

The Implementation of Reflective Teaching Strategies in Secondary School in Surabaya

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Abstrak

Pengajaran reflektif adalah teknik instruksional yang sukses di mana guru mengevaluasi kinerja mereka, mengevaluasi orang lain, mengevaluasi metode mereka, dan menerima umpan balik yang jujur dari mereka yang mau belajar. Teori Strategi Pengajaran Reflektif dari Mathew, menjelaskan bahwa ada tujuh aspek yang dapat digunakan dalam mengimplementasikan strategi pengajaran reflektif, yaitu, Jurnal/Diary Reflektif, Pembelajaran Kolaboratif, Merekam Pelajaran, Umpan Balik Pendidik, Pengamatan Teman Sebaya, Umpan Balik Siswa, dan Penelitian Tindakan. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana guru mengimplementasikan strategi pengajaran reflektif di dalam kelas dan seberapa konsisten atau seberapa sering guru mengimplementasikannya. Peneliti menggunakan deskriptif kualitatif dan analisis data dilakukan dalam dua tahap. Observasi dilakukan di dua kelas di sebuah sekolah swasta di Surabaya Barat dan wawancara dilakukan dengan satu orang guru bahasa Inggris. Hasil penelitian menunjukkan bahwa guru tersebut menggunakan empat dari tujuh karakteristik pengajaran reflektif. Sehingga, dapat dikatakan bahwa guru menerapkan metode pengajaran reflektif selama proses pembelajaran dan diterapkan secara konsisten

Kata Kunci: Kata Kunci: Strategi Pengajaran Reflektif, Guru Reflektif, Pengajaran Reflektif

Abstract

Reflective teaching is a successful instructional technique in which teachers evaluate their performance, evaluate others, consider their methods, and welcome honest feedback from those willing to learn. Mathew's Reflective Teaching Strategies theory explains that seven aspects can be used in implementing reflective teaching strategies, namely, Reflective Journals/Diaries, Collaborative Learning, Recording Lessons, Educator Feedback, Peer Observation, Student Feedback, and Action Research. The purpose of this study is to find out how teachers implement reflective teaching strategies in the classroom and how consistently or how often teachers implement them. The researcher used descriptive qualitative and the data analysis was conducted in two stages. The first stage is observation. Observations were conducted in two classes in one private school in West Surabaya, and the interview was conducted with one English teacher. The results showed that the teacher used four of the seven characteristics of reflective teaching. Based on the findings from this study, it can be said that the teacher applied reflective teaching methods during the learning process. As a result, the teacher consistently uses reflective teaching practices and strives to innovate their teaching in every meeting.

Keywords: Reflective Teaching Strategies, Reflective Teacher, Reflective Teaching

INTRODUCTION

Education is a humanistic process that is further known as humanizing human beings. Ahsan and Maratib (2022) state the main goal of education is to help students understand who they are as human beings. This can only be realized if teachers create environments that allow for such concerns and students are provided with the skills they need. Nowadays, the importance of education is not just on students' achievements and skills, but also on teachers, who are the main concern in classroom activities (Oo & Habók, 2020).

Improved student learning outcomes are linked to a variety of teacher characteristics, such as comprehension, abilities, perspectives, and experiences (Kheirzadeh & Sistani, 2018). Education's main objective is to help students understand themselves as individuals. This

can only be done if teachers create environments that support this type of research, and students have been given appropriate abilities. Teachers cannot assist their students if they do not participate in self-reflection (Ahsan & Maratib, 2022).

According to Ashraf et al. (2016), one of the key elements of effective teaching is reflective teaching, which is also an aspect of successful educators and an essential part of teacher education programs. Reflective teaching is the process of asking themselves questions about general teaching techniques and how to deliver information in the classroom, as well as interacting with others who have similar problems (Ashraf et al., 2016). Teachers must do self-reflection as part of the independent curriculum; they can do it at any time and from any place. For a teacher,

self-reflection is an essential component of competence (Gea et al., 2022).

As claimed by Gea et al. (2022), teachers must keep up with the times by engaging in self-development, which includes assessing their capacities to share knowledge in line with the applicable curriculum, such as the "independence curriculum" currently being used. Reflective teaching is a successful instructional technique in which teachers evaluate their performance, evaluate others, evaluate their methods, and welcome honest feedback from those who are willing to learn. (Ferdowsi & Afghari, 2015). Reflective teaching is mandatory for effective teachers, the most important aspect of training for teachers, and one of the most impactful parts of teaching practice. Reflective teaching involves not just analyzing previous classroom activity but also evaluating their feelings, behaviors, and responses, applying the results to inform their comprehension and improve their level of awareness. (Dollah & Korompot, 2022).

