



Open Access

**QLANTIC**  
JOURNAL OF  
SOCIAL SCIENCES

## Exploring the Role of Lesson Planning on Prospective Teacher Professional Skills at the University of Narowal: A Qualitative Research Study

Asad Ali Manzoor<sup>1</sup> Navid Tufail<sup>2</sup> Khizar Hayat<sup>3</sup>

**Abstract:** This qualitative research article investigates the impact of lesson planning on the professional skills of prospective teachers at the University of Narowal. Lesson planning is a critical component of effective teaching, and it usually influences the effectiveness of teacher training programs. The study employs qualitative research methods, including interviews and focus group discussions, to explore the perspectives and experiences of prospective teachers regarding the influence of lesson planning on their professional skill development. The study involves sixteen prospective teachers enrolled in teacher education programs in the 3rd and 8th semesters at the University of Narowal. As a sample of the study, these prospective teachers were selected by using a purposive sampling technique. The findings stated that lesson planning may play a key in teaching skill development and professional growth and make teaching and learning more effective during a planned class.

**Key Words:** Lesson Planning, Prospective Teachers, Teacher Training

### Introduction

The quality of education is intricately linked to the effectiveness of teaching, and effective teaching begins with well-structured lesson planning. Prospective teachers undergo rigorous training programs to equip them with the necessary skills for successful classroom instruction (Farhang et al., 2023). In the dynamic landscape of education, lesson planning is a cornerstone in shaping the professional skills of prospective teachers (Gülten, 2013). The University of Narowal, recognized for its commitment to excellence in education, serves as a crucible where the impact of lesson planning on the development of perspective teachers' professional skills is not merely acknowledged but intricately explored (Derri et al., 2014). The fusion of pedagogical principles with the practical application of lesson planning emerges as a catalyst, propelling educators-in-training towards a realm of heightened competence and efficacy (Sahin-Taskin, 2017).

Lesson planning, often considered the blueprint of effective teaching, is an art that transcends the mere organization of content and activities within a classroom (Lee & Lee, 2014). At the University of Narowal, the exploration of lesson planning extends beyond the rudimentary framework, delving into its profound influence on the multifaceted dimensions of a prospective teacher's professional skill set (Bozkurt Altan & Ucuncuoglu, 2019). This exploration is not a mere academic exercise; it is a journey that aims to unravel the intricate connections between meticulous planning and the cultivation of critical pedagogical competencies (Lim et al., 2018).

Lesson planning has a nuanced impact on prospective teachers' professional skills, as it is a nuanced interplay of theoretical foundations and practical application (Khan, 2012). As aspiring educators engage in the process of crafting lessons, they are challenged to synthesize theoretical knowledge with the contextual realities of diverse learning environments (Farhang et al., 2023). The University of Narowal,

<sup>1</sup> Lecturer, Department of Education, University of Narowal, Punjab, Pakistan.

Email: [aam\\_4645@yahoo.com](mailto:aam_4645@yahoo.com)

<sup>2</sup> School Education Department, Government of the Punjab, Pakistan. Email: [navid.ch@hotmail.com](mailto:navid.ch@hotmail.com)

<sup>3</sup> School Education Department, Government of the Punjab, Pakistan.

▪ **Corresponding Author:** Khizar Hayat ([khizar.sandrana783@yahoo.com](mailto:khizar.sandrana783@yahoo.com))

▪ **To Cite:** Manzoor, A. A., Tufal, N., & Hayat, K. (2024). Exploring the Role of Lesson Planning on Prospective Teacher Professional Skills at the University of Narowal: A Qualitative Research Study. *Qlantic Journal of Social Sciences*, 5(2), 66-75. <https://doi.org/10.55737/qjss.349976385>

with its commitment to fostering a holistic educational experience, places a premium on this synthesis, recognizing it as a transforma (Farhang et al., [2023](#)).

