Reflective Teaching Practice
Teachers' Perspectives in an Indonesia Context

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Abstract---This paper, which focuses on teachers' perspectives on their reflections about their teaching, discusses teachers' understanding of reflection as it relates to the context of teacher standards in Indonesia. The research uses a qualitative interpretive approach in which the teachers were the subjects. Classroom observations and interviews were the major data. These experienced teachers did not recognize reflective teaching practices, although they are stated in teacher standards and that teachers are expected to be aware of them. The teachers' use of reflection was mostly limited to their reflection of students' work in lessons, not on their teaching practice. Nine dimensions of reflective teaching practice were used as a tool to analyze the teachers' responses about reflective practice and a typology of reflection categorized these teachers into three types: descriptive, comparative and critical teachers. Only one teacher conducted reflections and was considered a critical reflective teacher. This study has implications for dissemination to teachers in other regions in the future.

Key words: reflective teaching practice; nine dimensions; descriptive; comparative and critical teacher

I. INTRODUCTION

In professional education, the practice of reflection is a main tendency in considering good teaching and learning practices. Most studies in this area show that reflection can increase the teachers' ability to deliver learning material, have better teacher-student relationships and develop classroom management skills [1]. Furthermore, the habit of reflection by teachers also aims to develop a critical reflection, dialog and meaningful storage of knowledge [2]. Reflection on teaching practice is part of the teacher standards or competence in Indonesia [3]. It is strongly recommended that reflection should be based on teachers' teaching and learning documents, including student test results, and conduct classroom action research in order to improve teaching learning quality. Reflective practice is also suggested as a way to develop continuing professional development [4, 3].

As a professional teacher in-service instructor, the first researcher was informally aware that most Indonesian teachers know little about reflective teaching and do not seem to understand that this is part of the intended policy of implementing Indonesian teacher standards or competence. Even government provided several programs to encourage educators to do reflection such as School Self-Evaluation (*Evaluasi Diri Sekolah*) and Better Education through Reformed Management and Universal Teacher Upgrading (BERMUTU) which were implicitly as models of reflective teaching practice. This issue raises a question that guided the research: what are teachers' perceptions of reflective teaching in Indonesia? The research addresses this question by assisting teachers to improve the education quality in one Indonesian province, that is, West Java Province. This study can also provide suggestions for the education ministry to solve several issues regarding teachers' professional development. This study can be expanded to become a model of reflection that can be applied in the future for other teachers in other provinces.

II. REFLECTIVE TEACHING PRACTICE

Reflective practice has become a significant aspect in determining good teaching and learning practice as an important part of professional practice and professional growth [5, 6, and 7]. Schon's writings on the reflective practitioner, extended from Dewey's thinking, introduced the concept of reflective practitioner which involved two processes, namely, reflection on action and reflection in action [6]. O'Donnel et al. (2005) [4] developed anotin process, that is, reflection for action. While reflection on and in action applies during and after teaching practice, reflection for action is concerned with using reflection as a basis for planning future action for further benefits of self-continuous improvement for teachers. Zwodiak-Myer presents nine dimensions of reflective teaching practice as key features of this process: (1) study your own teaching for personal improvement; (2) systematically evaluate your own teaching through classroom research procedures; (3) link theory with your own practice; (4) question your own personal theories and beliefs; (5) consider alternative perspectives and possibilities; (6) try out new

strategies and idea maximize aximise the learning potential of all your pupils; (8) enhance the quality of your own teaching; and (9) continue to improve your own teaching [19]. These key features guide teachers to a definition of reflective practice as:

> A disposition to inquiry incorporating the process through which students, early career and experienced teachers structure or restructure actions, beliefs, knowledge and theories that inform teaching for the purpose of professional development. (p. 5)

Reflective teaching practice or reflection was not a popular term in Indonesia until 2007 when the government centered those criteria to new teaching competencies or teacher standards, namely: pedagogical skills, having good personalities, having social awareness and engaging in professional practice [3]. The reason behind this is because, in 2005, the government issued an act of teacher qualifications and standards leading to an upgrade of teachers' academic backgrounds, teacher quality and also their incentives for professional progression. This was followed by another act, in 2007, which stated explicitly that good teachers can be appraised or given incentives by passing a certification program where teachers should present their portfolios showing their teaching experiences, teaching workload, and subject matching qualification including professional development [8, 9]. These acts are meant to improve education quality by upgrading the teachers' quality and their incentives with the assumption that teachers understand and apply the standards.

