identifying key segments relevant to the research questions, followed by grouping codes into categories to develop emerging themes. These themes were refined and interpreted in connection with the research context, supported by participant quotations. The final results were presented narratively, reflecting an inductive and contextual approach to understanding participants' experiences.

Triangulation strengthened the trustworthiness of this study by combining data from interviews and documentation. According to Esteves (2020), the use of in-depth interviews, participant experience, and relevant materials enhances data validity. Participants were also asked to review and provide feedback on the findings to ensure accuracy and minimize misinterpretation. Additionally, the researcher examined video documentation and teaching materials to support and verify the interview results.

FINDINGS

This chapter presents the research findings generated from data analysis, including interviews with two EFL pre-service teachers who practice teaching abroad. The researcher conducted

interviews and collected data from two EFL pre-service teachers, which were then analyzed to generate findings. The interview questions are designed to elicit information regarding implementing assessments on students in the classroom and the influence of teacher reflections carried out during the program. While the data, such as pictures and teaching videos, support the study's results. These findings also found pre-service teachers' challenges during teaching practicum and strategies that can be implemented in assessment.

Pre-Service Teachers' Practice of Assessing Students

The author asks about the pre-service teachers' background and the assessment types implemented by two pre-service teachers for their students. In that question, the author also delves deeper into the kinds of difficulties they face. From the first participant, Budi explained that he had no prior direct teaching experience, either locally or internationally. Therefore, this became a new challenge for him. Continuing with implementing assessments for the students, he felt difficulties conducting evaluations due to the limited teaching time and some challenges in classroom management. However, Budi covered these shortcomings by giving direct assignments and simple questions to engage the students. Due to the limited time, Budi and Mawar could not conduct a final comprehensive assessment or a final exam. Additionally, Budi and Mawar explained that they still tried to conduct evaluations, such as asking their students questions after delivering the materials. Both participants also used the same formative assessment during their teaching, but they used it slightly differently.

Data 1:

"I experienced several challenges during teaching, particularly in managing the classroom and time allocation. Due to my lack of prior teaching experience, the class was occasionally less conducive, as some students were inattentive or engaged in side conversations. I don't used summative assessment cause limited teaching time, partly caused by schedule disruptions from national events, also affected the delivery of materials and reduced opportunities for student interaction. As a result, my assessment was limited to formative techniques, such as direct questioning and assigning homework, to monitor students' understanding".

Budi faced significant challenges with his assessments due to the limited teaching time in Malaysia. However, he did his best by implementing formative assessment and giving homework to the students. Similarly, the second participant also experienced difficulties conducting classroom teaching due to the lack of experience, limited time, and language constraints. Mawar also had no prior teaching experience, similar to Budi's. However, Mawar had prepared the materials repeatedly through the internet, asking friends and mentors. On the other hand, Mawar used ice-breaking methods and group activities to maximize her teaching, making the class more lively and varied. Additionally, the assessments conducted by Mawar were limited to question-and-answer sessions, both individual and group, and at the end of the session or class, Mawar used exit tickets to find out what the students had learned from the lesson she had taught.

Data 2:

"Although I previously had no teaching experience, I prepared the materials through the internet, my friends, and my mentor teacher. I also received training in the micro-teaching class. To attract students' attention, I used ice-breaking activities. I used formative methods such as direct questioning, group discussions, and exit tickets for the assessment. Even though I failed in assessing students' final scores through the mid-term test and the final test, due to limited time for teaching

activities. I also monitored students' difficulties through group observation and individual check-ins".

Mawar also added the constraints she faced when carrying out the teaching practicum in Malaysia.

Data 3:

"I faced limited facilities, short teaching time, and language barriers. Since students did not fully understand English, I mixed Indonesian and Malaysian. When some students still struggled, I asked their peers to help explain the content".

Based on the explanation from both participants above, it can be concluded that they had made adequate preparations prior to conducting their International Teaching Practicum (ITP) in Malaysia. However, during the implementation, they faced practical challenges such as limited facilities, restricted teaching time, and language barriers, which hindered the optimal execution of the assessment. The limited time refers to the fact that the pre-service teachers were only able to teach 2–3 times during the ITP program due to competitions held in commemoration of the national independence days of Indonesia and Malaysia, which lasted for two weeks.