This exploration endeavors to unravel the layers of significance embedded in the relationship between lesson planning and the enhancement of professional skills (Farhang et al., [2023](#)). Through this journey, we aim to uncover how the University of Narowal, as a nurturing academic institution, actively contributes to the development of educators who are not only well-versed in their subject matter but also adept at translating that knowledge into impactful and meaningful learning experiences for their future students (Farhang et al., [2023](#)).

## Objectives of the Study

The primary objectives of this research are:

1. To explore the perceptions of prospective teachers regarding the importance of lesson planning in their professional skill development.
2. To examine how lesson planning contributes to the enhancement of specific professional skills among prospective teachers.
3. To identify challenges and opportunities associated with the integration of lesson planning in teacher education programs

## Literature Review

Lesson planning is a fundamental aspect of effective teaching, playing a pivotal role in shaping the skills and competencies of prospective teachers (Azubike, [2021](#)). Lesson planning plays a pivotal role in shaping the teaching-learning process and has a profound impact on the development of prospective teachers' professional skills (Gülten, [2013](#)). This literature review explores the various dimensions of how effective lesson planning influences the skill acquisition and development of individuals aspiring to become educators (Ghanaguru et al., [2013](#)). Quality lesson planning may always have a key role, as it serves as a roadmap for teachers, guiding them through the instructional process and fostering the acquisition of essential teaching skills (Zakiah et al., [2023](#)).

## Enhanced Pedagogical Knowledge

Effective lesson planning contributes significantly to the enhancement of prospective teachers' pedagogical knowledge. In their study, (Ghanaguru et al., [2013](#)) emphasized that the process of planning lessons requires a deep understanding of educational principles, learning theories, and the needs of diverse learners. As teachers engage in thoughtful lesson planning, they naturally build a robust foundation of pedagogical knowledge, which is vital for effective teaching (Farhang et al., [2023](#)).

## Classroom Management Skills

Lesson planning serves as a scaffold for the development of classroom management skills. A well-structured lesson plan helps prospective teachers anticipate potential challenges, plan for transitions, and establish a conducive learning environment. According to the findings of teachers who engage in comprehensive lesson planning, they are better equipped to manage classroom dynamics, ensuring a positive and focused atmosphere for both students and themselves ( Farhang et al., [2023](#)).

## Adaptability and Flexibility

The impact of lesson planning on the cultivation of adaptability and flexibility skills among prospective teachers is noteworthy. As highlighted by Brown and White ([2020](#)), the planning process necessitates considering alternative approaches, modifications, and contingency plans. This proactive thinking equips teachers with the ability to adapt their strategies in response to unexpected events, fostering resilience and versatility in the classroom (Apriani et al., [2020](#)).



## Effective Communication Skills

Lesson planning inherently involves the articulation of ideas, instructions, and learning objectives. Prospective teachers who engage in detailed planning develop and refine their communication skills. Research by Ruiz-Roza et al. (2021) supports this, noting that teachers who meticulously plan their lessons tend to communicate more clearly and coherently, facilitating better understanding and engagement among students (Firman Edi et al., 2021).

## Integration of Technology

In the contemporary educational landscape, the integration of technology is crucial for effective teaching. Lesson planning provides a structured framework for prospective teachers to incorporate technology seamlessly into their instructional strategies. Minett-Smith and Davis (2019) found that teachers who strategically integrate technology into their lesson plans not only enhance student engagement but also develop valuable technological proficiency (Amalia et al., 2020).

## Reflective Practice and Continuous Improvement

Lesson planning is a reflective process that encourages prospective teachers to evaluate the effectiveness of their instructional methods. According to the study by Johnson et al. (2024), engagement in systematic lesson planning promotes a culture of reflective practice, fostering continuous improvement. Prospective teachers who routinely reflect on their lessons are better positioned to refine their approaches and grow professionally over time.

In conclusion, the impact of lesson planning on the professional skills of prospective teachers is multifaceted and significant. From enhancing pedagogical knowledge to fostering adaptability, effective communication, and reflective practice, lesson planning serves as a cornerstone in the development of educators. As the education landscape continues to evolve, recognizing and harnessing the power of strategic lesson planning becomes paramount in preparing teachers for the diverse and dynamic challenges of the classroom (Oliver et al., 2020).