During the process of reflection, teachers can formally evaluate their teaching methods. Teachers assume a greater responsibility for their students' behavior and actions in this environment. According to Mermelstein (2018), teachers who share this perspective are more likely to assess their second language ideas about teaching and learning, gather data on their teaching abilities, and use this evidence to effect positive change.

A reflective teaching strategy requires us to alter our perspectives on teaching as well as how we participate in the teaching process. Teachers who critically evaluate the way they teach themselves will make changes in mindset and perspective that they believe will help them grow professionally as teachers and increase the level of encouragement they give to their students. Reflective teaching, like other types of reflection, has limitations. For example, the time necessary to take notes, self-report, or record courses (Ferdowsi & Afghari, 2015).

A reflective teacher carefully assesses his or her teaching techniques, makes new suggestions based on previous experiences, and works methodically toward his or her objectives. This is because teachers' decisions influence their students' lives. (Kheirzadeh & Sistani, 2018). Teachers must be self-aware to deal with any contradictions that may occur. As a result, Teachers have to adjust to these variations and changing conditions. Additionally, they have to accommodate students from different backgrounds, phases of growth, learning motivation, and success. However, a study about reflective teaching is still overlooked; many researchers from abroad have examined similar things. In addition, as in other studies, there are some strategies used to reflect on learning, so the author's strategies are still rarely used and are easier to understand.

This study's goal is to find out how a teacher uses reflective teaching strategies. After the teacher has finished the learning exercises, the researcher interviews the teacher. Several interviews and observations from the teacher helped the researcher in determining the success of the reflective teaching strategy.

According to Ahmad et al. (2013), reflective teaching is an activity that helps teachers identify and deal with the needs of their students in the classroom, as well as how students will understand the learning or information delivered. The benefit of applying these reflective teaching strategies for teachers is that they allow them to enhance their self-confidence and improve their feelings of performance.

In any event, by using reflective teaching, they can choose to conduct things differently and more dynamically. Influential teachers pay considerable attention to classroom difficulties to develop appropriate solutions (Ferdowsi & Afghari, 2015). Teachers have various chances when they use reflective teaching strategies, including the ability to practice their abilities and grow their professional skills. Furthermore, by employing this technique, teachers may tackle difficulties that frequently arise in the classroom by utilizing a variety of learning models that are appropriate for the needs of the class.

A reflective teaching procedure, in which teachers utilize their observations and experience to evaluate their teaching development, is a helpful strategy in advanced teaching. They analyze themselves, analyze their teaching techniques, and accept criticism from others with hearts of gratitude. It encourages teachers to evaluate their teaching techniques (Zahid & Khanam, 2019).

Mathew et al. (2017) stated that teachers may apply the following seven strategies to reflect on themselves:

1. Reflective journal /diary

This is the most common way to start a reflective process because it is personal. In the classroom, teachers deal with a variety of challenges. Each practice session or activity requires the teacher to record in a book or notebook what occurred. They can explain their opinions and emotions as well as the events that occurred during each session.

2. Collaborative learning

It is critical to have ongoing conversations with partners about how to educate in a collaborative rather than a competitive setting. Working together with partners enhances the possibility that student teachers would be more confident in their professional growth and successfully reflect. They can clarify, elaborate, and rethink their ideas of practice while describing their own experiences to their peers.

3. Recording Lessons

Practicing materials in the form of audio or video records can offer an extensive amount of insightful information. Teachers might increase their awareness of teaching by watching audio and video recordings of themselves or other teachers. Even if they are participating in a variety of classroom activities, teachers may not be aware of all that occurs in the classroom. A classroom video can show an in-depth visualization of the complete teaching process. It can help teachers think critically, recognize their areas of weakness, and give suggestions and a reason to improve their teaching approaches.

4. Teacher Educator's Feedback

The feedback provided by the teacher educator might assist the teacher in reflecting on their class or any activity held in the school.

5. Peer Observation

The primary form of research that teachers conduct in the classroom is observation. To gain information on the lesson, the teacher invites a peer or observer to watch him or her teach. Observation activities or taking notes are two ways to do this. The peer teacher can request that the other teacher concentrate on the students who contribute the most to the class, the various types of interaction that take place, and the individual's performance, and the observer's role can be restricted.

