Learning from Teachers' Teaching Experience: An Exploration of Reflective Practice to Apply in a Student-Centered Learning (SCL) Environment

[1]Pungky Ramadhani, [2]Diska Fatima Virgiyanti
[1]*Universitas KH Abdul Chalim, Indonesia*
[2]*Universitas Darussalam Gontor, Indonesia*

*Corresponding Author
Email: pungkyramadhani@gmail.com

Abstract

This study explores how EFL teachers employ reflective practice to sustain and enhance student-centered learning (SCL) in higher education. Using a qualitative case study, data were collected from five teachers through semi-structured interviews, reflective journals, and supplementary documents. The findings reveal that reflective practice operates across three interconnected modes: reflection-in-action, enabling real-time adaptive teaching; reflection-on-action, supporting post-lesson evaluation and professional growth; and reflection-for-action, facilitating anticipatory planning for diverse learner needs. Teachers demonstrated the ability to adjust instructional strategies responsively, consolidate insights through journals and peer discussions, and design lessons that balance structure with flexibility. Despite these benefits, institutional constraints such as heavy workloads, rigid curricula, and administrative demands limited systematic reflection, prompting teachers to rely on informal or collaborative practices to sustain engagement. The study highlights that reflective practice serves as a critical mechanism for adaptive pedagogy, professional identity development, and the promotion of SCL, while its transformative potential depends on both individual agency and institutional support. These findings offer theoretical and practical implications for teacher education programs seeking to embed reflective practices within student-centered frameworks.

Keywords: *EFL teachers, reflective practice, student-centered learning, student-centered context*

INTRODUCTION

Teachers are becoming more and more acknowledged as essential players in educational change, especially because of their reflective practices, which enable them to evaluate their own teaching experiences (Cirocki & Widodo, 2019). According to Farrell (2022) and Suphasri & Chinokul (2021), reflective practice is the process by which educators examine their teaching strategies, choices, and interactions in order to continuously enhance their efficacy as educators. By reflecting on their experiences, teachers gain insights into action, allowing them to adapt their approaches to support the students (Ho & Chen, 2026). While teachers have always engaged in some form of reflection, it is only in recent decades that the concept has become a widely recognized theoretical framework within the field of English Language Teaching (ELT) (Cirocki & Widodo, 2019; Sari et al., 2021; Suphasri & Chinokul, 2021). However, reflective practice has become the focus of empirical research, leading to a deeper understanding of how English language teachers engage in reflection and encouraging them to adopt this practice more systematically (Ong et al., 2021). Despite this growing recognition, teachers' reflection does not necessarily result in systematic learning from their teaching experiences. Teachers may, in particular, reflect on

classroom events without thoroughly analyzing how their experiences influence their comprehension of instructional strategies or guide future pedagogical choices (Liyanagamage & Gallage, 2026). This condition emphasizes the importance of examining how teachers use reflection to make sense of their teaching experiences and how this process advances their professional learning.

Additionally, two important aspects of teachers' professional lives are transformed by reflective practice (Cirocki & Widodo, 2019). They are teacher quality and identity (Cirocki & Widodo, 2019; Suphasri & Chinokul, 2021). According to Ong et al. (2021), these dimensions cover both the personal and professional aspects of teaching, necessitating that educators have a better understanding of who they are and how they fit into the larger educational framework. Reflective practice is a cyclical process that includes reflection-in-action, reflection-on-action, and reflection-for-action, according to Schön (1983). Teachers can adapt in real time to the circumstances in the classroom by engaging in reflection-in-action while they are teaching (Hamdani et al., 2024). The term "reflection-on-action" describes the post-lesson assessment in which educators examine achievements and difficulties in order to guide future instruction. In contrast, reflection-for-action places a strong emphasis on planning and preparation prior to instruction, enabling educators to anticipate possible challenges and devise more successful strategies.

Building on the previously mentioned framework, Suphasri and Chinokul (2021) show how reflective practice gradually emerges in teacher education, impacting both instructional quality and professional identity. According to their research, teachers can transition from teacher-centered methods to more student-centered settings where students actively participate by participating in reflective cycles. In this way, reflective practice promotes long-term teacher development and flexibility in a variety of educational settings in addition to improving instructional strategies. The emphasis on SCL has grown as education continues to change, necessitating educators to go beyond conventional approaches and concentrate on developing stimulating, flexible, and responsive learning environments (Woods & Copur-Gencturk, 2024). Students actively participate in their education in a student-centered classroom, where teaching strategies are customized to each student's needs, interests, and learning styles (Al-Balushi et al., 2020; Choi et al., 2019; Dunbar & Yadav, 2022; Farrow et al., 2024). The process of continuously evaluating and refining these techniques is crucial for educators.

In contemporary educational settings, the shift towards SCL has prompted educators to reconsider traditional pedagogical approaches (Woods & Copur-Gencturk, 2024). Teachers are increasingly recognized as main contributors to educational reform, particularly through their reflective practices, which allow them to critically analyze their teaching experiences (Dunbar & Yadav, 2022; Farrow et al., 2024; Kuru Gönen, 2019; Sim & Kim, 2024). However, despite the growing emphasis on reflective practice, there remains a significant gap in understanding how teachers learn from and make sense of their teaching experiences and subsequently translate these experiences into actionable strategies within student-centered frameworks.