Besides the interview, the participants also explained the assessment in the document (lesson plan). Both Budi and Mawar used formative assessments such as direct observation, direct questioning, comprehension questions. Specifically, Mawar used exit ticket, while Budi implemented homework after learning activity. For the implementation Budi conveyed 10x meetings to get maximum results, while Mawar, in her interview, conveyed 8x meetings to get recorded results from the assessment of students. On the other hand, during the teaching practice, Budi delivered material related to the label of the product, while Mawar taught a lesson about the days of the week and the months of the year. Despite the limited teaching time, they still do their best to deliver what they have prepared in class with satisfactory results. This can be seen from the enthusiasm of students and mentors when viewing recordings and direct observations by UITM lecturers. The responses from Budi and Mawar were also pleased to be able to do their teaching practice adequately; it made their first experience fun and unforgettable.

Pre-service Teachers' Reflections and Future Hope

After the class session ended, the author delved deeper into the pre-service teachers' reflections on how they overcame their challenges and what needed improvement in their teaching. Both participants, Budi and Mawar, expressed the same sentiment - they needed more time and better preparation to anticipate the unexpected. Because the reality in the field or the classroom was very different, and many things happened. The author also found that after the class was over, the pre-service teachers experienced anxiety if some materials or concerns had not been covered. This reflection aims to improve their teaching abilities and prepare them for the next class.

Data 4:

"I only taught a few times, and once outside my area of expertise due to the limited number of teachers. The lack of equipment, such as only having one projector, also made it difficult to optimize my teaching. After teaching, I reflected that materials should be delivered more engagingly, with clearer explanations, relevant content, and added ice-breaking activities. I realized that more teaching time, around 10 meetings, is needed to properly implement various assessments, from in-class tasks to pre-tests and post-tests. In the future, I hope to apply my

supervisor's suggestions and have longer teaching periods. For future practicum participants, I advise being mentally and physically prepared, as they will face not only students but also environmental and scheduling challenges".

Meanwhile, Mawar shared her reflections after teaching in an international class and her hopes for the future. Although her experience was impressive and the children's response was very positive, much still needs to be reflected on and developed for her future teaching. She started by ensuring that the flow of the materials she brought was appropriate and preparing a Plan B in case the materials taught to the students were too easy. Additionally, like the previous participant, Budi, she experienced the same constraint: limited teaching time or short teaching duration. She also expressed her great hope to get more teaching time to carry out the complete assessment she had prepared beforehand, which includes written tests and structured assessments starting from pre-tests and final tests.

Data 5:

"After the class session ended, I reflected on how to distribute learning more evenly among students with different abilities. I plan to focus more on students who struggle and involve those who understand the material to support their peers. I also realized the need for more varied and challenging tasks for advanced students. Sometimes, the material I prepared was already familiar to the students, so I need to prepare a Plan B. Due to limited teaching time, my assessment was mostly through questions and student activity. I believe at least eight meetings are needed to fully implement various forms of assessment, including written tests. For future participants, I suggest frequent communication with mentors and peers to avoid miscommunication and to be prepared for unexpected situations."

Both practicum participants shared reflections on the teaching process. They recognised the importance of thorough material preparation, engaging delivery methods, and adapting assignments and assessments to reach all students, including those who struggle and those who are more advanced academically. Both agreed that a minimum teaching duration of around eight to ten sessions is necessary to implement various types of assessments effectively. Additionally, they emphasized that ongoing reflection, frequent communication with supervisors, and readiness to face physical, mental, and environmental challenges are highly recommended for future practicum participants to achieve optimal learning outcomes.

To complement the interview data, the researcher collected additional documentation, including lesson plans and video recordings of the participants, Budi and Mawar, during their teaching sessions. Both had prepared their lesson plans before departing to Malaysia, despite challenges such as limited experience and time constraints. Each plan consisted of two sessions lasting 40 minutes. Budi taught Grade IX with a focus on vocabulary related to product labels, while Mawar taught Grade VII, focusing on students' ability to describe daily routines. Their classroom implementation, captured on video, included structured openings with greetings, prayers, and ice breaking, followed by material presentation, group activities, and closing reflections. Mawar and Budi demonstrated direct interaction with students and incorporated various strategies to engage learners actively.