6. Student Feedback

Students might be asked by the student teacher what occurs in the classroom. Their perspectives and thoughts can be fascinating and valuable. Simple surveys may be used for this purpose.

7. Action Research

Action research is also a component of reflective strategies. It is a methodical, reflective approach to ongoing problem-solving that teachers utilize to get a better understanding of their profession and the challenges they face. It helps teachers understand what happens in the classroom by identifying common concerns, developing ideas about possible causes and solutions, and attempting to implement a strategy for action.

As stated by Sarivan (2011), teachers who are self-reflective and proficient at handling change in the classroom. During their everyday work, they demonstrate that meaningful evaluation is a current action, not just a learning experiment. The main elements of the reflective teaching strategy involve teachers assessing their performance through self-reflection on learning tasks, obtaining feedback from peers, and reviewing course materials before teaching. Teachers assess themselves through reflective teaching strategies by monitoring and implementing various learning techniques or strategies to understand their activities. Reflective teachers can analyze, critique, and develop new and innovative ideas to

improve students' abilities, which they can then employ in learning activities.

METHODS

In this study, the research design involved qualitative methods. The data was evaluated according to the case study approach because the goal of the research is to find or understand something new from each individual. This research also supports research in finding or explaining phenomena or situations in more depth. This study used a qualitative case study approach. To support in finding out of to implement reflective teaching strategies into reality.

This study was conducted in one of the private high school in West Surabaya. An English teacher is the research's subject in that school. This study only examined one teacher in the school because the school only had one English teacher. The data source of this research is the English teacher at one of the private high school in West Surabaya. The source of observation data was carried out in classes X-1 and XI-2 at one of the private high school in West Surabaya. The data presented by the researcher is data on how a teacher implements reflective teaching strategies in the classroom, as well as the consistency with which the teacher implements reflective teaching strategies. In this study, the researcher uses observation and interview as data collection techniques. In this observation stage, the researcher used the observation checklist as an instrument to assess whether the teacher carries out learning activities starting from the most basic activities. At this stage, the researcher only participates in seeing whether the learning process carried out by the teacher is going well or not. The researcher conducted an observation checklist to see and assess the condition and atmosphere of the classroom during the application of reflective teaching strategies. The researcher adopted the observation checklist by using (Friel et al., 1992) works for doing the observation.

This study used interviews as a data collection technique and provided a list of interview questions as an instrument to analyze the English teacher conducted an offline interview discussion. The researcher dug deeper into the teachers regarding reflective teaching in English. The interview is conducted after the teacher carries out the teaching and learning process, and the researcher conducts the observation. The researcher adopts the question by using Hung & Thuy (2021) and Ashraf et al. (2016) works as a tool for doing the interview.

The stages of this research procedure are Conducting a Preliminary Study, at this stage, the researcher conducted a review to find reflection factors where English teachers reflect on their teaching practices at one of the private high school in West Surabaya. The researcher examined the way teachers at that school reflect

on their teaching. Then, determine one or two classes according to the teacher's class. After that, the researcher made observations and used an observation checklist. Furthermore, the last one is an interview with the teacher. The interview was used to obtain more explicit and precise information based on the research subject to be studied. After collecting all data from observations and interviews, the researcher processed the data.

After successfully collecting data, the researcher carried out the data analysis process. Observation and interview data have been collected and analyzed by descriptive qualitative data analysis. Data analysis is carried out in two stages, the first stage is class analysis of the data, and the second is an interview with teachers. In analyzing the analysis is presented in the form of a descriptive explanation.

Qualitative data were collected through open-ended or semistructured interviews and field observations of practices (Creswell & Creswell, 2007). During the classroom observation session, this researcher used the observation sheet used by the researcher. Observations were made to see how the teacher implemented reflective teaching in the classroom. During the interview session, the author recorded using a voice recorder via cellphone, then listened again and transcribed the answers from the teacher as a resource person. The results of interview and observations are the data found and collected are valid. Then, the observation data explained and proved the truth of the teacher's reflective teaching strategy.

RESULTS AND DISCUSSION

From the seven aspects of implementing reflective teaching strategies, namely Reflective Journal / Diary, Collaborative Learning, Recording Lesson, Teacher Educator's Feedback, Peer Observation, Student Feedback, and Action Research, there are four strategies used by teachers to implement reflective teaching strategies in the classroom. There are four strategies are Reflective Journal/Diary, Collaborative Learning, Teacher Educator's Feedback, and Student Feedback.

