

## TEACHERS' PERSPECTIVE TOWARD SELF-REFLECTION TO IMPROVE TEACHING PERFORMANCE

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**Abstract.** The purpose of this research is to describe the teachers' opinion about self-reflection which improves their teaching performance. This research was done at SMA Islam Sultan Agung 1 Semarang with a total number of population was four English teachers. An open-ended questionnaire was used to collect data in this research. The questionnaire was distributed to respondents through google form on May 2023. After the data were collected, they were analyzed thematically. The data were extracted and discussed into the following six themes, namely (a) important form of evaluation, (b) perfect timing, (c) personal or collaborative self-Reflection, (d) documentation, (e) the benefit, (f) challenging, (g) boredom, and (h)teaching performances. Based on the results and discussion from the previous section, it can be concluded that teachers acquire self-awareness, identify areas for improvement, adjust their methods, respond to student needs, and strive for continual professional progress through self-flection.

**Keyword:** *Teachers' Perspective; Self-Reflection: Teaching Performance*

### INTRODUCTION

The teaching and learning process is a collaborative activity between teachers and students (Baety, 2021; Tedjo, 2022). To make the teaching and learning process run smoothly, teachers need to equip themselves with several competencies. Arifin (2021) defines competence as a combination of knowledge, skills, talents, or attitudes for a certain activity or job within a performance scope. Therefore, competence involves technical expertise, cognitive abilities, personal qualities, and social skills to be succeed in a particular job.

UU No.14 of the Year 2005 on Teachers and Lectures (Article 8) states there are four competencies of a teacher: personal competence, pedagogical competence, social competence, and professional competence. Korthagen et al., (2006) says that personal competence is a skill that indicates a stable, mature, wise, and authoritative personality, as well as being a role model for students and having a noble character. Personal competence is defined as a person's capacity to successfully handle and negotiate personal areas of life.

Aulia (2021) explains pedagogical competence refers to the capacity to control the process of teaching and learning activities. It involves observing students, designing and conducting instructional activities, assessing learning outcomes, and developing students to reach their full potential. Hakim (2015) says that social competence is the ability to communicate and get along with students, colleagues, staffs, parents of students, and the community. Social competency is essential for healthy relationships, efficient communication, teamwork, and general social well-being. The last competence is professional.

Pahrudin et al., (2016) explain professional competence is expected to be fulfilled in the sense that teachers must master effective learning methods, be able to create model unit of lessons, understand the curriculum, be able to teach in the classroom, and be able to develop and implement learning capability assessment procedures. Professional competence refers to the knowledge, skills, abilities, and attitudes that enable persons to effectively carry out their

professional obligations and responsibilities.

For many years, the government and universities have worked together to promote teacher certification programs and other types of training activities as an effort to encourage Indonesian teachers to advance their skills and professionalism. According to Wardoyo et al., (2020) professional teachers are individuals who comprehend the four competencies. Therefore, teachers should acquire those four competencies in being professionals.

Since teachers play a crucial part in the educational process, it is necessary for them to be professionally qualified in order to fulfill their responsibilities. When a teacher fulfills their responsibilities to provide tutoring that contains the knowledge and skills that will help student progress, they are performing their job as a teacher. One requirement for the effectiveness of the teaching and learning process is effective teaching performance. Therefore, teachers must constantly be capable of performing properly to attain the educational goals that have been set (Kusumaningrum et al., 2019). As professionals, teachers are expected to continuously enhance their performance by comprehending the content being taught and how it is conveyed to the students (Sulistiyo, 2016). Teachers must develop their actions in the teaching and learning process that leads students to meet their educational objectives.

Student learning outcomes can be used to gauge how well a teacher is doing. The teachers must determine the root of their failure in teaching if the outcomes are poor or even unsatisfactory. Soisangwarn & Wongwanich, (2014) said that reflection in the teaching and learning process is an essential tool needed by teachers to know how effective the chosen technique, method, and strategy is in teaching so that they get a better understanding. Through reflection activities, positive and negative information is obtained regarding the teaching and learning activities that have been carried out, as well as how the teacher can improve the quality of the learning. The results of learning reflection can also be used as observation material to find out how far learning activities have been achieved and can provide satisfaction for students.

In addition, Mustafa (2005) argued reflectivity will be one of the tools used to help teachers reassess their method of instruction, which is anticipated to result in a significant advance in the field of education. It is similar to Mathew et al., (2017) also mentioned that reflective practice is a useful tool in practice-based professional learning contexts, where teachers can learn from their own professional experiences rather than formal learning or information transfer. It is the most crucial source for enhancing and developing someone's personal and professional abilities. Self-reflection or reflective research have also been researched by certain researchers with the goal of enhancing teaching performance. The finding of Karlinawati (2014) in her research showed that EFL teachers who practice self-reflection discovered better strategies for improving performance among students in the classroom. They do various reflections in the form of notes, diaries or journals. Hikmat et al., (2022) found that reflection helped English teachers from both the Philippines and Indonesia to define their strengths and weaknesses so they may perform better and provided them with an overview for self-development.

