

Video Stimulated Recall in Indonesian Language Teacher Education: A Lesson of Pre-Service Teachers' Professional Identity Construction

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Abstract

Reflective practice is essential for fostering professional growth in teacher education, and video-stimulated recall (VSR) has emerged as a powerful tool to support this process. However, the application of VSR in the Indonesian context, particularly for Indonesian language pre-service teachers, remains underexplored. This study departs from the gap between the significant potential of the Video Stimulated Recall (VSR) technique in teacher professional development and the minimal exploration of this method for Indonesian language pre-service teachers, particularly within the context of the Teacher Professional Education Program (PPG). The purpose of this study is to explore and analyze how self-narratives about professionalism are constructed and transformed by Indonesian language pre-service teachers through the VSR process on their teaching practices. This research employs a qualitative approach with a narrative study design. Six Indonesian language pre-service teachers participated in three VSR cycles consisting of planning, lesson implementation, video recording, and video-stimulated reflection using a reflection journal based on Farrell's framework. Data were also collected through semi-structured interviews and analyzed using thematic analysis. The main findings indicate that VSR reveals genealogical narratives where participants' teaching practices are influenced by past experiences; a dynamic negotiation occurs between ideal principles and classroom realities; VSR bridges the theory-practice gap; a tangible transformation across cycles is observed in the form of increased self-confidence, mastery of content, and sensitivity to students; and VSR encourages the integration of moral values, social sensitivity, and life skills into learning. This study concludes that VSR with Farrell's reflective framework is a powerful approach for building the professional self-narrative of Indonesian language pre-service teachers. Implications suggest that PPG programs are recommended to integrate VSR as a routine activity to foster sustainable reflective awareness.

Keywords: Indonesian language teachers; Self-narrative; Teacher professionalism; Reflective practice; Video stimulated recall

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INTRODUCTION

The use of video technology in teacher education has rapidly expanded worldwide, with video-stimulated recall (VSR) emerging as a powerful reflective tool that goes beyond archiving teaching events to actively probe teachers' thinking and pedagogical reasoning (Colak & Kocoglu, 2025; Endacott, 2016; Geiger, 2016). This technological innovation is reshaping language education by enabling more meaningful learning experiences through digital media, where authentic assessment and reflective practices can be integrated to

enhance pedagogical outcomes (Eriyani, 2018; Thomas & Yamazaki, 2023). Such reflective practice is recognized as an essential component of ongoing professional development, where self-awareness and the ability to notice classroom dynamics are cultivated (Santagata et al., 2021). The design of effective online learning environments has become increasingly important for teacher professional development, particularly in post-pandemic Indonesia (Apoko & Yatri, 2024). In the Indonesian context, building reflective capacity from the pre-service teacher phase is also viewed as a strategic step to improve the quality of education, as examined in broader contexts (S Rahayu & H Wijaya, 2022). The balance of intellectual and social-emotional aspects in teaching is crucial, especially analytical skills, problem-solving, critical thinking, and communication for designing meaningful learning and managing classroom dynamics (Murtadho et al., 2024). These competencies align directly with the reflective processes stimulated by VSR, as pre-service teachers must continuously analyze their pedagogical decisions, solve emerging classroom problems, think critically about their teaching practices, and communicate effectively with students (Eriyani et al., 2026; Murtadho et al., 2024).

However, despite the robustness of international evidence, there is a significant gap in its application within the local context. Research on VSR in Indonesia remains very limited in both quantity and scope. Existing studies, such as those utilizing reflection journals, have not yet tapped into the rich potential of audiovisual media to uncover the self-narratives of pre-service teachers (Rahayu & Wijaya, 2022). Even when reflective practice is implemented, various constraints such as limited time, lack of mentoring, and institutional barriers have been documented in the Indonesian distance education context (Rokhiyah, 2020). More specifically, exploration regarding the use of VSR for Indonesian language pre-service teachers in the Teacher Professional Education Program (PPG) is practically untouched. Yet, pre-service teachers in this subject area face unique complexities in analyzing pedagogical practices related to language, literature, and literacy. Meanwhile, international literature indicates that VSR is effective not only for improving skills but more profoundly for building professional identity through a self-narrative process (McCoy & Lynam, 2021; Ragawati, 2019).

