

**AN ANALYSIS OF THE ENGLISH TEACHERS' PERCEPTION ON  
REFLECTIVE THINKING PRACTICE IN ONLINE LEARNING AT  
SMAN 2 SINGARAJA**

**Oleh**

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**ABSTRAK**

Penelitian ini bertujuan untuk menganalisis kemampuan keterampilan berpikir reflektif guru bahasa Inggris selama pembelajaran online di SMAN 2 Singaraja. Penelitian ini menggunakan deskriptif kuantitatif sebagai desain penelitian. *teachers' reflective thinking questionnaire (TRTQ)* dan *Interview guide* adalah instrumen yang dibagikan kepada guru bahasa Inggris di SMAN 2 Singaraja. Hasil penelitian ini menunjukkan bahwa semua guru bahasa Inggris tampaknya memiliki persepsi yang baik terhadap empat aspek yang berkaitan dengan kemampuan berpikir reflektif, yaitu *lifelong learning skill*, *self-assess ability*, *self-belief*, dan *teaching awareness*. Disamping itu, selama pelaksanaan refleksi guru menghadapi beberapa masalah seperti masalah kelembagaan, masalah pengarahan diri sendiri, dan masalah prinsip pengajaran reflektif. Implikasi penelitian ini adalah untuk memberikan gambaran mengenai betapa pentingnya melaksanakan refleksi dalam pembelajaran. Hasil penelitian ini juga menyediakan tantangan dan solusi dalam melaksanakan pembelajaran online yang bisa digunakan sebagai panduan ketika guru ingin mendesain pembelajaran kelas secara virtual. Saran dalam penelitian ini diberikan kepada guru untuk melaksanakan refleksi berkelanjutan, peneliti lain untuk mengadakan penelitian dari pandangan aspek kelembagaan, pemerintah agar mendukung fasilitas pembelajaran

*Kata kunci: Refleksi, Guru Bahasa Inggris, Pemikiran refleksi*

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**ABSTRACT**

This study aimed at analyzing the ability of the English teachers' reflective thinking skills during online learning at SMAN 2 Singaraja. This research used the descriptive quantitative as the research design. A teachers' reflective thinking questionnaire (TRTQ) and interview guide were the instruments distributed to the English teachers at SMAN 2 Singaraja. The results of this study indicated that all English perceive themselves as advanced reflective teachers toward four aspects related to reflective thinking ability, namely reflective thinking skill, self-assess ability, self-belief, and teaching awareness. Besides, during the practice of reflective thinking, the English teachers SMA N 2 Singaraja faced some problems in doing reflective thinking such as institutional problems, self-directional problems, and reflective teaching principal problems. The implication of the study is to give teacher a description that reflection is important to be conducted in teaching and learning process. It also provides the challenges and solution in conducting online learning process that can be used as guidelines when the teacher wants to design online learning class. The suggestions are given to teacher for conducting continuous reflection, to researcher for conducting study on institutional point of view, to government for supporting facilities in learning process.

*Keywords: Reflection, English Teacher, Reflective thinking skill*