Teacher Self-reflection for Learning Improvement

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Abstract. This research focuses on improving the learning process carried out by teach-er through self-reflection. Teachers have a responsibility to organize meaningful learning and minimize risks in learning. Self-reflection activities need to be carried out regularly so that monitoring and improvement of the learning process can take place on an ongoing basis. Qualitative is used in this study with a qualitative descriptive method. Data collection was carried out through online FGDs with sociology subject teachers used in West Java. Participants were selected by purposive sampling so that there were specific criteria set by the researcher. Data analysis was carried out through the stages of data reduction, data display, and conclusion. In addition, the triangulation of data sources was also carried out by research participants. The results of the study show that the implementation of teacher self-reflection includes internal and external motivations that affect teacher self-reflection, the consistency of self-reflection activities carried out by the teacher, and the teacher's inhibitions when doing self-reflection. This study also shows teachers' awareness of self-reflection as an effort to improve learning.

Keywords: learning improvement, self-reflection, teacher.

1 Introduction

Cognitive, psychomotor, and affective abilities in students need to be develop by teachers through meaningful learning constructions. Learning process, teachers need to pay attention to various aspects that influence learning activities. Teachers need to pay attention to learning motivation aspects, collaboration in the learning process, attentions to students learning feedback, and the student learning reflection stage. Therefore, the role of the teacher is needed to design an effective and efficient learning process for students. Learning design is also directed to carry out learning that takes into account the differences in the characteristics of individual students. There is a transformative and cooperative approach that inspires learning activities through the context of the material studied by students [1]. The context of the material taught is adapted to the learning design that takes into account the fulfillment of cognitive, psychomotor, and affective aspects.

Regulations related to the quality of education in schools require relevant instruments so that the evaluation process can taken effectively and consistently [2]. Monitoring and evaluation of learning outcomes will affect the improvement and follow-up plans of the learning process. However, the majority of learning monitoring

and evaluation activities are based on student learning outcomes on the midterm exam or final exam. This is a problem because monitoring and evaluation should be carried out regularly so that learning risks can be identified immediately and solutions sought. In the end, monitoring and evaluation of learning activities will have a major impact on the sustainability and quality of education for students. Through monitoring and evaluation activities, the effectiveness of learning, the impact of the learning process, and the reinforcing factors of learning will become more meaningful. Monitoring and evaluation of learning will show concrete evidence of successful learning activities or vice versa. Therefore, monitoring and evaluation of learning needs to be done holistically, not only looking at the aspect of obtaining student learning outcomes but also considering the teacher's reflection as a preventive measure.

The results of monitoring and evaluating the learning process are used as a basis for improving the teaching process. However, in reality the results of monitoring and evaluating the learning process have not been used optimally by teachers. Follow-up is still nit concretely visible with a learning design that has not changed. Improving the learning process needs to consider changes in learning design, identification of challenges, strengths, weaknesses, and learning opportunities that have been carried out, as well as the output of the learning process carried out. In this regard, the teacher needs to consider self-reflection activities to see self-deficiencies when carrying out the learning process, the support received, and follow-up to improve teaching methods so that they are more effective and efficient. Learning based on reflection will help teachers to be sensitive to situations and problems in the classroom in more detail [3]. It should be noted by the teacher that improving the learning process does not only focus on improving the cognitive aspects of students but also needs to pay attention to improving aspects of the skills and attitudes of students. In this regard, systematic and structured learning designs need to be coordinated by the teacher and received support from other parties [4]. And self-reflection on learning practices effectively improves the practice ability of beginner teachers [5]. Practical activities at school include socialization activities, observation of learning and schooling, guided practice, and exams [6].

The self-reflection activity carried out by the teacher is a concrete step for the teacher to improve the way teachers. This is based on the teacher's ability to see deficiencies, obstacles, challenges, and opportunities that can be used as an effort to improve the learning process. In addition, self-reflection is also an important activity where teachers can assess and evaluate teaching competence as a professional. Self-reflection is done by observing students and teachers, assessing teaching methods and self-personality, as well as documenting experiences during the teaching process. Self-reflection can be done in groups so that teachers can give each other criticism and suggestions for the learning process they are doing. The teacher admits that by observing the learning process of their colleagues, they are able to identify their own deficiencies in the pedagogical aspect so that they can be corrected immediately [7]. This activity will be useful for teachers to achieve learning objectives based on aspects of student achievement to fulfill learning outcomes based on the material presented and the achievement of meaningful learning activities for students.