Based on this state-of-the-art review, the scientific novelty of this article lies in its effort to fill this wide research gap. This study specifically aims to explore and analyze the role of VSR as a reflective medium in shaping the self-narratives of PPG students who are Indonesian language pre-service teachers. This focus on the narrative dimension is a differentiator, as most previous research, internationally, has focused more on other subjects. Meanwhile, at the national level, it is still limited, placing more emphasis on improving observable teaching skills rather than the subjective and dynamic process of identity construction.

Based on the identified research gap, this study was guided by the following main research question: How are professional self-narratives constructed and transformed through the VSR process by Indonesian language pre-service teachers in PPG? More specifically, this study sought to answer three sub-questions: (1) what past experiences influence pre-service teachers' current teaching practices as revealed through VSR?; (2) how do pre-service teachers negotiate between their pedagogical principles and classroom realities across VSR cycles?; and (3) what transformations occur in pre-service teachers' professional identity across three cycles of video-based reflection?

METHOD

Research Design

This study employed a qualitative narrative design to explore the construction and transformation of professional self-narratives through VSR (Winter, 2024). Narrative inquiry is suitable for this study because it emphasises how individuals derive meaning

from life experiences through storytelling (Connelly & Clandinin, 1999; Ospina & Dodge, 2020; Sztukowski- Crowley & Funk, 2020; Younas & Inayat, 2025). Participants' reflection journals and semi-structured interviews were interpreted as rich, storied accounts of their evolving professional identities (Rossier et al., 2020).

Farrell's reflective framework structures the inquiry by guiding reflection journal prompts and interview questions, helping the participants articulate their teaching experiences, challenges, and growth (Susanto, 2015). By mapping reflections onto Farrell's stages of reflection, the study captures the dynamic and unfolding process of identity construction as a narrative over time (Bylin Bundgaard & Johansson, 2025). Together, the narrative design and Farrell's framework connect the research aim, data collection, and analysis by treating the reflections as evolving self-narratives (Alam et al., 2025; Li, 2026). This approach enables a nuanced understanding of how VSR facilitates professional identity development through storytelling, critical reflection, and meaning-making within the specific context of Indonesian language pre-service teachers in the PPG.

Research Settings

This study was conducted during the even semester of the 2025/2026 academic year. Data collection activities were conducted in the PPG Indonesian Language Education Study Program at Universitas Negeri Jakarta. Teaching practice, reflection activities, and interviews were conducted at the practicum schools, as agreed with the participants.

Participants

Six Indonesian pre-service teachers of the Indonesian language enrolled in the Teacher Professional Education Program (PPG) participated in this study. Participants were purposively selected based on their active involvement in the PPG curriculum and willingness to engage in multiple video-stimulated recall (VSR) cycles. All participants had completed at least one teaching practicum prior to the study, with placements in a variety of secondary schools representing both urban and semi-urban contexts. These schools varied in size and student demographics, providing diverse classroom environments that influenced the participants' reflective experiences.

Demographically, the participants ranged in age from 22 to 26 years, with a balanced gender distribution (three females and three males). All held a bachelor's degree in Indonesian language education or related fields and had varying degrees of prior exposure to reflective practices, although none had extensive experience with VSR.

Table 1. Participant Demographics

No.	Pseudonym	Gender	Age	University (S1)	S1 Year	Teaching Experience
1	Sha	Female	23	Private University	2021-2025	None
2	Diy	Male	24	Public University	2020-2025	Tutoring (2 months)
3	Ad	Male	26	Public University	2020-2024	Tutoring (2025-present)
4	Ast	Female	23	Public University	2021-2025	None
5	Din	Female	26	Private University	2021-2025	Teaching at junior high and senior high school (2018-2024)
6	Ayya	Female	22	Private University	2021-2025	None

All participants provided written informed consent regarding their involvement in the study, including the use of their teaching videos for reflection and analysis. Ethical procedures regarding video recordings of classroom activities, including permission from teacher, and video storage security, are detailed in the procedures section below. Pseudonyms were used throughout the study to protect participant identity, and all identifying information was removed from the final report.