Based on the initial investigation through observation during first practical field experience (*praktik pengalaman lapangan I*) at SMA Islam Sultan Agung 1 Semarang, it revealed that teachers only wrote down the topic of materials that had been taught that day in the daily journal. It was a journal that was placed in every class and teachers were required to fill in. Unfortunately, the writer ever found that there were some teachers who forgot to fill in the daily journal. It was very regrettable if they missed to fill in the daily journal because all they had to do was only write down the theme or topic of the materials which is a very simple thing to do. The second problem revealed when having interview with vice principal of curriculum, he said

that there were two programs to facilitate teachers in improving their teaching performance, called In House Training (IHT) where all teachers gathered to discuss some topic related to educational issues and join group of subject teachers (MGMP) where they can discuss and share all the things education. Through those two programs, teachers are able to discuss with their work colleagues, but there is no specific outcome of it. Moreover, the principal does not promote self-reflection yet in her school as another program beside the classroom daily journal. From the explanation above, it indicates that there is a discrepancy or gap between the ideal and real condition in the field. The gap may exist as a result of the principal's lack of support for self-reflection to enhance teaching performance. Therefore, to fill in the gap that exists in this research, the researchers offer self-reflection as an activity to improve teaching performance. Through this research, the researchers want to describe the teachers' opinion about self-reflection which might improve their teaching performance.

## **METHOD**

The research employed descriptive qualitative research design. Creswell (2013) stated descriptive qualitative research was designed to explain the phenomena that exist in a group of individuals with regard to a certain issue that occurs in the present or the past. As well as Sukmadinata (2005) defined the purpose of qualitative research is to describe and analyze occurrences, events, social activities, attitudes, beliefs, perceptions, and thoughts of individuals and groups. Therefore, descriptive qualitative was suitable with the objective of this research. This research was done at SMA Islam Sultan Agung 1 Semarang with a total number of population was four English teachers. Since the size of population was small, the researchers decided to take all population as sample. Etikan et al., (2016) stated that total population sampling was a technique in which all of the population was included in the investigation when the number of cases being studied was minimal.

An open ended questionnaire was used to collect data in this research. Saeidi et al., (2022) said open-ended question is a question in which the response must be written on the answer sheet by the respondent in words, phrases, or sentences. The questionnaire describing about self-reflection and teaching performance were realized within fifteen questions and distributed to respondents through google form on May 2023.

After the data were collected, they were analyzed thematically. According to Braun & Clarke (2006) as cited by Dawadi (2020) thematic analysis may be used to locate, describe, and understand patterns (themes) within a data collection in considerable detail since it is theoretically flexible. The data presentation process consists of six phases: familiarization with data, generating initial codes, searching for themes, reviewing and refining themes, defining and naming themes, and lastly producing a report.

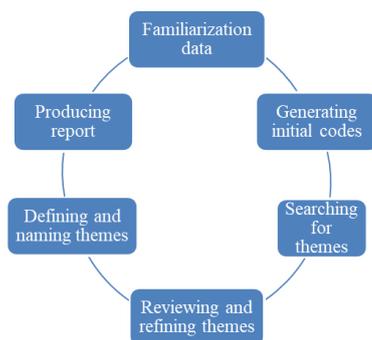


Figure 1. Six Phases of Thematic Analysis (Braun & Clarke, 200)

## RESULTS AND DISCUSSION

The purpose of this research is to describe the teachers' opinion about self-reflection which might improve their teaching performance. The following data was acquired from the answers of the open-ended questionnaire that was distributed to the four English teachers through google form.

### The Results of Questionnaire

**Q1** What is your opinion about self-reflection in teaching?

R1 I think it is about evaluating whether the teaching method I used has great impact to the students.

R2 Self-reflection is very important in teaching, because I can find out my strengths and weaknesses when teaching.

R3 In my opinion that self-reflection in teaching is very important, even honest self-reflection is key. That means that we must regularly examine what has worked and what hasn't worked in the classroom, despite how painful it can sometimes be to look in the mirror. So we can know what this that must be repaired in teaching process

R4 It is important to evaluate teaching process

**Q2** Do you make a self-reflection in your teaching?

R1 Yes, I do

R2 Yes, I do

R3 Rarely

R4 Rarely

**Q3** There are three main states of reflection: reflection-before-action, reflection-in-action (spontaneous), and reflection-on action (takes place after event). When do you create self-reflection?

