Implementation of Reflective Thinking Skill During COVID-19: EFL Teachers' Perspectives

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ABSTRACT

The aim of this study is to analyze the ability of the English teachers' reflective thinking skills during online learning at SMAS Laboratorium Undiksha. The design used for this study was a qualitative descriptive study using a questionnaire namely TRTQ *(Teacher's Reflective Thinking Questionnaire)* as the instrument that was distributed to three English teachers at SMAS Laboratorium Undiksha as participants in this study. The results of this study showed that all the English teachers in SMAS Laboratorium Undiksha have perceived themselves as advanced teachers in the implementation of reflective thinking practice by doing reflective thinking ability such as (reflective thinking skill, self-assess ability, self-belief, and teaching awareness).

Keywords: *Reflective Thinking Practice; English Teacher; Online Learning*

INTRODUCTION

The role of the teachers is necessary in creating a qualified learning process. In creating meaningful learning process, the teacher obligates to carry out three learning cycle such as planning, teaching and evaluation that should be done continiously (Green, 2011). Based on the cycle of learning, doing reflection is very important to reflect on what they have done in the classroom that will be a consideration to the future learning especially in planning the material, find the most effective strategy to teach, and evaluating the learning process. Further, Reflection gives an opportunity to teachers in intensifying their competence and professionalism in carrying out their tasks. There are four competencies that should be mastered by the teacher according to Paragraph 28 article (3) PP Nomor 19 Tahun 2005 such as pedagogic competence, individual competence, professional competence, and social competence. Those skills should be developed as the requirement for teacher as professional. If the teachers are able to master these skills, they will be able to achieve the goal of education (Redhana, 2019). Reflection indeed is not a new thing in educational world (Choy, 2012). In line with this, Song et al (2005) as cited in Porntaweekul et al., (2016) stated that the essential of reflective thinking in which to stimulate

the adolescents' thinking skill. In conducting reflection, teachers should be capable to value themselves in their learning process in any situations critically. Furthermore, teachers' critical thinking is the main step for the teacher to examine their reflective thinking practice as they need to be critical during and after the process (Erdoğan, 2020). Reflecting on teaching outcomes and evaluate what can be improved as a fundamental component of teacher professionalism in order to enhance the learning process and the teacher's competent (Sellars, 2012). In doing reflection, Loughran (2002) further explained that teacher as a reflective practicioner should comprehend how reflection is carried out to get an effective learning outcome. Thus, it is important to do self-reflection.

There are several indicators that are used to establish whether the teacher is categorized as reflective teacher. According to Hamilton (2005) there are four indicators: ability to self-assess, awareness of how one learns, the influence of self-efficacy and belief, developing lifelong learning skill. Reflective thinking lead the teacher to be aware of their responsibilty for their teaching and learning process and find the new perspective of learning process (Demir, 2015). He also stated that teachers need to look at teaching activity from many perspectives such as; teachers require reflect on her/his students' thinking, understanding, interest, and the development of thinking. Therefore, by doing an evaluation it will provide the teachers an opportunity to increase the better understanding of the development of self-awareness (Flavian, 2018). According to Playsted (2019), reflection helps the teachers to record insights into how the implementation of how their knowledge and beliefs interact with the curriculum materials. In teacher education, reflective practice is much used concept (Robinson & Rousseau, 2018). Indeed, reflection becomes essential to do in order to explore how well they perceived themselves as a reflective practioner in teaching and learning process. The exploration in reflective session will show who they are as an English teacher, what they are in teaching, and what remains that should be finished in order to increase their teaching practice to be better (Djoub, 2018).

Furthermore, there are numorous studies have been conducted in analysing reflective thinking practice. Shanmugavelu et al. (2020) believed that the implementation of reflective practice can establish an effective teachers' generation in facing ambiguities, misunderstanding and disoriented that mostly found by the teachers in teaching process. Further, study from Adadan and Oner (2018) who investigated the level of preservice teachers' metacognitive awareness influences their reflective thinking. This study found that the participant who were good at managing metacognitive awareness especially the three metacognitive skills are frequently showed the high-level reflective thinking indicators. Choy et al. (2017) also found that self-reflection is important to develop the of confidence and competence among teachers.

