



The Crucial Role of Reflective Teaching by EFL Teachers in the Development of Teacher Professionalism and its' Impact to Students' Learning Outcomes

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ABSTRACT

This study examines teachers' professional development concerning reflective teaching strategies that affected students' learning outcomes and whether they can professionally improve the teachers' quality of education. The research method used a descriptive qualitative approach to the type of case study research and used a phenomenological paradigm because of the current pandemic conditions that are still ongoing. A qualitative study case was employed in this research. The data were gathered using open-ended questionnaires and interview. Then, the participants in this study were English teachers and their students' Junior High School. This study suggests that teacher self-reflection during the pandemic significantly contributes positively to professional development and can affect students' learning outcomes. Therefore, there is a need for the effective self-development of teachers on an ongoing basis to improve competence. The role of the teacher through reflective teaching is also critical as a strategy for increasing the competence of English teachers professionally and improving students' learning outcomes.

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INTRODUCTION

Reflecting on teachers' professional practices, particularly teaching and learning, is critical for the development of creativity and a learning revolution in the classroom (Loughran, 2005). Self-reflection in the context of continual professional growth is still employed as a significant topic in teacher education today (Korthagen & Vasalos, 2005). On the other hand, one of the objectives of teaching is to assist students in understanding the link between their learning experiences and their meaning. According to Denton, one strategy for strengthening or bringing current awareness of the link between experience and sense is reflective teaching activities (2009). Reflection is vital for students to learn since it allows them to evaluate and apply the various knowledge and skills they've acquired. Reflection is important for students to learn because it allows them to examine the various information and skills they've acquired and utilize them as a foundation for improving and extending their learning. Learning reflection, according to Chang(2019), helps students to go through their thoughts of their learning experiences. Students' impressions of the relevant subject matter can be influenced significantly through reflective practice.

However, the majority of teachers were unaware of what they needed to accomplish in the classroom (Richards & Lockhart, 1996). 'Teachers seldom analyze their own teaching approaches,' they claim. Many teachers did not take time to reflect on their activities during the teaching and learning process. They just wait to be observed by the principal or supervisor who visits the classroom. Furthermore, a language instructor has a continually changing classroom environment, making it difficult to adapt suitable learning theory, strategy, technology, and tools and aids to produce knowledge in context. Teachers used their own and their colleagues' experience to tackle difficulties and concerns via the process of reflection (Al-Ahdal & Al-Awaid, 2014). Furthermore, Richards and Lockhart (1996) claimed that experienced teachers implement classroom routines and methods practically instinctively, without requiring much conscious thought. In response, Richard and Farrel (2005) claimed that teachers' competencies may be developed by participating in teacher workshops and training, maintaining a teaching diary and portfolio, having a teacher support group, peer observation, and self-monitoring. As a result, teachers must consider and evaluate their teaching aims and ideals, as well as examine their teaching assumptions.

Cholifah, A. N., et al. (2020), on the other hand, say that instructors must constantly improve their teaching practice and skill/knowledge in order to grow and sustain educational accomplishment. To meet the teaching and learning requirements, a teacher must focus on a certain method, technique, or approach and use a specific tool/type. As a result, reflection is critical as one of the most important techniques to guide a teacher's performance as they acquire experience. The term "reflection" in education refers to teachers' ability to critically reflect after the teaching-learning process. Only a few research, on the other hand, looked at instructors' views toward utilizing the teacher's journal. Similarly, in Indonesia, an in-service EFL teacher from a Junior High School was hired to fill the gap. Its intention was to figure out which areas were reproduced in the teacher's book. Furthermore, the researcher did an in-depth interview with the teachers to learn about her experiences with the teacher journal in order to examine the study topics.

Reflective teaching was interpreted from an alternative context by analyzing teachers' perception of good teaching and learning (Wu & Wu, 2014). Reflection has also attracted the attentions of scholars in the realm of teacher education. There has been a lot of study done on teacher reflective practices (Disu, 2017). There has also been a significant focus in the teachers' perception of the use of reflective tools (Moradkhani, 2019), factors influencing teachers' reflection (Moradkhani & Shirazizadeh, 2017; Nguyen, 2017), the impact of reflective practice for teacher professional development (Tosriadi et al., 2018; Uştuk & De Costa, 2021), elements of reflection (Lubis, 2017), and levels of reflection (Sunra et al., 2020).