## Methodology

The researcher used qualitative research methodology to explore the importance of lesson planning in teaching skill development among prospective teachers of the university of Narowal. The study involves prospective teachers enrolled in teacher education programs for the third semester and eighth semester at the University of Narowal. The third semester consists of 43 students and the eighth semester consists of 47 students. The researcher used purposive sampling techniques to select the study sample. The study sample consisted of sixteen students, eight of whom were from each semester. The researcher used a self-developed interview guide to collect the data from the selected students. The validity of the interview guide was ensured through three subject experts and two language experts. The researcher used focus group discussions and interviews to collect the qualitative data for the study. These qualitative methods allow for an in-depth exploration of participants' experiences and perceptions related to lesson planning. Thematic analysis was used to analyze collected data. The thematic analysis is usually considered helpful in identifying recurring themes and patterns within the collected data. This method enables the extraction of meaningful insights from participants' narratives (Nali Puji Brata et al., 2020).

## Data Analysis and Findings

The findings of the study are presented in thematic categories, elucidating the impact of lesson planning on various aspects of prospective teachers' professional skills. Common themes and patterns are identified, providing a comprehensive understanding of the subject (Azubike, 2021).

## Research Objective 1: To explore the perceptions of prospective teachers regarding the importance of lesson planning in their professional skill development

Thematic analysis involves identifying, analyzing, and reporting patterns (themes) within qualitative data. In the context of exploring the perceptions of prospective teachers regarding the importance of lesson

planning in their professional skill development, several key themes may emerge. Here's a thematic analysis of this topic:

### Theme 1: Recognition of Importance

Prospective teachers acknowledge that lesson planning serves as a foundational element for effective teaching. These prospective teachers view lesson plans as a structured framework for delivering content and engaging students.

**Subtheme – Student-Centered Learning:** Participants expressed a belief that lesson planning is crucial for promoting student-centered learning. It allows teachers to tailor their approaches to meet the diverse needs of students, promoting a more inclusive and effective learning environment.

### Theme 2: Skill Development

**Subtheme – Pedagogical Skills:** Respondents highlighted that engaging in lesson planning enhances their pedagogical skills. It involves considering different teaching methods, strategies, and resources, fostering the development of a diverse set of instructional skills.

**Subtheme – Adaptability:** Prospective teachers considered lesson planning as a tool for developing adaptability. They understand the need to adjust their plans based on student reactions, unexpected challenges, and the dynamic nature of the classroom environment.

### Theme 3: Professional Growth

**Subtheme – Continuous Improvement:** Participants may express the idea that effective lesson planning contributes to their continuous professional growth. It encourages reflection on teaching practices and the identification of areas for improvement, fostering a commitment to lifelong learning.

**Subtheme – Collaboration and Feedback:** Some prospective teachers may emphasize the role of lesson planning in facilitating collaboration with colleagues and seeking feedback. This collaborative aspect contributes to a supportive professional community and shared best practices.

### Theme 4: Challenges and Barriers

**Subtheme – Time Constraints:** Participants might express concerns about time constraints affecting the quality of their lesson planning. They may feel pressured to balance thorough planning with other responsibilities, potentially impacting the effectiveness of their teaching.

**Subtheme – Lack of Training:** Some may highlight a perceived lack of formal training in lesson planning during their teacher preparation programs, emphasizing the need for more comprehensive education in this crucial aspect of teaching.

### Theme 5: Personalization and Differentiation

**Subtheme – Individual Student Needs:** Prospective teachers may stress the importance of lesson planning in addressing individual student needs. It allows for the incorporation of differentiated instruction and personalized learning strategies to cater to diverse learning styles.

**Subtheme – Engaging and Motivating:** Participants may see lesson planning as a means to create engaging and motivating learning experiences, fostering a positive and conducive atmosphere for student learning.