Previous studies have explored various aspects of reflective teaching, often focusing on the individual benefits for teachers (Cirocki & Widodo, 2019; Sari et al., 2021; Seydi Shahivand & Moradkhani, 2020). For example, Cirocki and Widodo (2019) highlight the role of reflective practice in teacher development, while Sari et al. (2021) examine reflective practices in relation to teachers' professional development. Seydi Shahivand and Moradkhani (2020), meanwhile, focus on teachers' reflective practices and their implications for teaching effectiveness. Although these studies establish the importance of reflection for teachers' professional development and teaching practice, they provide less insight into how teachers interpret specific teaching experiences and what they learn from those experiences. While these studies have provided valuable insights, they frequently overlook the process through which teachers' experiences are reflected upon, interpreted,

and transformed into pedagogical strategies within the broader context of SCL environments, thereby limiting their applicability in practice (Cirocki & Widodo, 2019; Sari et al., 2021). Moreover, the existing literature tends to focus primarily on quantitative analyses of teaching effectiveness or student outcomes, leaving less attention to the qualitative dimensions of teachers' lived experiences, particularly how teachers construct meaning from their experiences through reflective practice (Seydi Shahivand & Moradkhani, 2020). Thus, the gap is not simply the lack of research on reflective practice, but the limited understanding of the meaning-making process through which teachers connect their teaching experiences with subsequent pedagogical decisions in SCL contexts. Addressing this gap requires an in-depth exploration of teachers' experiences, reflections, and the ways in which these experiences inform their instructional adaptations.

Therefore, this study explores teachers' reflective practices by examining how they reflect on and make sense of their teaching experiences and how these experiences inform their instructional adaptations in SCL environments. Specifically, the study addresses the following research questions:

RQ1. How do teachers reflect on their teaching experiences in SCL environments?
RQ2. What do teachers learn from their teaching experiences through reflective practice?
RQ3. How do teachers' reflections on their teaching experiences inform their instructional adaptations in SCL environments?

Teachers' Reflective Practice

Reflective practice has been widely recognized as a cornerstone of teacher professional development and pedagogical improvement. Schön's (1983) seminal framework identifies three interrelated modes: reflection-in-action, which involves responding to classroom events in real time; reflection-on-action, which refers to retrospective analysis of teaching episodes; and reflection-for-action, which emphasizes anticipation and planning for future practice. Farrell (2018, 2022) extends these concepts by positioning reflective practice as a cyclical and dynamic process, whereby teachers integrate immediate pedagogical decisions with longer-term professional growth. In this study, Schön's framework is critical because it provides a theoretical lens for examining how teachers reflect on their teaching experiences and how these reflections inform their subsequent instructional decisions. The three modes of reflection therefore function as an analytical framework for identifying how teachers respond to classroom situations, interpret their experiences after teaching, and use these experiences to anticipate and adapt future instructional practices. This framework underscores the role of reflection not only in refining instructional strategies but also in cultivating adaptive expertise.

Several studies reinforce the transformative role of reflective practice across educational contexts. Howell (2021) demonstrates that when combined with active learning strategies, reflective practice fosters deeper student engagement in sustainability education. Yadav & Bhatia (2024) further show how reflective approaches in higher education enhance learning outcomes by linking theory with real-life application. Within teacher education, McGarr (2021) highlights the value of virtual simulations in supporting pre-service teachers' reflective processes, particularly for developing classroom management skills. Similarly, Marshall et al. (2022) synthesize enabling factors for effective reflection, emphasizing the importance of structured facilitation and supportive contexts. Collectively, these perspectives affirm reflective practice as more than an individual exercise. For the present study, the framework is particularly useful for understanding the process through which teachers move from experiencing classroom events to reflecting on those experiences and adapting their instructional practices within student-centered learning environments. It is a pedagogical tool that empowers teachers to navigate uncertainty, adapt instruction, and continually strengthen their professional identity, forming a solid foundation for student-centered and responsive teaching.

Reflective Practice in SCL

Reflective practice is increasingly recognized as an essential dimension of SCL because it enables teachers to evaluate and refine their instructional decisions in response to learners' diverse needs. In contrast to teacher-centered approaches, SCL positions learners as active participants, requiring educators to adopt flexible pedagogical strategies that foster autonomy and engagement. Reflection thus serves as the mechanism through which teachers interrogate their own practices, respond to classroom dynamics, and align instruction with broader educational goals. Mohamed et al. (2022) emphasize that reflective practice in education is multifaceted, demanding attention not only to pedagogical choices but also to the affective and contextual dimensions that shape the learning process. In the context of this study, this perspective is important because teachers' reflective practices provide a basis for understanding how they respond to the demands of SCL and how their teaching experiences inform their instructional decisions. Thus, reflective practice functions as a lens for examining how teachers interpret classroom experiences and adapt their practices to support learner-centered instruction.

Several evidence further illustrates how reflection sustains the enactment of SCL. Dao et al. (2021) demonstrated that reflective practices encourage adolescent EFL learners to attend more closely to linguistic form, showing that teacher reflection can influence learner behaviours and outcomes. Similarly, Seydi Shahivand & Moradkhani (2020) found a significant association between teachers' emotional intelligence and their reflective engagement, suggesting that the capacity to reflect effectively depends on both cognitive awareness and emotional regulation. More recently, Arefian et al. (2024) highlighted the value of collaborative reflection among EFL teachers, noting that dialogic processes of reflection strengthened professional awareness and enhanced the alignment of pedagogy with learner-centered principles. These studies affirm that reflective practice is not a supplementary activity but a critical process for sustaining student-centered education. For the present study, these perspectives help frame the analysis of how teachers reflect on their classroom experiences, respond to learners' needs, and adapt their instructional practices within SCL environments. Through systematic reflection, teachers are able to interrogate their practice, accommodate learners' voices, and design more responsive forms of instruction that promote autonomy, inclusion, and active participation.

