




In-Service EFL Teachers' Perceptions of Constructing Best Practices Using the Star Method

Endang Mastuti Rahayu¹  and Wahyu Bandjarjani²
^{1,2}Universitas PGRI Adi Buana Surabaya, Indonesia
endangrahayu@unipasby.ac.id

Abstract. This study aimed to describe the in-service teacher perceptions of constructing best practices using the STAR method regarding overcoming student learning problems. Teachers often experience difficulties in dealing with students' problems when learning English. This research was designed using a qualitative descriptive method. The subjects used were in-service teachers participating in the Teacher Professional Program (*Pendidikan Profesi Guru/PPG*) for the 2022 academic year as many as 31 people. However, due to time constraints, only 4 subjects were taken representing each city in East Java, namely Sidoarjo, Lamongan, Jombang and Lumajang. The research instrument was structured interviews about in-service teacher perceptions when using the STAR method to construct best practices. Thematic analysis was used to analyse the interview data. The results of the interview analysis showed that the perceptions of in-service teachers were positive because the procedure for the STAR method, which consisted of Situations, Challenges, Actions, Reflections on Results and Impacts, helped teachers in overcoming student problems in learning. In conclusion, the STAR method helped in-service teachers quickly find solutions to problems faced by students when learning English.

Keywords: In-Service EFL Teacher, Best Practices; STAR Method; Student Learning Problems.

1. Introduction

In the post-pandemic era, a teacher must have 21st-century teaching skills to bring a fun learning atmosphere so that students can think critically and creatively [1]. Changes in the characteristics of students are influenced by the development of science and technology in the 21st century, so they require orientation and innovative ways of learning [2]. Based on the demands of 21st-century learning, a teacher must develop his/her abilities in the four competencies: pedagogical, professional, personality, and social (Zulfitri et al., 2019; Handrianto et al., 2021).

A professional teacher's characteristics are competence in accordance with their duties and responsible for carrying out professional duties [5]. Based on these characteristics, a teacher is always expected to try to find and take advantage of opportunities to develop their profession, including: following further education, for example, Teacher Professional Education (PPG) which aims to obtain a professional educator certificate [6]. Through PPG, teachers learn how to prepare students to have critical thinking skills in solving problems, increase creative thinking skills and inno-

vation, develop cross-cultural understanding, and improve communication skills and information technology literacy[6]. These require high enthusiasm and motivation in achieving a professional teacher [3]

Professional teachers must have academic qualifications and competencies (Zulfitri et al., 2019; Rahman, 2021). The teacher competencies include pedagogic competence, namely, the understanding of learning theories: educators need to have a strong understanding of various learning theories, such as behaviourism, constructivism, and social learning theory, to create effective lesson plans and teaching strategies. They must also have knowledge of the subject matter: Teachers must thoroughly understand the subject they are teaching, including the most up-to-date information and best practices in the field. Besides, they must also possess effective communication: good communication skills are essential for educators, including the ability to clearly explain concepts, provide feedback, and actively listen to students. They must also have mastery in assessment and evaluation: teachers must have the ability to develop assessments that accurately measure student learning and evaluate student progress. As for classroom management: teachers must be skilled in creating a positive classroom environment, managing behaviour, and resolving conflicts. They must be skilful in technology integration: with the increasing use of technology in education, teachers must be proficient in using technology in the classroom to enhance student learning (Chai et al., 2019; Schaik et al., 2018). They must also have cultural competence: teachers must be aware of and sensitive to their students' cultural backgrounds and incorporate diversity and inclusion into their teaching practices (Lunenberget al., 2014; Postholm, 2018).

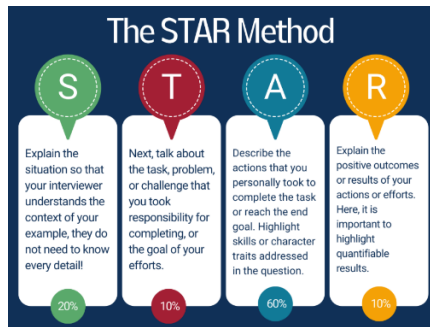
Education is one of the important things in human life. Through education, a person can develop the knowledge, skills and abilities needed to achieve success in the future. One of the problems in the world of education is the problem of student learning [12]. Each student has different characteristics and conditions, so they have different learning needs and problems. There are students who easily master the subject matter, but there are also students who have difficulty understanding it. Students who experience this learning problem can affect the success of their education in the future [13].

