Teachers' Reflective Thinking during Remote Learning in SMP N 2 Tejakula

Ni Luh Dian Puspa Dewi1
niluhdianpuspadewi20@gmail.com
Universitas Pendidikan Ganesha

Putu Ngurah Wage Myartawan
wmyartawan@undiksha.ac.id
Universitas Pendidikan Ganesha

Ni Putu Astiti Pratiwi
astitipratiwi@undiksha.ac.id
Universitas Pendidikan Ganesha

Abstrak

Penelitian ini bertujuan untuk menyelidiki guru yang berpikir reflektif selama pembelajaran jarak jauh di SMP Negeri 2 Tejakula dan permasalahan yang mereka temui dilihat dari persepsi guru bahasa Inggris. Studi Deskriptif Kuantitatif digunakan sebagai desain penelitian penelitian ini yang melibatkan guru bahasa Inggris SMP Negeri 2 Tejakula sebagai partisipan. Data diperoleh melalui survei dan wawancara. Kuesioner refleksi diri guru bahasa Inggris yang dibuat oleh Choy dkk (2017) diadaptasi dalam pelaksanaan survei. Hasil penelitian ini menunjukkan bahwa guru bahasa Inggris menunjukkan respon positif terhadap kuesioner yang didalamnya juga ditemukan empat keterampilan yang digunakan dalam berpikir reflektif selama pembelajaran jarak jauh di SMP Negeri 2 Tejakula. Kemudian penelitian ini menemukan bahwa permasalahan guru disebabkan oleh rendahnya wawasan guru dalam menggunakan aplikasi online dimana siswa memberikan komentar yang buruk karena guru mengabaikan masukan siswa dalam aplikasi.*Kata*

Kunci: Berpikir Reflektif, Persepsi, Tantangan

Abstract

This study was aimed at investigating reflective thinking teachers during remote learning in SMP Negeri 2 Tejakula and the problems that they encounter in which it was viewed from the English teachers' perceptions. Descriptive Quantitative Study was used as a research design of this study which involved the English teachers of SMP Negeri 2 Tejakula as the participants. The data were obtained through survey and interview. English teachers' self-reflected questionnaire by Choy et al (2017) was adapted in conducting the survey. The results of this study showed that the English teachers show a positive response toward the questionnaire in which it was also found that there were four skills used in the reflective thinking during

remote learning in SMP Negeri 2 Tejakula. Then, this research found that the teachers' problem was due to the low insight of the teachers in using online application where the students gave bad comments because the teachers ignored students' feedback in the application.

Keywords: Reflective Thinking, Challenges, Perception

1. Introduction

Teachers have an important role on education system in which they can be a source of education but they have to be qualified enough. Teachers become one of the keys in the education to take a part in developing the outcomes (Murati, 2015).Teachers have a role as a designer, educator, and manager in the teaching and learning process (Xhemajli, 2016; Archana & Rani, 2017). Putri et al., (2019) add that the teachers have also a role as counselor and motivator in the learning process. In, addition, the role of the teacher is also as planner (Arifah & Prijambodo, 2014). Based on the regulation published by The Indonesian Minister of Education and Culture Number 14, 2005, teachers are defined as a professional educator who has several duties, such as; educating, teaching, guiding, directing, training, assessing, and evaluating students' early childhood that can be done through formal education, primary education, and secondary education. Teachers are also supposed to think critically in designing and giving the learning materials to stimulate students' critical thinking as one of requirement in 21st century learning. Apsari (2016) states that teachers can develop students' critical thinking by involving the students in an active discussion. In addition, teachers also motivate the students by giving positive comment for students' achievement in the learning process (Johnson, 2017).

Nabila (2016) states that teachers are supposed to have a good performance which is highly enthusiastic and motivated in order to have a better learning and teaching quality. It indicates that teachers need to conduct an evaluation or reflection to view whether they have a good performance during the teaching and learning process or not in which the results will help them to increase their teaching quality. Reflection is commonly done toward the teaching process which allows the teachers to create a change related to the teaching and learning process for improving their teaching quality and professionalism (Sellars, 2012; Mathew & Prince, 2017). Reflection is also defined as a way of developing students' critical thinking. Habib (2017) states that reflection is how the teacher develops critical thinking and experience for the students in which it is supposed to lead students in achieving the learning outcomes and understanding the subject easier. Phelps (2005) adds that whenever the teachers do the teaching and learning process, reflection is one of most important things because the teachers are able to see what the content is already learned and appreciated by their students. It is believed that conducting a teaching reflection is beneficial for both of teachers and students.