Learning from Teaching Experience through Reflective Practice

Teaching experience constitutes a critical foundation upon which reflective practice is enacted, allowing educators to transform classroom encounters into opportunities for professional growth. Through systematic reflection, teachers not only identify effective strategies but also recognize areas for improvement, thereby fostering adaptive expertise. Suphasri & Chinokul (2021) argue that reflective practice in teacher education enables practitioners to reframe their instructional roles, transitioning from rigidly structured approaches toward more flexible and student-centered pedagogies. n this study, reflective practice is important for understanding how teachers learn from their teaching experiences. Through reflection, teachers can identify challenges, evaluate their teaching decisions, and consider what they can improve in their future teaching. This process highlights the importance of cultivating reflective dispositions that can translate practical experience into meaningful pedagogical insight.

Research in diverse EFL contexts demonstrates the value of linking reflective practice directly to teachers' lived experiences. For example, Seydi Shahivand & Moradkhani (2020) found that teachers with higher emotional intelligence engaged more deeply in reflective activities, suggesting that affective awareness mediates the effectiveness of learning from practice. Sim & Kim (2024) revealed how reflection fostered critical analysis of online teaching, enabling novice teachers to integrate experiential insights with pedagogical refinement. This highlights reflective practice as a key

mechanism through which teachers connect their teaching experiences with professional growth. Similarly, Sari et al. (2021) documented that reflective engagement enhanced teachers' competence, underscoring how reflection can bridge practical classroom challenges with the development of technological and pedagogical expertise. Building on this, Ong et al. (2021) introduced a structured five-step corpus-based reflective model that guided teachers to evaluate instructional choices and apply reflective practice. This approach reflects Schön (1983) reflection-on-action, emphasizing the value of structured reflection for transforming classroom experiences into pedagogical insights. These studies are relevant to the present study because they show how teachers' experiences can become a source of learning when teachers reflect on what happened in their teaching. These studies affirm that reflective practice serves as the interpretive lens through which teaching experience is transformed into professional knowledge. By critically engaging with their own practice, teachers develop the capacity to adapt to diverse instructional contexts, strengthen their pedagogical identity, and sustain student-centered approaches in evolving educational environments.

METHOD

Design

This study examined how teachers' reflective practices influenced and improved SCL settings using a qualitative case study methodology. Because it enables the researcher to thoroughly examine teachers' reflective practices within their particular teaching setting, concentrating on their experiences, viewpoints, and instructional choices, a case study was selected (Creswell, 2013). Because reflective practice is directly related to the setting in which teachers encounter and react to classroom circumstances, this method is especially appropriate for the current study. The study investigated how teachers considered their teaching experiences, recognized obstacles, and modified their pedagogical choices to facilitate SCL using interviews and reflective journals. The case study approach offers a thorough understanding of the relationship between teachers' reflection and their instructional practices and the creation of SCL environments by looking at these experiences inside their real teaching setting.

Participants

Since the goal of this study was to get detailed viewpoints on how reflective practices influence instructional strategies in SCL situations, participant selection was an essential stage. Purposive sampling was used to choose five EFL instructors from English Language Education programs in Indonesia in order to accomplish this. Because it enabled the researcher to concentrate on educators who had shown a commitment to reflective practices, purposeful sampling was considered suitable, guaranteeing that the data would be comprehensive and pertinent (Patton, 2015). Because each participant had taught EFL for at least three years, they were able to draw on both professional knowledge and introspective views. Their experiences ranged from formal diaries and recorded lessons to peer talks and cooperative mentorship, as well as years of service, institutional settings, and styles of reflection. This variance gave the study a variety of viewpoints, enabling a more thorough understanding of how reflective practices are implemented in various educational situations and how they support SCL environments.

Table 1. Participant Profiles: Years of Experience, Teaching Context, and Reflective Practice

Lecturer	Years of Experience	Teaching Context	Reflective Practice Tool
L1	12	Public University	Reflective journals
L2	8	Private University	Peer discussions
L3	3	Public University	Peer discussions & mentoring
L4	15	Private University	Reflective journals & recorded lessons
L5	5	Public University	Workshop-based reflection

Instruments

Semi-structured interviews, reflective journals, and supplementary documents were the tools used in this investigation. The main method utilized to gather information on teachers' reflective practices and their implementation in SCL situations was semi-structured interviews. This format was used because it allows participants to elaborate on topics that are most pertinent to their experiences while yet allowing the researcher to stay focused on important themes (Cohen et al., 2018). The interviews focused on teachers' perceptions of reflection, the strategies they employed, and how reflective practices informed their instructional decisions.

Additionally, reflective journals were used in accordance with Schön's (1983) frameworks of reflection-in-action, reflection-on-action, and reflection-for-action to record participants' continuing reflections prior to, during, and following instruction sessions. These journals offered a useful written record of how instructors evaluated occurrences in the classroom, noted their advantages and disadvantages, and devised plans for development (Farrell, 2018). Additional supplemental documents, including lesson plans and instructional materials, were also reviewed to enhance these tools. These artifacts provided contextual proof of how reflective practices were incorporated into practical teaching methods. The methodological triangulation that was secured by the mix of documents, journals, and interviews increased the conclusions' credibility and depth.

Data Collection

Semi-structured interviews, reflective journals, and supplementary documents were used to gather data for this study. The main data source was semi-structured interviews, which were intended to investigate how instructors view and implement reflective practices in SCL settings. This approach preserved uniformity among participants while allowing for an open-ended investigation of their experiences. Key topics covered in the interviews included instructors' comprehension of reflective practice, strategies used in classroom settings, challenges encountered while implementing reflection, and how reflective processes influenced their instructional modifications. With the participants' permission, each interview was audio recorded, verbatim transcribed, and anonymised to maintain ethical integrity and confidentiality.

Using Schön's (1983) framework of reflection-in-action, reflection-on-action, and reflection-for-action, data interviews and reflective notebooks were used to record participants' reflections prior to, during, and following instruction. These journals provide in-depth descriptions of how instructors evaluated classroom activities critically, pinpointed areas of strength and growth, and planned modifications for next classes. In order to offer contextual evidence of how reflective practices were incorporated into classroom strategies, supplementary documents, such as lesson plans and teaching materials, were also examined. The data collection technique was conducted with full adherence to ethical standards. Every participant was made aware of the study's objectives, their right to transparency and anonymity, and their freedom to leave at any time without facing repercussions. All participants provided written informed consent, and the university's research ethics committee approved the study.

