

CHAPTER I

INTRODUCTION

1.1 Research Background

Teachers have a significantly influential role in education, even teachers are a source of education, but it depends on the existence of qualified teachers. According to Peraturan Menteri Pendidikan Dan Kebudayaan, Number 14 of 2005 about teachers are professional educators whose duties are educating, teaching, guiding, directing, training, assessing, and evaluating students early childhood education through formal education, primary education, and secondary education. Then, teachers are suggested to think critically in planning and give material that should provide stimulus students' critical thinking. In the learning process in the 21st century, to create a generation that is capable and critical thinking. In the learning system based on government regulations regarding teacher obligations in the online learning process, teachers are advised to think critically in designing and providing learning activities that stimulate students' critical thinking skills. The teacher does critical thinking is the first step that can be taken to realize the practice of reflection in reflective thinking.

Peraturan Pemerintah number 19 of 2005 article 28 paragraph (3) mentions that professional teachers can master the four competencies of teachers. The four competencies of teachers there are competence pedagogical, competence personality, social competence, professional competency. The four competencies of teachers there are pedagogical competence, competence personality, social competence, professional competency. Pedagogic competence is the teacher's ability to understand students, design and implement learning processes, and evaluate learning processes and outcomes on an ongoing basis. Personality competence is the teacher's ability to

manage his or her personality to become stable, mature, dignified, and play a good role for students. Then, professional competency is the competency needed by teachers to master learning and professional materials. Then, Social Competence is the teacher's ability to communicate and interact effectively with students, education staff, parents/guardians of students, and the surrounding community. The fourth competence integrated into the performance of teachers. Then, the four competencies that influence teachers' performance in class directly are pedagogical competence and professional competence.

Teachers who have good performance are high enthusiastic and motivated from teachers to teach better (Nabila, 2016). Therefore, the teachers to improve the competence and professionalism in carrying out their roles and duties can be done through self-reflection (Meierdirk, 2016). The teachers have complex tasks that require self-reflection and the ability to apply situation-specific solutions in a classroom setting (Sparks-Langer & Colton, 1991), as cited in (Choy et al., 2017). In general, teacher reflection can be characterized as thinking retrospectively, solving problems, critical analysis, and turning that thought into an act of reflection. Ord and Nuttall (2016), as cited in (Choy et al., 2017), have noted the importance of actual learning and reflective thinking for teachers. In this case, this reflection needs to be accompanied by paying attention to the sensation of knowledge. Reflection is doing on the teaching process lets the teachers create the changes to improve their teaching quality and professionalism during teaching the students (M. Sellars, 2012; Mathew & Prince, 2017). Therefore, this reflection is helpful for teachers and students in the learning process.

Reflective thinking is a tool for attentive consideration of one's professional actions and a critical assessment of one's behavior, leading to increased performance

in the learning process (Choy et al., 2017). It needed reflective thinking to way to improve critical thinking. It is also part of a critical thinking process that refers explicitly to the operation of analyzing and making judgments about what has happened primarily for the teachers and students (Dewey, 1933), as cited in (Choy & Oo, 2012). Besides that, according to Leitch & Day (2000), as cited in (Ashraf 2016), teachers will be helped by reflective teaching practices that will increase their knowledge and greater self-challenges to obtain the development of the teaching process. He also said that reflective practice is helpful for teacher development, stating that reflective teaching practices that have been carried out indicating that the teacher will apply existing theories to practice. According to (Ashraf 2016), says that reflective teaching is a compulsory characteristic of a competent teacher because the essential factor of a teacher education program and one of the elements that most impacts teaching practice. Therefore, this causes teachers' reflective thinking to be necessary to determine.

Started in March 2020, the global outbreak of Corona virus disease (COVID-19), as stated in the Indonesian Ministry of Education and Culture, published a new regulation that the students must learn from home. Regulation of the Minister of Education and Culture Number 4 of 2020 about during online learning in this Corona virus mentioned that study from home in this online learning gives new experience for students. In this learning process, the learning process should be done in distance learning should be conducted online during this pandemic. This regulation may not be easy to be implemented. It is because not all teachers have good skills in developing online learning, and not all students have good access to online education (Sangsawang, 2020). Since it was different from the face-to-face teaching process, teachers did the reflection primarily by themselves during online learning.

Observations show that they are making improvements from their previous teaching practices in some schools because they believe that improvements will be better. During online learning, teachers were urged to report the results of their teaching and learning process.