SMAS Laboratorium Undiksha as the one of the school which implements online learning which requires the teachers to reflect on the result of the online learning that they have done. By doing an interview with the English teacher in SMAS Laboratorium Undiksha, it can be said that the teacher already do the reflective practice. The teachers mostly give the students comprehension questions which can help the teachers to examine how far the students understand about the material. This is considered as *reflection on action* when

the teachers conduct the reflective practice before or after the learning prosess. The result of the test might give the teachers a description of how the teaching-learning goes. Hence, the teacher enable to evaluate his/her strategy in teaching. Despite the teachers are broadly said that they are already have carried out reflective thinking practice, it is necessary to know how far they practicing it. Thus, this study was arised to analyze how well the English teachers in SMAS Laboratorium Undiksha perceived themselves as reflective thinking practicioners during this online learning.

METHOD

This study employed descriptive qualitative design. This design helped the researcher to describe the phenomena and obtain information about the existing situations. TRTQ (Teacher's Reflective Thinking Questionnaire) was utilized as the instrument to collect the information related to teachers' reflective thinking ability. This questionnaire were distributed using Google Form to the participant of this study that involved all the english teachers in SMAS Laboratorium Undiksha in the academic year 2020-2021. The total number of participant is three people. The participant reponded to the questionnaire which contains twenty statements of reflective thinking ability which adopted from the theory Choy et al., (2019). Seven statements for lifelong learning ability, four statements for self-assess ability, four statements for self-belief ability, and five staements for self-awareness ability. The statements was developed based on the aim of this study.

In analyzing the collected data, firstly the data were transcipted into a table by using Microsoft Excel. Afterward, the data was calculated in order to get the percentage of reflective thinking ability among english teachers in SMAS Laboratorium Undiksha. The result of the calculation were compared with the category table of reflective thinking ability. Further, the data for each statements were described based on the scale choosen by the teachers.

FINDINGS & DISCUSSIONS

The following table presented the result of teachers' perceived knowdledge of their reflective thinking practice.

Table 1 Result of Teachers' Perceived Knowledge of Their Reflective Thinking Practice

Skills	No	Statements	T1	T2	T3
Lifelong Learning Skill	1	I need to find the most effective strategies for my students, considering their characteristic and the material.	5	4	5
	2	I get inspiration from my colleagues for innovative way of teaching.	4	4	4
	3	I evaluate my teaching practice to see the effectiveness.	4	4	4
	4	I ask feedback from students and colleagues to reflect on what I	4	4	4

		present to my class since I know it will influence how my students will behave toward the lesson.			
	5	I never integrate my past experience into my current teaching practice for better preparation.	3	4	4
	6	I integrate my past experience into my current teaching practice for better preparation.	4	4	4
	7	I think of what I had done during my lessons so I can improve and discover myself to apply the knowledge towards the students so I can be a better teacher in the future	4	4	4
Self-Assesment ability	8	I get good comments from students so I think I am doing quite well overall as a teacher.	2	2	2
	9	I consider my students' feedback important as it will help me understand them better and it can be the indicator of the areas of my strengths and weaknesses	5	5	3
	10	I make assumptions toward my colleagues' feedback and I learn from them.	4	4	5
	11	I put my students' feedback aside. I just need to teach them, not more.	5	4	4
Self-belief ability	12	I believe I can take care of my needs as a teacher such as providing lesson plan, learning media, and also understanding the material that will be taught before transferring the knowledge to students.	5	4	4
	13	I try to look for the connecting areas between what and how I teach with my life experiences.	4	4	4
	14	I know the mistakes that I made during my teaching process can have an impact on my students' lives.	5	4	4
	15	I feel very anxious about students' feedback given to me,	1	2	2

