



Improvement of Teacher Competence Based on Opportunities and Challenges Through Sel-Reflection

Seli Septiana Pratiwi¹, Joan Hesti Gita Purwasih², Desy Santi Rozakiyah³ and Rezka Arina Rahma⁴

¹ Universitas Negeri Malang, Semarang Street No. 5, Indonesia
seli.pratiwi.fis@um.ac.id

Abstract. This study aims to show the opportunities and challenges of teachers based on their competence through self-reflection activities. Teachers need self-awareness to correct deficiencies when carrying out their professional duties. Running the profession teacher demands to be a lifelong learner which can be done through self-reflection activities. The research approach uses a qualitative narrative method. In-depth interviews with selected informants were carried out for data collection. There are established criteria for selecting resource persons including length of time teaching, having done self-reflection, and having carried out self-development activities. The results show challenges and opportunities from self-reflection activities carried out by the teacher. The teacher's challenge to self-reflection comes from internal and external. From an internal perspective, self-reflection activities by teachers have challenges related to self-motivation, self-satisfaction, and the need to develop oneself. Meanwhile, externally, the challenge for teachers to do self-reflection is the influence of colleagues, school facilities that support teachers, government programs, and conditions of students. There are opportunities for teachers to carry out self-reflection activities consistently including motivation from teachers to do self-reflection, school support, support from the surrounding environment including the government, and mastery of information technology. If this opportunity is used correctly, it will make it easier for teachers to face the challenges of consistently and continuously doing self-reflection.

Keywords: challenge, opportunity, self-reflection, teacher competence.

1 Introduction

The learning process experiences changes, thus encouraging teachers to continue to adapt. However, some teachers do not have good competencies to be considered professional. Teachers have not been able to move from their comfort zones, so innovation developments in the education sector have been adapted slowly. There are at least four competencies that teachers need to continue to develop. Apart from that, teachers need to do self-reflection in order to improve themselves as professionals.

Providing an effective learning process also requires considering technological changes (1). Therefore, continuous self-reflection is needed to perfect the learning process and face challenges and find opportunities to form good learning.

Organizing the class requires strategies and skills from the teacher so that class management can be effective. The various class conditions cause the treatment of class organization to be different by considering the resources that support the class. Teachers need to consider differentiation in students, classroom environment, facilities, learning motivation, and external support that supports the learning process. There are at least four competencies that must be mastered by teachers, namely pedagogic competence, professional competence, personality competence, and social competence. A teacher is required to have the basic skills of teaching and guiding students, apart from that the teacher also plays a role in designing and organizing classes in order to achieve the expected learning objectives (2).

In order to improve the ability to organize classes, the government has made various programs including seminars and workshops with the theme of teacher competence, teacher professional improvement programs, and mutual learning programs among teachers through teacher mobilization. The development of the teaching profession enables teachers to adapt to changes in the education system, changes in student condition, and changes in teaching motivation. Teacher professional development is carried out to obtain increased knowledge about pedagogic content that is undergoing renewal, as well as learning effective ways to improve student learning (3). These various programs are a strategy carried out by the government to improve teacher competence so that it will have a positive impact on the implementation of education in schools.

Teachers need to have awareness to improve their competency standards. Teacher competence is a characteristic possessed by teachers in the form of motivation, self-image, traits, attitudes, and values that can be measured significantly to differentiate their performance (4). These competence demands require teachers to always appear excellent when teaching so that self-reflection is need to be able to measure the achievement of teacher competency standards. However, self-reflection has not been done consistently. Even through self-reflection activities can encourage motivation, improve teaching methods, and innovation in learning.

The self-reflection function of the teacher is to be aware of his mental structure, make improvements, and reshape an effective teaching process (5). Self-reflection activities by the teacher provide an opportunity to improve the learning process in the classroom. Teacher will more easily identify deficiencies and support needed when teaching. Self-reflection also allows teachers to minimize the risk of failure in the learning process. Teacher preparation will be much more focused when the teacher can predict the possibilities that occur during the learning process based on previous teaching experience. Dewey stated that reflection is a process of meaning drawn from experiences and interactions with other people and material that results in personality changes (6).

Self-reflection activities should be carried out on an ongoing basis by involving students, school management, fellow teachers, and even parents as parties involved in supporting the learning process at school. There are four dimensional frameworks for teachers to do self-reflection, namely (1) curriculum planning and evaluation, (2) interaction in the learning process, (3) classroom management, (4) teacher knowledge as a professional (7). Based on these four dimensions, self-reflection by the teacher can improve the education process as a whole and find deficiencies and risks that may be obtained during learning. Self-reflection can be one of the teacher's efforts to adapt to changes in the education systems. Teachers will face changes in student development, curriculum changes, changes in teaching strategies, and changes in evaluating learning.

The importance of self-reflection is carried out by teachers to find opportunities to improve the teaching process and prepare themselves to face teaching challenges. Knowing the situation when teaching is important so that learning objectives can be achieved. Self-reflection also allows teachers to continue learning and improve their competence as a professional in carrying out their duties. Other research focuses more on the reflection process on students, whole this research focuses on teachers being able to reflect. Teachers reflect as a step to improve the learning process in the classroom.