The instructional document analysis showed differences in teaching approaches. Mawar used Problem-Based and Project-Based Learning to teach days, months, and daily schedules, integrating games, worksheets, and student presentations. Her assessments included written tasks, observation sheets, and exit tickets. Meanwhile, Budi adopted a Genre-Based Approach to teach product label texts using real samples and multimedia. His lessons included group projects where

students created their own product labels, supported by video-based input and vocabulary exercises. Assessments were based on group work, presentations, and reflections. Both participants aligned their teaching with the Kurikulum Merdeka, applying student-centered methods that foster collaboration, creativity, and critical thinking.

Discussion

This study explored how student assessment and teacher reflection were implemented by two Indonesian pre-service teachers, Budi and Mawar, during their international teaching practicum in Malaysia. The findings revealed that although they encountered time limitations and contextual challenges, both participants actively engaged in formative assessment practices and continuous reflection. These efforts contributed to their professional development, particularly in adjusting teaching strategies and understanding student needs within a multicultural classroom. The feedback from UITM lecturers indicated that both Budi and Mawar demonstrated competence in teaching and received positive evaluations regarding their classroom performance. Despite their success, both acknowledged areas needing improvement, especially in managing classrooms, preparing backup plans, and delivering lessons effectively.

In terms of assessment, both participants implemented formative strategies such as question-and-answer sessions, group discussions, exit tickets, and homework to monitor student learning. These practices emphasized the importance of formative assessment in providing feedback and supporting student understanding (Andrade & Valtcheva, 2009; Boston, 2003; Muho & Taraj, 2022). However, time constraints and limited teaching sessions restricted the use of summative assessments. As Ghanbari and Nowroozi (2021) highlighted, such constraints often lead educators to rely on simplified assessments. This was evident in Budi and Mawar's reliance on verbal feedback and observation, rather than written exams. Their approach reflects Taras' (2008) assertion that formative assessments can significantly support learning when used adaptively in resource-limited environments.

Reflection practice played a key role in the participants' growth during the program. Through reflection, Budi and Mawar identified gaps in their teaching, such as the need for varied methods, improved classroom engagement, and better time management, which led to improvements in planning and delivery. This supports Susanto (2021) and Arasyiah et al. (2020), who emphasized reflection as essential in refining instructional practices. Their reflections also aligned with Wandia and Sylvia (2021), who argued that educators adjust better to learners' needs through continuous evaluation of materials and strategies. Despite external constraints like holidays, both participants expressed a need for more teaching sessions to fully implement and reflect on assessments. Their reflective process also included emotional aspects, such as anxiety and confidence, consistent with Adnan (2017) and Xu and He (2019), who noted that such internal responses shape teacher identity and long-term growth.

In conclusion, the integration of student assessment and teacher reflection in international teaching practicums proves to be essential for the professional growth of pre-service teachers. Despite facing time limitations and unfamiliar classroom environments, the participants demonstrated adaptability by implementing formative assessments and engaging in meaningful self-reflection. These practices not only helped them identify and address instructional challenges but also fostered a deeper understanding of their roles as educators in multicultural settings. The interplay between assessment and reflection ultimately contributed to their development of more effective, responsive, and culturally aware teaching strategies. These skills are crucial for future success in both local and global classrooms.

DISCUSSION

This study explored how student assessment and teacher reflection were implemented by two Indonesian pre-service teachers, Budi and Mawar, during their international teaching practicum in Malaysia. The findings revealed that although they encountered time limitations and contextual challenges, both participants actively engaged in formative assessment practices and continuous reflection. These efforts contributed to their professional development, particularly in adjusting teaching strategies and understanding student needs within a multicultural classroom. The feedback from UITM lecturers indicated that both Budi and Mawar demonstrated competence in teaching and received positive evaluations regarding their classroom performance. Despite their success, both acknowledged areas needing improvement, especially in managing classrooms, preparing backup plans, and delivering lessons effectively.

In terms of assessment, both participants implemented formative strategies such as question-and-answer sessions, group discussions, exit tickets, and homework to monitor student learning. These practices emphasized the importance of formative assessment in providing feedback and supporting student understanding (Andrade & Valtcheva, 2009; Boston, 2003; Muho & Taraj, 2022). However, time constraints and limited teaching sessions restricted the use of summative assessments. As Ghanbari and Nowroozi (2021) highlighted, such constraints often lead educators to rely on simplified assessments. This was evident in Budi and Mawar's reliance on verbal feedback and observation, rather than written exams. Their approach reflects Taras' (2008) assertion that formative assessments can significantly support learning when used adaptively in resource-limited environments.