Procedures

This study was conducted over three VSR cycles. Each cycle consisted of the stages of planning, lesson implementation, video recording, and video-stimulated reflection. In the initial preparation stage, the researcher socialized the VSR procedures to the six participants. The researcher explained the six-stage reflection rubric (Philosophy, Principles, Theory, Practice, Beyond Practice, and Pattern Analysis) that would be used as a reflection guide. Each participant also received brief training on how to record their teaching videos and how to fill out the reflection journal.

Cycle 1: Each participant planned and implemented a lesson according to a predetermined topic (poetry, report texts, or fiction/non-fiction books according to the grade level taught). The lesson was recorded using a phone camera or digital camera. After the lesson was completed, the participant watched the video recording again and filled out the reflection journal based on the provided rubric. Participants were asked to identify important moments (specific minutes and scenes) and write reflective answers for each guiding question. Cycle 2: Based on the reflection from the first cycle, participants planned improvements for the next lesson. The recording and reflection process was repeated using the same procedures. Participants were asked to compare their practice in the first and second cycles and note the changes that occurred. Cycle 3: The same procedure was repeated. At the end of this cycle, participants were asked to conduct a pattern analysis across scenes, compare their practices from the first to the third cycle, and formulate a follow-up plan for their future professional development.

Instruments and Data Collection Techniques

This study used three main data collection instruments: reflection journals, teaching video recordings, and semi-structured interviews. The reflection journal was the central instrument, developed based on Farrell's (2015) reflective practice framework, which comprises six key aspects: Philosophy, Principles, Theory, Practice, Beyond Practice, and Pattern Analysis. The reflection journal was the central instrument, developed based on Farrell's (2015) reflective practice framework, which comprises six key aspects: Philosophy, Principles, Theory, Practice, Beyond Practice, and Pattern Analysis. Reflective journals have been widely recognized as an effective tool for fostering self-awareness and professional development among pre-service teachers (Yadav, 2022). Detailed guiding questions for each aspect scaffolded participant reflections systematically. For example, the Philosophy aspect prompted participants to articulate their teaching beliefs, while the Practice aspect encouraged critical examination of classroom behaviors.

Participants completed the journals individually after reviewing their teaching videos, engaging deeply with their recorded practices. The journals were maintained electronically via Google Drive, facilitating organized data collection and accessibility. The journal design was reviewed prior to use to ensure clarity, relevance, and alignment with the study's reflective aims. The use of structured observation journals in reflective practice has been shown to facilitate deeper levels of critical reflection among pre-service teachers (Belaggoun & Djouima, 2024). Detailed guiding questions for each aspect scaffolded participant reflections systematically. For example, the Philosophy aspect prompted participants to articulate their teaching beliefs, while the Practice aspect encouraged critical examination of classroom behaviors. Participants completed the journals individually after reviewing their teaching videos, engaging deeply with their recorded practices. The journals were maintained electronically via Google Drive, facilitating organized data collection and accessibility. The journal design was reviewed prior to use to ensure clarity, relevance, and alignment with the study's reflective aims.

Teaching video recordings functioned as reflective stimuli integral to the Video Stimulated Recall (VSR) process rather than mere documentation. Each video captured a full lesson cycle, lasting approximately 40 to 60 minutes, recorded unobtrusively from the back of the classroom using a phone camera to encompass all interactions. These videos provided authentic material that triggered critical reflection during journal completion and subsequent interviews, enabling participants to recall and analyze pedagogical decisions, classroom dynamics, and student responses in detail.