To overcome student learning problems, a teacher plays a very important role as a learning facilitator. Teachers are required to have the right skills and strategies to overcome student learning problems. One strategy that teachers can use is the use of Best Practice. It is the best practice in learning that has been proven effective in helping students overcome learning problems (Phan et al., 2019; Beniwal, 2016).

Teacher participants consisted of in-service teachers of junior high school who participated in Teacher Professional Education (*Pendidikan Profesi Guru*) in the English study program at PGRI Adi Buana University Surabaya totaled 31 people and who experienced difficulties in overcoming student learning problems more than 55 %. They had not been able to implement Best Practices effectively. This data was obtained when assisting the teacher in preparing best practices. Therefore, a method

was needed that could assist teachers in overcoming student learning problems which were then written as best practices. One method that can be used as a guide in solving student learning problems is the STAR (Situation, Task, Action, Result) method allows a teacher to see the student problem situation clearly, determine the tasks that must be carried out, take effective actions, and evaluate the results.

The STAR (Situation, Task, Action, Result) method is a method that can help teachers compile best practices in dealing with student learning problems. This method emphasizes four important components: situation, task, action, and result. In an educational context, teachers can use the STAR method to gain a better understanding of students' learning problems, determine tasks that must be carried out to overcome these problems, take appropriate actions, and monitor the results achieved (Nusi, 2021; Handayani et al., 2022).



Picture 1. Massachusetts Institute of Technology (<https://capd.mit.edu/>)

The **Situation** Stage is a background state of the problem that concerns the teacher. The findings are then written down in best practice so that they can be shared. However, before sharing best practices in findings students' problem conditions, teachers need to explain their roles and responsibilities in the learning process.

The second stage is the **Task** or challenge. In this section, the teacher writes down the challenges in achieving the learning objectives. The challenges found at the Situation stage are also conveyed to related parties, namely colleagues and vice principals in the field of curriculum. The third stage is the **Action** stage. At this stage, the teacher identifies what steps will be taken to deal with these challenges or what strategy is right to use, how the process is implemented, who is involved, and what data or material sources are needed to carry it out. determined strategy

The final stage is the **Reflection of results and impact stage**. At this stage, the teacher makes many alternatives related to the results of the actions that have been carried out. The teacher lists possible alternatives for what will happen after the action is carried out. For example, what is the impact of the strategy being implemented, what are the results (effective or not), why are the results like this, how are other people's responses to the strategy being implemented, and what are the success or failure

factors? Finally, the teacher writes down the learning implementation plan for the entire process.

Several studies have shown that teacher perceptions can influence the use of the STAR method in overcoming student learning problems. For example, research conducted by [18]; [19] showed that teachers' perceptions of the effectiveness of the STAR method in dealing with student learning problems varied. Therefore, more in-depth research is needed on teacher perceptions of using the STAR method to build best practices in overcoming student learning problems.

Based on this background, this study aims to answer questions about teachers' perceptions of using the STAR method to develop best practices in addressing student learning problems.

2. Method

This study used a qualitative approach to explore the perceptions of in-service teachers in the PPG in developing Best Practices using the STAR method to address student learning problems. A qualitative approach was chosen because this study wanted to explore teachers' perceptions in depth regarding using the STAR method in addressing student learning problems. In addition, the qualitative approach also allowed researchers to understand the social context that influenced teachers' views.

The participants in this study were teachers in junior high schools participating in the Teacher Professional Education (PPG) in the department of English Language Education Department who came from various regions in East Java. There were 31 in-service teacher participants who had used the STAR method to overcome student learning problems. Four teachers were selected to represent the PPG participants. They were teachers who had at least five years of teaching experience and had used the STAR method to address student learning problems for at least 1 year. The researchers conducted interviews and observations of teachers who met these criteria.

Interviews were conducted online using a structured interview guide. The interview guide covered a number of topics, such as teachers' perceptions of developing Best Practices using the STAR method, difficulties encountered in implementing the STAR method, and the results obtained from using the STAR method. The interview was recorded and analyzed by transcript.