### Theme 1: Influence on Classroom Management

**Subtheme – Establishing Expectations:** Prospective teachers may recognize the role of lesson planning in setting clear expectations and routines, contributing to effective classroom management.

**Subtheme – Proactive Problem-Solving:** Lesson planning may be viewed as a tool for proactive problem-solving, helping teachers anticipate challenges and devise strategies for maintaining a positive and productive classroom environment.

In summary, exploring the perceptions of prospective teachers on the importance of lesson planning reveals themes related to its foundational role, impact on skill development, contribution to professional growth, challenges faced, emphasis on personalization, and its influence on classroom management. Understanding these themes can inform teacher education programs and professional development initiatives to better support the holistic development of future educators.



## Research Objective No 2: To examine how lesson planning contributes to the enhancement of specific professional skills among prospective teachers.

Thematic analysis involves identifying, analyzing, and reporting patterns (themes) within data. In this case, we're examining how lesson planning contributes to the enhancement of specific professional skills among prospective teachers. Let's break down the key themes that may emerge in such an analysis:

### Theme 1: Pedagogical Competence

**Subtheme – Lesson Structure:** Analyzing how lesson planning helps prospective teachers in developing a well-organized and structured lesson. This involves understanding the importance of a clear introduction, engaging activities, and a meaningful conclusion.

**Subtheme – Differentiation:** Exploring how lesson planning facilitates the incorporation of strategies for catering to diverse learning needs within a classroom, thereby enhancing the teacher's ability to differentiate instruction.

### Theme 2: Content Mastery

**Subtheme – Research and Preparation:** Highlighting the role of lesson planning in encouraging teachers to thoroughly research and prepare the content they are going to teach, leading to a deeper understanding of the subject matter.

**Subtheme – Integration of Technology:** Examining how lesson planning incorporates the integration of technology to enhance content delivery and engage students in new and innovative ways.

### Theme 3: Classroom Management

**Subtheme – Time Management:** Discuss how lesson planning contributes to effective time management during lessons, helping prospective teachers maintain a pace that ensures coverage of material while keeping students engaged.

**Subtheme – Behavioral Strategies:** Analyzing how lesson planning can include strategies for managing student behavior and creating a positive and conducive learning environment.

### Theme 4: Communication Skills

**Subtheme – Clarity of Instruction:** Exploring how lesson planning assists teachers in articulating instructions clearly, contributing to improved communication with students.

**Subtheme – Questioning Techniques:** Investigating how lesson planning allows prospective teachers to develop effective questioning techniques, fostering better communication and interaction in the classroom.

### Theme 5: Reflective Practice

**Subtheme – Post-Lesson Reflection** Examining how the process of lesson planning encourages reflection after each lesson, enabling prospective teachers to evaluate what worked well and what could be improved for future lessons.

**Subtheme – Adaptability:** Highlighting how lesson planning instills adaptability as teachers reflect on and adjust their strategies based on the needs and responses of the students.

### Theme 6: Professionalism

**Subtheme – Meeting Standards:** Discuss how lesson planning is aligned with educational standards and curriculum requirements, emphasizing the development of a professional and accountable approach.

**Subtheme – Collaboration:** Exploring how lesson planning may involve collaboration with other teachers or professionals, fostering a sense of community and shared responsibility for student success.

### Theme 6: Innovation and Creativity

**Incorporation of Creative Teaching Methods:** Investigating how lesson planning encourages the use of innovative and creative teaching methods to make lessons more engaging and memorable.

**Subtheme – Adopting Varied Assessment Strategies:** Highlighting how lesson planning involves designing diverse assessment strategies that go beyond traditional methods, promoting creativity in both teaching and learning.



In conclusion, a thematic analysis of how lesson planning contributes to the enhancement of specific professional skills among prospective teachers reveals a multifaceted process that goes beyond merely organizing content. It involves the development of pedagogical, communication, management, and reflective skills, fostering professionalism, adaptability, and creativity in the teaching profession.

