

REFERENCES

- Açikgöl, K. (2020). The Effect of Technological Pedagogical Content Knowledge Game Activities Supported Micro-Teaching Practices on Preservice Mathematics Teachers' Self-Efficacy Perception Levels. *Acta Didactica Napocensia*, 13(2), 157-173. <https://doi.org/10.24193/adn.13.2.11>
- Banga, C. L. (2014). Microteaching, an efficient technique for learning effective teaching. *Scholarly Research Journal for Interdisciplinary Studies*, 15(2), 2206-2211. https://www.academia.edu/download/39357124/2_Chaman_Lal_Banga.pdf
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative research journal*, 9(2), 27-40. <https://doi.org/10.3316/qjrj0902027>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Bugueño, W. M. (2013). Using TPACK to Promote Effective Language Teaching in An ESL/EFL Classroom. <https://scholarworks.uni.edu/grp/150>
- Burns, R., Jacobs, J., & Yendol-Hoppey, D. (2016). Preservice teacher supervision within field experiences in a decade of reform. *Teacher Education and Practice*, 29(1), 46-75. <https://shorturl.at/b2Osn>
- Çelik, Ş., & Aytın, B. (2014). The advantages of digital teaching tools in the foreign language classroom. *TESL-EJ*, 18(2). Retrieved from <https://files.eric.ed.gov/fulltext/EJ1045127.pdf>
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge. <https://doi.org/10.4324/9781315456539>
- Creswell, J. W. (2009). *Research design: Qualitative, Quantitative, and Mixed Methods Approaches* (3rd ed.). Sage Publications, Inc.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*. Thousand Oaks, CA: SAGE. https://spada.uns.ac.id/pluginfile.php/510378/mod_resource/content/1/creswell.pdf
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications. <https://books.google.co.id/books?id=DLbBDQAAQBAJ&lpg=PP1&ots=->

[ip818JUPu&dq=creswell%20narrative%20inquiry&lr&pg=PP1#v=onepage&q=creswell%20narrative%20inquiry&f=false](https://doi.org/10.4135/9781071802861)

- Denzin, N.K., & Lincoln, Y.S. (Eds.). (2018). *The SAGE handbook of qualitative research* (5th ed.). SAGE Publications.
- Devi, S., & Bakshi, R. (2022). Valuing Teaching Profession: Exploring Attitude of Pre-Service Teacher Educators. *MIER Journal of Educational Studies Trends and Practices*, 122-132. <https://doi.org/10.52634/mier/2022/v12/i1/2228>
- Dworkin, S. L. (2012). Sample size policy for qualitative studies using in-depth interviews. *Archives of sexual behavior*, 41, 1319-1320. <https://doi.org/10.1007/s10508-012-0016-6>
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1-4. <https://doi.org/10.11648/j.ajtas.20160501.11>
- Fereday, J., & Muir-Cochrane, E. (2006). Demonstrating rigor using thematic analysis: A hybrid approach of inductive and deductive coding and theme development. *International journal of qualitative methods*, 5(1), 80-92. <https://doi.org/10.1177/160940690600500107>
- Flick, U. (2022). *Revitalising Triangulation for Designing Multi-Perspective Qualitative Research*. In *The SAGE Handbook of Qualitative Research Design* (Vol. 2, pp. 652-664). SAGE Publications Ltd, <https://doi.org/10.4135/9781529770278>
- Fraenkel, J. R., & Wallen, N. E. (2009). *How to design and evaluate research in education* (7th ed.). McGraw-Hill.
- Juhaevah, F., & Kaliky, S. (2023). Implementation of TPACK in Microteaching of Mathematics Education Students Based on Online Learning Platforms. *JTAM (Jurnal Teori dan Aplikasi Matematika)*, 7(2), 498-508. <https://doi.org/10.31764/jtam.v7i2.13546>
- Kallio, H., Pietilä, A. M., Johnson, M., & Kangasniemi, M. (2016). *Systematic methodological review: Developing a framework for a qualitative semi-structured interview guide*. *Journal of Advanced Nursing*, 72(12), 2954–2965. <https://doi.org/10.1111/jan.13031>
- Kim, J. H. (2015). *Understanding narrative inquiry: The crafting and analysis of stories as research*. Sage publications. <https://doi.org/10.4135/9781071802861>