Observations were made to obtain information about how teachers implemented the STAR method in overcoming student learning problems. Observations were made in classes taught by teachers who were research participants. Observations were carried out in a structured manner using an observation guide. The observation guide covered several aspects, such as the strategies used in overcoming student learning problems, teacher-student interactions, and student responses to the strategies used by teachers.

The data obtained from interviews and observations were analyzed qualitatively using thematic analysis. Thematic analysis techniques were used to identify patterns and themes from the data obtained. After identifying patterns and themes, the

results of the analysis were interpreted, and conclusions were drawn. The conclusions from this study were expected to provide recommendations for teachers in overcoming student learning problems using the STAR method.

3. Results and Discussion

3.1 Observation Result

The teacher's process of compiling best practices took time. The right time was when the teachers were carrying out the learning process so that the teacher knew the deficiencies they were experiencing. These deficiencies could be caused by the teacher's less-than-optimal preparation, so students had difficulty understanding what was conveyed by the teachers. Through the STAR method, the teachers began the preparation of best practices in stages.

First, the **Situation** stage was the stage that explained the background conditions of the problem and why this best practice was important. Each teacher had a different strategy for identifying learning problems faced by students. The strategy chosen by each teacher was different, but in principle, it had the same goal. The difference was when the teacher described the findings of the situation that lied behind the student's learning problems. Teachers E and N2 described the situation stage, starting with explaining the conditions behind the problem, the importance and benefits of best practice, and finally, the role and responsibilities of the teacher in the learning process. Teachers N1 and N3 had different strategies for describing the stage of the situation when developing best practices. N1 starts by telling the background of the problems during the learning process and the importance of compiling best practices. The last finding of N1 was used to make the necessary learning tools.

Second, the **Task** stage explains the challenge/task process to achieve the goal and who is involved. Each teacher had a different way of setting goals due to the different characteristics of students. Teachers E, N1, N2 and N3 developed best practices at this stage, explaining the learning objectives of writing skills that had to be achieved by students. Learning objectives were determined after the teacher knew students' weaknesses in the materials being studied. Furthermore, the teacher gave students directions and instructions in completing assignments to achieve learning objectives. The achievement of learning objectives had many factors that had to be considered besides the students' ability, namely the teacher's strategy used during the learning process and the learning media chosen.

Third, the **Action** stage was the steps the teachers took after facing a situation and task, so the teacher needed to prepare a strategy to achieve the learning objectives. Teachers E, N1, N2, and N3, at this stage, divided it into four parts. In the first part, the teacher explained the steps taken to complete the task, and the second was the strategy planned by the teacher so that students could achieve learning goals. The third was that solutions to achieve learning goals were appropriate, it was necessary to prepare anyone involved in achieving learning goals, and the fourth was determining resources needed during the learning process.

Fourth, the **Result** stage was the last stage in which teachers E, N1, N2 and N3 explained the impact of the action stage and the steps taken along with the responses of the parties involved related to the strategy carried out. The last concluded what the teacher had done in best practice [18];[19].

3.2 Interview Result

After observing the STAR method's implementation process in preparing best practices, the researchers interviewed teacher respondents who compiled best practices using the STAR method.

RQ 1: What student problems have you successfully tackled using the STAR method? (Please provide an example)

(Teacher E mentioned that he successfully overcame student problems related to improving students' writing skills in descriptive text materials through using Wordwall media as a pre-writing activity. It showed that using the STAR method with the right approach, in this case, the use of Wordwall media, could effectively improve students' writing skills. Teacher N1 mentioned an example of a student's problem who was afraid to speak English in class. This statement showed that the STAR method could be used to overcome the problem of students' reluctance to participate in learning, especially in speaking skills. Teacher N2 explained that the students' ability to write descriptive text increased after applying the STAR method. Previously, students faced problems such as writing mistakes, wrong spelling, and limited vocabulary. However, after using the STAR method, students' writing skills experienced a significant increase. It showed that the STAR method could overcome students' writing problems. Teacher N3 gave an example of success in using the STAR method to overcome the problems of students who had difficulties writing English. This teacher showed that by using the STAR method and Canva media in learning Greeting Card material, students managed to understand the material well. In addition, the majority of students achieved the minimum completeness criteria (KKM), indicating a significant increase in student achievement).

RQ 2: What are the advantages that you experience when using the STAR method in dealing with student learning problems?

