CHAPTER I

INTRODUCTION

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

1.1 Research Background

Teachers are having important roles in teaching and learning process to help the students improve their learning quality and reach their learning outcomes. According to *Undang-Undang Republik Indonesia* number 14 of 2015 about Teachers and Lecturers, teachers are having the roles to educate, teach, guide, direct, train, assess, and evaluate students during the learning process. Based on that regulation, teachers generally have three main obligations, such as *planning, implementing,* and also *assessing* the learning process. Those three main obligations belong to a cycle which is urged to be done by teachers during their teaching practice. By utilizing the cycle, professional teachers for further professional educational fields can be built.

Peraturan Pemerintah number 19 of 2005 article 28 paragraph (3) mentions that professional teachers are those who are able to master the four competencies of teachers. First, pedagogical competency which belong to the ability of teachers to understand the students, plan and conduct the learning process, and also evaluate the result of their practice of teaching. Second, personal competency which is belonged to the ability of teachers to manage their own personality of being stable, mature, and be a good role for the

students. Third, professional competency is a competency needed by teachers to master the learning materials they teach in broad and deeper way. Fourth, social competency that is belonged to the skill of teachers to communicate and socialize well to their surroundings including the students, parents, and people. It can be bold that teachers are needed to fulfill their roles as educators, instructors, and mentors (Sutirna, 2019) as well as master and improve the four competencies, so the quality of the learning process can be reached.

Improving the competence and professionalism of teachers in carrying out their roles and duties can be done through self-reflection (Meierdirk, 2016). It is needed for the teachers to reach the 21st century learning goal in which it is proceeding the learning style that urge the active and independent learners (Hirschman & Wood, 2018). Besides, Jan & Jrf (2017) mention that teachers are also urged to facilitate the learners to face the problems come in the rapidly changing world. Teachers are having great roles for students to integrate them with the 4C elements such as collaboration, communication, creativity, and critical thinking in their learning process (Yu & Wan Mohammad, 2019).

Malatji & Wadesango (2014) state that reflection from the beforehand learning process is a way for the teachers to investigate and evaluate themselves. By doing the reflection, teachers can emphasize the needs of the classroom in the next learning activity. Reflection can be functioned as an investigation from the previous learning process by the teachers, thus they can place themselves for the needs of students (Malatji & Wadesango, 2014). Mathew & Prince, (2017) define that reflection is a skill to look back towards the lesson conducted before. Doing reflection on the beforehand teaching practice and analyze what

can be improved are the basic keys for teachers to boost their professional teaching (Sellars, 2012; Shalabi et al., 2018). Furthermore, the practice of reflection can be inferred as an approach which is done during *(reflection-in-action)* and before/after *(reflection-on-action)* teaching to look forward for the feedbacks given as the final actions (Shalabi et al., 2018), to evaluate the teachers themselves through discussions or peer assessment (Ratminingsih et al., 2017).

Reflective practitioners should be able to well understand about the way to do reflection to reach the effectiveness of the results from the practice (Loughran, 2005). Seen from the deeper understanding, reflection is included three main aspects such as content knowledge, pedagogical knowledge, and also pedagogical content knowledge. Those three aspects are the basic elements for creating better teaching and learning process. In other words, it can be said that in order to foster such an innovation and revolutionary teaching and learning process, those three aspects are the most needed factors for reflective practitioners (Loughran, 2005). As what is stated by Mesa & Marian, (2018) in practical, reflection needs certain integrated concepts and practices as so as teachers' consciousness in assessing and evaluating their experiences along the way they conduct teaching and learning process. As teachers' understanding and consciousness are integrated in a proper way to do the reflection, they will be able to be responsible toward their professional practice development, i.e. what they do, why they do it, and how they do it, so the results of the implementation will be meaningful for their own selves in their teaching and learning process (Farrell & Kennedy, 2019).

Doing reflection 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). Reflecting on the teaching conducted before will lead the teachers to understand the outcomes of the learning process (Mathew & Prince, 2017). Thus, it allows the teachers to get into the class context where students will learn better, place them in the core of teaching and learning process, and allow them to enhance the basic of thinking where they can be able to do the decision making in proper way (Kano et al., 2017). When reflective teaching can improve the professionalism among teachers and can positively affect the learning outcomes, the practice of reflection can also improve teachers' perception (Slade et al., 2019; Ratminingsih et al., 2017). The result shows that 94.54% of teachers believe that the results of reflection they do will affect the improvement of their competencies in planning and conducting the learning process which indirectly means that reflection will also affect the students (Ratminingsih et al., 2017; Töman, 2017). Hence, doing reflection makes the teachers easier to monitor how far they can enhance their teaching in finding the best solution for different alternative teaching. Since the effect of reflection is giving a big impact for teaching and learning practice, doing reflection in their teaching is necessarily needed to be held by teachers during their teaching practice.