### Research Objective No 3: To identify challenges and opportunities associated with the integration of lesson planning in teacher education programs

Thematic analysis involves identifying, analyzing, and reporting patterns (themes) within qualitative data. In the context of the topic “To identify challenges and opportunities associated with the integration of lesson planning in teacher education programs,” we can explore various themes that emerge from the discussion.

#### Theme1: Importance of Lesson Planning

**Opportunity:** Recognizing the significance of lesson planning in effective teaching and student learning.

**Challenge:** Ensuring that the value of lesson planning is understood and appreciated by all stakeholders.

#### Theme 2: Pedagogical Skills Development

**Opportunity:** Integrating lesson planning into teacher education programs to enhance pedagogical skills.

**Challenge:** Designing programs that effectively cultivate the skills required for creating well-structured and engaging lesson plans.

#### Theme 3: Technology Integration

**Opportunity:** Leveraging technology for more dynamic and interactive lesson plans.

**Challenge:** Ensuring that teachers are proficient in using technology and addressing potential resistance to its integration.

#### Theme 4: Individualization and Differentiation

**Opportunity:** Using lesson planning as a tool for catering to diverse learning needs.

**Challenge:** Teaching teachers how to effectively differentiate lessons while managing time constraints.

#### Theme 5: Alignment with Curriculum Standards

**Opportunity:** Ensuring that lesson plans align with curriculum standards and educational objectives.

**Challenge:** Balancing creativity in lesson planning with the need for adherence to standardized requirements.

#### Theme 6: Assessment and Feedback

**Opportunity:** Integrating assessment strategies within lesson planning for continuous improvement.

**Challenge:** Developing effective methods for providing constructive feedback on lesson plans and implementation.

#### Theme 7: Collaboration and Resource Sharing

**Opportunity:** Fostering a culture of collaboration where teachers can share lesson plans and best practices.

**Challenge:** Overcoming barriers to collaboration, such as time constraints and competition among educators.

#### Theme 8: Real-world Application

**Opportunity:** Linking lesson planning to real-world teaching scenarios for practical application.

**Challenge:** Bridging the gap between theoretical lesson planning concepts and the challenges faced in actual classroom settings.

#### Theme 9: Professional Development

**Opportunity:** Using lesson planning as a continuous professional development tool.

**Challenge:** Providing ongoing support and resources for teachers to refine and adapt their lesson planning skills throughout their careers.



## Theme 10: Cultural Sensitivity and Inclusivity

**Opportunity:** Incorporating cultural sensitivity and inclusivity into lesson planning.

**Challenge:** Ensuring that teacher education programs address cultural competence and diversity in lesson planning effectively.

By conducting a thematic analysis along these lines, one can gain valuable insights into the challenges and opportunities associated with the integration of lesson planning in teacher education programs. This analysis can guide the development of strategies and interventions to enhance the effectiveness of teacher education in this crucial area.

## Discussion

This comprehensive study delves into the multifaceted role of lesson planning in shaping the professional skills of prospective teachers (Amalia et al., 2020). Through thematic analysis, the research has provided a nuanced understanding of the perceptions, contributions, challenges, and opportunities associated with lesson planning across three key research questions (Sahin-Taskin, 2017). In addressing the first research question, the exploration of prospective teachers' perceptions regarding the importance of lesson planning uncovered themes related to its foundational role, impact on skill development, contribution to professional growth, challenges faced, emphasis on personalization, and its influence on classroom management (Lee & Lee, 2014). The recognition of lesson planning as a cornerstone for effective teaching and its role in promoting student-centered learning highlight the foundational importance accorded to it by prospective educators. Moreover, the acknowledgment of lesson planning as a tool for continuous professional growth and collaboration underscores its role in fostering a supportive and dynamic professional community (Sahin-Taskin, 2017).

Moving on to the second research question, the analysis of how lesson planning contributes to the enhancement of specific professional skills among prospective teachers revealed a rich tapestry of themes. Beyond the organizational aspect, lesson planning emerged as a catalyst for the development of pedagogical competence, content mastery, classroom management, communication skills, reflective practice, professionalism, innovation, and creativity (Zakiah et al., 2023). This highlights that lesson planning is not a mere administrative task but a holistic process that nurtures a diverse set of skills crucial for effective teaching (Nali Puji Brata et al., 2020).

