CHAPTER I

INTRODUCTION

1.1 Research Background

Teachers play an essential role in education, especially to help their students to achieve their students' learning goals. As Lestari (2018) mentions, teachers play a significant part in the use of technology continuity. It can develop the thinking skills of the students and improve the teachers' ability professionally. Even though the learning process is very autonomous for students, it does not mean that the teacher's burden is lighter. The teacher becomes more challenged because they must ensure that in every situation in the learning process that is carried out, students must achieve learning objectives. The Indonesian government through *Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen* about the teacher has a responsibility to educate, teach, guide, train, assess, and evaluate their students during the learning process. According to this regulation, the teachers have three primary responsibilities; planning, implementation, and evaluating.

According to *Peraturan Pemerintah Nomor 19 Tahun 2005 Pasal 28 ayat 3 tentang Standar Nasional Pendidikan*, professional teachers can master the four teacher competencies. First, pedagogical competency refers to a teacher's ability to comprehend students, plan and conduct the learning process, and assess the outcome of their teaching practice. Second, personal competency refers to a teacher's ability to manage his or her personality to be stable, mature, and a good role model for students. Third, teachers need professional

competency to master the learning materials they teach broadly and more deeply. Fourth, social competency refers to a teacher's ability to communicate and socialize effectively with their students, parents, and other people.

Meierdirk (2016) states that increasing the competence and professionalism of teachers in carrying out their roles and duties can be done through reflection. The reflection itself is a common thing that teachers should do as part of their teaching and learning cycles. Reflection is a step in how teachers feel about their teaching and learning process by looking back at it (Phelps, 2005). According to Malatji & Wadesango (2014), reflection from the preliminary learning process is a way for teachers to investigate and evaluate themselves. The teachers can perform reflection as an investigation of the previous learning process to adapt to the students' needs. In doing the reflection, teachers should be able to assess themselves and their teaching. Critical thinking is a base for teachers to do the reflection. By thinking critically, the teachers can realize their reflection practice.

Loughran (2005) explains that reflection practitioners must understand well how reflection is carried out to be more effective. In terms of understanding, reflection includes three essential elements: content knowledge, pedagogical content, and pedagogical content knowledge. These three elements are the basis for creating a better learning process. In other words, these three elements in reflecting on teaching practice are the main factors in generating innovation and revolutionary learning in the classroom. Reflecting on the learning process allows teachers to make changes to develop self-understanding concepts and improve self-quality or professionalism in teaching (Mesa, 2018;

Sellars, 2012). Reflect on the results of their teaching and analyze what can be increased to be a fundamental component of teacher professionalism to provide a better learning process and improve teacher professional practice (Sellars, 2012; Shalabi et al., 2018). It also enables teachers to diagnose better and understand the context of their classroom and student learning, place their student learning at the heart of the teaching-learning process, develop the rationale for their teaching and make informed decisions (Kano et al., 2017).

When reflective teaching can increase professionalism in education and positively affect learning outcomes, reflective teaching practices can positively influence teacher perceptions (Slade et al., 2019; Ratminingsih et al., 2017) 94.54% of teachers believe that the results of their reflections impact increasing competence in planning and implementing the learning process. Indirectly, the reflective practice that is carried out will also affect students (Ratminingsih et al., 2017). In essence, reflecting makes it easier for teachers to monitor how far they can increase the sustainability of their education in finding different teaching alternatives. Given the magnitude of the influence shown from reflection, reflecting on the teaching carried out is an essential component that teachers must do in the teaching process.

Reflecting on their teaching results determines what can be improved as a fundamental component of teacher professionalism to enhance the learning process and teacher professional practice (Sellars, 2012). Habib (2017) also mentions that the key to successful learning for both teachers and learners is reflection. Once the teachers are advanced in doing the reflection, they can learn to activate the self-professional awareness process during their teaching, and in

this way, they can make good contact with students (Taylor, 2006). Dewey (2012) mentions that reflective teachers dedicate their time to evaluate their teaching practice to improve their teaching practice. Teachers are encouraged by reflective practice to understand their learners. In short, it can be said that reflection is the key to successful learning both for teachers and learners (Habib, 2017). Shermis (cited in Choy & Oo 2012) states that the teachers who do reflective practice would follow approaches to solve their issues and encourage them to think critically. Considering how reflection works, it is highly recommended to implement it to be sensible teachers.

In the current online learning situation where both teachers and students should accustom themselves to utilize the technology in their teaching and learning process, they must reflect on their teaching. Through *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 22 Tahun 2016*, the teachers are recommended to reflect after the learning process to know the weakness before and improve it. In this current situation, almost all schools carry out an online learning process to prevent the spread of COVID-19. In online learning during the current COVID-19 pandemic, teachers face tremendous challenges to create quality online learning that is similar to face-to-face. It is not surprising that many learning strategies are less effective because of unfavorable situations and conditions. Here, teachers have a tremendous opportunity to practice reflective teaching because it is flexible, practical, professional, and sustainable (Shalabi et al., 2018).

For example, in the Buleleng district, observations revealed that English teachers in some schools improved previous teaching practices as they believed

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would lead to better results. They were able to make some changes in their teaching as a result of their reflection. The ability to reflect is essential because it can help them develop self-confidence and patience in the classroom. Based on the preliminary observation in SMAN 1 Sukasada, all the English teachers must do two things; conducting the teaching and learning process online and reporting its effectiveness. The learning process was mainly conducted through WhatsApp and Google Classroom. During the observation, the teachers admitted that reflecting on the learning process during the pandemic was quite challenging for them. They made some adjustments as the situation could not support the practice. One thing that remained was the teachers did reflection-on-action once after and before they have conducted the learning process. Reflection practice carried out by the teacher is shown by assessing themselves by giving several questions to reflect on, such as *"Do students understand the material?"*, *"Do students like the way I teach?"* and so forth. By asking questions like that, the teacher has used his critical thinking reasoning in carrying out his reflections (Schon, 1987).