Semi-structured interviews were conducted after completing all three VSR cycles to deepen understanding and validate insights from the reflection journals. Interview questions focused on clarifying ambiguities, exploring unarticulated thoughts, and confirming emerging themes related to participants' professional self-narratives and reflective processes. Interviews were conducted individually or in small groups based on participant preference to optimize comfort and openness, lasting 45 to 60 minutes each. Sessions were audio-recorded with consent and transcribed for thematic analysis. The interview protocol was pre-tested to ensure it effectively complemented the journal data and elicited rich, relevant reflections. Together, these instruments created a triangulated data set capturing the multifaceted nature of reflective practice through VSR, ensuring depth, validity, and contextual richness in understanding how Indonesian language pre-service teachers construct and transform their professional identities.

Data Analysis Technique

Data analysis in this study used thematic analysis with reference to Farrell (2015) reflective practice framework. The analysis procedure followed the six steps recommended by Braun & Clarke (2006). First, data familiarization. The researcher read all reflection journals and interview transcripts repeatedly to understand the entire dataset. Second, initial coding. The researcher assigned codes to data segments relevant to the research focus. The codes generated were inductive (emerging from the data) and deductive (based on Farrell's framework). Third, theme search. Related codes were grouped into broader themes. These themes were then organized according to Farrell's five aspects (Philosophy, Principles, Theory, Practice, Beyond Practice) and the additional Pattern Analysis aspect. Fourth, theme review. The identified themes were re-examined to ensure internal and external coherence. Themes not supported by sufficient data were eliminated or merged with other themes. Fifth, theme definition and naming. Each theme was clearly defined and given a representative name. Sixth, report writing. The findings were presented in narrative form supported by direct quotes from reflection journals and interview transcripts.

To ensure the credibility of the findings, this study used data source triangulation (reflection journals, video recordings, and interviews) and researcher triangulation (analysis was conducted collaboratively by two researchers). Confirmability was maintained through an audit trail documenting the entire research process, from data collection to analysis.

RESULTS AND DISCUSSION

Results

This study explores how the Video Stimulated Recall (VSR) technique shapes the professional self-narratives of six Indonesian language pre-service teachers (pseudonyms: Ad, Sha, Din, Ayya, Ast, Diy) over three cycles of teaching practice. Referring to Farrell (2015) reflective practice framework, which has also been adapted in various teacher education contexts, including studies on web-based language learning for EFL pre-service teachers (Sulistyaningrum et al., 2025). Data analysis from reflection journals (Data 1, 2, 3), video recordings, and semi-structured interviews yielded five main themes aligned with Farrell's reflection dimensions.

Table 2. Summary of Themes Across VSR Cycles and Farrell's Dimensions

Farrell's Dimension	Emerging Theme	Cycle 1	Cycle 2	Cycle 3	Key Transformation
Philosophy	Genealogical narratives of past experiences	Unconscious imitation	Awareness of influence	Critical acceptance	From imitation to conscious adaptation
Principles	Tension between ideals and reality	Principle violation identified	Understanding causes	Corrective action	From guilt to productive reflection
Theory	Theory-practice negotiation	Failed application	Strategy adjustment	Contextual success	From rigid to flexible application
Practice	Tangible action transformation	Nervous, filler words ("eee")	More varied methods	Confident, sensitive	From novice to developing teacher
Beyond Practice	Moral values & life skills	Occasional appreciation	Explicit integration	Spontaneous embedding	From skill-focus to humanistic teaching
Pattern Analysis	Narrative of self-transformation	Teacher-centered	Transitional	Student-centered	From "being a teacher" to "becoming professional"

These findings enrich the literature on reflective practice by presenting a contextual perspective from Indonesian language pre-service teachers in Indonesia, a realm still underexplored compared to the EFL context (Kusumarasdyati & Retnaningdyah, 2024; Sulistyanningrum et al., 2025). Similar patterns of reflective growth have been documented in the Indonesian EFL context, where pre-service teachers demonstrated increased depth of reflection across teaching practicum cycles (Walida & Murtafi'ah, 2022).