Reflection practice played a key role in the participants' growth during the program. Through reflection, Budi and Mawar identified gaps in their teaching, such as the need for varied methods, improved classroom engagement, and better time management, which led to improvements in planning and delivery. This supports Susanto (2021) and Arasyiah et al. (2020), who emphasized reflection as essential in refining instructional practices. Their reflections also aligned with Wandia and Sylvia (2021), who argued that educators adjust better to learners' needs through continuous evaluation of materials and strategies. Despite external constraints like holidays, both participants expressed a need for more teaching sessions to fully implement and reflect on assessments. Their reflective process also included emotional aspects, such as anxiety and confidence, consistent with Adnan (2017) and Xu and He (2019), who noted that such internal responses shape teacher identity and long-term growth.

In conclusion, the integration of student assessment and teacher reflection in international teaching practicums proves to be essential for the professional growth of pre-service teachers. Despite facing time limitations and unfamiliar classroom environments, the participants demonstrated adaptability by implementing formative assessments and engaging in meaningful self-reflection. These practices not only helped them identify and address instructional challenges but also fostered a deeper understanding of their roles as educators in multicultural settings. The interplay between assessment and reflection ultimately contributed to their development of more effective, responsive, and culturally aware teaching strategies. These skills are crucial for future success in both local and global classrooms.

CONCLUSION

In conclusion, the international teaching practicum offered a valuable platform for pre-service teachers to apply assessment strategies and engage in meaningful reflection, both of which played crucial roles in their professional growth. Despite encountering limitations such as overlapping national celebrations and constrained teaching time that hindered summative assessment, the participants adapted by maximizing formative techniques like questioning and

assignments. Their reflective practices revealed a strong awareness of their pedagogical strengths and areas for improvement, including classroom management, instructional planning, and responsiveness to student needs. Both Budi and Mawar expressed a desire for extended teaching periods and stronger institutional support, showing their commitment to continuous development. Ultimately, their experiences emphasize the need for future international practicum programs to provide sufficient time, structured mentorship, and flexible assessment opportunities that support the holistic growth of pre-service teachers in diverse educational settings.

ACKNOWLEDGEMENTS

The author would like to thank Dr. H. Alfian Zuhairi, M.Pd., and Ika Hidayanti, S.Pd., M.Pd., for guiding the author in completing this paper from the beginning of this work planned with a lot of constructive advice that helps the author finishing this paper.

REFERENCES

- Adnan, A. (2017). Being English teachers in Malaysian Islamic schools: Identity narratives from a five year 'Life Journey.' *Arab World English Journal*, 8(1), 220–233.
<https://doi.org/10.24093/awej/vol8no1.16>
- Andrade, H., & Valtcheva, A. (2009). Promoting learning and achievement through self-assessment. *Theory into Practice*, 48(1), 12–19.
<https://doi.org/10.1080/00405840802577544>
- Arasyiah, Rohiat, & Sumarsih. (2020). Kompetensi profesional guru pendidikan agama Islam. *Manajer Pendidikan: Jurnal Ilmiah Manajemen Pendidikan Program Pascasarjana*, 14 (2).
<https://doi.org/10.33369/mapen.v14i2.11375>
- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). Introduction to research in education (10th Editi). *Boston, MA: Cengage Learning*.
- Boston, C. (2002). The Concept of Formative Assessment. ERIC Digest.
<https://files.eric.ed.gov/fulltext/ED470206.pdf>
- Esteves, M. (2020). Gender equality in education: A challenge for policy makers. *PEOPLE: International Journal of Social Sciences*, 4(2), 893–905.
<https://doi.org/10.20319/pijss.2018.42.893905>
- Fitriyah, L. A., Hayati, N., & Wijayadi, A. W. (2020). The content knowledge ability of science teacher candidates: The analysis of learning media development. *Jurnal Pena Sains*, 7(2), 83–87. <https://doi.org/10.21107/jps.v7i2.7995>
- Ghanbari, N., & Nowroozi, S. (2021). The practice of online assessment in an EFL context amidst COVID-19 pandemic: views from teachers. *Language Testing in Asia*, 11(1).
<https://doi.org/10.1186/s40468-021-00143-4>
- Gustafsson, J. (2017). Single case studies vs. multiple case studies: A comparative study. *Academy of Business, Engineering and Science Halmstad University, Sweden*, 1–15. <http://www.diva-portal.org/smash/record.jsf?pid=diva2:1064378%0Ahttp://www.diva-portal.org/smash/get/diva2:1064378/FULLTEXT01.pdf>
- Jin, A., Parr, G., & Cooley, D. (2020). An Australian international teaching practicum in China: Exploring multiple perspectives. *Australian Educational Researcher*, 47(2), 263–281.
<https://doi.org/10.1007/s13384-019-00343-1>
- Kamaludin, Widodo, J., Handoyo, E., & Masyhar, A. (2022). Informal guidance academic supervision in integrated learning improvement. *Proceedings of the 6th International Conference on Science, Education and Technology (ISET 2020)*, 574(Iset 2020), 549–555.
<https://doi.org/10.2991/assehr.k.211125.103>