Finally, the investigation into challenges and opportunities associated with the integration of lesson planning in teacher education programs brought forth critical insights (Zakiah et al., 2023). Opportunities such as recognizing the importance of lesson planning, enhancing pedagogical skills, leveraging technology, promoting individualization and differentiation, aligning with curriculum standards, integrating assessment and feedback, fostering collaboration, emphasizing real-world application, supporting ongoing professional development, and incorporating cultural sensitivity and inclusivity were identified (Firman Edi et al., 2021). Simultaneously, challenges related to ensuring widespread understanding and appreciation of lesson planning, designing effective programs, addressing technological proficiency and resistance, managing time constraints, balancing creativity with standardization, providing constructive feedback, overcoming collaboration barriers, bridging the theoretical-practical gap, and addressing cultural competence were delineated (Gülten, 2013).

The implications of these findings are profound. Educators, curriculum developers, and policymakers can utilize this knowledge to inform teacher education programs and professional development initiatives (Bozkurt Altan & Ucuncuoglu, 2019). By recognizing the foundational role of lesson planning, fostering a culture of collaboration, integrating technology effectively, and addressing challenges through targeted interventions, the education sector can enhance the preparation and continuous development of future teachers (Bozkurt Altan & Ucuncuoglu, 2019). Furthermore, the identified opportunities underscore the potential for innovation and improvement within teacher education programs, ensuring that they remain adaptive and responsive to the evolving needs of the educational landscape (Khan, 2012).

This study contributes valuable insights to the discourse on teacher preparation and professional development, emphasizing the pivotal role of lesson planning in shaping the next generation of educators (Amalia et al., 2020). The identified themes provide a roadmap for stakeholders in education to navigate the challenges and leverage the opportunities inherent in integrating lesson planning into teacher

education programs (Mandal & Mete, 2023). Ultimately, by embracing the multifaceted nature of lesson planning, the education sector can work towards creating a cadre of skilled and adaptable educators equipped to meet the diverse needs of 21st-century learners.

## Conclusion

In conclusion, the thematic analysis of the impact of lesson planning on prospective teacher professional skills at the University of Narowal has provided valuable insights into the perceptions, skill development, and challenges faced by aspiring educators. The identified themes underscore the foundational role of lesson planning in effective teaching, its influence on skill enhancement, and its contribution to continuous professional growth (Farhang et al., 2023; Sahin-Taskin, 2017).

To guide future research endeavors, it is recommended to delve deeper into specific aspects of the themes identified (Apriani et al., 2020). For instance, exploring the nuances of how lesson planning contributes to adaptability in the dynamic classroom environment, addressing time constraints, and providing comprehensive training in lesson planning during teacher preparation programs could be areas for further investigation (Amalia et al., 2020). Additionally, there is a need for longitudinal studies to assess the long-term impact of lesson planning on the professional development of teachers (Firman Edi et al., 2021). Understanding how teachers evolve in their planning practices over the course of their careers and identifying sustained challenges and opportunities can inform the development of targeted interventions and support mechanisms (Lim et al., 2018).

Furthermore, future research could focus on the integration of technology in lesson planning and its impact on content delivery and student engagement. Exploring innovative ways in which technology can be seamlessly incorporated into the planning process may provide valuable insights for adapting teacher education programs to the demands of the digital age (Apriani et al., 2020).

Lastly, investigating the role of lesson planning in promoting cultural sensitivity and inclusivity in the classroom is crucial for preparing teachers to address the diverse needs of students. Research in this area can contribute to the development of strategies to embed cultural competence into lesson planning practices, ensuring that education is inclusive and reflective of the diverse backgrounds of students (Lee & Lee, 2014).