(Teacher E stated that the STAR method was effective because it required the teacher to analyze the situation and challenges before taking action steps. Thus, teachers could understand student problems more deeply and take appropriate action. The reflection stage also provided benefits for the teacher to measure the success of the actions taken in overcoming student problems. Teacher N1 revealed that the STAR method's advantage was that the teacher could recognize and understand student problems in more detail. Thus, the teacher could provide appropriate solutions and appropriate handling of these problems. Teacher N2 provided several advantages and positive results from using the STAR method, including learning becoming more effective because students were active in discussions and completing assignments, collaboration between group members made learning more enjoyable, achieving

learning goals through improving test results and students' writing abilities. Students showed an enthusiastic and active attitude during the learning process. Teacher N3 mentioned several advantages of using the STAR method, such as creating interactive learning, motivating students, actively involving students, training students' skills, and providing a more organized structure in the learning process).

RQ 3: Are there any obstacles or challenges that you experience when using the STAR method in dealing with student learning problems? If so, how do you deal with it?

(Teacher E said that the main obstacle lay in the students' situation analysis because the conditions of each individual in one class are different. To overcome this obstacle, teachers must understand the conditions and situations of students well. Teacher E conducts further information analysis by calling a few students as a sample to understand their problem better. Teacher N1 revealed that the STAR method's obstacle mainly lies in determining the strategy to be used. Teacher N1 overcame this obstacle by consulting various parties, such as PPG Lecturers, Principals, and senior teachers, to get the right input and suggestions. N2 teachers faced several problems in using the STAR method, such as class preparation which takes a long time, limited facilities and infrastructure, low student vocabulary, lack of student involvement in group discussions, and a learning atmosphere that was still conventional. Teacher N2 overcame this obstacle by doing ice breaking and trying to adapt the material to the characteristics of students with a low understanding of English. Teacher N3 noted several obstacles in using the STAR method, such as low student vocabulary, lack of students' familiarity with Canva media, students' creativity in making various greeting cards, and some students did not have cell phones. To overcome this obstacle, Teacher N3 provided information to students about accessible tools, opened tutorials on YouTube for Canva media, facilitated collaboration between students with different levels of creativity, and formed groups so students who hadn't have cell phones could join other students.).

RQ 4: To what extent do you involve students, parents, or other stakeholders in the problem-solving process when using the STAR method?

(Teacher E emphasized that students had the biggest role in the process of solving learning problems because they had to try to solve the problem themselves. The role of educators was to assist in this process, while the role of parents was not too big because of the position of students in the boarding school. In this context, other stakeholders where Teacher E had a role in the implementation process, and their permission was essential to continue problem-solving with students. Teacher N1 mentioned that in using the STAR method, he involved various parties, including discussions with various related parties. It was done to understand students' challenges in detail and get input and suggestions that are useful in implementing the

method. Teacher N2 described the various stakeholders involved in problem-solving when using the STAR method. Lecturers, tutor teachers, school principals, AL-Maliki Sukodono Secondary School teachers, students, parents, resource persons, and PPG students all played a role in assisting and supporting the action plan implementation using the STAR method. Teacher N3 revealed the involvement of students and colleagues in the use of the STAR method. Students were involved through survey instruments and peers through observation sheets, which were used to observe the effectiveness of learning in improving student problems).

RQ 5: What additional support or resources do you think would enhance the use of the STAR method in developing best practices?

(Teacher E emphasized that support from various parties, such as students, parents, stakeholders, and fellow teachers, was very important. Such support required good cooperation so that student problems could be resolved effectively. In addition, support in improving learning media in schools was also needed so that actions that require media could be carried out. Teacher N1 said that extensive experience and knowledge of various learning strategies were very helpful in determining the right strategy to apply in problem-solving. This knowledge facilitated the decision-making process in choosing the appropriate strategy for the problem at hand. Teacher N2 and Teacher N3 mentioned the importance of facilities and infrastructure resources in the learning process. Internet access that all students could access greatly enhances the learning process, including language lab facilities providing significant support. With adequate resources, implementing the STAR method and using learning media could run more smoothly).

RQ 6: Please provide additional comments or suggestions regarding the use of the STAR method to address student problems in learning.