Data Analysis

Clarke and Braun's (2006) six-phase framework, which was chosen for its adaptability and capacity to capture the complexity of reflective practice in educational contexts, was followed in the thematic analysis of the data. This method was especially appropriate for the current study because it allowed the researcher to find trends in the ways that teachers' instructional modifications in SCL contexts were influenced by reflective practices. The procedure comprised the following steps: (1) familiarization with the data; (2) first coding; (3) topic development; (4) theme review; (5) theme definition; and (6) final reporting.

Reflective journals, interview transcripts, and additional documents were all hand coded. In order to create themes that matched the research topics, emergent codes were categorized into more general groups and recurrent patterns were iteratively improved.

Table 2. Phases of Thematic Analysis

Phase	Analytical Focus
Familiarization	Reading transcripts, journals, and documents; making initial notes to immerse in the data.
Initial coding	Highlighting data segments relevant to reflective practice and SCL strategies.
Theme development	Grouping codes into categories and identifying potential themes across participants.
Theme review	Comparing themes to ensure consistency, coherence, and representativeness.
Theme definition	Finalising and naming core themes related to reflective practice and instructional adaptation.
Reporting	Constructing a linking theme to research questions and existing literature.

The trustworthiness of this study was established through strategies that addressed credibility, transferability, dependability, and confirmability. Credibility was strengthened by inviting participants to review their interview transcripts and preliminary findings, ensuring that the interpretations reflected their intended meaning. Transferability was supported by providing detailed descriptions of the research context, participant profiles, and data collection procedures, allowing readers to assess the applicability of the findings to similar settings. Dependability was maintained through systematic documentation of the research design and analytic processes, which provided transparency and a clear audit trail. Confirmability was achieved through ongoing reflexivity, with the researcher carefully monitoring personal assumptions and grounding all interpretations in the data. These measures enhanced the rigor and reliability of the study's results.

RESULTS

Reflection-in-action as adaptive classroom decision-making

The results demonstrate that teachers implemented reflection-in-action by making quick modifications to their teaching methods in response to the reactions of their students. Teachers reported using scaffolding, grouping arrangements, questioning strategies, and activity modifications when students struggled or participated poorly. These modifications were made during instruction rather than after, demonstrating that teachers were constantly monitoring student responses and modifying their lesson plans as necessary. Teachers specifically stated that they changed the way activities were presented or introduced alternative kinds of interaction in order to address uncertainty, restricted replies, and disengagement.

These accounts were consistently supported by the interview data, where teachers emphasized the importance of "reading the classroom" and reacting in the moment. Such adaptive practices align with Schön's (1983) concept of reflection-in-action, which highlights the teacher's ability to critically evaluate situations as they unfold and to act based on professional judgment rather than predetermined plans. Here is the demonstration:

> **Excerpt 1**
> *"When I noticed students were confused during the reading task, I stopped and gave them guiding questions instead of continuing with the material. That small change helped them engage more actively." (Participant 2)*

Similarly, Participant 4 explained that changes in questioning were used when students were reluctant to participate:

Excerpt 2

"Sometimes when students are too quiet, I switch from explaining to asking short questions so they feel encouraged to respond. It makes the class less passive." (Participant 4)

Participant 5 also described changing the classroom arrangement when students did not respond to the initial instruction:

Excerpt 3

"I always adjust on the spot. For example, if students don't respond to my initial instruction, I immediately try group work to make them more comfortable sharing." (Participant 5)

When considered collectively, these reports suggest that teachers engaged in reflection-in-action by utilizing students' immediate reactions as indicators to adjust their lesson plans. The modifications, which included the use of guiding questions, shorter questions, and group work, varied depending on the classroom setting. Teachers modified their ongoing instruction in response to changing learner requirements rather than viewing the original lesson plan as set in stone. The results thus demonstrate reflection-in-action as an adaptive technique that teachers used to respond to classroom situations during instruction, especially with regard to students' engagement and participation.

Reflection-on-action and post-lesson learning for SCL

The results show that teachers engaged in reflection-on-action after teaching to review their instructional practices and examine students' responses during the lesson. Across the participants' accounts, post-lesson reflection involved reviewing which instructional strategies facilitated participation, identifying difficulties encountered during classroom activities, and considering students' patterns of engagement. Teachers reported using several forms of reflection, including reflective journals, peer discussions, and self-review of lesson outcomes. Through these activities, experiences from one lesson became a basis for considering adjustments to subsequent teaching.

The participants particularly emphasized the value of reviewing students' responses after the lesson. Such reflection enabled them to identify recurring patterns, including students' difficulties in collaborative activities and limited participation during discussions. Rather than considering these classroom events as isolated occurrences, teachers used them to reconsider how subsequent activities could be organized and supported. For example, Participant 1 described reviewing the effectiveness of different parts of the lesson before preparing activities for the following week:

Excerpt 4

"After each lesson, I usually take time to reflect on which parts of the lesson encouraged participation and which did not. This helps me prepare more effective activities for the following week." (Participant 1)

Similarly, Participant 3 explained that documenting reflections helped identify patterns in students' learning and informed subsequent instructional decisions:

Excerpt 5

"I find it important to write down my reflections at the end of each class. Reviewing them later helps me see patterns in students' learning and adjust my strategies accordingly." (Participant 3)

These accounts indicate that reflection-on-action extended beyond simply recalling what occurred during a lesson. Teachers used retrospective examination to identify aspects of instruction that required continuation, modification, or further support in subsequent lessons. The process therefore connected past classroom experiences with subsequent instructional decisions. In this case, reflection-on-action functioned as a post-lesson process through which teachers reviewed student participation and learning responses and used these observations to inform adjustments to their subsequent teaching.