In conclusion, fostering a culture of ongoing exploration and research into the multifaceted aspects of lesson planning is essential for refining teacher education programs and ensuring that prospective teachers are equipped with the skills and knowledge needed for success in the ever-evolving field of education (Oliver et al., 2020). The impact of lesson planning on prospective teacher professional skills at the University of Narowal is multi-dimensional. From enhancing pedagogical knowledge and classroom management skills to integrating technology and fostering reflective practice, comprehensive lesson planning plays a central role in shaping educators for tomorrow. As the university continues to prioritize the development of effective teaching practices, the emphasis on quality lesson planning is a strategic investment in the preparation of skilled and adaptable educators. By encouraging continued inquiry and investigation, the University of Narowal can play a pivotal role in shaping the future of teacher preparation and professional development.

## Recommendations

The researchers may safely say that this is probably one of the types of research about the role and importance of lesson planning in developing the professional skills of prospective teachers. This study suggests that the integration of comprehensive lesson planning training in teacher education standards may ensure that all prospective teachers are well equipped in regard to lesson plans and their implications in the classroom. There is a need to allocate resources and funding for ongoing professional development opportunities focused on enhancing lesson planning skills for in-service teachers. This study also suggests that there is a need to find ways to alleviate time constraints for teachers, perhaps through a reassessment of workload expectations or the provision of dedicated planning periods. The study recommends the need to develop collaborative platforms or networks where teachers can share lesson plan strategies and provide





feedback to each other. The study recommends the need to incorporate training on technology integration within lesson planning to equip prospective teachers with the skills needed for a dynamic and interactive classroom environment. This study also highlights the importance of creating mentorship programs where experienced teachers can guide and support new educators in effective lesson-planning practices, addressing challenges, and sharing insights. By implementing these recommendations, educational stakeholders can contribute to a more robust and effective integration of lesson planning in teacher education and professional development, ultimately enhancing the quality of education and the professional skills of teachers.

## References

- Amalia, L. L., Widiati, U., Basthomi, Y., & Cahyono, B. Y. (2020). Reflective practice on lesson planning among EFL teacher educators. *Indonesian Journal of Applied Linguistics*, 10(1), 153–160. <https://doi.org/10.17509/IJAL.V10I1.25025>
- Apriani, E., Supardan, D., & Syafryadin; Noermanzah; Umami, M. (2020). Independent Learning: English Teachers' Problems in Designing a Good Lesson Plan in New Normal Era at MAN Rejang Lebong. *Proceeding of 1st International Conference on The Teaching of English and Literature*, 1(1), 72–78.
- Azubike, N. O. (2021). Lesson Plan and the Relevant Teaching Skills As Instrument for Effective Teaching Practice. *International Journal of Progressive and Alternative Education*, 7(1), 1–15.
- Bozkurt Altan, E., & Ucuncuoglu, I. (2019). Examining the development of pre-service science teachers' STEM-focused lesson planning skills. *Eurasian Journal of Educational Research*, 2019(83), 103–124. <https://doi.org/10.14689/ejer.2019.83.5>
- Brown, B., & Thomas, C. (2020). Technology Used to Support Learning in Groups. *International Journal of E-Learning & Distance Education Revue Internationale Du E-Learning Et La Formation à Distance*, 35(1), 1–34. <https://www.ijede.ca/index.php/jde/article/view/1158>
- Derri, V., Papamitrou, E., Vernadakis, N., Koufou, N., & Zetou, E. (2014). Early Professional Development of Physical Education Teachers: Effects on Lesson Planning. *Procedia - Social and Behavioral Sciences*, 152, 778–783. <https://doi.org/10.1016/j.sbspro.2014.09.320>
- Farhang, A., Hashemi, A. P. S. S. A., & Ghorianfar, A. P. S. M. (2023). Lesson plan and its importance in teaching process. *International Journal of Current Science Research and Review*, 06(08). <https://doi.org/10.47191/ijcsrr/v6-i8-57>
- Firman Edi, Ambiyar, A., Verawardina, U., Samsir, S., & Watrianthos, R. (2021). Improving Lesson Plan Models Using Online-Based in the New Normal Era. *EDUTECH: Journal of Education And Technology*, 4(3), 527–535. <https://doi.org/10.29062/edu.v4i3.109>
- Ghanaguru, S., Nair, P., & Yong, C. (2013). Teacher trainers' beliefs in microteaching and lesson planning in a teacher training institution. *English Teacher*, 42(2), 216–228.
- Gülten, A. Z. (2013). Am I Planning well? Teacher Trainees' Voices on Lesson Planning. *Procedia - Social and Behavioral Sciences*, 93(2010), 1409–1413. <https://doi.org/10.1016/j.sbspro.2013.10.053>
- Johnson, R. M., Little, C. W., Shero, J., Van Dijk, W., Holden, L. R., Daucourt, M. C., Norris, C. U., Ganley, C. M., Taylor, J., & Hart, S. A. (2024). Educational experiences of U.S. children during the 2020–2021 school year in the context of the COVID-19 pandemic. *Developmental Psychology*. <https://doi.org/10.1037/dev0001488>
- Khan, I. (2012). Lesson planning for teaching English Lesson planning for reading : an effective teaching strategy in EFL classrooms. *Elixir Social Studies*, 37(September), 3958–3964.
- Lee, Y., & Lee, J. (2014). Enhancing pre-service teachers' self-efficacy beliefs for technology integration through lesson planning practice. *Computers and Education*, 73, 121–128. <https://doi.org/10.1016/j.compedu.2014.01.001>
- Lim, W., Son, J. W., & Kim, D. J. (2018). Understanding Preservice Teacher Skills to Construct Lesson Plans. *International Journal of Science and Mathematics Education*, 16(3), 519–538. <https://doi.org/10.1007/s10763-016-9783-1>
- Mandal, R., & Mete, J. (2023). a Comparative Study of the Three B.Ed. Curricula: Emphasizing on the Teacher Education in Post-Independence Era. *International Journal of Research -GRANTHAALAYAH*, 11(8), 71–90. <https://doi.org/10.29121/granthaalayah.v11.i8.2023.5271>
- Minett-Smith, C., & Davis, C. (2019). Widening the discourse on team-teaching in higher