Philosophy

All participants identified a strong influence from past experiences whether from idolized teachers, school experiences, or family values that implicitly shaped their teaching practices. This finding confirms the concept of the apprenticeship of observation (Botha, 2020; Lortie, n.d.), where pre-service teachers unconsciously imitate teaching models they have experienced. In a similar study, Sulistyanningrum et al. (2025) also found that EFL pre-service teachers brought their past experiences with web-based language learning into their reflective practice. However, in the context of Indonesian language pre-service teachers, the reflective philosophy was more centered on personal relationships, role modeling, and humanistic values (Saputra et al., 2020).

Data from reflection journals and interviews showed that each participant had an idolized teacher figure who influenced their teaching style. Din, in an interview, mentioned their high school Mathematics and Indonesian Language teachers as role models. The Mathematics teacher always explained learning objectives and connected them to real life, while the Indonesian Language teacher used various methods including group work and presentations. Din also added that their parents taught them to always greet and smile, which they applied by asking about students' well-being before starting the lesson. In their reflection journal (Data 1, Cycle 1).

Principles: Pedagogical Beliefs Tested by Classroom Realities

All participants stated their main principles: learning should be enjoyable, meaningful, and student-centered. This principle aligns with the finding of Sulistyaningrum et al. (2025) and Doyle & Tagg (2023) that pre-service teachers believe in the importance of selecting appropriate strategies in language practice. Data from reflection journals and interviews indicate that these principles originated from various sources: experiences as students, family values, and pedagogical training.

In interviews, Ayya stated: "My principle is that learning must be enjoyable. Because if the atmosphere is too tense, students find it hard to understand the material." Sha added: "My principle is that learning must be understood, not memorized. I always connect the material to daily life so that students truly understand." Ast emphasized: "My principle is to be able to be present, not only to deliver material but also as someone who cares about students." Diy's principle was that students should be the main drivers of the learning process, while the teacher acts as a facilitator. Ad emphasized that learning should be enjoyable and meaningful, connected to daily life. Din added the principle of structured learning, where the teacher must know the learning objectives and clear activity directions.

Theory: Negotiation between Theoretical Knowledge and Classroom Practice

Most participants admitted to using constructivism, scaffolding, and various cognitive strategies in their lesson plans. However, in practice, they encountered serious obstacles: students remained passive, dependent on the teacher, group discussions did not run optimally, or available time was insufficient. Ayya, Ad, Sha, Din, Ast, and Diy all reported that the application of these theories had not been entirely successful over these three cycles. This finding aligns with the reflections of participants in Sulistyaningrum et al.'s (2025) study, where the same strategies proved effective for one type of task but not for others (Hinault & Lemaire, 2016).

Data from reflection journals show various theories tried by participants. In Data 1 (Cycle 1), Ad wrote about the use of scaffolding: "The method I used is scaffolding. Students were asked to answer questions about poetry elements while I provided assistance gradually." In Data 2 (Cycle 2), Ast wrote about the use of game-based learning via ZEP Quiz and a quick-point technique to increase active student participation. However, failures were also recorded. In an interview, Ayya admitted: "I tried constructivism, but it wasn't very successful because students still depended on the book and had difficulty understanding the material independently." Sha experienced a similar issue: "Students still need explanations from the teacher, so independent learning hasn't run optimally." Ast complained about time constraints: "I experienced obstacles in applying constructivism due to time constraints. Group discussions did not run maximally, so the results were less than expected."

Practice: Tangible Transformation of Actions across Cycles

The most striking changes across the three cycles were increased self-confidence, mastery of content, variety of methods, and sensitivity to students. In the first cycle, almost all participants admitted to being nervous, frequently using filler words like "eee", and lacking mastery of the material. By the third cycle, they were calmer, more varied in their methods, and more sensitive to student needs. Similar transformations were also reported in Sulistyaningrum et al.'s (2025) study, where their EFL participants developed autonomy, adaptability, and effectiveness through web-based reflective practice (Sulistyaningrum et al., 2025).