(Teacher E revealed the importance of adding a literature analysis stage to the STAR method. By conducting a literature analysis, an educator could enrich his/her knowledge and insights and ensure that the steps taken in solving student problems were supported by existing literature. It helps educators develop action options that are more varied and based on broader knowledge. Teacher N1 highlighted the importance of efficient and effective time management in implementing the STAR method in the classroom. Good time management ensured that each stage of the STAR method was carried out properly, including situation analysis, action, and reflection. With effective time management, the process of solving student problems could run smoothly. Teacher N2 and Teacher N3 emphasized that the STAR method is very helpful for teachers in implementing classroom learning and overcoming student problems. Teachers were expected to understand the STAR method well so that they could solve student problems well too. This method provided a systematic and structured approach to solve problems, thus helping teachers more effectively overcome learning challenges).

RQ 7: In your opinion, is the STAR method effective in overcoming student learning problems?

(The STAR method allowed the teacher to first analyze the background of the problems experienced by students before determining the appropriate action. By analyzing the causes and conditions of students in-depth, teachers could respond more specifically to the learning problems they face. Teacher N1 stated that the STAR method was quite effective in overcoming student learning problems. It showed that the teacher had seen positive results in applying this method and felt that it effectively solved problems that arose in learning. Teacher N2 explained that the STAR method was effective because it helped teachers understand the background of student problems, plan appropriate strategies, and reflect on the results of the actions taken. With structured steps in the STAR method, teachers could be more focused on facing learning challenges. Teacher N3 stated that the STAR method effectively overcame student learning problems because it encouraged interaction between teachers and students and increased students' motivation and interest in learning. This method allowed students to be actively involved in problem-solving, making learning more interesting and interactive).

3.3 Discussion

The results of the analysis of teacher observation data in compiling best practices using the STAR method are as follows. At the **Situation** stage, each teacher had a different strategy for identifying student learning problems. Even though their strategies were different, their goal remained the same: to explain the problem's background conditions and why this best practice was important. Differences occurred in describing the situation behind the students' learning problems. Teachers E and N2 began by explaining the problem conditions, the importance of best practices, and the role and responsibilities of the teacher in the learning process. Meanwhile, teachers N1 and N3 had different strategies. Teacher N1 began by explaining the problems' background during the learning process and the importance of compiling best practices. In contrast, teacher N1's findings were used to create the necessary learning tools [17].

At the **Task** stage, each teacher had a different way of setting learning objectives. This was caused by differences in the characteristics of students. Teachers E, N1, N2, and N3 developed best practices by explaining the learning objectives of writing skills that had to be achieved by students. Learning objectives were determined after the teacher knew students' weaknesses in the materials being studied. Furthermore, the teacher provided directions and instructions to students to complete assignments to achieve learning objectives. The achievement of learning objectives involves other factors, such as students' abilities, the teacher's strategies used during the learning process, and the learning media chosen[2].

At the **Action** stage, teachers E, N1, N2, and N3 divided it into four parts. First, the teacher explained the steps taken to complete the task. Second, a strategy is planned by the teacher so that students can achieve learning objectives. Third, it was necessary to prepare appropriate solutions to achieve learning objectives by involving

the parties involved. Fourth, determining the resources needed during the learning process [20].

In the **Result** stage, teachers E, N1, N2, and N3 explained the impact of the Action stage and the steps taken. They also conveyed the responses of the parties involved regarding the strategy undertaken. This stage ended by concluding what the teacher had done in best practice. In the whole discussion, it appeared that each teacher had a different approach to compiling best practices, but their goal remained the same, which was to improve student learning. In carrying out best practices, they considered the situation, tasks, actions and expected results and involved related parties [16].

The results of the interview analysis were as follows. **RQ 1.** STAR method effectively overcame students' problems in learning, especially in improving writing, speaking, and understanding of the material. Using this method with the right approach and the support of additional resources, such as Wordwall or Canva media, has helped teachers achieve positive results in learning. **RQ 2.** Using the STAR method in learning had several advantages and effectiveness that teachers recognized. This method allowed teachers to understand student problems better, design appropriate actions, and measure success through the reflection stage. The STAR method also created more interactive learning, actively engaged students, and increased student motivation and skills.