Previous research found that the steps taken by the teacher when implementing self-reflection began with problem identification, limiting understanding of the problem, proposing problem solving solutions, and implementing problem solving solutions [8].

Self-reflection activities by teachers can be useful for improving teacher-students relationships [9]. A good relationship between teachers and students has an impact on the implementation of learning and the improvement process that must be carried out based on the results of teacher self-reflection. In additional, self-reflection is also related to improvement priorities in the competence possessed by the teacher through the identification that he does [10]. The process of self-reflection is related to three main cultural assumptions, including assumptions about interpersonal communication and dialogue, professional assistance, and workplace culture, and knowledge learning, research, and places to channel emotions [11].

In terms of effectiveness, teacher self-reflection will speed up the process of improving the learning process so that the goals in learning are maximally fulfilled. The teacher takes steps to anticipate and improve the next learning process. This will have an impact on improving the quality of learning for students. This paper will discuss self-reflection as a effort to improve the learning process carried out by the teacher as a professional in carrying out his duties.

2   Method

The focus of this research is on self-reflection activities carried out by the teacher to improve the learning process. The approach used is qualitative with a qualitative descriptive method. This research design is better for clarifying and answering questions in research related to teacher self-reflection through relevant data collection techniques. The qualitative descriptive method is a research strategy where researchers will describe in depth the research topic [12]. Participants were 5 senior high school teachers from West Java, teaching sociology subjects who had conducted self-reflection activities. These teachers have experience in compiling self-reflection to improve the learning process they are doing and documenting learning activities. Table 1 shows basic information from informants.

Tabel 1. Research Participants

Initial	Institution	Work Experience
ANA	High School Teacher	15 years
AY	High School Teacher	6 years
DS	High School Teacher	7 years
EPJ	High School Teacher	7 years
MA	High School Teacher	4 years

Data collection was carried out through focus group discussions (FGDs) by gathering sociology teachers in online forums. Activities are carried out online with the consideration that the data obtained is not concentrated in one area so that answers can be diversified according to the teacher's experience of doing self-reflection in the area. Considering this, the activities are carried out online. The discussion in the FGDs referred to aspects of teacher motivation in self-reflection, teacher consistency in self-reflection, teacher barriers in self-reflection, and teacher awareness in self-reflection to improve classroom learning. Data analysis be describing the results of the FGDs by

reducing data that is relevant to self-reflection by the teacher. Next, display the data and draw conclusions based on the research data obtained.

3   Result and Discussion

3.1   Self-reflection Motivations and Consistency

Teachers need the motivation to do self-reflection after carrying out the learning process. Detailed aspects of the teacher's steps and concrete activities are needed when carrying out self-reflection so that activities can run optimally. Through self-reflection activities, teachers can pay more attention to deficiencies, and the impact of learning outcomes, and specifically measure their competence as professional teachers. Self-reflection allows teachers to gain new knowledge to carry out a better learning process through preparation, mastery of materials, attitudes, and problem-solving [13]. The teacher's motivation to do self-reflection is related to the support given. In this case, the teacher obtains support internally and externally to do self-reflection. The support provided will influence self-reflection activities and follow-up plans based on self-reflection results. Table 2 shows the information on self-reflection support for teachers.

Tabel 2. Support for Teacher Self-reflection

Categories	Descriptions
Internal	The motivation obtained from within itself is based on awareness, enthusiasm, curiosity, dissatisfaction, and feelings generated during and after the learning process takes place.
External	The motivation is influenced outside the teacher to support self-development. For example, government policies, school policies, colleagues, and facilities provided.

According to the research criteria, all participants answered that they had done self-reflection while working as a teacher. Three of the five participants answered that self-reflection was done on their initiative. Meanwhile, two other people answered that the school's policy required him to do self-reflection. The basis for self-reflection is also diverse. Some mention disappointment in seeing student learning outcomes, awareness of lack of pedagogical knowledge, awareness of monotonous learning practices, and enthusiasm to become a better teacher. Self-reflection is crucial before implementing a learning design to affect reflective decision-making [14].