R1 Usually I create self-reflection after the event

R2 Reflection-on- action

R3 Reflection in action

R4 I create self-reflection after teaching process

**Q4** There are some mode of reflection, reflecting in group, reflecting with partner or reflecting personally. Among those three modes, how do you make a self-reflection?

- R1 I make a self-reflection personally  
 R2 Reflection personally  
 R3 Reflecting with partner  
 R4 Reflecting with partner
- Q5** There are six strategies that teachers can use to reflect their practice those are journal, lesson report, survey and questionnaire, audio and video recording, observation, and action research. From those six strategies, which one is your strategies to create self-reflection?
- R1 I use observation as my strategy  
 R2 Journal, lesson report ,ask the students  
 R3 Video recording  
 R4 Journal
- Q6** What are the advantages in creating self-reflection?
- R1 Helping me to improve my teaching performance  
 R2 I can correct my weakness when teaching  
 R3 Self-reflection also increases self-awareness and our ability to recognize how our words and actions affect those around us. As teachers, it is crucial to use sensitive language, teach with inclusive material, and connect with our students. Being more self-aware of what we say and how we say it can help us make our students feel comfortable and loved.  
 R4 To know the SWOT of my teaching process
- Q7** Is it challenging in creating self-reflection? Why?
- R1 Yes, it is. Because after I do the reflection and then I find the weaknesses in my teaching method so I have to fix it.  
 R2 Yes. It takes time.  
 R3 Yes it is, because by taking the time to reflect on my teaching, my lesson material, and how I engaged with students can help me recognize areas of improvement.  
 R4 Yes, because the workload is too much
- Q8** Does the principle require every teacher to create a self-reflection?
- R1 No  
 R2 Yes  
 R3 Yes  
 R4 Yes
- Q9** Have you ever get bored when creating self-reflection? Why?
- R1 Yes, I have. Because sometimes I face the same problem  
 R2 Yes I have, because I often face the same problem when teaching.  
 R3 sometimes...because when I know that my teaching is not effective, I have to try look for supplement material and teaching methods from other resources  
 R4 Rarely
- Q10** Do you use self-reflection to evaluate your teaching performance?
- R1 Yes, I do.  
 R2 Yes, I do.  
 R3 Yes, I do.  
 R4 Yes, I do.
- Q11** Do you ever try another method beside self-reflection to evaluate teaching performance?
- R1 No, I have not try it

- R2 No, I don't  
 R3 No, I don't  
 R4 No, I don't
- Q12** What is your opinion about teaching performance?  
 R1 I think it is about how we deliver the lesson in a fun way  
 R2 Teaching performance is very important so that students don't get bored learning and stay enthusiastic  
 R3 Teaching performance is a domain of activity (as in teaching, research, and service) encompasses the whole range of activities that are done in preparation for and in relation to teaching as well as the act of teaching itself.  
 R4 Teaching performance is the one that should be improved by teacher to make sure that the material is delivered to the student perfectly
- Q13** Is there any program beside IHT and teachers' group (MGMP) that facilitated by school to improve teachers' competency?  
 R1 No  
 R2 No  
 R3 No  
 R4 No
- Q14** What kind of media that you use to support your teaching performance? Are they in form of pictures, videos, power point or any else?  
 R1 Usually I use audio and video  
 R2 The Jakarta Post, YouTube etc.  
 R3 I use videos and power point a media to support my teaching performances  
 R4 It's in form of picture, video, and presentation
- Q15** Do the media that you used give impact on your teaching performance?  
 R1 Yes, they do  
 R2 Absolutely  
 R3 Yes, they do  
 R4 Yes, they do

Research questions from number one to twelve referred to self-reflection. As the results, participants assume that self-reflection allowed them to evaluate teaching methods and examine what has worked and what hasn't in their teaching practice. Among four participants, there were two of them who always create self-reflection, while others rarely. The way participants in creating self-reflection was various. It happened during or after teaching process, created by themselves or with their partner through journal, lesson plan and record video. In creating self-reflection, participants faced difficulties and sometime they get bored. However, they got some benefit, such as: improve my teaching performance, correct my weakness when teaching, increase self-awareness and our ability to recognize how our words and actions affect to students, and know the SWOT of their teaching process. The rest research questions referred to teaching performance. Participant used some media and joined some program which facilitated by principle to support their teaching performance.