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		as it is obvious that they assess and judge me as a person.			
	16	In order to improve my teaching, I try to think about what I teach my students in terms of my own area of discipline.	5	4	3
	17	I have a set of practices which I am comfortable with, although the feedback I receive from students and my colleagues will help me further enhance those practices.	4	4	4
Teaching awareness	18	My self-quality and the set of my teaching practices will be influenced by my beliefs.	5	4	4
	19	I do not know my behavior will ultimately be controlled by what I believe about myself as a teacher towards students' lives.	3	4	3
	20	I try to reflect on what I do during my lessons so I can enrich the strategies I use with new and more effective ones.	4	4	4
	Total scores		80	77	76
	Percentages		80%	77%	76%
	Total Percentages			77,66%	

Based on the data displayed on the table above, it can be interpreted that the English teachers in SMAS Laboratorium Undiksha perceived that they were good enough in reflecting their teaching and learning process during online learning. It can be seen from the total score that were collected by each teachers. T1 got the total score 80, T2 got the total score 77, and T3 got 76. Hence, the average score from the three teachers are 77,66%. Adapting to the category from (Sugiyono, 2015), this average score indicated that the teachers perceived themselves as good enough in doing reflective thinking practice. In other words, the English Teachers in SMAS Laboratorium Undiksha are categorized as advanced teachers in practicing their reflective thinking. There are four skills of reflective thinking included lifelong learning skill, self-assessment ability, self-belief and teaching awareness were utilized to see the advanced level of reflective thinking implemented by the English teachers.

In connection with the implementation of *lifelong learning skill*, the teachers in SMAS Laboratorium Undiksha perceived that they often find the inspirations for the most effective strategies and innovative way in teaching regarding to students' characteristics and the material taught from their students' and collegues. In this current teaching situation which is conducted through distance learning, the appropriate strategies are required since there is

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numerous things to do for teacher and students to be adapted. As what was stated by Harsasi and Sutawijaya (2018) in conducting online teaching it requires different set of skills and pedagogy thus the learning process continues to run effectively. Moreover, the teachers often considered the feedback given by the students and collegues, evaluate their teaching practice in order to be able to implement the inovative way of teaching. This helps the teachers to reflect on what they have done in class.

By knowing the others' point of view, the teachers are able to find the most effective strategy in learning and also improve themselves as a reflective thinking teacher. In line with this finding Manurung & Listiani (2020) argued as a reflective thinking teacher, evaluate teaching practice is their responsibility to find out what their strength and weakness as pointed out by Dayal and Alpana (2020) the teachers can utilize feedback to improve their reflection practice. The teachers also perceived that they integerated their past experience in order to enhance their further teaching practice. In line with this finding, Ashraf et al. (2016) stated that past experiences have an enormously impact to assist the teacher for their next teaching practice. Thus, as a reflective thinking teacher, they are expected to always learn from feedback or past teaching experience in order to know whether the teachers already do an effective learning strategy or need more adjustment. In other words, the teachers in SMAS Laboratorium Undiksha already learn from the mistakes and feedback given and they come up with the new idea of teaching strategies to improve their quality as a teacher. This finding was also supported by the another scholar Choy et al. (2019) pointed out lifelong learning is a part of education scenario where the teachers are expected to do self-study along their life considering all the mistakes they did in the previous teaching process.

Relating to the implementation of *self-assessment ability*, the teachers perceived that feedback is important for their teaching and learning activity. This statement was supported by Ishchenko and Verkhovtsova (2019) who stated that feedback is essential since it enables the teachers to connect their assessment of a student and the action that follows the assessment. Here, T1 and T2 always considered and learned the feedback given by their students and collegues in order to reflect on what they had done in the classroom in order to improve their teaching learning in the reflective thinking practice. Meanwhile, the T3 less frequently considered the feedback. This was seen on the table that the T3 choose the scale number 3 which means she is occasionally think about the feedback given to her. However for the statement number 8 that is "I get good comments from students so I think I am doing quite well overall as a teacher." Based on the scale choosen, the T1 and T2 were rarely get a good comments from their students. Meanwhile, T3 was occationaly get the good comment from the students which make the teachers think that they already do the teaching practice well. Needless to say, the teachers are sceptic with the good feedback and they are not asure the feedback is honest and appropriate to them.