Reflective thinking is one of skills required by the teachers in conducting reflective teaching or a reflection toward their teaching process. Choy et al (2017) define reflective thinking as a tool for attentive consideration of a professional action and used as critical assessment toward someone's behavior in which it can increase learning performance. Choy and Oo (2012) even states that reflective thinking is a part of critical process referred to the explicit operation of analyzing and creating a judgment about the initially event occurs between the students and teachers. Reflective thinking has a strong relation toward the reflective teaching practice. It is point out that reflective thinking allows the teachers to view their beliefs in pedagogical aspects that has an influence toward the teaching process (Moayeri & Rahimiy, 2019). However, it is known that reflective teaching practice is essentially influenced the teaching process where the results help teachers in improving their teaching practice but the teachers

need to have a reflective thinking skills that will guide them in conducting the reflective practice. Slade et al (2019) argue that reflective practice provides a wide opportunity to the teachers in developing their knowledge, skills, and dispositions. Porntaweekul et al (2016) argue that reflective thinking promotes cooperation. Students can take a part in the participation. Jha and Shah (2018) argue that the reflective thinking assists the students to identify the material that they have learned. They have learning experience. Reflective thinking also helps the students to be active in the learning process by conducting problem solving (Salido & Dasari, 2019).

Since reflective teaching is beneficial in improving the teaching and learning process, then this study is conducting to investigate the reflective teaching practice done by the teachers during the online learning. The outbreak of Covid-19 pandemic makes the teaching process is conducted virtually and it is quite challenging for the teachers and students in adapting this new learning design. It is stated that teachers must face difficulty related to the implementation of this new learning system where face to face learning is changed into online learning (Manurung & Listiani, 2020;Sangsawang, 2020). Thus, the study of teachers' perception on reflective thinking in online is important to be conducted in which it focuses on teachers' perception on reflective thinking teachers and their problems when practicing limited reflective thinking.

2. Research Method

The research designed of this study was a descriptive quantitative study which meant that the data was not statistical data. The descriptive research asks questions about the nature, incidence, or distribution of variables, it involves describing without manipulating variables. To provides descriptive accounts targeted to understanding a phenomenon using data that might be collected in a variety of ways, such as interview, observation and document review (Ary et al., 2010).

This research was conducted in SMP Negeri 2 Tejakula is located in Sambirenteng Village, Tejakula sub-district, Buleleng regency, Bali. The subject of this study was three EFL teachers in Buleleng regency, specifically teachers in SMP Negeri 2 Tejakula who had experiences in teaching English.

This research was limited in the term of the data collection method. The process in gather was conducted online because of the COVID-19 pandemic. This research only used the self-reflected questionnaire and interviewed guide as the instruments since survey and interview were used as data collection techniques. The obtained data were analyzed quantitatively.

3. Finding and Discussion

This section presented the finding and discussion about the perception of teachers toward the reflective thinking practitioners as well as challenges/problems faced by the English teacher in conducting reflection on thinking practice during online learning in SMP Negeri 2 Tejakula as follows.

The Perception of English Teachers toward Reflective Thinking in Online

The perception of English teachers toward reflective thinking was collected by distributing the self-reflected questionnaire. The questionnaire consisted of 20 statements to three teachers. The data taken from the questionnaire was presented in the Table 1.

Table 1. The Perceived Knowledge of Teachers about Their Practice toward Reflective Thinking

Skills	No	Statements	Teacher 1	Teacher 2	Teacher 3
	1	I need to find the most effective strategies for my	4	5	5

1.	Lifelong Learning Skill		students, considering their characteristic and the material.			
		2	I get inspiration from my colleagues for innovative way of teaching.	4	4	4
		3	I evaluate my teaching practice to see the effectiveness.	4	5	5
		4	I ask feedback from students and colleagues to reflect on what I present to my class since I know it will influence how my students will behave toward the lesson.	4	4	4
		5	I never integrate my past experience into my current teaching practice for better preparation.	2	5	4
		6	I integrate my past experience into my current teaching practice for better preparation.	4	2	4
		7	I think of what I had done during my lessons so I can improve and discover myself to apply the knowledge towards the students so I can be a better teacher in the future	5	4	5
2.	Self-Assess Ability	8	I get good comments from students so I think I am doing quite well overall as a teacher.	2	1	2
		9	I consider my students' feedback important as it will help me understand them better and it can be the indicator of the areas of my strengths and weaknesses	4	4	5
		10	I make assumptions toward my colleagues' feedback and I learn from them.	4	4	4