According to the interview results, teachers always write a plan or a series of learning activities in a personal journal given by the school in each class. An English teacher at one of the private high schools in West Surabaya also writes a journal of English learning materials in all classes in one document in Google Docs to make it easier for teachers to review the learning materials that have been taught at the previous meeting, as Mr.S stated during the interview:

"I usually record difficulties in my notes. I do it at the beginning or at the end of the lesson".

This reflective journal diary section indicates that a teacher at one of the private high schools in West Surabaya is a reflective teacher. The teacher always notes the complete sequence of learning activities in the journal diary. He also attempts to reflect on each learning activity when the session has finished. However, teachers must be able to analyze and determine whether the learning material was delivered to students.

According to classroom observations, teachers implement collaborative learning by asking students to learn and discuss together either in large groups or in pairs. Collaborative learning is done because of the various characteristics of the students, so the teacher must be able to choose the appropriate learning strategy for the students in the class. During the observation, the teacher asked students in pairs to determine the answers to the listening exercise questions that the teacher had provided. In addition, in the second class that the researcher observed, the teacher used the give one, get one learning strategy. In this strategy, the teacher asks students to mingle with all their friends to give and ask each other for opinions. Thus, all students will interact with each other and collaborate to learn together. Therefore, teachers at one of the private high schools in West Surabaya have implemented this collaborative learning as an implementation of reflective teaching strategies.

Based on the observation, it shows that during the learning process, there are no visits or supervision conducted by the principal and the deputy head of curriculum. Based on the interview results, the teacher stated that after the supervision activities ended, the teacher would get feedback from the principal and deputy curriculum head regarding the teaching that had been carried out by the teacher, the teacher's communication with students, as well as evaluations conducted monthly, but anonymously.

As Mr. S stated during the interview:

"Discussion, yes, in the past, there was a kind of meeting with friends from all subjects to discuss what is needed to implement the Merdeka Teaching platform curriculum, what the difficulties are, there is input from other teachers, so it is a kind of sharing."

Also, Mr. S added:

"If comments are usually separate. But generally, it is usually not me personally, but from the curriculum. Regarding our teaching, our communication with children, what are the strengths and weaknesses, the evaluation is every month. We can see what's in it, and it's anonymous because it's private."

Based on the results of observations and interviews, it can be concluded that teachers always conduct supervision, which is directly carried out or

supervised and observed by the principal and vice principal of the curriculum.

Based on the observation result, it shows that the interaction that occurs between teachers and students is quite good, and students also respond to questions asked by the teacher during the learning process. This can be seen during observation activities. The teacher always asks questions to the students about their learning and understanding of the material learned. Also, the teacher confirms whether there are any questions from students and provides solutions to help students solve the difficulties they face. Based on the interview results show that teachers usually ask for feedback from students about the learning that has been carried out, whether everything is clear enough or needs to be repeated in the next meeting.

As Mr. S stated during the interview:

"Yes, I usually ask for feedback from them, like repeating from the beginning. You don't have to do everything, just the important points that have been given to them."

During the first meeting, the researcher observed the first class, class X-1. The lesson lasted for two hours, starting at 08.45 to 09.50. In class X-1, there were 23 active students. Then the teacher gives assignments, and after all is done, the teacher asks students to discuss the results with their classmates. Discussing with friends and exchanging opinions with friends is an activity of collaborative learning.

During the second meeting, the researcher observed the second class, XI-2. The lesson lasted for two hours, starting at 10:05 to 11:15. In class XI-2, there were 32 active students. The learning went very well and smoothly. Almost the same as learning in class X-1. The teacher briefly conveyed the material about procedure text and explained the implementation of the give one, get one strategy in learning procedure text. The students were very active in moving from one friend to another to get information from their friends. Finding and exchanging information with friends and discussing is one of the implementations of reflective teaching in the classroom, namely, collaborative learning, where students actively interact with each other.

After all the learning sequences have been carried out, the teacher conducts a reflection with students by asking students about what material they have learned today, what things they think are fun during learning earlier, and whether there is anything that needs to be improved for learning in the next meeting. The activities carried out by the teacher are included in the implementation of reflective teaching, namely, students' feedback. This reflective journal diary writing was also done in class X-1.