2 Method

There is an assumption that the teacher's self-reflection has a positive impact on the learning process and encourages an increase in teacher competence. Challenges and

opportunities in self-reflection activities by teachers are the main focus of research considering that this activity requires great commitment and support. This research involved five teachers who taught sociology for the high senior level in West Java. The selection of informants was carried out using a purposive sampling technique with the criteria (1) being a sociology teacher who has taught for at least 2 years, (2) having experience doing self-reflection while teaching, (3) being a teacher at a formal school, (4) having conducted training or seminars or teacher competency improvement activities.

The research approach uses a qualitative approach with narrative methods. Narrative is a research strategy in which the researcher investigates the lives of individuals and asks a person or group to tell about their lives (8). Data collection was carried out by means of in-depth interviews with selected informants. Researchers have prepared a list of questions that need to be answered by informants according to research needs. Interview were conducted to obtain data about how teachers carry out self-reflection, teacher motivation for self-reflection, and improvements made by teachers when teaching. The data obtain also shows teachers' challenges during self-reflection and opportunities that can be taken when teachers reflect. Data processing is done by taking the answers from the appropriate sources (data reduction) by selecting answers that lead to opportunities and challenges when doing self-reflection. The researcher presents the data in the from of a matrix and made conclusions about the answers.

3 Result and Discussion

Teaching competence is important to have as a basis for carrying out the profession as a teacher. The competencies possessed by teachers are also to support career advancement and meet self-needs as lifelong learning (9). Changes in the education system require teachers to have high abilities when teaching in class. Teachers need to have complete competencies consisting of knowledge, skills, and attitudes to guide students to achieve their future. Teacher professional competence is defined as a combination of specific domains and generic domains which consist of knowledge, skills, and beliefs for teaching (10). Therefore, teachers need to face challenges in their profession by

continuing to learn and make self-improvement. In addition, teachers must also be careful to find opportunities for self-development and improvement to become a professional. Through self-reflection teachers find it easier to find opportunities for self-development and self-improvement in order to face challenges as a professional.

3.1 Self-Reflection Opportunities

Motivation that comes from internal and external teachers will help the self-reflection program. Teachers will be more confident when doing self-reflection with the support of various parties. This includes the support facilities provided by the school. There are several challenges faced by teachers when doing self-reflection that comes from internal and external. Self-reflection will affect the teacher's self-efficacy which has an impact on the teacher's performance as a professional, communication, psychology, and ability to make observations in class (11).

Self-motivation is a teacher's challenge to do self-reflection consistently and continuously. Based on the results of the study, teachers have low motivation to do self-reflection because they are comfortable with the way they teach. Feeling comfortable when teaching causes teachers not to be motivated to improve teaching methods, carry out learning innovations, and self-development to provide something new when teaching. The teacher reflects more on students than reflects on himself. Self-reflection directs teachers to have better personal and professional abilities. These personal abilities include teachers having stable, wise, authoritative personalities, and being able to be role models for students (12).

Teachers with more than five years of teaching experience tend to have self-satisfaction when teaching. This self-satisfaction can be seen from two sides, positive and negative. Positively, self-satisfaction can encourage teachers to do self-reflection consistently. The teacher has a follow-up plan before and after doing self-reflection. On the other hand, self-satisfaction can cause self-reflection activities by teachers not to be carried out properly. Teacher self-satisfaction is classified as self-judgment where the teacher positions himself as having achieved the expected goals (13). This then influences the teacher's response when teaching. Teachers who have achieved self-satisfaction will enter their comfort zone which tends to be difficult to make changes.

Internal challenges are also related to the need for self-development in teachers. Desire and motivation are related to the teacher's need for self-development so that the teacher is encouraged to do self-reflection. Individual characteristics related to work will demand self-development which has implications for performance. Through self-reflection the teacher will always carry out self-evaluations and design steps to improve performance as a professional (14). During the learning process the teacher will consider the strengths and weaknesses it has so that the motivation for self-reflection is higher. Teachers try to get out of their comfort zone when teaching in class and are more daring to innovate in the learning process in class.

Externally, colleagues have a dominant role in encouraging teachers to do self-reflection. Teachers see more of their peers and do similar activities. Especially for teachers who are senior and need digital assistance, they will depend more on junior teachers when doing self-reflection. Self-reflection by colleagues is a support for teachers to be able to consistently carry out this program. Teachers tend to look at the way their colleagues do self-reflection, for example writing a learning diary or asking some questions to students.

Support from schools is a challenge to maintain self-reflection programs for teachers. Schools can support teachers by providing facilities in the form of templates for self-reflection activities, self-reflection applications, or special programs that teachers can use for self-reflection. Supervision and lesson study activities can be used as a routine school agenda to provide opportunities for teachers to do self-reflection. School support is expected to support the consistency and sustainability of self-reflection activities by teachers. School support provides opportunities for teachers to continue learning as professionals, teachers can think deeply about aspects that can be improved and maintained within themselves, and are given opportunities to study specific content for self-improvement as professional teachers (15).

