TEACHERS' REFLECTIVE PRACTICE IN ONLINE TEACHING DURING PANDEMIC: THE CASE OF INDONESIA

THESIS PROPOSAL

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ABSTRAK

Pandemi Covid-19 yang melanda hampir setiap negara di dunia termasuk Indonesia menjadi bahan perdebatan publik. Pendidikan dan komponennya merupakan salah satu sektor yang sangat terdampak oleh virus Corona. Untukmenghindari penyebaran virus corona, hampir semua siswa di berbagai negara di dunia melakukan pembelajaran online di rumah masing-masing. Sebagai contoh, ini merupakan tantangan baru dalam lingkungan pendidikan, dimana guru perlu lebih kreatif dalam mengintegrasikan pembelajaran online agar proses pembelajaran dapat dilakukan secara efisien dan tidak membosankan. Praktik reflektif menjadi bagian penting dari proses belajar mengajar di sekolah. Guru yang melaksanakan refleksi biasanya menggunakan praktik pedagogis sebagai cara untuk meningkatkan kemampuan mengajar untuk mencegah rutinitas mengajar yang gagal.

Rumusan masalah dalam penelitian ini adalah: Pertama, Aspek apa saja yang direfleksi oleh guru selama pembelajaran online. Kedua, Bagaimana pengaruh pengajaran reflektif terhadap kinerja guru dalam pembelajaran online. Penelitian ini menggunakan desain kualitatif, yangmemusatkan perhatian pada gambaran keseluruhan daripada memecahnya menjadi variabel-variabel, peneliti kualitatif berusaha menjelaskan suatu fenomena. Wawancara digunakan sebagai alat utama untuk mengumpulkan data. Selanjutnya, wawancara ini memberikan wawasan lebih lanjut tentang praktek refleksi guru pada pembelajaran Online di masa pandemi di Indonesia.

Hasil penelitian ini menunjukkan bahwa praktek refleksi guru digunakan senagai pembaharuan strategi metode pengajaran dalam proses belajar mengajar untuk membuat suasana kelas lebih efektif dan kondusif. Selain itu,praktek refleksi juga membantu guru untuk lebih kreatif dan inovatif sehingga dapat meningkatkan performa guru saat melaksanakan pembelajaran online dalam kelas.

ABSTRACT

The Covid-19 pandemic, which has affected practically every country on the planet, including Indonesia, has sparked public outrage. One of the most affected areas by the Corona virus is education and its components. To prevent the spread of the corona virus, practically all students throughout the world do online learning from the comfort of their own homes. This is a new problem in the educational setting, for example, where teachers must be more innovative in integrating online learning so that the learning process is efficient and not dull. In schools, reflective practice is an important component of the teaching and learning process. Teachers who reflect on their teaching utilize pedagogical methods to improve their teaching skills and avoid failing teaching routines.

The research problem in this study as follows: first, what components of the teacher that are reflected throughout online learning. Second, what is the impact of reflective teaching on online learning instructor performance 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 interviews. Furthermore, during the Indonesian pandemic, this interview provides additional insight into the practice of teacher reflection in online learning.

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.

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses some important points related to the research. Those are the background of the study, research problems, and objectivesof the study, scope and limitation, significance of the study and definition of the key terms.

1.1 Background of the study

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. The government has also shifted the teaching and learning process at schools to their homes. School from home for students and workfrom home for teachers are common words for the policy. As one way to minimizethe 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.

To avoid the spread of the coronavirus, almost all students in different countriesin the world perform online learning at their respective homes.

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.

Reflective practice is often referred to as "knowing in action" since often teachers only teach what they know and teach based on prior experience, so there is no doubt that the method of teaching and learning will function effectively (Schon, 1987). In this case, it is assumed that the teacher will not only look at the current problems and solutions, but also find solutions from different points of view. With the interpretation of ideas and activities that come from various branches, how reflexion

functions efficiently and what is triggered by it, reflectivepractice can also become a reality.

Reflective teachers typically use pedagogical practice as a way of improving teaching abilities to prevent unsuccessful teaching routines. Due to different conceptions of successful reflection and its effects, reflective practice has developed into numerous theories and practices since Dewey's era. According to some people, this practice of reflection is interpreted simply by drawing up a list ofthe competency standards that must be mastered by the teacher, in addition to that,reflection and action should go synonymously (Dymoke & Harrison, 2008).

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 educationsystem 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.