RQ 3. The use of the STAR method in learning was not without problems. Teachers must overcome these obstacles with appropriate strategies, such as understanding students' conditions, consulting with related parties, conducting ice-breaking, adapting material to student characteristics, providing information and tutorials, and facilitating group collaboration. With the efforts made, teachers could optimize the use of the STAR method in facing challenges in learning. **RQ 4.** Using the STAR method, stakeholders such as students, parents, lecturers, tutors, school principals, resource persons, and PPG students were very important. They contributed to provide the necessary input, support, and permission to continue the problem-solving process for students. Involving these various stakeholders could assist in formulating effective solutions and support the successful implementation of the STAR method in learning.

RQ 5. support from various parties, including students, parents, stakeholders, and fellow teachers, and adequate facilities and infrastructure was very important in the use of the STAR method. This support facilitated good collaboration, made it easier to determine the right strategy, increased learning effectiveness, and allowed adequate access to learning resources like the Internet. These factors contributed to successfully implementing the STAR method and solving problems in the learning process. **RQ 6.** A literature analysis stage could enrich educators' knowledge and provide a strong basis for decision-making. Good time management was also important in implementing the STAR method so that the stages could be carried out efficiently. The STAR method was recognized as a method that assisted teachers in overcoming student problems and increasing learning effectiveness. Educators need to understand this method well to optimize the results achieved in solving student problems.

QR 7. The STAR method was considered effective in overcoming student learning problems by Teachers E and Teachers N1, N2, and N3. This method allowed teachers to analyze problems properly, plan appropriate actions, and respond specifically to learning challenges. In addition, this method also encouraged active interaction between teachers and students and increased student motivation and interest in learning. The findings of the interview analysis revealed several key points regarding the effectiveness and impact of the STAR (Situation, Task, Action, Result) method on addressing students' learning problems.

Firstly, the STAR method proved highly effective in overcoming students' difficulties, particularly in improving their writing, speaking, and comprehension skills. By utilizing the STAR method along with the appropriate approach and additional resources such as Wordwall or Canva media, teachers achieved positive student learning results. Secondly, teachers recognized several advantages and effectiveness of the STAR method. It enabled them to understand student problems better, design suitable actions, and measure success through the reflection stage. Moreover, the STAR method fostered interactive learning, actively engaging students and enhancing their motivation and skills [20].

However, the use of the STAR method was not without challenges. Teachers needed to employ specific strategies to overcome these obstacles. Strategies included understanding students' conditions, consulting with relevant parties, conducting ice-breaking activities, adapting materials to student characteristics, providing information and tutorials, and facilitating group collaborations. Despite these challenges, teachers were able to optimize the use of the STAR method in addressing learning difficulties through their efforts and strategies [21].

The involvement of various stakeholders, including students, parents, lecturers, tutors, school principals, resource persons, and PPG students, played a crucial role in successfully implementing the STAR method. These stakeholders provided valuable input, support, and permission, facilitating effective problem-solving processes for students; involving these diverse stakeholders assisted in formulating effective solutions and ensuring the successful application of the STAR method in learning (McAllister, 2011; McAllister et al., 2013).

Furthermore, support from multiple parties, such as students, parents, stakeholders, and fellow teachers, and adequate facilities and infrastructure proved vital for the effective use of the STAR method. This support fostered collaboration, aided in determining suitable strategies, enhanced learning effectiveness, and provided ample access to learning resources, including the Internet. Overall, these factors contributed to the successful implementation of the STAR method and the resolution of learning problems [22].

An additional finding suggested that incorporating a literature analysis stage could enrich educators' knowledge and provide a strong foundation for decision-making. Additionally, good time management was identified as crucial for efficient implementation of the STAR method, ensuring that each stage could be carried out effectively. Educators were advised to have a comprehensive understanding of the STAR method to maximize the outcomes achieved in addressing student problems [23].

Lastly, Teachers E and Teachers N1, N2, and N3 acknowledged the effectiveness of the STAR method in overcoming student learning problems. This method empowered teachers to analyze problems accurately, plan appropriate actions, and respond specifically to the challenges faced in the learning process. Moreover, the STAR method fostered active interaction between teachers and students, boosting student motivation and interest in learning (Roiha & Sommier, 2021; McLeod et al., 2015).