Teachers who engage in reflective thinking practices can develop a deeper understanding of their teaching, assess their professional growth, develop informed decision-making skills, and become proactive and confident in their teaching (Alsuhaibani, 2019). Teacher's perception is the response of thought from experts especially in the education field toward their experience in evaluating students during the teaching and learning process which is affected by their feelings and beliefs. Furthermore, the teachers also stated that there are two categories of teacher's perceptions in the implementation of reflective practice aspects that consist of positive and negative perceptions (Maba, 2017). So, in this study, the participants will tell about their perceptions on reflective thinking in online. In this case, there is four aspects doing reflective thinking, like lifelong learning skills, self-assess ability, self belief and teaching awareness are important aspects of reflective thinking (Choy et al., 2017). Reflective thinking can be inferred as the ability of teachers to actively think about their evaluation during the teaching and learning process (Salido & Dasari, 2019). This study also tries to determine how teachers perceive themselves and their teaching practices as it also shows the amount of reflective thinking they do. In follows up with this era, changes in education are essential to survive in this competitive era. One junior high school that applied online learning, namely *SMP Negeri 2 Tejakula*, proposed the teachers report the evaluation.

This research investigated the English teacher's reflective thinking in online learning at *SMP Negeri 2 Tejakula*. Hence, to knowing the roles of doing reflective

thinking as its relation to implement the four skills of their education. Therefore, by knowing the teachers' perception on reflective thinking practice, this study could explain how far the teachers implement their reflective teaching as one aspect of their professional competence. But in this pandemic situation, it is necessary to know how the teachers did the reflective thinking practice throughout their online teaching and learning. Then in reflective thinking during online learning, the researcher found out what the challenges obtained and the solutions they took to face them during the online teaching and learning process.

1.2 Problem Identification

Teachers have important roles in the teaching and learning process to help the students improve their learning quality and reach their learning outcomes. Therefore, reflective thinking skills owned by the teachers, later the teachers can use it as a paradigm in holding the reflective learning process for students (Malatji & Wadesango, 2014). Since the outbreak of Corona Virus Diseases of 2020, where they are teaching virtually, evaluating their teaching highly needs to be a concern. Thus, the study of teachers' perception on reflective thinking in online is important to be conducted. The English teachers like what are the English teachers' perception on reflective thinking teachers and their problems when they practices on reflective thinking at *SMP Negeri 2 Tejakula*.

1.3 Problem Limitation

The research is limited to analyze the of English teachers' perception on reflective thinking practices in online learning at *SMP Negeri 2 Tejakula*. The focus of this research was about how the English teachers' perception on reflective thinking teachers and the problem they face in doing the reflection in order to improve the

professionalism of educational process in *SMP Negeri 2 Tejakula* in Buleleng Regency.

1.4 Research Questions

Relating to the background above, the research question of this research as follows:

1. What are the English teachers' perceptions on reflective thinking practices in online learning at *SMP Negeri 2 Tejakula*?
2. What are the problems encountered by the English teachers when they practices on reflective thinking in online learning at *SMP Negeri 2 Tejakula*?

1.5 Research Objectives

Related to the problems mentioned previously, the aimed of the study are as follows:

1. General Objectives
To analyze in general what are the English teachers' perception on reflective thinking practices in online learning at *SMP Negeri 2 Tejakula*
2. Specific Objectives
 - a. To analyze the English teachers perception on reflective thinking in online learning at *SMP Negeri 2 Tejakula*.
 - b. To describe the problems that face by teachers while doing reflective thinking practices in online learning at *SMP Negeri 2 Tejakula*.

1.6 Research Significance

The results of this research are useful for the following.

- a. Theoretical Significance

This study's theoretical significance was that its could be used as preliminary research about how English teachers' perception on reflective thinking practices in online. This study can improve the English teachers' perception on reflective thinking teachers in online learning and the problems they encountered when they practices on reflective thinking in online learning. The evidence was expected to contribute to the nature of professional education and an adequate reflective teaching and learning process.

b. Practical Significance

The expectation of this study is to give a practical contribution and inspire the students, teachers, and the other researcher.

1. Teachers

For the teachers can improve their teaching perception on reflective thinking practices in online learning and the problems usually occurs. So, the teacher can implement the reflection to the following learning process towards the students. Then, they can implement the nature of reflective thinking practice to their real-life online teaching and learning process and consider the problems that occurred toward the students.

2. For Students at *SMP Negeri 2 Tejakula*

For students can comfortable, focused and more batter in online learning process.

3. For Other Researchers

For the researchers, the result in this research are able helpful reference and guidance for the other researchers to explore more about the teachers' reflective thinking to enhance the English teachers process during online learning.