Reflection-for-action and anticipatory planning

The results show that teachers engaged in reflection-for-action by anticipating potential challenges before teaching and preparing alternative ways to respond to them. Across the participants' accounts, this anticipatory process involved considering students' readiness, possible difficulties with learning materials, different levels of participation, and contextual limitations. Rather than preparing a single fixed instructional plan, teachers described developing alternative explanations, activities, materials, or strategies that could be used if the initial plan did not adequately support students' participation. This suggests that preparation was closely connected to teachers' expectations of variation in how students might respond during instruction.

Participant 2, for example, described anticipating students' difficulties with new materials and preparing alternative explanations in advance:

> **Excerpt 6**
> *"Before every lesson, I always try to predict where students might get confused, especially when working with new materials. I prepare alternative examples or simplified explanations, so when problems appear, I can respond quickly." (Participant 2)*

Similarly, Participant 5 focused on anticipating differences in students' participation and incorporating alternative strategies into lesson planning:

> **Excerpt 7**
> *"For me, planning is not only about designing activities but also about anticipating students' different levels of participation. I always create backup strategies to make sure all students remain engaged throughout the session." (Participant 5)*

The anticipatory process also extended beyond learner-related considerations to contextual conditions. Participant 3 described preparing additional materials and alternative approaches in response to limited resources:

> **Excerpt 8**
> *"In my context, limited resources often affect how lessons unfold. That's why I try to prepare extra materials and think of different approaches beforehand, so I won't be stuck if the main plan doesn't work" (Participant 3)*

When combined, these accounts show that reflection-for-action entailed both learner and contextual preparation for uncertainty. Teachers planned with alternatives in mind, anticipating potential challenges with comprehension, participation, and resource availability. Because teachers prepared several potential replies rather than depending solely on one educational strategy, the resulting plans were structured but not fixed. In this way, reflection-for-action gave instructors a foundation for going into the classroom more

prepared while yet having the flexibility to address any circumstances that might arise during instruction.

Challenges in enacting reflective practice within institutional constraints

The results show that institutional and contextual factors limited instructors' participation in reflective practice. Heavy teaching workloads, administrative duties, time limits, and institutional expectations for goals, evaluations, and reporting were the primary limitations reported by all of the participants. Teachers' ability to reflect after teaching was impacted by these circumstances. Sometimes reflection was done in an informal, shortened, or delayed manner rather than in a methodical manner.

Participant 1 specifically described the difficulty of allocating time for structured reflection because of administrative responsibilities following teaching:

> **Excerpt 9**
> *"Reflection is important, but sometimes I cannot give it enough time. After teaching, there are still reports and administrative tasks that need to be done, so structured reflection often gets postponed." (Participant 1)*

The institutional expectations surrounding teaching were also identified as a constraint. Participant 3 explained that institutional targets and assessment requirements did not always correspond with the time needed for meaningful reflection:

> **Excerpt 10**
> *"We are encouraged to be reflective, but the institution has its own targets and assessments. Sometimes these expectations do not align with the time we need for meaningful reflection." (Participant 3)*

In addition to time-related constraints, the participants indicated that formal institutional spaces for reflection were limited. Participant 5 described continuing to reflect independently through personal notes and discussions with colleagues despite the absence of formal institutional support:

> **Excerpt 11**
> *"Even though the institution does not provide a formal space for reflection, I try to do it personally, like writing notes after teaching or discussing with colleagues. It helps, but it feels more like my own effort rather than institutional support." (Participant 5)*

These accounts demonstrate how formal opportunities for reflection as well as the amount of time available for it were impacted by institutional limitations. Nonetheless, teachers persisted in using informal and individual techniques to engage in reflective activities. As a result, reflective practice was upheld in spite of the lack of institutional backing, but teachers' personal initiatives and the chances presented by their work environments played a major role in its implementation.

Collaborative Dimensions of Reflection

The results reveal that teachers engaged in reflection through contacts with colleagues as well as through their own activities. Peer discussions, mentoring, and collegial exchanges were identified by participants as ways to talk about their teaching experiences and challenges in the classroom. Teachers were able to get different viewpoints and useful advice from peers through these exchanges. Participants specifically mentioned talking

about difficulties in the classroom with other educators and thinking about strategies they were not previously aware of.

Participant 2 described how discussions with colleagues provided alternative perspectives on classroom challenges:

Excerpt 12
"I usually discuss with colleagues after class. When I share my challenges, they sometimes suggest techniques I never thought of. It really helps me see things differently." (Participant 2)

Similarly, Participant 4 emphasized the practical support gained from peer discussions when encountering difficulties in implementing student-centered learning:

Excerpt 13
"Peer discussions are important for me. They give me motivation and practical advice, especially when I face difficulties in applying SCL." (Participant 4)

The participants also described collegial discussion as an informal space for reflection when formal institutional support was limited. Participant 5 explained that discussing teaching experiences with other teachers provided a way to reflect collectively:

Excerpt 14
"Even though formal support for reflection is limited, talking with other teachers becomes our way to reflect together. It feels like collaborative learning, not just individual effort." (Participant 5)

According to the participants' testimonies, collaborative reflection entailed discussing classroom difficulties, getting different viewpoints, and sharing effective strategies with colleagues. In situations where formal opportunities for reflective practice were few, the testimonies also demonstrate that such reflection might take place informally through regular interactions among educators. As a result, reflective practice was implemented in the case through both solo endeavours and group discussions with colleagues.

