

TEACHER REFLECTIVE PRACTICE IN ONLINE LEARNING DURING PANDEMIC: THE CASE OF INDONESIA

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Abstract

Reflective practice is the essential part of learning process, especially in the online learning during pandemic. This is become the way of teachers to assess the effectiveness of learning and figure out what the challenges hindering the learning process are in order to optimize the learning process. This study employs a qualitative approach, in which researchers attempt to explain a phenomenon by focusing on the big picture rather than breaking it down into factors. Data was gathered mostly through questionnaire. The data was derived from three teachers that meet the requirement of this research through unstructured interviews via google form. The findings of this study show that teacher reflection is used to renew teaching method methods in the teaching and learning process, resulting in a more effective and conducive classroom environment. Furthermore, the practice of reflection aids instructors in becoming more creative and imaginative in order to improve teacher effectiveness when implementing online learning in the classroom.

Keywords: Reflective Practice, Online Learning, Teacher Performance

INTRODUCTION

The Covid-19 pandemic that has struck almost every country in the world-including Indonesia-has become a subject of public debate. Education and its components are one of the sectors greatly impacted by the Coronavirus. This explanation is based on an expert study that schools that are commonly used by educators and students to communicate are considered to be locations at high risk of transmission of Covid-19.

As one way to minimize the risk for the spread of Corona, online learning was selected. The online learning that is meant in this study is learning that uses internet-connected media. This learning medium is an intermediary for the provision of learning to students from educators. For instance, this is a new challenge in the educational environment, where teachers need to be more creative in integrating online learning so the learning process can be efficiently and not boringly performed. Teachers need to assess the effectiveness of learning and figure out what the challenges hindering the learning process are in order to optimize the learning process. Reflective practice can be one way to find solutions to solve the problems that exist in teaching and learning activities.

Reflective practices become an essential part of teaching and learning in schools as an important part of learning is essentially clarified by Dewey (1916) in a more recent period. Nevertheless, in the earliest era, the reflection was introduced by Socrates, regarded as the "Socratic Process" (Barnett, O'Mahony, & Matthews, 2004, p. 5). According to Dewey (1916) reflection is an effective and persistent effort to solve an issue and provide several alternatives to a certain issue. Therefore, an essential component of the existence of a problem and solving the problem is the role of the practitioner.

This study aims to narrate the reflections of English teachers during the pandemic. This research is expected to increase the teaching motivation of educators, especially in the pandemic era and also as an evaluation material for educators in the teaching and learning process. This study is essential to analyze because reflective practice has become one tool that gives improvement and fixes the problems that hinder the teaching and learning process. Moreover, the education system has totally changed in the pandemic era because the entire teaching and learning process must deal with online learning and necessitate more in-depth reflection practice in order to evaluate the effectiveness of learning accomplished through the online system.

There are some studies which have been done by previous researchers that related to this research. The first research was studied by Putra et al (2020) that focused on using reflective practice to discuss the values of teachers in teaching and learning and their connection to their practices in the classroom. The study is about the process of updating reflective practice carried out by EFL teachers that

could inform the specified beliefs of EFL teachers and a holistic portrait of their classroom practices for a better structure of the analysis of their needs, especially in the context of Indonesia. Second research was studied by Hikmah (2021) that narrates the experience of teaching English during a pandemic, in this study teachers are required to be creative in teaching. Thus, the students feel comfortable while studying especially in a pandemic era. Third research was studied by Dr. Priya Mathew et al (2017) This study examines how the teacher instructor provided opportunities for student teachers to improve their reflective practices during their teaching practice sessions to see the efficacy of reflective practices in the growth of student teachers.

Therefore, this research will complete the gap by providing the focus on teacher reflective practice in the pandemic era, because there are so many distinctions and modifications in the learning system in the pandemic era and so many new topics that must be examined from reflective practice that this research stands out from previous studies.

METHOD

This was qualitative research. The researcher collects, classifies, analyzes, and draws conclusions based on the data analysis without drawing broad generalizations in this sort of study. According to Creswell (2009), qualitative research is an investigation into and understanding of what individuals or groups believe to be a social or human problem. It's utilized to figure out why and how something happens in society. Introduction, literature and theory, methodology, findings, discussion, and conclusion comprise the study's final written report. This was a descriptive qualitative study as well. It was utilized as a method of qualitative research since the analysis resulted in the description of a specific phenomenon.