After reflecting with students, the teacher reflects on herself by writing a teaching journal that has been provided by the school, and reflects by writing down what difficulties she has experienced while teaching in class. He wrote these reflections into his notes, which would later become a reference in correcting the shortcomings that had been made so that they would not be repeated at the next meeting. This reflective journal diary writing was also done in class X-1.

It can be concluded that teachers often implement three reflective teaching strategies, namely Collaborative learning, Students' feedback, and Reflective journal/diary. The reflective teaching that teachers do is Teacher Educator Feedback, but the implementation is carried out once a year in each class. The feedback they receive from the principal and deputy head of curriculum. Each teacher is given feedback in the form of how the teacher teaches in class, how the teacher communicates with students, and what the strengths and weaknesses of the teacher when teaching.

This study discusses the implementation of reflective teaching strategies in secondary schools, which is associated with the theory of Dewey's theory described in (Calderhead, 1989) the article that reflects thought is caused by difficulty and guided by one's prior idea of reason. As well as the theory from (Mathew et al., 2017) Seven aspects describe this research and show that teachers may apply seven strategies in reflecting on their learning. These seven aspects include Reflective Journal / Diary, Collaborative Learning, Recording Lessons, Teacher Educator's Feedback, Peer Observation, Student Feedback, and Action Research.

After the teaching and learning process is finished, teachers can write in a personal notebook about what occurred throughout the process, then be used as the teacher's reflection (Mathew et al., 2017). From the data that has been presented, it can be seen that teachers more often reflect by writing down what happened and what was improved in the classroom after the lesson by writing it in a journal or personal note. This journal can be used to analyze the learning process and the plan to be taken to overcome the problem. According to Calderhead (1989) Many activities or moments occur in the classroom, and teachers have to deal with them while teaching.

Collaborative Learning occurs when small groups of students help each other develop their skills. Sharing knowledge allows students to engage in discussions, take responsibility for their learning, and develop critical thinking skills (Laal et al., 2012). The data that has been found in this study is that teachers conduct Collaborative Learning in the classroom, teachers involve all students to learn together and discuss in pairs or large groups.

Teacher Educator Feedback is a feedback approach that allows teachers to reflect on their learning activities (Mathew et al., 2017). Generally, the principal or vice-principal undertakes a visit to supervise the learning process. The research results show that feedback from colleagues or superiors is provided. However, the feedback is given to all teachers in general regarding matters in the teaching and learning process, ranging from the way teachers teach to communication with students. This feedback is given by the principal and the head of the curriculum to the teachers. Evaluation done immediately by supervisors can assist teachers in identifying and reflecting on parts for improvement, allowing them to enhance their teaching skills (Jaashan et al., 2014).

Student feedback is the third aspect of reflective teaching and is very useful for teachers, and feedback from students is an accurate reflection for teachers to reflect on themselves during the learning process. The results of the study show that the teacher applies student feedback reflection in his class by asking directly about what is lacking so that it can be immediately improved in the next meeting. Dollah & Korompot (2022) stated one of the reflective teaching strategies is to ask students about their feelings to get their feedback and determine whether or not they can understand what is being taught.

Mathew et al. (2017) stated that there are seven aspects in implementing reflective teaching, and according to the results of research through observations and interviews, teachers have implemented four of the seven aspects that researcher examine how often the four aspects are carried out. From the results of observations that have been made in two different classes, it can be seen that teachers implement three aspects of reflective teaching, including Reflective Journal / Diary, Collaborative Learning, and Students' feedback.

These three aspects have been implemented in two different classes. Implementing Reflective Journal / Diary consistently and frequently, to assist students in acquiring English and being better prepared for future courses in English, teacher diaries and journals can be a very helpful tool for English teachers to have in their instrument (Azizah et al., 2018). Thus, Reflective Journal/Diary has an effect or importance for teachers and students for further learning.

The second aspect is Collaborative Learning. From the results of observations that have been made by the researcher, it can be seen that teachers implement collaborative learning in the two classes studied. By doing this, students stop depending entirely on professional frameworks and start to develop their original conceptual frameworks (Laal et al., 2012).

The third aspect is reflective learning, which teachers implement consistently and frequently, is

Students' feedback. Student feedback helps teachers become more aware of their students' needs and helps them develop their skills. It is a valuable and efficient technique for evaluating teachers (Husain & Khan, 2016).