DISCUSSION

The findings indicate that teachers' reflective practices operated as an interconnected process that supported the enactment of SCL in Indonesian higher education. Rather than functioning as separate forms of reflection, reflection-in-action, reflection-on-action, and reflection-for-action were evident at different points in teachers' instructional decision-making: teachers responded to students' immediate needs during teaching, reviewed classroom experiences after lessons, and anticipated possible challenges before subsequent instruction (O'Toole et al., 2026). These modes of reflection therefore formed a continuous process through which teachers responded to classroom situations, evaluated their experiences, and prepared for subsequent instruction (Farrow et al., 2024). This pattern extends Schön's (1983) conceptualization of reflective practice by illustrating how the three modes can operate in relation to the ongoing demands of SCL rather than as isolated reflective activities.

A crucial method for making adaptive decisions in the classroom is reflection-in-action. When students showed signs of confusion, quietness, or disengagement, teachers showed that they could adapt their questioning techniques, tasks, scaffolding, or collaborative activities in real-time (Nurjanah et al., 2026). These spontaneous modifications are consistent with earlier research that highlights the value of adaptability

and responsiveness in student-centered pedagogy (Farrell, 2018; Woods & Copur-Gencturk, 2024). However, the present findings suggest that such responsiveness involved more than spontaneous changes in teaching. Teachers first attended to students' responses and then exercised professional judgment to determine which instructional adjustment was appropriate. This has an important advantage for SCL because it allows instruction to remain responsive to learners rather than being governed entirely by predetermined plans. At the same time, reliance on moment-to-moment professional judgment may make the quality of adaptation dependent on teachers' ability to accurately interpret classroom cues and select appropriate responses. Thus, while previous studies emphasize flexibility as an important feature of reflective and student-centered teaching, the present study highlights how reflection-in-action was enacted through teachers' ongoing interpretation of learner responses. By "reading the classroom" and reacting immediately, teachers were able to maintain student participation when their initial instructional approach did not sufficiently support engagement.

In addition, reflection-on-action gave teachers a methodical way to assess their instruction after class. They discovered trends in student participation through journals, peer discussions, and lesson result analysis, and they improved their teaching methods for later sessions. This repetitive process is consistent with research by Suphasri and Chinokul (2021), who contend that by transforming instructional experiences into developmental cycles, reflection promotes ongoing professional learning. The present findings similarly indicate that teachers did not simply recall what had happened during a lesson; they examined students' participation and learning responses to determine what might need to be maintained or modified in subsequent teaching. This retrospective process therefore connected past classroom experiences with future instructional decisions. Its advantage lies in providing teachers with an opportunity to examine classroom events with greater distance than is possible during immediate instruction, potentially allowing recurring patterns to become more visible (Erbay-Çetinkaya, 2025). However, reflection-on-action also depends on teachers having sufficient time and opportunities to revisit classroom experiences systematically. When such opportunities are limited, post-lesson reflection may remain brief or informal rather than developing into sustained professional inquiry. In this study, teachers used such evaluations to identify recurring patterns in students' participation and learning and to inform subsequent instructional adjustments, underscoring the value of reflection-on-action in linking classroom experience with ongoing pedagogical decision-making.

Equally significant was reflection-for-action, which highlighted the anticipatory dimension of reflective practice. By predicting potential difficulties, preparing alternative examples, and embedding flexibility into lesson design, teachers sought to prepare for possible differences in students' comprehension, participation, and contextual conditions before instruction began (Rifai et al., 2026). Such foresight reflects the proactive orientation of reflective practitioners who view planning not as a fixed script but as a flexible roadmap (Farrell, 2022). This finding extends that perspective by showing that anticipatory reflection involved preparing multiple possible responses rather than simply developing a predetermined lesson sequence. The advantage of this approach is that teachers could enter the classroom with alternative explanations, materials, or strategies already available, thereby combining preparation with flexibility (Liu & Koehler, 2026). Nevertheless, anticipatory planning has an inherent limitation: teachers cannot fully predict how students will respond once instruction begins. Consequently, planning alone cannot guarantee successful SCL and still needs to be complemented by reflection-in-action during classroom interaction. In this sense, reflection-for-action and reflection-in-action appear to serve complementary functions: the former prepares teachers for possible uncertainty, while the latter enables them to respond when that uncertainty actually emerges. This

relationship helps explain how the three reflective modes operated as an interconnected process rather than as independent practices.

However, despite the potential contribution of reflective practice, the findings also reveal substantial institutional and contextual constraints. Heavy workloads, administrative demands, and rigid curricular structures limited the time and formal space available for systematic reflection. These challenges parallel earlier studies that highlight the tension between teachers' aspirations for professional growth and structural realities of higher education (Cirocki & Widodo, 2019; Seydi Shahivand & Moradkhani, 2020). The present findings reinforce this tension while also showing that the problem was not a lack of teachers' willingness to reflect. Rather, teachers valued reflection but often had to accommodate it around competing institutional demands, resulting in reflection that was postponed, shortened, or conducted informally. This creates a significant tension for reflective practice: informal reflection allows teachers to remain reflective despite institutional constraints, but its dependence on individual initiative may limit its consistency and sustainability. In this context, reflection often became an informal or individual endeavour rather than an institutionalized practice, suggesting that teachers' reflective agency may persist even when organizational conditions do not fully support it.