Communication between communities increases support for teachers to do self-reflection (16). This support is then managed through various government programs that actively involve teachers and the teacher community. Government programs can be used for self-reflection activities apart from sharing sessions with fellow teachers. One of the programs that can be used is the driving teacher program and the teacher community program (MGMP). The driving teacher program allows teachers to hold

discussions and ask for criticism and suggestions for the activities they carry out. The driving teacher will provide input that can be used to become a professional teacher. Involvement in the teacher mobilization program encourages teachers to know their strengths and weaknesses as a professional. In teacher community activities (MGMP) teachers can share experiences, make criticisms, and provide suggestions for teacher self-improvement. That is, when the teacher is involved in these two programs, the teacher must be able to understand himself as a professional by first reflecting. Government programs that involve influential communities to provide learning experiences for teachers and students that suit the needs of students and become an effort to increase human resources (17).

The condition of students influences the teacher's desire to consistently do self-reflection. Teachers will be motivated to make self-improvement when they see the enthusiasm of students for learning, students' critical thinking when in class, and students' absorption when given material explanations. The urge to be better when teaching becomes a driving force for teachers to know their own strengths and weaknesses, and to be more open to criticism and suggestions submitted by students. Self-reflection based on student conditions can be a report card for teachers to continue to develop and become better when carrying out their profession. Self-reflection based on students helps teachers to behave and act according to applicable procedures and prepare themselves for the different characteristics of students (18).

3.2 Self-Reflection Challenges

Teachers who do self-reflection can solve problems better. Self-reflection can improve the teacher's ability to find solutions when the learning process is more focused and on target (19). Self-reflection is an important program to implement because it can help teachers improve themselves and their teaching abilities (20). Self-reflection can be a teacher professional development program. This program creates opportunities for teachers to examine the challenges that will be faced and prepare themselves to design problem solving as a professional (21).

There are three things that teachers can do to consistently do self-reflection. First, the teacher must be able to make good use of the support provided by the school. Teachers need to see the self-reflection program implemented by the school as a positive thing for them. Facilities in the form of special programs for teachers to do self-reflection, appropriate applications, and other supporting facilities can be used as opportunities for teachers to continue to do self-reflection independently. School support can also be used to invite more teachers to do self-reflection consistently, so that this activity can be done together with colleagues.

Second, support from schools through various programs can be used by teachers to do self-reflection not only when dealing with students but also seeing the strengths and weaknesses based on the help of colleagues. Colleagues who are members of the teacher community and other government programs are used to correct deficiencies and increase strengths in teachers. This support prepares teachers to face challenges in the classroom better so that they have the opportunity to create a conducive classroom atmosphere. Teachers can provide feedback well and have more confidence when teaching in class (22). Support from schools can create a culture for teachers to do self-reflection so that teachers become lifelong learners (23).

The support provided by the surrounding environment motivates teachers to do self-reflection. Teacher self-motivation is important to encourage teachers to do self-reflection so it is important to know the factors that influence teachers to do self-reflection consistently (24). This motivation is influenced by colleagues, students, and institutional support. Self-reflection activities carried out by teachers provide motivation to continue to develop and improve professional competence. Therefore, motivation that is driven from within and outside the teacher needs to be maximized so that the teacher can carry out self-reflection in a sustainable manner. The motivation to do self-reflection directly supports improving the quality of professional resources in the education sector (25). Teachers need strong motivation to consistently do self-reflection.

The development of information technology can also be an opportunity for teachers to do self-reflection. Technological developments eventually produce teacher robots called artificial intelligence (IA). Teachers can use IA to see their own shortcomings and push themselves to be better than robots. The presence of IA encourages a competitive spirit in teachers so that they force themselves to have advantages in the areas of

knowledge, skills and attitudes as a professional (26). On the other hand, information technology provides positive support for teachers to do self-reflection. Teachers can take advantage of information obtained from various sources to make self-improvement. Of course, the teacher must first know his own shortcomings so that self-improvement can be done consistently. In addition, the teacher also needs to know his strengths so that his level can be maintained or increased. Therefore, teachers' mastery of technology needs to be improved to support self-reflection programs. Technological developments have changed the way teachers think to become more professional, increase positive behavior, communicate effectively, and work according to their competencies (27).

4 Conclusion

Based on the explanation about opportunities and challenges, teachers do self-reflection to support teachers as professionals. Teachers have challenges that come from internal and external. Internally the teacher has challenges in terms of self-motivation, self-desire, and the need for self-development. On the other had externally, teachers face challenges that come from colleagues, school facilities, government programs, and students. Seeing these challenges, teachers need to see opportunities to improve themselves and maintain their strengths by consistently doing self-reflection. In the end, self-reflection by the teacher will be related to improving the professional competence of the teacher which has an impact on students and the institution where they teach.

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