



---

## TEACHERS' PERCEPTION ON REFLECTIVE TEACHING

Oleh

GINAN MUHAMMAD<sup>1</sup>, NENDEN SRI LENGKANAWATI<sup>2</sup>

<sup>1,2</sup>Faculty of Language and Literature Education, Universitas Pendidikan Indonesia, Bandung, Indonesia

Email: [1ginmuhammad@upi.edu](mailto:ginmuhammad@upi.edu), [2nendensl@upi.edu](mailto:nendensl@upi.edu)

---

### Article History:

Received: 27-07-2024

Revised: 15-08-2024

Accepted: 22-08-2024

### Keywords:

Reflective Teaching

and Teacher

Perception

**Abstract:** *The purpose of this study is to know and investigate the teachers' perception on reflective teaching. This research used qualitative method, with selected the questionnaire as the research instrument of the data collection. The findings of this research showed that the reflective teaching is applied, the teachers tend to observe and evaluate their teaching performance. The responses from eight English teachers at junior high school, as the excellent teachers, indicates that they are used the reflective teaching in their teaching performance which including practical, cognitive, learner, and meta-cognitive. According to English teachers' opinion that reflective teaching could be the way to improve a teaching skill, to observe what was going on, and to evaluate whether it is successful or not. The conclusion of this research is the teachers were concerned with satisfaction and improvement and teaching performance.*

---

## PENDAHULUAN

Prospective teachers need to be prepared for the problems and challenges of public schooling. Many teacher educators understand that unless some concerted attention is given to those assumptions, influences, and dynamics, to the reality of school life and to the social conditions of schooling, our future teachers will be ill prepared. In fact, in the last two decades many teacher education programs have incorporated a call for "social justice" and reflective teaching<sup>1</sup>. The researcher assumes that the teachers should have a relationship between the individual and the society both the students, guardians of the students, and the community around the school, because those are could be reflect the teacher performance.

Zeichner & Liston<sup>2</sup> asserted that the term reflective teaching sounds redundant. It raises the following statements: "In order to teach the teachers have to think about their teaching and such thinking the same thing as reflecting on their teaching". These statements get right to the heart of the matter. No one can tell another person in any definite way how, the teachers should think, any more than how they ought to breathe or to have their blood circulate. Some of these ways are better than others; the reasons why they are better can be set forth. The better way of thinking that is to be considered in this book is called reflective thinking: the kind of thinking that consists in turning a subject over in the mind and giving it serious and consecutive consideration. In what follows, the experts argue that

---

<sup>1</sup> Kenneth M Zeichner and Daniel P Liston, *Reflective Teaching: An Introduction* (Routledge, 2013).

<sup>2</sup> Ibid.



not all thinking about teaching constitutes reflective teaching. Therefore, as reflective teaching teachers must to think what they do and why they do in the classroom related with reflective thinking exactly stated in Dewey's book, *How We Think*.<sup>3</sup>

Proponents of reflective teaching maintain that for much too long, "teachers [have been] considered to be consumers of curriculum knowledge, but are not assumed to have the requisite skills to create or critique that knowledge."<sup>4</sup> Viewing teachers as reflective practitioners assumes that teachers can both pose and solve problems related to their educational practice. Daily, hourly, even minute by minute, teachers attempt to solve problems that arise in the classroom. Reflective teachers think both about how they frame and then how to solve the problem at hand.<sup>5</sup>

This research gives several significances. When the teachers are teaching, as practitioners they must experience problems in the classroom either from the teacher or from the students' responses. The teachers with low reflection will easily decrease the teaching performance. Thus, reflective teaching more stresses on the reflective action in teaching performance, for example the practical categorizes of reflection, actual act of reflection by using different tools, such as keeping journals, talking to colleagues.<sup>6</sup> Reflective teaching has also drawn attention from the English educators. Some studies have proved that it can have a positive effect on teaching performance.<sup>7</sup> The reflective teaching experiences revealing by English teachers at junior high school level might be the references for teachers who also doing a teaching. From the burning issues above, the researcher formulates the problem of this research as how is the teachers' opinion of reflective teaching?