- Ling, P. M., & Mahmud, M. S. (2023). Pedagogical content knowledge on primary school mathematics teachers based on specialization. *International Journal of Academic Research in Progressive Education and Development*, 12(2). <https://doi.org/10.6007/ijarped/v12-i2/16960>
- Liskinasih, A., Weganofa, R., & Renyaan, T. P. (2020). Students insights on Indonesian EFL pre-service teachers in Malaysian ESL schools. 417(Icesre 2019), 185–189. <https://doi.org/10.2991/assehr.k.200318.036>
- Megawati, F., Shah, S. S. A., Anugerahwati, M., Ubaidillah, M. F., Mustofa, M., & Agustina, S. (2023). Narratives of experiences in international teaching practicum: Lessons from an EFL pre-service teacher. *Journal of English Education and Teaching*, 7(4), 1156–1176. <https://doi.org/10.33369/jeet.7.4.1156-1176>
- Muho, A., & Taraj, G. (2022). Impact of formative assessment practices on student motivation for learning the English language. *International Journal of Education and Practice*, 10(1), 25–41. <https://doi.org/10.18488/61.v10i1.2842>
- Poerwanti, J. I. S., & Marmoah, S. (2023). Pelatihan menyusun instrumen asesmen pembelajaran berbasis proyek pada guru-guru SD di kecamatan Simo Boyolali. *Jurnal Widya Laksana*, 12(2), 279–287. <https://doi.org/10.23887/jwl.v12i2.45588>
- Risdiany, H., & Herlambang, Y. T. (2021). Pengembangan profesionalisme guru dalam mewujudkan kualitas pendidikan di Indonesia. *Edukatif: Jurnal Ilmu Pendidikan*, 3(3), 817–823. <https://doi.org/10.31004/edukatif.v3i3.434>
- Sarwa, Simaremare, A., Hasibuan, N. I., & Priyadi, M. (2020). Teacher readiness in accommodating the TPACK framework to meet teacher competence the 21st century. *Journal of Physics: Conference Series*, 1511(1). <https://doi.org/10.1088/1742-6596/1511/1/012041>
- Suendarti, M., & Lestari, W. (2020). Kemampuan keterampilan dasar mengajar guru MIPA dalam pembelajaran kurikulum 2013. *Titian Ilmu: Jurnal Ilmiah Multi Sciences*, 12(2), 43–48. <https://doi.org/10.30599/jti.v12i2.612>
- Susanto, R. (2021). Pengembangan aplikasi penilaian profil kompetensi pedagogik berdasarkan matriks peta diri berbasis web. *JPPI (Jurnal Penelitian Pendidikan Indonesia)*, 7(2), 172–180. <https://doi.org/10.29210/020211168>
- Taras, M. (2008). Summative and formative assessment: Perceptions and realities. *Active Learning in Higher Education*, 9(2), 172–192. <https://doi.org/10.1177/1469787408091655>
- Wandia, A. P., & Sylvia, I. (2021). Pengembangan instrumen penilaian diri (Self Assesment) untuk menilai karakter spritual pada pembelajaran sosiologi kelas XI SMA. *Jurnal Sikola: Jurnal Kajian Pendidikan Dan Pembelajaran*, 2(4), 235–252. <https://doi.org/10.24036/sikola.v2i4.121>
- Xu, Y., & He, L. (2019). How pre-service teachers' conceptions of assessment change over practicum: Implications for teacher assessment literacy. *Frontiers in Education*, 4(December), 1–16. <https://doi.org/10.3389/feduc.2019.00145>