The importance of reflection in enhancing teachers' professional development has been widely acknowledged and researched (Fakazli & KuruGönen, 2017; Lamb, 2017). Research suggests that through consciously and systematically reflecting on their own teaching experiences, both beginning and experienced teachers can improve their understanding of their teaching (Jay & Johnson, 2002; Levis & Farrell, 2007). This is because teachers are able to examine their teaching to identify their strengths and weaknesses as well as assessing their students that are useful for improving their teaching practices(Disu, 2017).

The current study examines on the issue of EFL teachers paying attention to reflective teaching. It focuses on some of the reflective implications on their teaching experience. Concerning the

previously described research, this study explores some impacts of EFL teachers on students' learning results.

METHOD

A qualitative study case was employed in this research. The subjects involved in the research were 3 males and 2 female English teachers at a junior high school from different schools with teaching experience ranging about 10–30 years involved in this study, and 3 students for each teacher. They were chosen using a purposive sampling technique. The data were gathered using open-ended questionnaires and interview. The questionnaires were administered online to the participants in the google form application. They were constructed based on interactive model analysis for qualitative data developed by Miles, Huberman, and Saldana (2014), including data condensation, data display, and conclusion verification.

The data gathered from the open-ended questions were analyzed using steps as suggested by Creswell (2012). The initial step was to organize the data. The next step was to do some reading to have a rough idea of the topic. The next objective was to finalize the data coding. The next stage was to develop a description of the full data setting, followed by a representation of the description and themes. The final stage was to interpret the data before they were presented. The data gathered from the equipment was then confirmed using triangulation. It was thought necessary to ensure that data acquired via surveys and interviews matched. The two forms of triangulation employed were data sources and techniques.

RESULT AND DISCUSSION

The finding showed that reflective teaching plays a critical role in teacher development since it is correlated to improved teaching quality and learning outcomes. Every teacher should reflect on their practice or teaching as an important part of their professional development, as indicated by decisions to maintain the sustainability of their professionalism with real activities to develop their competence.

Table 1. Professionalism Levels of Teachers' Effectiveness Form based on Teachers' Responses

The categories	The questions	Effectiveness				
		5	4	3	2	1
mastery of content/teaching materials (content knowledge)	formulate indicators for the learning process	40%	40%	20%	-	-
	Organizing materials, media and learning resource	40%	40%	-	20%	-
	learning objectives to students in the core activities	80%	20%	-	-	-
pedagogical knowledge (pedagogical knowledge)	The teacher does apperception and attends students before learning	20%	60%	20%	-	-
	the teacher make appersion/observations to connect metacognitive with cognitive	60%	40%	-	-	-
	give examples when the learning process takes place	80%	20%	-	-	-
	Encourage and promote student involvement in the learning process	80%	20%	-	-	-
packaging of materials/content in learning (pedagogical content knowledge)	Learning methods are always adapted to the needs of students	60%	40%	-	-	-
	make innovations and use technology in learning	20%	40%	40%	-	-
	evaluation of the learning process and results	60%	40%	-	-	-
	reflection and motivating students to learn	100%	-	-	-	-

The table 1, shows that Self-reflection conducted by English teachers significantly contributes positively to professional behavior and efforts to develop teacher professionalism. If seen from the

results of the contribution of the self-reflection variable in the table, it provides a fairly meaningful picture that the higher the teacher's awareness of self-reflection on his professional development, the better the teacher's professional development efforts are shown by their professional behavior. The data followed by 80 % very effective and 20% Effective in learning objectives to students in the core activities, 80% very effective and 20% effective in encouraging and promoting student involvement in the learning process, and 100% very effective in Reflecting and revising teaching progress/content and motivating students to learn. None of them stated that strategies were ineffective. In conclusion, reflective teaching is helpful for their professionalism. Additionally, the current study's findings also resonate with previous research on reflective practice conducted by Fakazli and KuruGönen, (2017), in which reflective practice contributes to professional empowerment.

Table 2. Students' learning outcomes Effectiveness Form based on Teachers' and Students' Responses

The elements	Effectiveness					
	5	4	3	2	1	
Do you (students) involve you (students) in determining assignments according to student needs in the learning process during the pandemic?	60%	30%	10%	-	-	
Is the media used by the teacher appropriate and makes it easier for you (students) to master the competencies/materials being taught?	60%	30%	10%	-	-	
Did you evaluate the process and learning outcomes after studying for you?	70%	30%	-	-	-	
after learning independently looking for new material in learning during the pandemic?	80%	20%	-	-	-	
At the end of the lesson the teacher reflects and motivates you (students) to learn for the next lesson	100%	-	-	-	-	

In Table 2 indicates that the data is followed by 60 % very effective , 30% Effective and 10% moderately effective in determining assignments according to students needs in learning process and appropriate of media are used by the teacher too , 70% very effective and 30% effective in evaluate and learning outcomes, 80% very effective and 20% effective in learning independently, 100% very effective in reflection and motivated learning. None of them claimed that action-based reflection was ineffective. Reflective teaching, in conclusion, is beneficial to students' learning outcomes.