During the pandemic, this study will look into the practice of teacher reflection in online learning. This study will recount teacher reflection during the epidemic, which will be beneficial in developing a practice of teacher reflection on online learning that may be used as a model in the future. The researcher has chosen three people to be the study's subjects because they met the requirements set forth in the study. Three English language teachers who have taught in both the pre-pandemic and pandemic eras have been chosen as participants. They can tell the difference between the learning process prior to the pandemic and the learning process during the pandemic. As a result, in the online outbreak era, it is reasonably common for them to reflect as corrections and improvement in teaching.

The researcher took the data through an online questioner. Researchers asking several questions that relevant to this study through Google form. Then the respondent answered using Indonesia or English language through Google form. Data analysis as a means to add order, structure and sense to the mass of

data collected (Marshall and Rossman, 1999). The researcher categorized the data to be analyzed, the first is to begin with how much do the respondents know about the practice of reflection teaching experience between normal conditions and during the pandemic. Second, analyze the teacher reflecting during online learning and the last analyze the reflective practice influences of teacher's performance in online teaching and learning.

Then, the data source of this research is the substance from which the researcher will obtain the necessary information. The data for this study came from English teachers in a secondary school, a group of three teachers secondary schools across the cities.

RESULTS AND DISCUSSION

The aspects of teachers reflect on their teaching during online learning

According to Schon (1983) reflective practice is a continual process that involves learners thoughtfully analyzing their own experiences in applying knowledge to practice while being taught by experts. It aids in the development of an individual's personality. Individuals acquire analysis of feelings and appraisal of experience, etc. (Gibbs, 1988). Reflective practice is linked to better treatment quality, personal and professional growth, and narrowing the gap between theory and practice.

According to Bartlett (1990), becoming a reflective teacher entails moving beyond a primary concern with instructional techniques and "how to" questions to asking "what" and "why" questions that regard instructions and managerial techniques as part of broader educational purposes rather than as ends in themselves.

The goal of this study is to see how successful teacher reflection during online learning may be in terms of teaching and learning activities. This reflection practice is the teacher's first literature to generate new ways in completing the teaching and learning process (Howard, 2003), and it can be done for online learning evaluation and success.

The success of the learning process in the classroom, of course, is inextricably linked to how the instructor evaluates his or her previous instruction. The teacher's question and answer session in class is one of the ways he or she assesses pupils' comprehension of the subject presented. Teachers can assess the effectiveness of the learning process from this point.

Reflective teaching influences teacher performance in online teaching and learning

Lieberman & Miller (2000) pointed out that reflective teaching, reflective inquiry, and reflection-on-practice lead to the development of personal and professional knowledge, which is critical for effective teaching and molding children's learning. Reflection's process part emphasizes how teachers make decisions, while the content element emphasizes the substance that motivates the thinking, and reflective inquiry may help teachers learn how to be successful teachers (Han, 1995).

Reflective practice allows practitioners to progress from a knowledge base of unique skills to the ability to adapt those skills to various contexts and situations. According to Osterman and Kottkamp (1993) Reflective practice is considered as a technique through which practitioners can achieve a deeper level of self-awareness regarding the nature and influence of their performance, an awareness that generates opportunities for professional growth and development. They believe that engaging in reflective practice necessitates being both an actor and a critic at the same time. They observe the individual performing a task while also assessing the complete performance.

Since online learning is a relatively new concept in the realm of education, there are certain to be some challenges. Teachers strive to reduce the number of roadblocks that arise during the learning process. Teachers employ a variety of techniques to ensure that the classroom environment remains conducive and successful.

During the teaching and learning process, teacher performance in online learning has a significant impact. Teachers' creativity and originality are vital for easy learning since they help to maintain a comfortable and favorable classroom environment for pupils. As a result, reflection in learning and teaching is a key aspect in the development of classroom innovation and learning revolution (Loughran, 2005). Self-reflection is still a fundamental idea in teacher education today (Korthagen & Vasalos, 2005).

CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher drew the conclusion as follows:

1. Reflection is used to update teaching strategies and evaluate teaching methods that might be employed more effectively during online learning. In this scenario, it has the potential to boost student engagement during the learning process. One of the teacher's attempts to make the learning process successful is the importance of this reflection practice.

2. Teachers who reflect on their work can enhance and upgrade their performance in online learning, which necessitates teacher creativity and innovation to maximize learning. Reflective practice is a strategy that allows practitioners to gain a deeper level of self-awareness about the nature and influence of their performance, which leads to chances for professional development and advancement.

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