## METHOD

This study used a qualitative, descriptive research method to explore teachers' perceptions of reflective teaching. Qualitative research, as defined by Creswell<sup>8</sup> is an approach to understanding the meaning individuals or groups give to a social or human problem. The focus of this study is to understand teachers' opinions on reflective teaching.

The goal of this research is to investigate how teachers perceive reflective teaching before, during, and after their classes. The study aims to gather data on their thoughts, opinions, and actions related to reflective teaching. To achieve this, a questionnaire was used to collect the data. The research was conducted at a junior high school in Indonesia on November 18, 2020. Eight English teachers participated. These teachers were chosen based on their excellence in teaching, following criteria set by Grieve.<sup>9</sup>

<sup>3</sup> Ibid.

<sup>4</sup> Lin Liu and Ying Zhang, "Enhancing Teachers' Professional Development through Reflective Teaching," *Theory and Practice in Language Studies* 4, no. 11 (2014): 2396.

<sup>5</sup> Endah Yanuarti and David F Treagust, "Reflective Teaching Practice (Teachers' Perspectives in an Indonesia Context)," in *1st UPI International Conference on Sociology Education* (Atlantis Press, 2016), 280–284.

<sup>6</sup> Shiela Kheirzadeh and Nafiseh Sistani, "The Effect of Reflective Teaching on Iranian EFL Students' Achievement: The Case of Teaching Experience and Level of Education," *Australian Journal of Teacher Education (Online)* 43, no. 2 (2018): 143–156.

<sup>7</sup> Nadia Shukri, "Female Teachers' Perception of Reflective Teaching as a Teacher Development Tool in the Saudi Context.," *Advances in Language and Literary Studies* 5, no. 5 (2014): 192–201.

<sup>8</sup> John W Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (pearson, 2015).

<sup>9</sup> Ann MacDonald Grieve, "Exploring the Characteristics of 'Teachers for Excellence': Teachers' Own Perceptions,"



The questionnaire, adapted from Akbari, included five categories of reflection: practical, cognitive, learner, meta-cognitive, and critical.<sup>10</sup> It also included four domains of reflection proposed by Smith: personal, interpersonal, contextual, and critical.<sup>11</sup> The questionnaire consisted of 12 close-ended questions and 5 open-ended questions about their teaching experiences.

The responses from the questionnaires were analyzed and categorized into two groups: reflection categories (practical, cognitive, learner, meta-cognitive, and critical) and reflection domains (personal, interpersonal, contextual, and critical). The findings were then interpreted using relevant literature. Finally, conclusions were drawn to answer the research questions.

## RESULT AND DISCUSSION

The first part of the questionnaire included 12 statements rated on a scale from never (N), rarely (R), sometimes (S), often (O) to always (A). The results are summarized in the table below:

**Table 1. Summary of Close-Ended Questions**

Statement	N	R	S	O	A
I talk about my classroom experiences with my colleagues and seek their advice/feedback	0	0	6	2	0
I observe other teachers' classrooms to learn about their efficient practices	0	2	6	0	0
I ask my peers to observe my teaching and comment on my teaching performance	0	4	3	1	0
I participate in workshops/conferences related to teaching/learning issues	0	2	2	3	1
I carry out small-scale research activities in my classes to become better informed	0	2	3	3	0
I talk to my students to learn about their learning styles and preferences	0	0	4	2	2
I talk to my students to learn about their family backgrounds, hobbies, interests, and abilities	1	1	3	2	1
I think of the ways my biography or my background affects the way I define myself as a teacher	0	0	2	4	2
I try to find out which aspects of my teaching provide me with a sense of satisfaction	0	1	4	3	0
I think of the positive/negative role models I have had as a student and the way they have affected me in my practice	0	0	3	2	3
I think of inconsistencies and contradictions that occur in my	0	1	4	3	0

*European Journal of Teacher Education* 33, no. 3 (2010): 265–277.

<sup>10</sup> Golsa Faghihi and Mohammad Reza Anani Sarab, "Teachers as Reflective Practitioners: A Survey on Iranian English Teachers' Reflective Practice," *Teaching English as a Second Language Quarterly (Formerly Journal of Teaching Language Skills)* 34, no. 4 (2016): 57–86.

<sup>11</sup> Gusti Astika, "Reflective Teaching as Alternative Assessment in Teacher Education: A Case Study of Pre-Service Teachers.," *TEFLIN Journal: A Publication on the Teaching & Learning of English* 25, no. 1 (2014).