Interview data show participants' awareness of their own changes. Sha stated: "I saw that in cycle one, I still looked nervous delivering the material. In the third cycle, there was a change in myself, more confident in front of the class." Ast added: "In the first video, students tended to look passive, I felt nervous, panicked delivering the material. In the

third video, many students asked me questions." Ayya admitted: "In the first video, I felt nervous, unconsciously I made many 'eee' sounds when presenting the material, because I didn't master the material well. In the third video, I had started to understand the material being delivered." Ad also realized: "In the first video, I hadn't mastered the material thoroughly, so I looked nervous. In the third video, I learned from the first video, so I mastered the material better and was more confident."

Data from reflection journals (Data 1, 2, 3) show concrete changes in teaching practice. In Cycle 1, Ad (Data 1) still used non-standard words like "betul banget" (very correct) and admitted: "At the beginning, I used non-standard words when delivering the material, one of which was 'betul banget'. I should have used standard language in the previous lesson like 'betul sekali' (very correct) and so on." In Cycle 2 (Data 2), Ad started using ice-breaking and asking about students' well-being before starting the lesson, as well as appreciating students who answered incorrectly with applause. In Cycle 3 (Data 3), Ad was able to connect the material to environmental issues and give spontaneous appreciation.

Beyond Practice: Moral Values, Social Sensitivity, and Life Skills

One of the most significant findings is that VSR encouraged participants to inadvertently or consciously embed moral values, social sensitivity, and life skills into Indonesian language learning. In Sulistyaningrum et al.'s (2025) study, the beyond practice aspect was more limited to the technical challenges of WBL. In contrast, this study shows that Indonesian language pre-service teachers explicitly integrate socio-cultural issues into language learning.

Data from reflection journals and interviews revealed various values conveyed. Diy, in an interview, stated that they showed a video about a blind child which indirectly taught empathy to students. Ast emphasized the value of cooperation through group activities such as crossword puzzles. Sha conveyed the values of honesty, hard work, and courage in fiction and non-fiction story materials. Din taught honesty and objectivity through the analogy of scales and paintings. Ayya habituated students to cooperate to foster empathy and responsibility. Ad taught appreciation by asking students to applaud friends who answered well. Data from reflection journals show concrete examples. In Data 1 (Cycle 1), Ad wrote about appreciation for students who answered: "I still appreciated students who answered incorrectly by asking other students to applaud. I did this so that other students wouldn't be afraid of being wrong when answering questions because the students were still in the learning stage." In Data 2 (Cycle 2), Ast wrote about the values of honesty and sportsmanship in quiz games.

Cross-Cycle Pattern Analysis: Narrative of Self-Transformation

Comparing videos from cycles 1 and 3, participants identified consistent patterns of change: (a) gradually from teacher-centered to student-centered, (b) from spontaneous improvisation to more mature planning, (c) from a focus on completing material to a focus on student understanding, and (d) from uniform responses to differentiated responses to active and passive students. This pattern aligns with the finding of Sulistyaningrum et al. (2025) that pre-service teachers learn to select strategies more appropriate to the task type and student needs over time (Abdumuhhammad, 2025; Xie et al., 2023).

Data from reflection journals (Data 1, 2, 3) show clear patterns of change. In Data 1 (Cycle 1), Ad still used non-standard language and was not consistent in giving appreciation. In Data 2 (Cycle 2), they started using ice-breaking and asking about students' well-being. In Data 3 (Cycle 3), they were able to connect material to environmental issues and give spontaneous appreciation. Ast showed a similar pattern: from nervous and passive in Cycle 1, to active and varied in Cycle 2, to being able to manage the class with interactive games in Cycle 3.