Self-reflection allows the discovery of technical problems during the teaching and learning process, the provision of materials and technology that are not yet appropriate, and support from students [15]. Two of the five participant mentioned that their self-reflection activities were based on disappointment with their quality when carrying out the learning process. They feel that their pedagogic abilities and teaching methods are not maximized. Therefore, they try to do self-reflection consistently. Awareness to measure self-ability is needed as a basis for self-reflection, including a plan for repairing these deficiencies.

Three of the five participant mentioned that their self-reflection tends to be motivated by outsiders. They feel they are in the comfort zone of being a teacher, so

reflection activities are only carried out as a formality. Schools program and programs organized by the ministry of education and culture motivate self-reflection not to be carried out consistently and continuously. Low teaching experience affects self-reflection activities despite having a positive view of these activities [16]. This difference in motivation also causes different ways of self-reflection. Although there are differences in the initial motivation underlying teacher self-reflection, all participants agreed that self-reflection activities are important. Through reflection activities, teachers will become more concerned about the impact on students' emotional conditions, provide change and inspiration for the surrounding environment [17].

The difference in motivation that underlies teachers' self-reflection affects the implementation time's consistency. Reflection is carried out after the learning process takes place, after the midterm exam, and after the end of the semester exam. Teachers who do self-reflection on external encouragement cannot consistently reflect. Meanwhile, teachers who do self-reflection on their initiative are more consistent and sustainable in doing self-reflection. The critical attitude shown through self-reflection can develop the teacher's dominant context and focus on the ultimate goal of carrying out reflection activities [18]. There are benefits from reflection activities carried out by teachers, namely providing additional support for learning how to teach students knowledge, skills, and self-regulation [19]. Thus, the motivation received by the teacher from internal and external influences the subsequent actions of self-reflection activities.

3.2   Obstacles Self-reflections

Self-reflection activities carried out by the teacher are constrained by several obstacles that are both from within the teacher and from outside the teacher. These obstacles affect the motivation and consistency of teachers to do self-reflection. Even through standards for improving the quality of learning can involve teacher professionalism and teacher self-reflection [20]. Figure 1 shows the types of obstacles that must be passed by the teacher when doing self-reflection.
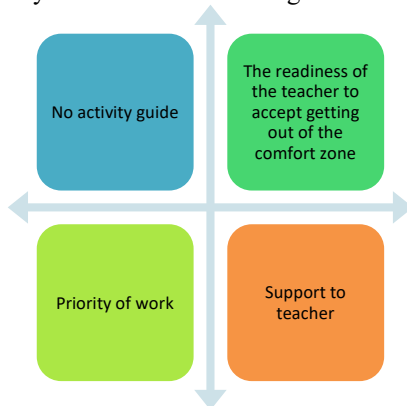

Figure 1. Obstacle teacher self-reflection

The obstacle the teacher found when doing self-reflection was that there was no clear guide for this activity. In the end, the teacher made the details of the self-reflection activity independently according to his perception. The impact is that each teacher has

different formats, reflection questions, and criteria when doing self-reflection. Participants agreed that a standard guide was needed for steps and details of activities that teachers could do when doing self-reflection. 2 out of 5 participants said that schools have self-reflection programs for teachers but do not have definite guidelines so that teachers arrange self-reflection activities according to their preferences. On the other hand, schools that do not have guidelines on self-reflection override the importance of this activity for teachers. Reflection activities aim to understand the assumptions and presumptions that underlie and regulate one's actions and benefits [21]. Reflection is a process of making meaning taken from experiences and interactions with other people resulting in a person's change [20].

The teacher's readiness to accept his shortcomings in teaching is an obstacle for the two teachers to do self-reflection. So far, the teacher has been in the comfort zone as a teacher, accustomed to teaching according to his method. When faced with self-reflection, it will be seen that he lacks himself when teaching. Another thing is the teacher's desire to correct these deficiencies which is still low. Being stuck with various kinds of work outside with teaching activities is also a factor causing teachers to avoid self-reflection activities. Teachers don't have more time to improve teaching methods when they have a lot of work outside of their main task of teaching.

Self-reflection is also hampered by the priority of activities carried out by the teacher. Activities outside of teaching that take up the teacher's time ultimately sacrifice self-reflection activities that are considered to be carried out in spere time. The teacher will do self-reflection during the middle of the semester or that beginning of the semester. This is not ideal considering that self-reflection activities should be carried out consistently and continuously by considering the quality of education provided to students.