It can be inferred, the teachers in SMAS Laboratorium Undiksha has made an endeavor to figure out their strength and weakness in teaching as a part of self-assessment ability. In line with this statement Ratminingsih et al. (2017) argued that self-assessment is important and becomes the most crucial duty in order to make continously and regularly improvement of their teaching. Reflection of the teacher is related to how the teachers make change on their

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teaching practice therefore the English teachers should be able to assess and evaluate their teaching. By considering feedback and evaluating their teaching practice, the teachers in SMAS Laboratorium Undiksha already showed that they already implemented their reflective thinking practice in order to make an improvement of their teaching practice to be more meaningful.

In relation to *self-belief ability*, the teachers thought that they are capable to take care of their needs as an English teacher relating to the teaching preparation before the class begins. The teachers believed that every mistakes they made will influence their students live. Thus, the teachers should be more critically think about what will they teach so the students can derrive the meaning of the learning process they get in class. In line with this Choy et al. (2017) argued that self-belief as its definition is the teacher's insight towards the relationship between their teaching abilities and students. In the implementation of teaching the english teachers in SMAS Laboratorium Undiksha prepare the class properly and try to teach the students with the topic in interesting way with their life experiences. Furthermore, the teachers also conducted three practices as what was found by Töman (2017) such as class planning, practices, and class evaluation. Another scholar Bugra & Atay (2020) also pointed out self-belief in the notion of improving educational process is the one significant element for the teachers in decision making processes for their reflective teaching. However, the teachers' response towards the statement number 15 indicated that the T1, T2. And T3 rarely feel anxious if their students give them judgemental feedback to them in order to find more effective strategies since they believe that knowledge is a permanent increase which the teacher tend to always aware in every alteration. Moreover, feedback is beneficial for both teachers and students to improve their performance. Thus the teachers no need to worry about the negative feedback given to them. As pointed by (Balta, 2018) there was a significant relation between self-belief and reflective thinking tendencies in which the self-belief depends on teachers' tendency of continous thinking intentionally, effective teaching, openmindedness and looking professional in encountering any situations that can be occured in the learning process.

Relating to teachers' **teaching awareness**, the teacher perceived that they already try to reflect their teaching process in order to find the more effective strategies for their further teaching process. By doing so, the teachers are consistent with the finding of another scholar Connelly et al. (2019) who found out reflecting on what students' responses to the lessons, it enables the teachers to assist them consider if the lesson was planned successfully or need to be improved again. In order to enhance their teaching strategies, here the T1 and T2 constantly took into consideration about what will be taught such as a set of learning practice which the teachers comfortable with. meanwhile T3 occationally considered their set of learning of practice. This finding was simillar as Adadan (2018) who found that teachers with metacognitive awareness offered more changes in relation to their planning, their teaching, and students learning following their teaching practice. Furthermore, all the teachers agreed that their self-quality and their set of teaching are influenced by their belief. In implementing reflective thinking practice, the teachers require set of teaching practice that enables them to implement their reflective thinking practice in class

as they (the teachers) believe that they are able to handle their needs as an English teacher to implement their teaching strategies.

In conclusion, the teachers already aware of their skills in teaching and they aware how the skills should be applied in this online learning. In line with this finding Choy et al., (2017) also stated that teaching awareness is how the teachers are willing to aware to their teaching process. They analyze the problem and they try to find out more effective strategy to their further teaching and learning process become more meaningful. Regarding to the analysis towards the questionnaire above, the English teachers in SMAS Laboratorium Undiksha have good perception towards the essential of reflective thinking practice since it provide them a chance to assess their teaching and learning process within the classroom. As it becomes the teachers' responsibility to always evaluate themselves. As stated by Connelly et al. (2019) by doing reflective practice, teachers can be motivated to find solutions, make adjustments and be flexible to improve their performance in teaching their students in accordance with students' need and current teaching in this pandemic situation.

CONCLUSIONS

Hence, it can be assumed that the teachers In SMAS Laboratorium Undiksha are reflectively thinking through how they implement those four skills of the development of reflective thinking. In accordance with the findings of this study, the findings can be wisely used by the EFL teachers and pre-service teachers as the reference in improving the practice of reflective thinking by paying attention to four skills of reflective thinking practice in the learning process to help the students in achieving the goal of learning as well as to enhance the teachers' competence.

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