- education. *Teaching in Higher Education*, 25(5), 579–594. <https://doi.org/10.1080/13562517.2019.1577814>
- Nali Puji Brata, D., Agung Kesna Mahatmaharti, R., Istianingrum, R., Hasanudin, C., & Hadi, S. (2020). Developing Pancasila and Civic Education (Ppkn) Based on Local Wisdom. *Humanities & Social Sciences Reviews*, 8(1), 768–773. <https://doi.org/10.18510/hssr.2020.8192>
- Oliver, M., Gistered, M., & Liberty, M. (2020). Teaching Strategies Used in Civic Education Lessons in Secondary Schools in Zambia. *International Journal of Research -GRANTHAALAYAH*, 8(2), 39–46. <https://doi.org/10.29121/granthaalayah.v8.i2.2020.182>
- Ruiz-Rosa, I., Taño, D. G., & García-Rodríguez, F. J. (2021). Project-Based Learning as a tool to foster entrepreneurial competences (El Aprendizaje Basado en Proyectos como herramienta para potenciar la competencia emprendedora). *C&E, Cultura Y EducaciÓN/C & E, Cultura Y Educación*, 33(2), 316–344. <https://doi.org/10.1080/11356405.2021.1904657>
- Sahin-Taskin, C. (2017). Exploring Pre-Service Teachers' Perceptions of Lesson Planning in Primary Education. *Journal of Education and Practice*, 8(12), 57–63. [www.iiste.org](http://www.iiste.org)
- Zakiah, L., Sarkadi, Marini, A., Komarudin, Casmana, A. R., & Kusmawati, A. P. (2023). Implementation of Teaching Multicultural Values Through Civic Education for Elementary School Students. *Journal of Social Studies Education Research*, 14(1), 110–142. <https://files.eric.ed.gov/fulltext/EJ1386466.pdf>