

CHAPTER I

INTRODUCTION

1.1 Research Background

The essential things of education will not go through without teachers as practitioners. They are controller of the teaching and learning process in education (Hidayah, 2019). They are bridge to connect between practice and knowledge. Meanwhile, the teachers need to reach students' goals and they play important roles in ensuring the quality of their learning process. The roles of the teachers aim to ensure their achievement of minimal competence in implementing the teaching and learning process. Indonesian Ministry of Education and Culture Number 14 in 2005 about teachers and lecturers, teachers must educate, teach, guide, direct, train, assess, and evaluate learners during the teaching and learning process. Based on these rules, the teachers have three primary duties to do such as planning, implementing, and evaluating. These duties are essential things to do in the teaching and learning process to support their professionalism as teachers.

According to Regulation of Republic of Indonesia Number 14 in 2004, professional teachers are those who are able to acquire four teaching competencies, namely pedagogical competence is the ability to understand students, design and implement learning, evaluate learning outcomes, and develop students to actualize their potentials, personality competence means personal ability that reflects a steady, stable, mature, wise, and authoritative personality to become a role model for students, professional competence means that the

mastery of the material through extensive and deep learning includes mastery of the material, curriculum, subjects in school, and scientific substance that overshadows the material, and social competence is the ability to communicate and effectively socialize, including being consultative, objective, and non-discriminatory, communicating effectively, empathic and polite, adapting to the workplace, and communicating both orally and in writing. It also states that those competencies correlate with the skill, attitudes, and behavior obtained based on experience. If the teachers could master these competencies, they can be considered to be competent teachers who can improve the quality of their teaching and learning process.

To be able to carry out their roles in improving their professionalism, a good teacher should be able to do self-reflection (Riyanti, 2020). The teachers who do self-reflection are the teachers who have critical thinking in evaluating and improving their learning process for teaching practice's benefits in next performance (Saiful & Triyono, 2018). The reflection itself is a common thing for the teachers. According to National Commission on Teaching and America's Future (1996), a reflection is teachers' obligation to think about their teaching by looking at practice and experiences. Reflective practice is a skill to reflect on the activities that can affect the following learning process (Mathew et al., 2017). They can reflect by seeing their practice, asking for advice from colleagues, reading an educational research journal, thinking critically, and doing self-assessment on the strengths and weaknesses in teaching practice (Mathew et al., 2017). Once the teachers have been accustomed to reflect on their teaching practice, they would also get the benefits for students' learning.

By doing reflection in teaching process is beneficial for a teacher's professional development (Islam, 2015) as well as students' learning process (Chang, 2019). Reflective practice requires the teachers' opportunity to improve their classroom practice and know the effects of their teaching practice (Habib, 2017). Reflecting on the teaching and learning process help the teachers to recognize and continue the best practice than before, understand whether they remove or improve their teaching, and be flexible in improving on what has been done in their practice (Habib, 2017). Meanwhile, the benefit for students is they reflected on the process of their assignment and the score that they get by reviewing and revisiting then they will get new knowledge (Chang, 2019). Therefore, teachers must reflect on their learning process in any situation that will help them guide students on understanding twentieth-first century skills.

As online learning is needed in the COVID-19 situation, the teachers are demanded to maintain the good quality in their teaching and learning processes, not exception was English teachers at *SMPN 2 Singaraja*. Based on the preliminary interview, the English teachers were found to do self-habitation in doing reflective teaching. They were required to reflect on their learning activities and make reports to determine how far schools' programs were running well during the pandemic. Questioning self in reflecting on what happened during the learning process requires teachers' critical thinking. How well the teachers could think critically on their reflection indicates how well they could think reflectively.

Thus, reflection can motivate their thought to be critical thinking by going back to their practice. By doing reflection in teaching practice, the teachers realize the benefit that they got while doing reflection. Reflective thinking is a step in

how teachers think about their teaching and learning process by looking back at it (Phelps, 2005). Reflective thinking is about teachers' self-assessment about their teaching practice (Schon, 1987). Doing reflection it is not about how the teachers analyze the strategies for teaching practice, but it is about how the teachers analyze the problems by dealing with it and think critically that those problems can be as opportunities for their reflection and new possibilities in their teaching and learning process (Burbank, Ramirez, and Bates (cited in Choy & Yim, 2017). According to Tice (cited in Wahyudi, 2012), reflective thinking can be seen in the learning process in the classroom and thinking it which one is should be improved or removed. It also is stated that self-observation and self-evaluation to what already did in the classroom. Laughran (1996) defines that reflective thinking practice refers to how teachers understand their teaching problem and how the teacher overcome it. While, Habib (2017) states that reflective thinking practice gets a lot of time to do it because we have to think about how to overcome the problem in the classroom and renew the lesson plan differently by looking at the problem that face in the classroom. Thus, to ensure the teachers implement reflective thinking is looking at its skills.