Since the researchers used thematic analysis in analyzing the data, therefore the data were extracted and discussed into the following six themes, namely (a) important form of evaluation, (b) perfect timing, (c) personal or collaborative self-reflection, (d) documentation, (e) the benefit, (f) challenging, (g) boredom, and (h) teaching performance.

### **Important form of evaluation**

Participants considered self-reflection as highly important in the context of teaching. It allowed them to identify and evaluate strengths and weaknesses and gain insights into their teaching practices. The third participant added that in doing self-reflection, teachers should be honest so they could assess what has been effective and what needs improvement in their teaching, “In my opinion that self-reflection in teaching is very important, even honest self-reflection is key. So we can know what things must be repaired in teaching process”. They used self-reflection to evaluate their teaching performance and never tried another method besides self-reflection.

### **Perfect Timing**

Teachers need to consider the perfect time for them in creating self-reflection, whether it happened before, during, or after teaching process. According to Schon (1983) cited in Mustafa (2005) stated there are three main states of reflection: reflection-before-action (while planning a class, a teacher might pause to reflect, to guess on how this strategy will turn out or how students will react to it), reflection-in-action (spontaneous), and reflection-on action (takes place after event). Three participants tended to create self-reflection on action. They might reflect at the end of a class on what went well, what students learned, and what went poorly. There was only one participant who chose reflection-in-action which means that he did self-reflection spontaneously or in the moment when he actively engaged in a situation.

### **Personal or Collaborative Self-Reflection**

Schon (1983) cited in Mustafa (2005) defined three mode of reflection; reflecting in group, reflecting with partner or reflecting personally. In other words, teachers can create self-reflection personally or collaboratively. Among those three modes, only two modes that chosen by the participants in this research. They were reflecting personally and reflecting with partner. The votes of the participants were divided equally, two votes for each mode, as they said, “I make self-reflection personally” and “I’m comfortable to reflect my teaching together with my partner”. Participants who did self-reflection collaboratively with their partner assume that they get new insight and receive feedback by sharing experiences with each other’s.

### **Documentation**

Richards and Lockhart (1994) cited in Mustafa (2005) mentioned six strategies that teachers can use to reflect their practice are: journal, lesson report, survey and questionnaire, audio and video recording, observation, and action research. There were two participants who always use journals as documentation to create self-reflection. They commented, “I use journal” and “I write my reflection on the journal”. While the other participants who rarely create self-reflection reflected on their practice by taking audio and video and observing during the teaching and learning process in the classroom.

### **Benefits**

The next theme was benefits or advantages experienced by the teachers in creating self-reflection. Participants said that self-reflection increase their teaching performance, self-awareness and ability to recognize how their words and action could affect their students to feel comfortable and loved during the teaching and learning process. Moreover, through self-

reflection, they knew their SWOT (Strength, Weakness, Opportunities, and Threats) in teaching, so they can fix their weakness: “to know the SWOT of my teaching process, I can correct my weakness when teaching”.

### **Challenging**

All of the participants agreed that creating self-reflection was challenging because they need to dedicate their time and effort to evaluate and recognize some factors that might cause the success or failure of their teaching process. They need to take a look at their teaching performance, lesson material, and the reaction of their students. Another participant noted that creating self-reflection was challenging because she need to find a proper teaching method for her class.

### **Boredom**

Two participants said that they get bored when creating self-reflection because they faced the same problem. First participant commented, “Yes I have, because sometimes I face the same problem”. Another participant added, “Yes I have, because I often face the same problem when teaching”. The third participant said that sometimes he get bored in searching teaching methods and material from various sources when he knew that his teaching is not effective. While, the fourth participant just simply answered that he rarely felt boredom in creating self-reflection.

### **Teaching Performance**

The last theme was teaching performance. The participants highlighted that teaching performance refer to how well teachers create and present materials to students in interactive way, so they have an enjoyable learning experience. Other participant added that it is crucial for them to continuously improve their teaching performance to ensure that the materials is conveyed accurately and comprehensively. Therefore, participants used various kind of media to help them in delivering materials to the students, such as power point, pictures, videos and audio. Besides that, they also joining program from school, such as IHT (In House Training) and MGMP (Musyawarah Guru Mata Pelajaran) to get some knowledge related to educational issues.

### **CONCLUSION**

Based on the result and discussion from the previous section, it can be concluded that teachers acquire self-awareness, identify areas for improvement, adjust their methods, respond to student needs, and strive for continual professional progress through self-reflection. These acts, in turn, contribute to improve teaching performance and a more effective and impactful learning experience for students. Self-reflection can be done individually or collaboratively. Teachers are allowed to choose the best method for them to create self-reflection based on their needs and preference. Support and supervision from the principal is needed to make sure that all of the teachers create self-reflection, so they can improve their teaching performance

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