Statement	N	R	S	O	A
classroom practice I think about the ways gender, social class, and race influence my students' achievements	0	0	3	3	2

Based on the questionnaire in the findings above, it was obtained from English teachers that reflective teaching got various opinions. Close-ended question showed the practical statement categorize related to reflective teaching, and gained six English teachers were observed the other teachers *sometimes* to learn, to obtain something new or to think what the lack of the teaching performance, and how to solve it. In Farrell's (2011) research on reflective practice the purpose was to examine the role observation protocols could play in helping teachers to know more about themselves and their teaching practice, also Yanuarti and Treagust<sup>12</sup>, are more practical for examining certain aspects of teachers' practice than others.

The cognitive statement categorizes obtained three English teachers were carried out *often* the small research activities in their classroom, same as Faghihi & Sarab<sup>13</sup> that to analyze it with the aim of identifying relationships, causes and effects, and to compare the current situation with similar situations experienced. The learner statement categorizes got 04 English teachers were learned *sometimes* the students' learning styles, the pedagogic act for the learners and their learning determines to a large extent the evaluative decisions as the hall mark of reflective practice.<sup>14</sup>

The metacognitive categorize earned four English teachers are doing *often*, the English teachers were thought of the positive/negative role models they ever had, stated by Faghihi & Sarab<sup>15</sup> that metacognitive Deals with teachers' knowledge of their personality, their definition of learning and teaching, their view of their profession. The interpretation is reflecting on teaching not only focuses on the way the teacher teaches, but also emerges from around the environment whether advice from other teachers, attending a workshop related to educational issues, understanding students' abilities and needs, also reading books or articles related to teaching or education. These are all ways of reflecting on teaching, so that teachers are born to be reflective teachers.

The second part of the questionnaire consisted of five open-ended questions, which allowed teachers to express their thoughts and experiences with reflective teaching. Summaries of their responses are provided below:

**Table 2. Summary of Open-Ended Questions**

Questions	Summary of Responses
How do you feel about reflective teaching?	Reflective teaching helps identify areas for improvement and assess learning effectiveness. It is useful for improving teaching performance and solving problems. Self-reflection and learning from colleagues are important for professional growth.

<sup>12</sup> Yanuarti and Treagust, "Reflective Teaching Practice (Teachers' Perspectives in an Indonesia Context)."

<sup>13</sup> Faghihi and Anani Sarab, "Teachers as Reflective Practitioners: A Survey on Iranian English Teachers' Reflective Practice."

<sup>14</sup> Ibid.

<sup>15</sup> Ibid.



Questions	Summary of Responses
What do you learn from reflective teaching?	Reflective teaching helps understand students' perceptions and improve the classroom environment. Identifying mistakes and understanding the impact of teaching methods. Managing teaching activities better and finding useful insights for future teaching. Identifying the best ways to teach and engage students.
What do you evaluate or assess during reflective teaching?	Student responses, teaching methods, media, and models. Various aspects of teaching practices, including delivery of material and student performance. Objectives, materials, media, activities, and assessments.
How do concepts, theories, and methods affect reflective teaching?	Different learning methods influence reflective teaching and provide essential tools for teaching. Concepts, theories, and methods offer frameworks for teaching activities and make teaching more effective. They significantly impact the learning process and represent the teacher's teaching style.
How do ethical or social issues affect teaching and learning in class?	Ethical or social issues can affect student engagement and concentration. Students' busy schedules and tiredness from other activities impact their learning. Teachers use various strategies, such as games and activities, to engage students and address these issues.

In open-ended question, Smith<sup>16</sup> has proposed four domains of reflection, those four domains are: (1) Personal domain which involves thoughts and action; (2) Interpersonal domain which involves interactions with others; (3) Contextual domain which involves concepts, theory and methods; and (4) Critical domain which involves ethical and social contexts.

The researcher took the personal domain, contextual domain, and critical domain to get teachers' opinion on reflective teaching with some questions. As the result showed us that for personal domain, the English teachers learned something from reflective teaching such as to know what wrong when they were teaching in the classroom, to manage a better teaching activity. Exactly like Astika<sup>17</sup> asserted that personal domain involves one's own perception of teaching skills, judgments of teaching practice, reactions to what is happening during teaching in relation to student language or student behavior during learning.