Notably, the collaborative dimensions of reflection emerged as a response to these constraints rather than merely as an additional form of reflection. Teachers engaged in collegial dialogues, peer feedback, and informal mentoring to sustain reflection when institutional scaffolding was absent (Hamdani et al., 2024). These interactions provided alternative perspectives and practical strategies for addressing classroom challenges, consistent with the view that reflective practice is not only an individual cognitive process but also a socially mediated activity that thrives in professional communities (Kim & Sim, 2024; Ong et al., 2021). The collaborative dimension has an important advantage because colleagues can provide perspectives and solutions that may not emerge through solitary reflection (Emma Rahmawati et al., 2025). In the present case, peer interaction therefore offered teachers an accessible space to reconsider classroom experiences and obtain practical advice, particularly when formal institutional opportunities were limited. However, informal collaboration also has a limitation: although it can sustain reflective activity, it cannot fully substitute for structured institutional support. Without dedicated time, formal spaces, or organizational recognition, collaborative reflection may remain dependent on teachers' personal initiative and the availability of supportive colleagues. Thus, the findings suggest a productive but incomplete response to institutional constraints: teachers were able to sustain reflection through collegial interaction, but such informal practices did not remove the structural conditions that constrained reflection in the first place.

These results imply that three temporal orientations and one social dimension interacted to sustain reflective practice in this instance. Teachers were able to respond to changing learner requirements through reflection-in-action, prepare for potential classroom obstacles through reflection-for-action, and analyze those experiences and apply them to future instruction through reflection-on-action. This process was further aided by collaborative reflection, which offered teachers interpersonal spaces to share ideas and strategies, especially in situations where institutional support was limited (Made et al., 2026). By focusing on how social interaction within institutional settings connects and sustains individual reflective modes, this view contributes to earlier debates of reflective practice. By demonstrating how reflection-in-action, reflection-on-action, and reflection-for-action can serve as interrelated forms of pedagogical decision-making in a SCL context and emphasizing the role of collegial interaction in maintaining reflective practice under institutional constraints, the study theoretically expands upon Schön's (1983) framework.

In practical terms, the results imply that encouraging teachers to develop reflective personalities is not enough to foster reflective practice. In order to facilitate systematic

reflection, institutions must provide time, formal spaces, and supportive structures. However, in situations when formal structures are limited, peer collaboration might offer a readily available way to maintain thoughtful discourse. This study advances knowledge of reflective practice as an adaptable and socially located activity rather than just an individual act of post-lesson review by situating reflection within both individual and collective domains. This viewpoint is especially pertinent to SCL, where educators must strike a balance between planned instruction and adaptability to the requirements of a wide range of students and evolving classroom environments.

CONCLUSION

This study argues that reflective practice in EFL teaching is not simply an individual activity but an interconnected and adaptive process that supports the enactment of SCL. Its effectiveness, however, depends not only on teachers' reflective agency but also on the institutional conditions that enable reflection. While teachers can sustain reflection through individual and collaborative practices, limited time, workload, and institutional demands may constrain its consistency. Therefore, higher education institutions should provide dedicated time, opportunities for collegial dialogue, and supportive structures to make reflective practice a sustainable part of teachers' professional practice. Future research may further examine how institutional support shapes the sustained enactment of reflective practice and SCL across different higher education contexts.

REFERENCES

Al-Balushi, S. M., Ambusaidi, A. K., Al-Balushi, K. A., Al-Hajri, F. H., & Al-Sinani, M. S. (2020). Student-centred and teacher-centred science classrooms as visualized by science teachers and their supervisors. *Teaching and Teacher Education*, *89*. https://doi.org/10.1016/j.tate.2019.103014

Arefian, M. H., Çomoğlu, I., & Dikilitaş, K. (2024). Understanding EFL teachers' experiences of ChatGPT-driven collaborative reflective practice through a community of practice lens. *Innovation in Language Learning and Teaching*. https://doi.org/10.1080/17501229.2024.2412769

Choi, J., Lee, J. H., & Kim, B. (2019). How does learner-centered education affect teacher self-efficacy?The case of project-based learning in Korea. *Teaching and Teacher Education*, *85*, 45–57. https://doi.org/10.1016/j.tate.2019.05.005

Cirocki, A., & Widodo, H. P. (2019). Reflective Practice in English Language Teaching in Indonesia: Shared Practices from Two Teacher Educators Iranian Journal of Language Teaching Research. *Iranian Journal of Language Teaching Research*, *7*(3), 15–35. https://doi.org/10.30466/ijltr.2019.120734

Creswell, J. W. (2013). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches (3th ed.)*. SAGE Publications, Inc.

Dao, P., Chi Nguyen, M. X. N., & Chi, D. N. (2021). Reflective learning practice for promoting adolescent EFL learners' attention to form. *Innovation in Language Learning and Teaching*, *15*(3), 247–262. https://doi.org/10.1080/17501229.2020.1766467

Dunbar, K., & Yadav, A. (2022). Shifting to student-centered learning: Influences of teaching a summer service learning program. *Teaching and Teacher Education*, *110*. https://doi.org/10.1016/j.tate.2021.103578

Emma Rahmawati, N., Nurhayat Hakim, L., & Agustini Solihati, T. (2025). EFL Pre-Service Teacher Trainees' Perceptions on Developing Pupils' Creativity. In Journal of English Teaching) Adi Buana (Vol. 10, Number 02).

Erbay-Çetinkaya, Ş. (2025). A triadic support framework for reflective teacher identity: Peer, AI, and faculty collaboration within a community of practice. Teaching and

Teacher Education, 168. https://doi.org/10.1016/j.tate.2025.105239

Farrell, T. S. C. (2018). Operationalizing Reflective Practice in Second Language Teacher Education. *Journal of Second Language Teacher Education*, *1*(1), 1–20. http://www.reflectiveinquiry.ca/wp-content/uploads/2018/11/farrell-SLTE-2018.pdf

Farrell, T. S. C. (2022a). *Doing Refective Practice in English Language Teaching*. Routledge. www.routledge.com/

Farrell, T. S. C. (2022b). Operationalizing reflective practice in second language teacher education (SLTE). *Second Language Teacher Education*. https://doi.org/10.1558/slte.21881

Farrow, J. M., Kavanagh, S. S., Samudra, P., & Pupik Dean, C. (2024). The promise of the project to student-centered learning: Connections between elements, curricular design, and practices of project based learning. *Teaching and Teacher Education*, *152*. https://doi.org/10.1016/j.tate.2024.104776

Hamdani, H., Rafli, Z., & Iskandar, I. (2024). Integration of Self-Regulated Learning with Show and Tell Technique in Improving Students' English Speaking Skills. In Journal of English Teaching Adi Buana (Vol. 09, Number 01).