DISCUSSION

This study discussed how teachers' reflective practice could affect their professionalism and student learning outcomes, identified from their perspectives/perceptions, followed by giving them questionnaires related to their teaching practice. Table 1 shows that teachers implemented all strategies in their teaching. The researcher assumed that Self-reflection conducted by English teachers significantly contributes positively to professional behavior and efforts to develop teacher professionalism are the most effective strategies in education, with the percentage about 100% indicating teachers agree if reflection and motivating students to learn techniques are effective. As mentioned earlier, the purpose of this research is to see to what extent the self-reflection carried out by a teacher has an impact or is related to the efforts made by teachers as professionals to develop their professionalism. Every teacher should reflect on teaching as an important part of his professional development, which is indicated by decisions to maintain his professionalism and sustainability with real activities and competence development efforts. It is very important to understand how teachers can also continue to learn to improve their competencies in the context of meaningful learning, so that they can improve the achievement of student competencies in every aspect of behavior that is the goal of learning, both in attitudes, knowledge, and skills during their careers as professional behavior. especially for English teachers at the secondary school level.

This empirical finding is also in line with a theoretical study as proposed by Korthagen & Vasalos (2005), which suggests the importance of self-reflection by a teacher in his professional

development efforts. Furthermore, Korthagen & Vasalos (2005) classify how self-reflection efforts can (1) assist teachers in identifying and localizing problems faced by teachers and the extent to which these can be deepened or expanded. How a teacher can (2) increase his awareness of his identity and responsibility can also be achieved by the teacher's self-reflection efforts. Furthermore, teacher self-reflection can assist teachers in naturally integrating all aspects of professional development and building teacher awareness in exploring natural resources for inspiration and strength.

Table 2 shows that the data is followed by 60 percent very effective, 30 percent effective, and 10% moderately effective in determining assignments based on students' needs in the learning process and appropriate use of media by the teacher, 70 percent very effective, and 30 percent effective in evaluating and learning outcomes, 80 percent very effective and 20 percent effective in learning independently, and 100 percent very effective in reflecting. They didn't say that action-based reflection was useless. Finally, reflective teaching is helpful to students' achievement.

CONCLUSION

Teachers should learn a lot about how to teach, which includes planning various activities that may be employed in the classroom to ensure that the learning process is effective. Teachers must also have a fundamental awareness of how students learn and remember a variety of factors that affect the quality of student learning and a basic understanding of how to select and employ learning approaches and tactics to improve learning quality. Teachers can effectively develop the above if they can reflect on the obligations and tasks of professionalism. If the teacher's self-reflection is good, the teacher will also make these efforts to improve his professionalism. As a result, self-reflection is crucial to the development of teacher professionalism. And we need to return to a focus on the texture and nature of reflective teaching. However, the attitude can be the key for teachers to become reflective and develop professionally. Understanding those attitudes and identifying how they affect teachers' behavior and practices can suggest practical approaches and methods help teachers become more reflective and consequently develop professionally. Teachers should be aware of reflective teaching since it is a powerful instrument to accomplish their responsibilities as designed and intended for their assigned topics. The researcher suggests that teacher education programs include reflective teaching designs to educate pre-service English teachers. Students' and principals' opinions on these English teachers will now play a part in making teachers aware of their methods, whether they are reflective or not. This understanding will cause English teachers to think about and reflect on their teaching methods. As a result, the perception theory on reflective teaching of English teachers was developed in this study.

Teachers have to learn a lot about how to teach, which is about designing several activities that are used in the classroom so that the learning process takes place effectively. In addition, teachers must also understand how students learn and remember several factors that affect the quality of student learning and a basic understanding of the selection and use of teaching approaches and strategies to improve the quality of education. Teachers can do the above to reflect on their professional duties and functions correctly. If the teacher's self-reflection is done well, an effort is made. However, self-reflection is part of the teacher's self-reflection and is essential in the professional development of teachers, and indicated that the role of reflective teaching in teacher development was vital since it was related to the improvement of teaching quality and learning outcomes.

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