

**AN ANALYSIS OF THE ENGLISH TEACHERS' PERCEPTIONS
ON REFLECTIVE THINKING PRACTICE IN ONLINE
LEARNING IN SMPS LABORATORIUM UNDIKSHA**

By

Ni Putu Anggi Natalia Sugita

English Language Education

ABSTRACT

This study is a descriptive quantitative research in which the findings of the study were in the form of numerical data that were interpreted descriptively to get a deeper understanding about teachers' perceptions on reflective thinking practice. The subjects of this study were three English teachers in *SMPS Laboratorium Undiksha*. Teachers' Reflective Thinking Questionnaire (TRTQ) and interview guide were used as the instruments. The findings of the study indicated that the English teachers were categorized as advanced level of teachers, where they tend to utilize the four skills of reflective thinking towards their teaching, i.e. lifelong learning skill, self-assess ability, ability of self-belief, and teaching awareness. Teachers perceived that it was necessary for them to find the most effective strategies to teach the students for future improvement of their teaching. They apprehended that they recognized their strengths and weaknesses in teaching, and believed that they could take care of their needs as teachers. In implementing their reflective thinking practice, the English teachers figured out certain problems such as institutional problems, self-directional problems, and reflective thinking principal problems. Therefore, as this research is limited in term of its method of data collection, further research needs to be conducted in order to observe how teachers reflect on their teaching and learning process.

Key words: Reflective thinking practice, four skills of reflective thinking, teachers' level of reflective thinking, reflective practice problems.

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Oleh

Ni Putu Anggi Natalia Sugita

Program Studi Pendidikan Bahasa Inggris

ABSTRAK

Penelitian ini merupakan penelitian deskriptif kuantitatif dimana temuan penelitian dalam bentuk data numerik diinterpretasikan secara deskriptif untuk mendapatkan pemahaman yang lebih dalam tentang praktik berpikir reflektif guru. Subjek penelitian ini adalah tiga guru bahasa Inggris di SMPS Laboratorium Undiksha. *Teachers' Reflective Thinking Questionnaire (TRTQ)* dan panduan wawancara digunakan sebagai instrumen. Temuan penelitian ini menunjukkan bahwa guru bahasa Inggris dikategorikan sebagai guru tingkat lanjut, di mana mereka cenderung memanfaatkan empat keterampilan berpikir reflektif terhadap pengajaran mereka, yaitu *lifelong learning skill, self-assess ability, self-belief ability*, dan *teaching awareness*. Para guru merasa bahwa mereka perlu menemukan strategi yang paling efektif untuk mengajar siswa untuk perbaikan pengajaran mereka ke depannya. Mereka menyadari bahwa dengan mengetahui kekuatan dan kelemahan mereka dalam mengajar, dapat memenuhi kebutuhan mereka sebagai guru. Dalam melaksanakan praktik berpikir reflektif, para guru bahasa Inggris menemukan tantangan tertentu seperti masalah kelembagaan, masalah pengarahan diri sendiri, dan masalah prinsip berpikir reflektif. Oleh karena itu, karena penelitian ini terbatas pada metode pengumpulan datanya, maka perlu dilakukan penelitian lebih lanjut untuk melihat bagaimana guru merefleksikan proses belajar mengajar kepada siswa.

Kata kunci: Praktik berpikir reflektif, empat keterampilan berpikir reflektif, tingkat pemikiran reflektif guru, tantangan praktik reflektif.