

## CHAPTER I

### INTRODUCTION

This chapter presents the introduction of the study which covers the background of the research, problem identification, research questions, research objectives, research significances, and limitation of the research

#### 1.1. Research background

The role of the teachers is necessary in creating a qualified learning process. Teacher as the main actor in education has a number of responsibilities in the teaching learning process. According to The Regulation of The Republic of Indonesia Number 14, 2005 on Chapter I related to Teacher and Lecturer state that teacher as professional educator has several obligations in educating, teaching, guiding, directing, training, assessing and evaluating students in the early childhood education through formal education, basic education, and secondary education. Further, as mentioned in Paragraph 28 article (3) PP Nomor 19 Tahun 2005, there are four competencies that should be mastered by the teacher such as pedagogic competence, individual competence, professional competence, and social competence. Those skills should be developed in order to enhance the learning quality. If the teacher capable to master these skills, they will be able to achieve the goal of education (Redhana, 2019). In terms of achieving the educational purposes, the teachers are obligated to do three learning cycle i.e. planning, teaching and evaluation that should

be done continuously (Green, 2011). This cycle is necessary to be carried out to help the teacher manage their teaching process in relation with learning process in which is aimed to enhance students' potential (Nurhuda et al., 2016)

In addition to have a responsibility as mentioned above in the Regulation of the Republic of Indonesia No. 14 2005, a teacher should be responsible in intensifying their competence and professionalism in carrying out their tasks. In this case, teacher needs to do reflection. Reflection indeed is not a new thing in educational world (Choy, 2012). Reflection is always related to reflective thinking, reflective practice, and reflective teaching (Osterman, 1989). In line with this, Song et al. (as cited in Porntaweekul et al., 2016) state that the essential of reflective thinking is to stimulate the adolescents' thinking skill. In conducting reflection, teachers should be capable to value themselves in their learning process in any situations critically.

There are a number of indicators that are used to establish whether the teacher is categorized as reflective teacher. According to Choy & Oo (2012) there are four indicators i.e. ability to self-assess, awareness of how one learns, the influence of self-efficacy and belief, developing lifelong learning skill. Zeichner (cited in Yaman, 2016) states that reflection is important part in teaching as the self-awareness of what is the teachers doing. Reflective thinking lead the teacher to be aware of their responsibility for their teaching and learning process and find the new perspective of learning process (Demir, 2015). He also points out that

teachers need to look at teaching activity from many perspectives such as; teachers require reflect on her/his students' thinking, understanding, interest, and the development of thinking. Therefore, by doing an evaluation, the teachers will be provided an opportunity to increase the better understanding of the development of their teaching process (Flavian, 2018)

Furthermore, teachers' critical thinking is the main step for the teacher to examine their reflective thinking practice as they need to be critical during and after the process (Erdoğan, 2020). Marin and Pava (2017) emphasize that teacher needs to think critically in arranging lesson plan according to the students' need, conducting learning process according to twentieth-first century learning, and evaluating the learning process as the reflection to the next learning process. Reflecting on teaching outcomes and evaluate what can be improved as a fundamental component of teacher professionalism can enhance the learning process and the teacher's competent (Sellars, 2012).

In doing reflection, Loughran (2002) explains that teacher as a reflective practitioner should comprehend how reflection is implemented to get an effective learning outcome. There are three points that should be grasped by teacher i.e. content knowledge, pedagogical content, and pedagogical content knowledge in order to make an alteration in the field of teaching and learning process (Loughran, 2002). By understanding the concept of reflection, it will give teachers an opportunity to make the learning process become meaningful (Balta, 2018). Be sides of making

alteration, the teacher also can possibly diagnose and understand their class situation which determine the teachers professionalism in developing the learning process and deciding the right decision (Daksa et al., 2017).

According to Playsted (2019) reflection gives an opportunity to teachers to record insights into how the implementation of their knowledge and beliefs interact with the curriculum materials. In teacher education, reflective practice is much used concept (Robinson & Rousseau, 2018). Indeed, reflection becomes essential to do in order to explore how well the teacher perceived themselves as a reflective practioner in teaching and learning process. The exploration in reflective session will show who they are as English teacher, what they are in teaching, and what remains that should be finished in order to increase their teaching practice to be better (Djoub, 2018). Furthermore, reflection is important process in the term of learning process in which the teacher can evaluate and explore themselves related to their teaching and learning process.