Din showed the most dramatic pattern. In Cycle 1, they were still hesitant and lacked confidence. In Cycle 2, they started using analogies and videos. In Cycle 3, they were able to manage a post-socialization class with ice-breaking and still achieve learning objectives despite time constraints. They wrote in Journal S3: "I realized that classroom conditions are not always ideal. The school's socialization activity before the lesson hour affected students' focus as well as the duration of time available. This situation forced me to make several quick decisions, such as giving ice-breaking to restore student focus, simplifying material explanations, and directing students immediately to text analysis activities." (Din, Journal S3).

Discussion

The findings of this study carry several important implications for teacher education, particularly within the Indonesian PPG context. First, the genealogical narratives revealed through VSR confirm Lortie's (1975) "apprenticeship of observation" but extend it by showing that VSR makes unconscious imitation conscious. This finding supports McCoy & Lynam's (2021b) claim that video-based reflection externalizes tacit knowledge. For PPG programs, this implies that VSR should be introduced early in the program to help pre-service teachers critically examine—rather than passively reproduce—the teaching models they observed as students (Luis, 2020; Taghaddomi & Mazandarani, 2025; Verlaan & Verlaan, 2015; Williams, 2020).

Second, the documented tension between ideal principles and classroom realities aligns with Farrell & Macapinlac (2021) but adds a contextual dimension specific to Indonesian language teaching. Unlike EFL contexts, where principle violations often stem from language proficiency issues (Sulistyaningrum et al., 2025), principle violations among Indonesian pre-service teachers were primarily caused by time constraints, student fatigue, and material complexity. This suggests that PPG programs for Indonesian language teachers should emphasize differentiated instructional strategies and flexible time management (Agustiani, 2024; Nika, 2024; Warahmah et al., 2021).

Third, the theory-practice negotiation revealed that constructivism and scaffolding—while theoretically sound—require significant adaptation to local classroom conditions. This extends Ragawati & Prestridge's (2019) finding that VSR bridges the theory-practice gap by providing visual evidence of "what went wrong." PPG programs should therefore pair VSR with explicit training in diagnostic assessment (Colak & Kocoglu, 2025; Endacott, 2016; Geiger, 2015).

This study both supports and diverges from prior VSR research. Supporting previous work, we confirm that repeated reflective practice through VSR produces tangible teaching improvements (Er et al., 2022; Grantham-Caston, 2017; Grantham-Caston & DiCarlo, 2019a, 2019b; Santagata et al., 2021; Tripp & Rich, 2012). However, our study diverges from most international VSR studies by revealing that humanistic, relational, and socio-cultural values play a central role in Indonesian language pre-service teachers' professional self-narratives. This difference likely reflects the unique position of Indonesian language as both a subject and a carrier of national culture and moral values.

CONCLUSION

This study demonstrates that Video Stimulated Recall (VSR) combined with Farrell's (2015) reflective framework effectively constructs and transforms the professional self-narratives of Indonesian language pre-service teachers. Through three cycles of video-based reflection, the six participants not only improved their technical teaching skills but also reconstructed their identity as reflective, adaptive, and student-centered teachers. Theoretically, this study extends Farrell's reflective framework into the underexplored context of Indonesian language pre-service teacher education. Practically, it recommends that PPG programs integrate VSR as a routine reflective activity—not merely a final

assignment—to build sustainable reflective awareness. A limitation of this study is its small sample (six participants) and single-institution context. Future research should involve larger, cross-institutional studies and longitudinal designs to examine the long-term impacts of VSR habits on in-service teaching practice. VSR supports not only technical teaching improvement but also the reflective construction of professional identity among Indonesian language pre-service teachers.

DECLARATION OF AI TOOL USAGE

During the preparation of this academic article, artificial intelligence tools were used to support the writing process, including assistance with language refinement, grammar checking, clarity improvement, and organization of ideas. The intellectual content, analysis, interpretation, arguments, and conclusions presented in this article remain the sole responsibility of the author(s). All AI-generated suggestions were critically reviewed, verified, and revised to ensure accuracy, originality, and compliance with academic integrity standards.

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