As the global outbreak of Covid-19, The Indonesian Ministry of Education and Culture released the regulation that all the teaching process conducted through online. The stakeholders bold that the teaching process is done at home *(Kementrian Pendidikan dan Kebudayaan Republik Indonesia,* 2020). Then,

according to *Undang-Undang Republik Indonesia* about Academic number 12 of 2012, discussing about long distance learning. Long distance teaching and learning process is a type of learning style which conducted virtually using technology available in order to make learners independent and get the knowledge although it is not done in a regular way. As online learning is applied by most schools, teachers are facing the problems to make the quality of learning process as well as the normal teaching and learning process applied. Here, teachers have a great chance to do the practice of reflection since it can be done flexibly, practically, professionally, and continually (Shalabi et al., 2018).

For instance in *Buleleng* district, where the observation showed that English teachers in some schools were doing the improvement from previous teaching practice as what they believed for better improvement. The reflection they have done fostered certain changes for their own teaching. The awareness of doing reflection is important since it can build self-confidence and also great patience in the real world teaching (Saric & Steh, 2017). Based on the interview results of some English teachers in *SMPS Laboratorium Undiksha,* it can be said that English teachers have done the practice of reflection. During the online learning, teachers were urged to report the results of their teaching and learning process. The aim was to know whether the online learning was done effectively or not, so the school' stakeholder could evaluate and did such improvements for their teaching practice. The teachers tended to do *reflection-on-action*, where they reflected before and after conducting teaching practice as the consideration for future learning. However, it was different with the face to face teaching

process, during online learning, teachers did the reflection mostly by themselves, without their colleagues. Reflective practice was done to assess their own selves by questioning the inner aspect of them to reflect on what they did so far. The questions can be in the form of *"Do the students understand the learning material?", "Do the students like the way I teach them?", "Do the learning materials and learning activities match with the curriculum?"* and so on. By considering those aspects, teachers would be able to assess and reflect themselves as they will use their critical thinking to do the reflective practice (Schon, 1987).

Using the ability of critical thinking to evaluate the teaching and learning process done before when doing reflection is closely related to reflective thinking practice (S. C. Choy et al., 2017). Many researchers had implicated that reflective thinking has similarity with the terms reflection and reflective practice. Schon, (1987) define reflective thinking as an ability in doing evaluation consciously towards the improvement of proficiency. Salido & Dasari, (2019) also mention that reflective thinking can be inferred as the ability of teachers to actively think about their evaluation during teaching and learning process. Reflective thinking can be used as a stimulation for teachers to be more critical and able to see within themselves so the results of reflection can be used as the foundation for future teaching and learning process, as so as the base of consideration in decision making (Chee Choy et al., 2019). Reflective thinking is not only consider about the correct strategies need to be used, but also the paradigm that mistakes can be seen as a consideration which is need to be learned and a step to do the reflection (Burbank et al., 2012).

According to S. C. Choy et al., (2017), reflective teachers are those who own the reflective thinking skills which are divided into four skills i.e. *lifelong learning* skills, where teachers are able to assess themselves toward the learning strategies used so they can reflect from it. Then, *self-assess* ability, where teachers can use the previous experiences as the base for improvement to know the strengths and weaknesses of their teaching. *Self-belief* ability is needed by the teachers to make a good relation with the students so they can teach and understand the needs of students. Self-belief will give the high motivation for teachers to the best experience in learning for the students. Lastly, reflective teachers are those who can aware of themselves as a teacher, so they need to own the skill of *teaching awareness.* If teachers are having those four skills of reflective thinking practice, it can be said that teachers are owning the great sense to be reflective teachers. Thus, knowing teachers' perception of reflective thinking is necessary for the improvement of their teaching practice during online learning situation and to create adequate educational fields.

As one school that apply the online learning, *SMPS Laboratorium Undiksha* proposed the teachers to report the evaluation of their teaching and learning process to the stakeholder of the school. Thus, doing the reflective practice can be the way of how the English teachers in *SMPS Laboratorium Undiksha* evaluate their teaching in online learning towards their students. However, it cannot be denied that reflective practice is not an easy thing to do by teachers although it is not a new thing for them. The situation of the outbreak of Covid-19 become the reason of why it is challenging to be done by the teachers. Based on the interview results of English teachers in *SMPS Laboratorium Undiksha*,

reflective practice they have done was not the same as the face to face learning period. They were facing certain problems such as hard in knowing students' active participation along the learning process and ineffectiveness contribution of internet quota. Despite of the problems obtained, the teachers kept on doing their reflective teaching since it was the obligation that they needed to do as well as it is belonged to the element of their professional competence.