Lack of support for teachers is one of the inhibiting factors in carrying out self-reflection activities. This support is in the form of providing time for self-reflection, providing time for improving the learning process, and providing facilities that support self-reflection activities for teachers. The lack of support affects the consistency of teachers to do self-reflection and shows the commitment of schools and teachers to improve the learning process. Even though the variety of supports provided by external parties and teachers are aware of self-reflection to create a professional development structure that supports the teacher's ability to learn from the challenges they face and grow into professional teachers [22].

3.3   Self-reflection for Learning Improvement

Improving the learning process through teacher self-reflection requires help from other parties to provide criticism, and suggestions, and oversee the progress of improvements following the learning objectives in the classroom. There is a relationship between aspects to improve the learning process based on the results of teacher self-reflection. Improving the learning process is based on the ideal learning carried out by the teacher when in class. Therefore, the teacher must first identify the ideal form of learning and the form of self-reflection that will be carried out. If it has been likened to teacher self-reflection is a professional development engine that shows different types, forms, and levels of reflective thinking [23].

Self-reflection by the teacher will affect the quality of the learning process. The teacher acts as a leader in the classroom to drive learning, motivate, and lead to improvement in learning [24]. This is based on the teacher's knowledge of the strengths and weaknesses of the teaching process. Teachers can improve the teaching process by referring to self-reflection and strengthening and maintaining the advantages of learning activities. Self-reflection activities can also be used by teachers to measure themselves as a professional when carrying out their teaching profession. Identification of strengths and weaknesses will lead to teacher innovation and creativity for the development of further teaching processes. These improvements refer to the learning objectives carried out by the teacher. One of the achievements of learning objectives can be seen through self-reflection by the teacher so that future learning plans can be even better [25].

This activity concretely becomes a teacher's self-evaluation to consistently view learning objectives as a key factor for improving the quality of the learning process. This then provides an opportunity for teachers to develop strategies for improving and strengthening the learning process in the classroom. In the end, self-reflection activities by the teacher have a direct effect on teaching and learning activities, the quality of learning, and the quality of the students being taught. Through self-reflection, teachers can realize mistakes in the learning process, and make improvements in thought solutions to problems that impact a better learning process in the future [26]. Habits that are considered bad will be revealed in self-reflection activities along with the accompanying evidence so that the teacher has strong confidence to take follow-up steps. Teacher self-reflection creates a positive climate and psychological stability for students and directly affects the teacher [27].

Analysis of teacher self-reflection can be done in groups so that teachers will get other points of view to improve the learning process. Involving the subject group teacher community will help speed up the improvement of aspects that really need to be fixed. The teacher will get input and criticism on the learning process so that the improvement of the learning process will be more directed and in accordance with the learning objectives. The feedback received when reflection in groups encourages teachers to be better prepared for a career as a professional teacher [28]. Teacher reflection should be continued so that teachers can receive special training to improve their skills in carrying out their professional duties [29]. Information related to deficiencies is discussed together to find a solution quickly and directed. Feedback that teachers receive from the community needs to be addressed positively by developing strategies for improvement and follow-up steps for improving learning.

4   Conclusion

This article shows a discussion of improving the learning process based on teacher self-reflection activities. Specifically, there are three things that are discussed, namely the motivation and consistency of teachers to do self-reflection, obstacles to doing self-reflection, and the results of teacher self-reflection are used to improve the learning process in class. The first issue is about the teacher's motivation and consistency in self-reflection getting encouragement from internal and external. Internally the teacher will independently do self-reflection so that they tend to be more stable and consistent in

doing self-reflection. Different things are found in encouragement from outside for teachers to do self-reflection. Consistency to do self-reflection does not focus on improving learning but is done only as a formality of fulfilling the learning process documents. Finally affect the consistency of self-reflection activities by the teacher.

The second discussion relates to obstacles, it can be seen that there are obstacles that come from the teacher himself such as the desire to get out of the comfort zone of teaching and priorities in completing assignments. The obstacles that come from outside are related to the guidelines for implementing self-reflection activities and the support given to teachers. Another thing that becomes an important discussion is the teacher's self-reflection that needs to be examined for developing strategies to improve the learning process. Teachers can develop improvement strategies independently or involve the community to get other points of view that can be utilized. Community involvement for improving the learning process refers to expressing ideas that focus on achieving learning objectives. Thus, the process of self-reflection is used as the initial basis and material for discussion of forms of improvement and strategies that can be implemented to improve the learning process.

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