This study uses a type of narrative research that aims to explore the experiences of several participants while teaching English during the pandemic. This research will be used as a reference for teaching English in

the future. Data collection is done by filling some questions in a google form that is distributed to participants.

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.

1.2 Research Problem

Based on the background of the study above, the researcher formulated research questions :

1. What the aspects of teachers reflect on their teaching during online learning?

2. How does reflective teaching influence teacher performance in online teachingand learning?

1.3 Objective the study

1. To investigate the aspects of teacher reflective practice during online learning

2. To explore the reflective teaching that influence teacher performance in onlineteaching and learning

1.4 Scope of the study

This paper examines teacher reflective during online learning. The scope of thestudy covers teacher's reflection during online learning in Indonesia and how the influence of reflective practice toward teacher's performance in online learning during pandemic in Indonesia.

1.5 Significance of the study

The result of this research is expected to contribute and provide new ideas andreference materials that are related to the teacher's reflective practice in online learning during the pandemic era especially in the case of Indonesia.

1.6 Definition of key terms

1.6.1 Reflective Practice

Individuals recall their own acts as a source of personal development andprofessional improvement in this ongoing learning process. Reflective practicestates that while experience alone does not always lead to learning, it is the reflection on what one has experienced that leads to personal growth and learning.

1.6.2 Online Learning

Online learning is a type of education in which students learn in a completely virtual situation. Online learning (also known as e-learning) allows students from all over the world to connect with academic institutions and other students via the internet and learn at their own speed while pursuing a degree orcertificate.

1.6.3 Teacher Performance

Student accomplishment test results, observable pedagogical methods, oremployer or student surveys can all be used to illustrate a teacher's impact on students' learning.

CHAPTER VI

CONCLUSION & SUGGESTION

This chapter presents the conclusion and suggestion regarding results research.The conclusions are drawn from the findings and discussions of the previous chapter, then the suggestion directs further researchers who are interested inconducting similar research.

6.1 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.

6.2 Suggestion

From the findings presented in chapter four, there are several suggestions as follows: 1. Teachers are expected to be able to use reflective practice at the end of each week of learning in order to keep optimal teaching methods up to date. 2. Students are expected to be more active in their participation in online learning, such as by asking questions, making suggestions, or sharing information about theirprevious learning. 3. Because this study focuses on teachers' reflective practice of online learning through the use of interview research instruments, the findings of this study can be used as a reference for other researchers interested in online learning.
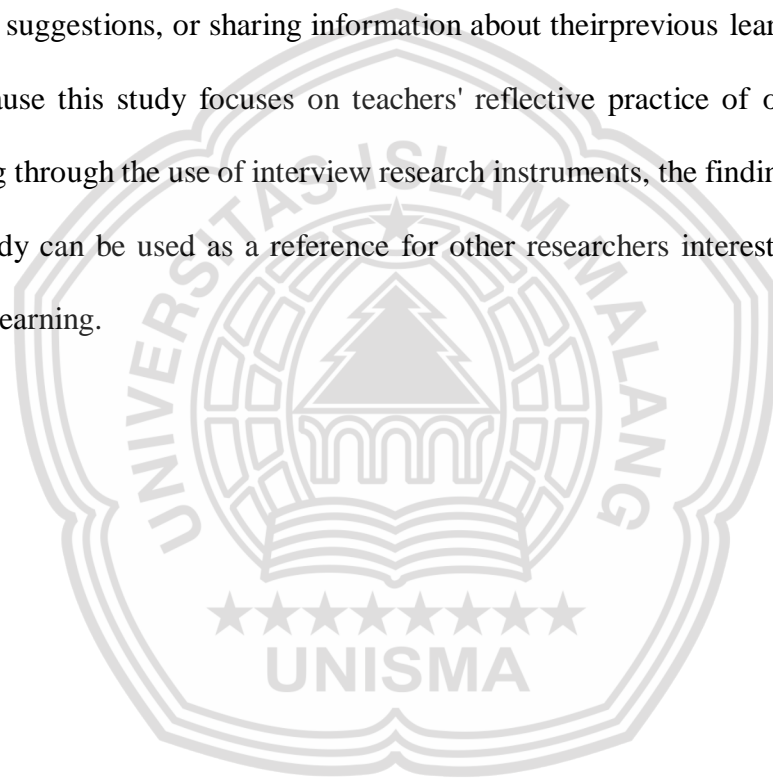
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