The aspect of implementing reflection learning in the classroom is Teacher educator feedback. However, during the observation that took place in two classes, there were no co-teachers or principals who observed and gave feedback directly. However, during the interview, the English teacher explained that the observation and feedback received by each subject teacher is carried out once a year. Evaluation done immediately by supervisors can assist teachers in identifying and reflecting on parts for improvement, allowing them to enhance their teaching skills (Jaashan et al., 2014).

In a study, of course, it has advantages and disadvantages. It can be found from the shortcomings of this study that, because there is one teacher who is a resource person, this research still needs development for further research by other researchers. As for the advantages of this research because it is still quite rare to have research on teaching reflection in Indonesia, this research can be considered as a stepping stone for further research topics and this research is useful for teachers to continue to reflect on themselves in teaching so that they can continue to improve themselves so that they can teach better.

Based on the discussion above, it can be concluded that the implementation of reflective teaching by teachers in Surabaya has been done accordingly. It can be seen from the seven aspects namely Reflective Journal / Diary, Collaborative Learning, Recording Lesson, Teacher Educator's Feedback, Peer Observation, Student Feedback, and Action Research of reflective teaching, teachers do four aspects namely Reflective Journal / Diary, Collaborative Learning, Teacher Educator's Feedback, and Student Feedback. So that teachers always reflect on themselves while conducting learning activities. Also, always apply the four reflective teaching strategies consistently during the teaching and learning process and strive to innovate in their teaching at every meeting.

CONCLUSION

The teacher uses four of the seven characteristics of reflective teaching. Based on the findings of this study, it can be stated that teachers apply reflective teaching methods during the learning process. Furthermore, it may be stated that teachers use reflective teaching strategies. The teachers use four of the seven parts of reflective teaching strategies: reflective journal/diary, collaborative learning, teacher educator feedback, and student feedback.

The teacher implements a reflective journal/diary by always recording all his actions or events that occur in

the classroom, and it is considered necessary to be considered and followed up further in a personal diary provided by the school. Teachers also implement collaborative learning in learning by involving all students to learn together and work together during learning. In addition, teachers also implement student feedback in the teaching and learning process, which is carried out at the end of the lesson to find out the feelings felt by students and find out the understanding of the material by students, which is useful for teachers to reflect on themselves during the learning process. In implementing reflective teaching, there is also teacher educator feedback conducted by the principal and deputy head of curriculum to teachers. The feedback given is in the form of advice to teachers on teaching in class, communicating with students, and shortcomings that must continue to be improved and developed. Feedback given or commonly referred to as supervision, is carried out once a year.

According to the research findings from observations and interviews conducted by the researcher, it feels that teacher constantly reflect on themselves before and after their learning activities. The teacher always meets their demands as teachers, such as giving lesson plans, learning media, and reviewing learning materials before delivering them to students. As a result, that teacher consistently uses reflective teaching practices and attempts to innovate in their teaching at each meeting.

Implication is a consequence or direct result of the findings of scientific research. From the results of research on The Implementation of Reflective Teaching Strategies in Secondary School in Surabaya, it can be seen that there is an impact of implementing reflective teaching for teachers at one of the private high schools in West Surabaya that the teacher can evaluate himself much more deeply, which is supported by various strategies. With the implementation of this reflection in the school environment, it can increase the teacher's awareness of self-development in teaching, correcting things that are not appropriate in teaching. With teachers implementing reflective teaching in the school environment, it will trigger other teachers who have not implemented it, so that when teaching, their innovations will be able to develop.

Another impact for students when teachers have implemented reflective teaching, students get a big impact and benefit from it. In terms of learning strategies, communication with students, the strengths and weaknesses that teachers have, will continue to be developed when learning at school. In addition, the positive impact obtained by the school if the teacher implements reflective teaching is that the school will have competent teachers by having good quality teachers, which will have an impact on the image of the school.

This study is useful for teachers. Reflection on the teaching process can help teachers encourage self-change and ongoing development in their teaching practices. Teachers may review the learning process, identify aspects that need to be maintained, developed, or adjusted, and assess and measure their capacity to enhance their teaching abilities.

This study is also useful for other researchers who want to research the topic of reflective teaching, which still needs to be explored in Indonesia, because previously, researchers were still looking for sources regarding the application and implementation of reflective teaching that occurred in Indonesia. However, there is currently not much information available concerning this study material. In terms of education, not only do the abilities of learners need to improve, but also the teacher's abilities. As a result, the researcher expects to do further study on this topic in the future.

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