Ho, C. S. M., & Chen, J. (2026). Teachers as reflective regulators of cognition: Understanding cognitive offloading in AI-augmented practice. Computers and Education: Artificial Intelligence, 11. https://doi.org/10.1016/j.caeai.2026.100670

Howell, R. A. (2021). Engaging students in education for sustainable development: The benefits of active learning, reflective practices and flipped classroom pedagogies. *Journal of Cleaner Production*, *325*. https://doi.org/10.1016/j.jclepro.2021.129318

Kim, E., & Sim, J. (2024). Incorporating AI into English Language Learning: An Experimental Study Focusing on Autonomous Learning. *English Language Teaching*, *17*(10), 82. https://doi.org/10.5539/elt.v17n10p82

Kuru Gönen, S. İ. (2019). A qualitative study on a situated experience of technology integration: reflections from pre-service teachers and students. *Computer Assisted Language Learning*, *32*(3), 163–189. https://doi.org/10.1080/09588221.2018.1552974

Liu, H., & Koehler, M. J. (2026). Understanding language teachers' intentions to use technology for student centered learning through pedagogical beliefs and TPACK. Discover Education. https://doi.org/10.1007/s44217-026-01683-8

Liyanagamage, N., & Gallage, N. (2026). Integrating generative AI into entrepreneurship education: A reflective learning and teaching framework to promote critical thinking and ethical knowledge transfer. International Journal of Management Education, 24(3). https://doi.org/10.1016/j.ijme.2026.101490

Made, N., Kori, D. A., Santosa, M. H., Gede, A. A., & Paramartha, Y. (2026). Generative AI Readiness of EFL Lecturers in Buleleng District: An Explanatory Sequential Study. In Journal of English Teaching) Adi Buana (Vol. 11, Number 01).

Marshall, T., Keville, S., Cain, A., & Adler, J. R. (2022). Facilitating reflection: a review and synthesis of the factors enabling effective facilitation of reflective practice. *Reflective Practice*, *23*(4), 483–496. https://doi.org/10.1080/14623943.2022.2064444

McGarr, O. (2021). The use of virtual simulations in teacher education to develop pre-service teachers' behaviour and classroom management skills: implications for reflective practice. *Journal of Education for Teaching*, *47*(2), 274–286. https://doi.org/10.1080/02607476.2020.1733398

Mohamed, M., Rashid, R. A., & Alqaryouti, M. H. (2022). Conceptualizing the complexity of reflective practice in education. *Frontiers in Psychology*, *13*. https://doi.org/10.3389/fpsyg.2022.1008234

Nurjanah, I. S., Suparman, A., & Kurnia, A. (2026). Collaborative Learning in EFL Classroom: Teachers' Perceived Benefits and Limitations 1. In Journal of English Teaching) Adi Buana (Vol. 11, Number 01).

Ong, W. A., Swanto, S., Alsaqqaf, A., & Ong, J. W. (2021). Promoting reflective practice via the use of 5-step copora reflective model: A case study of east malaysian esl pre-service teachers. *Teflin Journal*, *32*(1), 72–96. https://doi.org/10.15639/teflinjournal.v32i1/72-96

O'Toole, J., Benati, K., Beamish, A., Guy, M., & Interrigi, F. (2026). Enhancing critical and creative thinking in sustainability education through reflective practice and project-based learning. International Journal of Management Education, 24(2). https://doi.org/10.1016/j.ijme.2026.101364

Patton, M. Q. (2015). *Qualitative Research & Evaluation Methods: Integrating Theory and Practice*. Sage Publications Inch.

Rifai, I., Princessa, V., Putri, K., Bagon-Faeldan, A. M., Novan, D., & Nugraha, S. (2026). Mentors' Roles in Overseas Teaching Practicum: Professional Development and Identity Construction of Indonesian Pre-service Teachers 1. In Journal of English Teaching) Adi Buana (Vol. 11, Number 01).

Sari, Y. R., Drajati, N. A., So, H. J., & Sumardi. (2021). Enhancing efl teachers' technological pedagogical content knowledge (Tpack) competence through reflective practice. *Teflin Journal*, *32*(1), 117–133. https://doi.org/10.15639/teflinjournal.v32i1/117-133

Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. Basic Books.

Seydi Shahivand, E., & Moradkhani, S. (2020). The relationship between EFL teachers' trait emotional intelligence and reflective practices: a structural equation modeling approach. *Innovation in Language Learning and Teaching*, *14*(5), 466–480. https://doi.org/10.1080/17501229.2019.1620241

Sim, J., & Kim, E. (2024). Video-based Reflective Practice on Online Teaching: Korean EFL Pre-service Teachers. *English Language Teaching*, *17*(9), 58. https://doi.org/10.5539/elt.v17n9p58

Suphasri, P., & Chinokul, S. (2021). *Reflective Practice in Teacher Education: Issues, Challenges, and Considerations*. *62*.

Woods, P. J., & Copur-Gencturk, Y. (2024). Examining the role of student-centered versus teacher-centered pedagogical approaches to self-directed learning through teaching. *Teaching and Teacher Education*, *138*. https://doi.org/10.1016/j.tate.2023.104415

Yadav, D. K., & Bhatia, D. (2024). Effect of Reflective Practices on Student Learning in Higher Education—A Real Life Approach. *International Journal of Educational Reform*, *33*(3), 308–322. https://doi.org/10.1177/10567879221094298