- Koehler, M., & Mishra, P. (2009). What is Technological pedagogical and content knowledge (TPACK)?. *Contemporary Issues in Technology and Teacher Education*, 9(1), 60-70. <https://doi.org/10.1177/002205741319300303>
- Kumar, Ranjit. (2011). *Research Methodology: A Step by Step Guide for Beginners 3rd Edition*. New Delhi. SAGE Publications India Pvt Ltd. <https://www.torrossa.com/gs/resourceProxy?an=5018508&publisher=FZ7200>
- Le Cornu, R., & Ewing, R. (2008). Reconceptualising professional experiences in pre-service teacher education... reconstructing the past to embrace the future. *Teaching and teacher education*, 24(7), 1799-1812. <https://doi.org/10.1016/j.tate.2008.02.008>
- Lee, J., & Turner, J. E. (2018). Extensive knowledge integration strategies in pre-service teachers: The role of perceived instrumentality, motivation, and self-regulation. *Educational Studies*, 44(5), 505-520. <https://doi.org/10.1080/03055698.2017.1382327>
- Maba, W. (2017). Teacher's perception on the implementation of the assessment process in 2013 curriculum. *International Journal of Social Sciences and Humanities*, 1(2), 1-9. <https://doi.org/10.29332/ijssh.v1n2.26>
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.
- Mishra, P., & Koehler, M. J. (2006). Technological pedagogical and content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017-1054. <https://doi.org/10.1177/016146810610800610>
- Mutlu, Y., Polat, S., & Alan, S. (2019). Development of Preservice Mathematics Teachers' TPACK through Micro Teaching: Teaching the VuStat Program. *International Journal of Technology in Education and Science*, 3(2), 107-118. <https://files.eric.ed.gov/fulltext/EJ1227053.pdf>
- Niess, M. L. (2011). Investigating TPACK: Knowledge growth in teaching with technology. *Journal of educational computing research*, 44(3), 299-317. <https://doi.org/10.2190/ec.44.3.c>
- Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed.). Sage Publications.
- Prensky, M. (2001), "Digital Natives, Digital Immigrants Part 1", On the Horizon, Vol. 9 No. 5, pp. 1-6. <https://doi.org/10.1108/10748120110424816>
- Rai, N., & Thapa, B. (2015). A study on purposive sampling method in research. *Kathmandu: Kathmandu School of Law*, 5(1), 8-15. <https://shorturl.at/nw7ol>

- Remesh, A. (2013). Microteaching, an efficient technique for learning effective teaching. *Journal of Research in Medical Sciences*, 18(2), 158–163. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3724377/>
- Richards, C. J., & Schmidt, R. (2002). *Longman dictionary of language teaching & applied linguistics* (3rd ed.). Pearson Education. [https://openlibrary.org/books/OL22056370M/Longman dictionary of language teaching and applied linguistics](https://openlibrary.org/books/OL22056370M/Longman_dictionary_of_language_teaching_and_applied_linguistics).
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge university press. <https://doi.org/10.1017/9781009024532>
- Sarantakos, S. (2012). *Social research* (4th ed.). Bloomsbury Academic. https://books.google.com/books/about/Social_Research.html?id=R91wMQEACAAJ
- Sarmadi, S., Shahcheraghi, A., & Karimifard, L. (2020). Perceiving Landscape Process Based on Sensory and Intellectual Perceptions. *The Monthly Scientific Journal of Bagh-e Nazar*, 17(88), 27-38. <https://doi.org/10.22034/bagh.2020.195136.4236>
- Sehlaoui, A. S. (2001). Developing cross-cultural communicative competence in pre-service ESL/EFL teachers: A critical perspective. *Language Culture and Curriculum*, 14(1), 42-57. <https://doi.org/10.1080/07908310108666611>
- Singh, T. (2011). *Teaching competency through microteaching approach* [PDF]. Retrieved from <https://www.mrrjournal.in/counter/d/2-6-8/MRR-2024-2-6-8.pdf>
- Taherdoost, H. (2021). Data Collection Methods and Tools for Research; A Step-by-Step Guide to Choose Data Collection Technique for Academic and Business Research Projects. *International Journal of Academic Research in Management (IJARM)*, 10(1), 10-38. <https://hal.science/hal-03741847>
- Taylor, S. J., Bogdan, R., & DeVault, M. L. (2015). *Introduction to qualitative research methods: A guidebook and resource*. John Wiley & Sons. <https://shorturl.at/87gKG>
- Tondeur, J., Van Braak, J., Sang, G., Voogt, J., Fisser, P., & Ottenbreit-Leftwich, A. (2012). Preparing pre-service teachers to integrate technology in education: A synthesis of qualitative evidence. *Computers & Education*, 59(1), 134–144. <https://doi.org/10.1016/j.compedu.2011.10.009>
- Turner, S. F., Cardinal, L. B., & Burton, R. M. (2017). Research design for mixed methods: A triangulation-based framework and roadmap. *Organizational*

Research Methods, 20(2), 243-267.
<https://doi.org/10.1177/1094428115610808>

Warschauer, M. (2000). *Network-based language teaching: Concepts and practice*. Cambridge University Press. <https://doi.org/10.1017/CBO9781139524735>

Wilks, J., & Ross, K. (2014). Shadowing, “The Most Valuable Thing You Can Do”: Threading Informal Classroom Experiences into Secondary Pre-Service Teacher Education. *Teacher Education Quarterly*, 41(2), 93–106. <http://www.jstor.org/stable/teaceducquar.41.2.93>

Zenker, S., Streck, D., Ihrig, K., Jahns, R., Müller, G., Schickhardt, C., ... & Drepper, J. (2022). Data protection-compliant broad consent for secondary use of health care data and human biosamples for (bio) medical research: Towards a new German national standard. *Journal of Biomedical Informatics*, 131, 104096. <https://doi.org/10.1016/j.jbi.2022.104096>