For contextual domain response, one of the participants said "*I can say it affects teaching reflective so much because concepts, theories, and methods are teachers' basic weapon to teach in the classroom, and the way we use them is the representation of our teaching style*" which mean learners' learning styles and control of behavior is affected, it refers to examination of teaching concepts, theories, and methods that form or influence teaching and learning activities in the classroom<sup>18</sup>.

The last is critical domain response, the participants knew that ethical or social issues

<sup>16</sup> Astika, "Reflective Teaching as Alternative Assessment in Teacher Education: A Case Study of Pre-Service Teachers."

<sup>17</sup> Ibid.

<sup>18</sup> Ibid.



could be affected their teaching, so they have had the way to solve it. Critical domain describes limitations that may be placed or brought into teaching practice such as ethical, social, cultural, or political issues. These limitations may impact student teachers' teaching performance.<sup>19</sup> The interpretation is there are many ways teachers can reflect on their teaching, in order to be born a good, responsible, and open-minded teacher, exactly what Dewey said in a quote from Zeichner & Liston.<sup>20</sup> Reflecting on the teaching is very important in order to be more up to date on what problems and issues are happening in the classroom. Thus, the teacher can respond and resolve the problem or issue swiftly.

## CONCLUSION

The study showed that the teachers were concerned with satisfaction and improvement and teaching performance. Their opinions about reflective teaching are very positive and supportive of the teaching, which is indicated by their statements who have carried out reflective teaching in their schools. Also, the major outcome of the study is that the current English teachers do enhance reflection. The implication is that, for institutes to provide more an environment supportive of reflection, they should undergo a number of modifications.

## ACKNOWLEDGEMENTS

We would like to express our deepest gratitude to the eight English teachers at the junior high school in Indonesia who generously shared their time and insights, making this study possible. Our sincere thanks also go to the Faculty of Language and Literature Education at Universitas Pendidikan Indonesia, Bandung, for their continuous support and encouragement.

## REFERENCES

- [1] Astika, Gusti. "Reflective Teaching as Alternative Assessment in Teacher Education: A Case Study of Pre-Service Teachers." *TEFLIN Journal: A Publication on the Teaching & Learning of English* 25, no. 1 (2014).
- [2] Creswell, John W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Pearson, 2015.
- [3] Faghihi, Golsa, and Mohammad Reza Anani Sarab. "Teachers as Reflective Practitioners: A Survey on Iranian English Teachers' Reflective Practice." *Teaching English as a Second Language Quarterly (Formerly Journal of Teaching Language Skills)* 34, no. 4 (2016): 57–86.
- [4] Grieve, Ann MacDonald. "Exploring the Characteristics of 'Teachers for Excellence': Teachers' Own Perceptions." *European Journal of Teacher Education* 33, no. 3 (2010): 265–277.
- [5] Kheirzadeh, Shiela, and Nafiseh Sistani. "The Effect of Reflective Teaching on Iranian EFL Students' Achievement: The Case of Teaching Experience and Level of Education." *Australian Journal of Teacher Education (Online)* 43, no. 2 (2018): 143–156.

<sup>19</sup> Ibid.

<sup>20</sup> Zeichner and Liston. *Reflective Teaching: An Introduction*.



- 
- [6] Liu, Lin, and Ying Zhang. "Enhancing Teachers' Professional Development through Reflective Teaching." *Theory and Practice in Language Studies* 4, no. 11 (2014): 2396.
- [7] Shukri, Nadia. "Female Teachers' Perception of Reflective Teaching as a Teacher Development Tool in the Saudi Context." *Advances in Language and Literary Studies* 5, no. 5 (2014): 192–201.
- [8] Yanuarti, Endah, and David F Treagust. "Reflective Teaching Practice (Teachers' Perspectives in an Indonesia Context)." In *1st UPI International Conference on Sociology Education*, 280–284. Atlantis Press, 2016.
- [9] Zeichner, Kenneth M, and Daniel P Liston. *Reflective Teaching: An Introduction*. Routledge, 2013.



HALAMAN INI SENGAJA DIKOSONGKAN