	11	I put my students' feedback aside. I just need to teach them, not more.	1	4	1	
3. Self-Belief	12	I believe I can take care of my needs as a teacher such as providing lesson plan, learning media, and also understanding the material that will be taught before transferring the knowledge to students.	5	5	5	
	13	I try to look for the connecting areas between what and how I teach with my life experiences.	4	5	4	
	14	I know the mistakes that I made during my teaching process can have an impact on my students' lives.	4	4	5	
	15	I feel very anxious about students' feedback given to me, as it is obvious that they assess and judge me as a person.	5	5	5	
4. Teaching Awareness	16	In order to improve my teaching, I try to think about what I teach my students in terms of my own area of discipline.	5	5	4	
	17	I have a set of practices which I am comfortable with, although the feedback I receive from students and my colleagues swill help me further enhance those practices.	4	5	4	
	18	My self-quality and the set of my teaching practices will be influenced by my beliefs.	5	5	5	
	19	I do not know my behavior will ultimately be controlled by what I believe about myself	5	2	2	

		as a teacher towards students' lives.			
	20	I try to reflect on what I do during my lessons so I can enrich the strategies I use with new and more effective ones.	4	4	5
Total Point			79	81	82
Percentage			79%	81%	82%
Total Score			80,67%		

Table 1 shows the score obtained by the teachers from the questionnaire. Teacher 1 (T1) obtained 79. Teacher 2 (T2) obtained 81. Teacher 3 (T3) obtained 82. The total score was 80.67% which means that the perception of the English teachers toward reflective thinking was positive. The explanation of each aspect in the questionnaire can be seen as follows.

The first aspect is lifelong learning skills. This skill deals with the strategy. Considering the lifelong learning skills, Choy et al., (2017) suggest that teachers must assess their practice in teaching and learning process as well as the needs of the students. Tosriadi et al (2018) add that the evaluation in reflective thinking is a way to deal with the problem in teaching and learning process. After conducting reflection, T1, T2, and T3 obtain inspiration from their partners. Teachers also conduct evaluation both their teaching and students' opinion. Zahid and Khanam, (2019) argue that the opinion from partner and students can be a way for the teacher to develop their performance in teaching and learning process.

The second aspect is self-assess ability. It discusses the reflection from feedback. Table 1 shows that T1, T2, and T3 obtained positive opinion from their students. Teachers need to provide the needed learning media. Related to the self-assess ability, Choy et al., (2017) argue that it is used to find the strength as well as its weaknesses. This reflection can be used to develop some basic skills (Safak et al., 2016). It also produces a better a better teaching and learning process in the current time (Choy & Oo., 2012). Table 1 shows that T2 pays attention on the feedback from students while T1 and T3 don't. Therefore, teachers need to consider the use of students' and partner' feedback.

In relation to the skills of self-belief, it deals with the reflection and preparation. There is a connection between self-confidence and reflection in the teaching and learning process (Choy et al., 2017). Table 1 shows that both T1 and T3 seek for the relationship between the learning process and learning experience. In addition Williams and Burden in Choy et al., (2017) argue that the belief of teacher is necessary to see the interaction during the learning process. It can be said that this skill can guide the teacher to manage the learning activities.

The last aspect is teaching awareness. Table 1 shows that the T1, T2, and T3 perceived positively that they had conducted awareness during leaning process. It can be seen from the attention of teacher toward the perception of student. It can help the teacher to cover the problems. In line with this matter, Farrell in Choy et al., (2017) state that the reflection can increase the awareness of teacher to conduct self-assessment.

Teachers' Challenges in Conducting Reflection

From the result of the interview with three English teachers, there was a problem faced by the teacher in doing the reflection, namely

self-direction problem. The three teachers respond to toward the problem as follows. The 7th grade English teacher said that she had got bad comment from her teacher due to the difficulty in online learning. She sometimes ignore the feedback given by her students. In addition, the 8th grade English teacher said the she rarely received good comment from her students. She said that she had no time to listen her students' feedback. Moreover, the 9th grade English teacher also had similar experience from the previous teachers. He has limited time to give response for his students. From the result of interview from three teachers above, it can be said that the main challenges for the teachers is self-direction. The teachers can't manage the online class in term of time management, the use of application, and feedback. As the result, teachers can't maximize the learning process. As the solution toward this problem, teachers need to follow directions during seminars or workshops.

4. Conclusion

The present study concludes that the seventh, eighth, and ninth grade English teacher perceive highly the thinking reflection during online learning. The teachers' perception is classified into positive category. This perception covers four aspects, such as lifelong learning, self-assessment, teacher's self-confidence/belief, and awareness of teacher. In addition, the main challenge of the English teachers is self-directional problems it is due to the teachers ignore students' feedback. The present study suggests to 1) EFL teachers can use the results of the study as guidelines in their learning; 2) future researcher is expected to develop the study in discussing reflective thinking practice among students since the present study is limited.

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