By knowing the roles of doing reflective thinking practice as its relation to implement the lifelong learning skills, the ability to do the self-assess, the ability of self-belief, and aware of their teaching, it can be inferred that reflective thinking practice is owned by teachers towards their teaching and learning process. In this pandemic situation, it is necessary to know how the teachers did the reflective thinking practice throughout their online teaching and learning. By knowing the English teachers' reflective thinking practice, this study could explain how far the teachers implement their reflective teaching as one of aspects of their professional competence. Furthermore, by knowing the problems obtained and also the solutions they took to face them, this study could give such informations of how reflective teaching can be done in a proper way during online teaching and learning process.

1.2 Problem Identification

Teachers have important roles in the success of learners' learning process. Journal et al., (2015) state that as educators, the roles owned by the teachers are helping the students to improve their interest, planning the learning process for the students, and in some important side, teachers are also can value the students' work and giving them feedback. Improving the teachers' self-

evaluation in order to boost the improvement of their teaching and learning process is necessary to be done by teachers as it can be the tool for them to reflect towards their teaching. Besides, due to the outbreak of Corona Virus Diseases of 2019 where they are teaching virtually, the evaluation of their teaching is highly need to be concerned. Indonesian Ministry of Education number 4 of 2020 about the education policy related to the spread of coronavirus also border that teachers are highly demanded to do the self-reflection in order to make a professional education among students. Thus, the study of teachers' reflective thinking practice during the enforcement of online learning is important to be conducted.

Besides, limited experience of teachers and lack understanding of their reflective thinking skills can make an inadequate learning process (Lubis, 2018). Thus, knowing the practice of teachers' reflective thinking is important. Through the known of 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). Consequently, since the practical of teachers' self-teaching reflection is really concerned by the government as it will influence the professionalism of Indonesian education and also it is needed to be encouraged more, this research is necessarily to be conducted to know the reflective thinking practice owned by the teachers as how they perceive themselves as reflective thinking teachers, and the problems they face when doing the reflective thinking practice which is limited in *SMPS Laboratorium Undiksha.*

1.3 Research Limitation

This following research was narrowed to analyze how the English teachers' perceived themselves as reflective thinking teachers as it was related to their reflective teaching during online learning in *SMPS Laboratorium Undiksha.* The focus of this research was about how the English teachers perceived themselves as reflective thinking teachers and the problems they face in doing the reflection in order to improve the professionalism of educational process. The subject of this research were the English teachers in *SMPS Laboratorium Undiksha.* Therefore, this study was limited in term of data collection method. Since the system of teaching and learning process was conducted through online based on the regulation of The Indonesian Ministry of Education and Culture *(Kementrian Pendidikan dan Kebudayaan Republik Indonesia,* 2020) and there was a limitation in doing socialization among school citizens, this research was only using the Teachers' Reflective Thinking Questionnaire (TRTQ) and interview to the English teachers as the way to collect the data, so the results of the data could not be generalized.

1.4 Research Questions

The research questions of this study can be formulated as follows.

1. What are the English teachers' perceptions of reflective thinking practice in online learning in *SMPS Laboratorium Undiksha?*

2. What are the problems encountered by the English teachers when doing reflective thinking practice in online learning in *SMPS Laboratorium Undiksha?*

1.5 Research Objectives

1. General Objective

The general objective of this proposed research was to know how reflective the English teachers on their teaching in online learning in *SMPS Laboratorium Undiksha.*

2. Specific Objectives

The specific objectives of this research are mentioned as follows.

1. Analyzing how the English teachers perceived themselves as reflective thinking teachers during online learning in *SMPS Laboratorium Undiksha.*

2. Describing the problems of English teachers' reflective practice during online learning in *SMPS Laboratorium Undiksha.*

1.6 Research Significance

The results of this proposed study are useful for the following.

1. Theoretical Significance

   The theoretical significance of this study was, it could be used as the preliminary research about how the English teachers perceive themselves as reflective thinking teachers. This study provided the informations about how the English teachers' perceived themselves as reflective thinking teachers during online learning and the problems encountered by them. The evidences were expected to contribute to the nature of professional education and an adequate reflective teaching and learning process.

2. Practical Significance

   The practical significance of the results of this study are useful for the following.

1. For EFL Teachers

   EFL teachers will be able to know how they can perceive themselves as reflective thinking practice and the problems usually occur. So they can implement the nature of reflective thinking practice to their real life online teaching and learning process and take considerations of the problems occurred toward the students.

2. For English Language Education Students as Pre-service Teachers

   Pre-service teachers of English Language Education as future English teachers can use the results of the research to improve themselves about doing reflective thinking practice in teaching, especially in online learning to enhance the professional educational process.

3. For Future Researchers

   Future researchers will be able to explore more about English teachers' reflective thinking during online learning in order to get broader knowledge about reflective thinking practice and create an adequate educational process later on.