According to Choy et al., (2017), the teachers can be said as reflective thinking teachers if they have four skills i.e. *lifelong learning* skill, it means the teachers do assessment and evaluate their learning process continuously and those process will be influenced their students' needs. Next, *self-assessment* ability, it means a process when the teachers directly assess their performance by looking at the students' understanding of the material given in the learning activity. Then, *self-belief* means a teachers' perception of what they can do with their skills.

Teachers should handle every situation in classroom practice by their beliefs (Habib, 2017). In the same vein, it means that the teachers who have self-belief, their students will readily engage in the learning process, which means they will quickly understand the material that explains by the teacher. The last is *teaching awareness*, which means that the teachers should become aware of their teaching practice and always date with other strategies.

Realizing *SMP N 2 Singaraja* is one school in Buleleng Regency which applied online learning in the COVID-19, the school proposed the teachers to require reflecting on their learning activities and making reports to determine how far schools' programs were running well during the pandemic. Thus, the way the teachers do reflection and evaluation their learning process is by doing reflective thinking. As the situation of COVID-19, it imposed teachers to do reflective thinking during the online learning and it seems the teachers find some problems. Despite those problems, the teachers kept on doing their reflective thinking while it was their duties that related to the professional teachers development.

By understanding the explanation of reflective thinking's skills such as lifelong learning skills, self-assessment ability, self-belief ability, and teaching awareness, so it can be seen that the reflective thinking is belong to teachers. Through the online learning, it is a must for teacher to do reflective thinking practice. Thus, this study could clarify how far the teachers implement the reflective thinking and give some information on how the teachers face the problems and overcome it in online learning.

1.2 Problem Identification

In this current situation of COVID-19, the teachers should do the teaching and learning process as normal as usual; it is too hard for the teachers to do online teaching because they are never used to it. Therefore, they have to do reflective thinking while doing the teaching and learning process during online learning. The teachers should evaluate when the learning activities are finished, and it is for reflection to improve the learning activity better than before. Thus, the teachers should have reflective thinking when doing a reflection on their teaching process. It is because reflective thinking is grounded in reflective teaching. From that problem identification of this study, it analyzed the reflective thinking the English teachers during the online learning in Buleleng reviewed from the teacher's knowledge of the reflective thinking on the teaching and learning process.

1.3 Limitation of the Problem

The focus of the study is about how the English teachers' perceived themselves as reflective thinking and the challenges while doing reflective teaching. The subjects of this study were four English Teachers in *SMP N 2 Singaraja* in grade 7 and 8. The study used descriptive qualitative method by using TRTQ (Teachers' Reflective Thinking Questionnaire) and interview as the instruments of this study

1.4 Research Questions

Based on the background and problem identification above, the researcher has statements of the question in this study:

- a. What are the English teachers' perceptions of reflective thinking practice in online learning process in *SMP N 2 Singaraja*?
- b. What are the problems encountered by teachers in *SMP N 2 Singaraja* in doing reflective thinking practice?

1.5 Research Objectives

Based on the research questions above, the objectives of this study can be stated as follows:

- a. To describe the English teachers' perceptions of reflective thinking in online learning in *SMP N 2 Singaraja*.
- b. To describe the problems encountered by teachers while doing reflective thinking practice in *SMP N 2 Singaraja*.

1.6 Significance of the study

This result of study gives theoretical and practical significance for the reader as can be described as follows:

- a. Theoretical Significance

The result of this study may give a positive contribution to the theory development of reflective thinking practice, especially in online learning process.

- b. Practical Significance

This research is expected to give a practical contribution and inspire the teachers, the other researcher, and the government.

- a) For English Language Education students as pre-service teachers

This study can motivate students in English Language Education (ELE) students as pre-service teachers to enhance their professionalism by being reflective teachers and hopefully, the result of this study can be used as a references for teachers on how to become reflective thinking teachers in learning process.

- b) For other Researchers

The researcher hopes this research can be a helpful reference and guidance for the other researchers to conduct further studies in the same field.

- c) For Government

The researcher hopes this study can provide the government and aware about teachers' reflective thinking in online learning and how they encounter their challenges.