4 Conclusion

The conclusion from the interview was that each teacher had a different approach in compiling best practices, but their goal remained the same, which was to improve student learning. In carrying out best practices, they consider the situation, tasks, actions and expected results and involve related parties. The STAR method has proven to be effective in overcoming students' problems in learning, especially in improving their writing, speaking, and understanding of the materials. In use, this method required the right approach and the support of additional resources, such as the use of Wordwall or Canva media. The STAR method assisted teachers in understanding student problems, designing appropriate actions, and measuring success through the reflection stage. In addition, this method created more interactive learning, actively engaged students, and increased student motivation and skills.

However, the use of the STAR method also had several obstacles that needed to be overcome. Teachers needed to overcome these obstacles with appropriate strategies, such as understanding students' conditions, consulting with related parties, conducting ice-breaking, adapting material to student characteristics, providing information and tutorials, and facilitating collaboration in groups. The use of the STAR method in learning also involves various stakeholders, such as students, parents, lecturers, tutors, school principals, resource persons, and PPG students. Supports from various parties were important in formulating effective solutions and supporting the successful implementation of the STAR method in learning. It supports facilitated good collaboration, increases learning effectiveness, and allows adequate access to learning resources.

Literature analysis could also enrich educators' knowledge and provide a solid basis for decision-making. Good time management was also important in implementing the STAR method so that the stages could be carried out efficiently. The STAR method was recognized as a method that assisted teachers in overcoming student problems and increasing learning effectiveness. Educators needed to understand this method well to optimize the results achieved in solving student problems.

References

- 1 E. M. Rahayu and W. Bandjarjani, "Assessment of Indonesian Higher Education Students' Critical Thinking Based on Merrill's First Principles of Instruction," *JPI (Jurnal Pendidik. Indones.*, vol. 10, no. 4, pp. 732–741, 2021, doi: 10.23887/jpi-undiksha.v10i4.30863.

- 2 E. Richter, M. Brunner, and D. Richter, "Teacher educators' task perception and its
relationship to professional identity and teaching practice," *Teach. Teach. Educ.*, vol.
101, p. 103303, 2021, doi: 10.1016/j.tate.2021.103303.
- 3 H. Zulfitri, N. P. Setiawati, and Ismaini, "Pendidikan Profesi Guru (PPG) sebagai
Upaya Meningkatkan Profesionalisme Guru," *LINGUA, J. Bhs. Sastra*, vol. 19, no. 2,
pp. 130–136, 2019.
- 4 C. Handrianto, A. J. Jusoh, Y. K. Nengsih, A. Alfurqan, M. Muslim, and A. Tannoubi,
"Effective Pedagogy in Primary Education: A Review of Current Literatures,"
Abjadia, vol. 6, no. 2, pp. 134–143, 2021, doi: 10.18860/abj.v6i2.12978.
- 5 Purwadi Sutanto, "Direktorat pembinaan sekolah menengah atas direktorat jenderal
pendidikan menengah kementerian pendidikan dan kebudayaan tahun 2011," 2017.
- 6 A. A. Dulo, "In-service teachers' professional development and instructional quality in
secondary schools in Gedeo Zone, Ethiopia," *Soc. Sci. Humanit. Open*, vol. 5, no. 1, p.
100252, 2022, doi: 10.1016/j.ssaho.2022.100252.
- 7 A. R. Rahman, "High Participation, Low Impact: The Challenge for Teacher
Professional Development in Indonesia," *Indones. J. Learn. Educ. Couns.*, vol. 3, no.
2, pp. 206–217, 2021, doi: 10.31960/ijolec.v3i2.961.
- 8 C. S. Chai, J. Hwee Ling Koh, and Y. H. Teo, "Enhancing and Modeling Teachers'
Design Beliefs and Efficacy of Technological Pedagogical Content Knowledge for
21st Century Quality Learning," *J. Educ. Comput. Res.*, vol. 57, no. 2, pp. 360–384,
2019, doi: 10.1177/0735633117752453.
- 9 P. van Schaik, M. Volman, W. Admiraal, and W. Schenke, "Barriers and conditions
for teachers' utilisation of academic knowledge," *Int. J. Educ. Res.*, vol. 90, no.
October 2017, pp. 50–63, 2018, doi: 10.1016/j.ijer.2018.05.003.
- 10 M. Lunenberg, J. Dengerink, and F. Korthagen, "The Professional Teacher Educator,"
Prof. Teach. Educ., no. December 2015, 2014, doi: 10.1007/978-94-6209-518-2.
- 11 M. B. Postholm, "Teachers' professional development in school: A review study,"
Cogent Educ., vol. 5, no. 1, pp. 1–22, 2018, doi: 10.1080/2331186X.2018.1522781.
- 12 M. Muhtarom and A. Maghfiroh, "Student Difficulties in English Learning During
Limited Ptm Period," *Int. J. Res. English Teach. Appl. Linguist.*, vol. 2, no. 2, pp. 10–
14, 2022, doi: 10.30863/ijretal.v2i2.2450.
- 13 A. Rastri, Y. S. Rezeki, U. Salam, D. Riyanti, and S. Surmiyati, "An Analysis of
Students' Problems in Writing a Research Proposal," *Acitya J. Teach. Educ.*, vol. 5,
no. 1, pp. 57–71, 2023, doi: 10.30650/ajte.v5i1.3479.
- 14 H. P. Phan, B. H. Ngu, H. W. Wang, J. H. Shih, S. Y. Shi, and R. Y. Lin, *Achieving
optimal best practice: An inquiry into its nature and characteristics*, vol. 14, no. 4.
2019.
- 15 R. D. Beniwal, "Best Practices in Teacher Education for Quality Enhancement," vol.
6, no. 9, pp. 258–263, 2016.
- 16 A. Nusi, "BASED ON STAR METHOD AT DTS 2020," vol. 10, no. 1, 2021.
- 17 S. W. Handayani, L. Latiana, and Y. K. S. Pranoto, "Teknik STAR dalam Self and
Peer Assessment pada Pelaksanaan Model Pembelajaran ABCD5E di TK," *J. Obs. J.
Pendidik. Anak Usia Dini*, vol. 6, no. 5, pp. 4875–4887, 2022, doi:
10.31004/obsesi.v6i5.2780.
- 18 M. McAllister, F. Oprescu, T. Downer, M. Lyons, F. Pelly, and N. Barr, "Evaluating