Reflecting on what happened during the learning process indicates that the English teachers have practicing reflective thinking. Some studies define reflective thinking as the ability to conduct conscious evaluations to improve proficiency (Schon, 1987). According to Sellars (2012), reflective thinking can be defined as teachers' ability to consider their evaluation during the teaching and learning process actively. Reflective thinking can encourage teachers to be more critical and self-aware so that the results of reflection can be used as the foundation for future teaching and learning processes and the basis for decision-

making (Chee Choy et al., 2019). Reflective thinking considers the appropriate strategies to employ and the paradigm that mistakes can be viewed as a lesson to be learned and a step toward reflection (Burbank et al., 2012).

According to Choy et al. (2017), teachers who have reflective thinking skills can do four skills. First, *long-life learning* skills, teachers with good reflective thinking skills can periodically conduct self-assessments of the learning strategies used, which will affect student achievement. In addition, reflective teachers use the results of their evaluation to learn to improve their quality. Second is *self-assess ability*, and reflective teachers can use previous experiences as material for future improvement to identify their strengths and weaknesses in teaching. The third is *self-belief*; reflective teachers can understand their relationship with students and have reasonable beliefs in teaching. Owned trust will provide high motivation for teachers to provide the best learning experience. The last is *self-awareness*; a reflective teacher is a teacher who has full awareness of every action taken on student achievement. If the teacher can do these four skills, it can be said that the teacher has a perfect sense of being a reflective teacher.

By knowing the roles of reflective thinking as its relation to implementing lifelong learning skills, the ability to do the self-assess, self-belief, and awareness of their teaching. Understanding how beneficial reflection is, it can be inferred that teachers value reflective thinking in their teaching and learning process. In this pandemic situation, it's critical to understand how

teachers used reflective thinking in their online teaching and learning. This study could explain how teachers implement reflective teaching as their professional competencies by learning about their reflective thinking practices. This study could also provide information on how reflective teaching can be appropriately done during the online teaching and learning process by knowing the challenges they faced and the solutions they used to overcome them.

1.2 Problem Identification

Even though the current learning system is online and technology-based, English teachers are still asked to maintain and improve the professionalism of their teachers. The reflection itself is a common thing that teachers should do as part of their teaching and learning cycles. The same thing done by the English teachers at SMAN 1 Sukasada is asked to reflect on the learning process every time the learning process is carried out. These reflections are then reported to the principal and supervisor to monitor the effectiveness of online learning that is being implemented.

Although reflection was a quite challenging thing to do, the English teachers in SMAN 1 Sukasada did reflection-on-action before and after the learning process. They questioned themselves about what has been done. To get the results of deep reflection, the teacher must use their critical thinking skill, which is a necessary aspect of reflective practice. Being accustomed to thinking critically in assessing own learning will lead the teachers to believe reflectively, pushing them to be reflective teachers. However, how the teacher reflects all depends on their point of view as practitioners. Based on these problems, this study aims to analyze how teachers perceive themselves as practitioners of

reflection in online learning and describe the challenges they face in SMAN 1 Sukasada.

1.3 Limitation of the Problem

The following study focuses on how English teachers perceived themselves as reflective thinking teachers about their reflective teaching in SMAN 1 Sukasada during online learning. The focus of this study was on how English teachers saw themselves as reflective thinking teachers and the challenges they face in doing so to improve the educational process professionalism. The English teachers at SMAN 1 Sukasada were the subjects of this research. As a result, the data collection method used in this study was limited. Because the teaching and learning process was conducted online based on the regulation of the Indonesian government, there was a limitation in doing socialization among school citizens; this study only used teachers' reflective thinking questionnaire (TRTQ) and an interview with English teachers to collect data.

1.4 Research Question

1. What is the English teachers' perception of reflective thinking practice in online learning in SMAN 1 Sukasada?
2. What are the problems encountered by the English teachers when doing reflective thinking practice in online learning in SMAN 1 Sukasada?

1.5 Research Objectives

Based on the research question stated above, the objectives of this research divide into two, such as:

1.5.1 General Objective

The general objective of this proposed research was to describe English teachers' reflective thinking practice during the online learning at SMAN 1 Sukasada.

1.5.2 Specific Objective

The specific objectives of this research are defines as follows.

1. Analyzing how the English teachers perceived themselves as reflective thinking teachers during online learning in SMAN 1 Sukasada

2. Describing the problem of English teachers' reflective practice during online learning in SMAN 1 Sukasada.

1.6 Research Significance

This study has theoretical and practical significances for the reader as can be described as follows:

1.6.1 Theoretical Significance

The theoretical significance of this study is it could be used as a preliminary step for further research into the level of reflective thinking practice among teachers. This study revealed how English teachers perceived themselves as reflective thinking teachers during online learning and the challenges they faced. The evidence was conducted to contribute to professional education and an excellent reflective teaching and learning process.

1.6.2 Practical Significance

1.6.2.1 EFL Teachers

EFL teachers will understand how they can perceive themselves as reflective thinking practitioners and their challenges regularly to apply the nature of reflective thinking to their real-life online teaching and learning processes and consider the challenges that students face.

1.6.2.2 Pre-service Teachers

For the teacher, especially for English Language Education students, future English teachers can use the research results to improve themselves about doing reflective thinking practice in teaching, especially in online learning to enhance the professional educational process.

1.6.2.3 Further researcher

Future researchers will learn more about English teachers' reflective thinking during online learning to gain a more comprehensive understanding of reflective thinking practice and develop an appropriate educational process.