However, in this pandemic situation due to COVID-19 outbreak, Indonesian Ministry of Education and Culture announced a new regulation that written in Permendikbud Number 4 in 2020 about the implementation of education policies in the emergency period of the corona virus disease as known as COVID-19 outbreak stated that the learning process is carried out from their respective homes. Furthermore, this regulation is challenging for the teacher since teaching-learning process was usually conducted in classroom through face to face interaction (Sangsawang, 2020). Manurung (2020) argues that teachers must have difficulties in

facing the problem in reality in an education program. This pandemic has changed all the learning system of a sudden. Besides of maximizing their reflective practice, the teacher also should master the competencies in the twentieth-first century such as critical thinking skill, problem solving, networking, and collaborating Prayogi et al. (2019). Those skills are needed by teachers to be able to survive in encountering the global challenge especially the obstacle in educational field during this pandemic (Redhana, 2019). Thus, the practice of reflective thinking can be carried out maximally.

There are a number of studies that shows the positive impact of implementing a reflection. Shanmugavelu et al., (2020) believe that the implementation of reflective practice can establish an effective teachers' generation in facing ambiguities, misunderstanding and disoriented that mostly found by the teachers in teaching process. Lester (cited in Noormohammadi, 2014) argues that reflective teachers will make relationship between theory and practice, rise up knowledge base since the teacher start to realize and the positive impact of their delivered solutions. This would be beneficial for the life-long learning that becomes concept of learning which refers to fulfil learning needs and education needs (Hoerniasih & Karawang, 2019). Thus, by doing reflection, teachers are able to diagnose and understand the teaching-learning context in their classroom better (Daksa et al., 2017). In other words, reflection is essential to the teacher as self-assess in order to know the effectiveness of teachers' learning process. In this case, teachers' lifelong learning skill, self-

awareness, self-asses, and self-belief are the skills of reflective thinking that can be measured whether or not the teacher has a good sense of being reflective thinking teacher (Adadan, 2018 : Choy et al., 2017)

Based on those explanations, it provided the researcher an opportunity to analyze how the English teachers in SMAS Laboratorium Undiksha see themselves as the reflective practitioners. This study was aimed to see how teachers perceived themselves as reflective thinking teachers and what are the challenges encountered by the teachers in doing reflection and how the teacher overcome the challenges as a reflective practitioner during the online learning.

## **1.2. Problem Identification**

Being a reflective thinking teacher is essential since it allows the teachers to explore more about what they have done in teaching and learning process. Nevertheless, there are teachers who still confused to carry out a reflective practice in a proper way since they are restricted in having experience and understanding. Hence, it is very important to make sure that teachers have equipped themselves with the characteristics of being reflective practitioner. It can be measured through the four skills of reflective thinking that was suggested by Choy et al. (2017). Thus, this study was carried out to analyze how the teachers in SMAS Laboratorium Undiksha perceived themselves as the reflective thinking practitioners during online learning as well as to describe the

challenges they encountered in reflecting on their teaching and learning process.

### **1.3. Research Limitation**

This study was bordered to investigate the teachers' reflective thinking in SMAS Laboratorium Undiksha. This study discusses the teachers' perceived on reflective thinking and the obstacles in practicing reflective thinking.

### **1.4. Research Questions**

This study was designed to analyze:

- a. What are the English teachers' perceptions of reflective thinking in online learning process in SMAS Laboratorium Undiksha?
- b. What are the problems encountered by the English teachers in SMAS Laboratorium Undiksha in doing reflection?

### **1.5. Research Objectives**

Based on the statement of the research questions, the purpose of this study can be formulated as:

- a. To describe the English teachers' perceptions reflective thinking practice in online learning.
- b. To describe the challenges encountered by the English teachers in SMAS Laboratorium Undiksha in doing reflection during online class.

### **1.6. Research Significances**

- a. Theoretical Significance

The result of this study will be contributed for the scientific knowledge towards teachers' reflective thinking to be upgraded in order to get better understanding about teaching experiences in online learning.

b. Practical Significance

The practical significance of this study can be seen as follows:

a) For the EFL teachers and Pre-service teacher

The result of this study may hopefully useful for the teachers in EFL classroom to enrich and strengthen their knowledge about reflective thinking in order to enhance their expertise and professionalism in creating a meaningful learning process. For the pre-service teachers, this study can be used as references in enhancing teaching professionalism through reflection practice.

b) For the government

For the government can use this study as the hint in developing teacher's program related to reflection practice in teaching and learning process.

c) For other researchers

The researcher hopes this study will motivate the other researchers' desire to conduct and develop the similar research related to teachers' reflective thinking to the teaching and learning process especially in online class.