- STAR - a transformative learning framework: Interdisciplinary action research in health training,” *Educ. Action Res.*, vol. 21, no. 1, pp. 90–106, 2013, doi: 10.1080/09650792.2013.763434.
- 19 M. McAllister, “STAR: A Transformative Learning Framework for Nurse Educators,” *J. Transform. Educ.*, vol. 9, no. 1, pp. 42–58, 2011, doi: 10.1177/1541344611426010.
- 20 I. W. Widana, I. W. Sumandya, and N. P. Dini Prastanti, “Implementasi Metode Star Untuk Meningkatkan Kemampuan Guru Mengembangkan Modul Proyek Penguatan Profil Pelajar Pancasila,” *J. PkM Pengabd. Kpd. Masy.*, vol. 5, no. 6, p. 696, 2023, doi: 10.30998/jurnalpkm.v5i6.15621.
- 21 L. Woon Chia and C. C. M. Goh, “Teachers’ perceptions, experience, and learning,” *Asia Pacific J. Educ.*, vol. 36, no. June, pp. 1–4, 2016, doi: 10.1080/02188791.2016.1141464.
- 22 C. Tromp and R. J. Sternberg, “Dynamic Creativity: A Person \times Task \times Situation Interaction Framework,” *J. Creat. Behav.*, vol. 56, no. 4, pp. 553–565, 2022, doi: 10.1002/jocb.551.
- 23 A. Clarke and D. Bautista, “Critical Reflection and Arts-Based Action Research for the Educator Self,” *Can. J. Action Res.*, vol. 18, no. 1, pp. 52–70, 2017, doi: 10.33524/cjar.v18i1.321.
- 24 A. Roiha and M. Sommier, “Exploring teachers’ perceptions and practices of intercultural education in an international school,” *Intercult. Educ.*, vol. 32, no. 4, pp. 446–463, 2021, doi: 10.1080/14675986.2021.1893986.
- 25 G. A. McLeod, J. Barr, and A. Welch, “Best Practice for Teaching and Learning Strategies to Facilitate Student Reflection in Pre-Registration Health Professional Education: An Integrative Review,” *Creat. Educ.*, vol. 06, no. 04, pp. 440–454, 2015, doi: 10.4236/ce.2015.64044.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