Most references to being a teacher always include consideration as part of teacher practice to improve and refine teaching skills [10, 11, and 12]. Dewey, in the first place, put this as an aim or conclusion of doing professional development activities, leading to a better application of thought and also goals to be reached [5]. In this way, reflective practice becomes an important indicator of professional competence of teachers [13, 14, and 15] and should be used for in-service education in Indonesia in relation to teacher standards. Teachers have already applied reflection in and on action [6] during their teaching practice. Unfortunately, most teachers do not document the ways in which they develop reflective thought to analyze and interpret problems happening in their teaching practice [5]. Whereas, when completed, these documents can be their supporting documents for their professional development in the future [9]. Teachers will benefit from their reflection by having better teaching performance, meaningful teaching and learning processes and opportunities, improve their continued professional development [4] as the government focuses on classroom action research and scientific publication to obtain teachers' appraisal and career development [9]. Shortly, most teachers deal with students' disruption and off-task behavior only and figure out strategies to solve these [14], eager to have students gain minimal achievement criteria (*Kriteria Ketuntasan Minimal/KKM*), and reflect only from students' test result.

III. METHODOLOGY

In this case study, teachers are the main focus as the unit of analysis [16, 17, and 18]. Focused dimensions of reflective practice [19] was used as interview guidelines. The research sources are teacher interviews and records (videotaping) on classroom observations of their teaching and teachers' documents on lesson plans and other probes of reflections (journals/diaries, classroom action research reports, etc.).

Eight teachers were involved in the study that took place in secondary schools in a small urban center in Indonesia and included senior teachers. All teachers were volunteers and comprised a convenient sampling to capture the general picture of teachers' real conditions on reflective teaching. In this paper, eight teachers from one school, with more than ten years' experience, were interviewed and videotaped. The interviews were an interchange of views about reflection [20] and helped stimulate teach eanalyzedking on how they analysed events to solve classroom problems [21]. Each teacher was interviewed three times and produced four video tapes. The teachers expressed their perceptions when they talked about their activities on practice in the first interviews. After being recorded, teachers were interviewed for the second time and focused on their reflection on their videos. The third interview was a closure talk on their impression of the study. The researcher tried to obtain their new perspective on reflective practice and intended to use the activities as a potential way to help the teachers reflect on their teaching practice and student learning, promote reflection through various resources and enhance reflective discourse with their colleagues [22].

A. Dimensions of Reflective Practice

As described above, by ZwoMyer, whoer who promotes nine dthe key features key features of reflective practice, the first researcher only focused on certain dimensions that were related to the questions that arose [19]. Dimension 1: study your own teaching for personal improvement covered self-study, reflection in and on action; dimension 2: evaluate your own teaching covered action research for improving personal practice and students' test result; dimension 3: link theory with your own practice covered knowledge of learners and their characteristics; dimension 4: question your personal theories and beliefs covered teaching self-efficacy, disciplinary self-efficacy and efficacy to create positive school climate; dimension 6: try out new strategies and ideas covered active engagement technique; and dimension 7: maximize the learning potential of all your pupils were organize to become interview questions that fit to teachers and their cultural background (see Table 1). It was a little bit difficult at first to connect and get suitable responses for the activities. The teachers presumed that they had to answer correct or incorrect questions while the researcher intended to explore their understanding of reflective teaching which required them to be extrovert or open minded in answering the

questions. Slowly, they began to express freely in expressing their experiences.

B. Teachers' Typology of reflection

McKenna (1999) [23] agreed that any practitioner called 'reflective' would be able to focus on some dimension of their pedagogy, see that dimension from a variety of perspectives using techniques of reframing and reflective listening, and engage in dialogue with their peers in order to illuminate the boundaries and frames of thought which limited their current perspective with the goal being to take action based on a thorough and reflective understanding of events, alternatives, and ethics. These criteria reflect and form the basis of typology described below (see Table 2):

- Descriptive reflection involves describing a matter such as a classroom concern, a recognized bias, an interesting theory or a feeling [23]. Basically, this type involves answering the question, "What's happening?" However, it is more than just reporting facts, but implicates the finding's significance to extract and study the causes and consequences, recontextualize them, and envision a change in the future.

- Comparative reflection involves imposing other frames on a situation to gain new insights or better understandings which are called "frame experiment" [6]. This process requires open-mindedness and wholeheartedness [5] and seeks to understand others' points of view.

- Critical reflection describes the result of carefully considering a problem that has been set in light of multiple perspectives [23]. Brookefield (1998) suggested using multiple lenses in reflecting on one's own practices such as self-autobiography as a learner practice, learners' perception, colleagues' experiences and examining the theoretical literature. These could advise teachers to stand outside their practices and see what they do from a wider perspective [24].

C. Findings

In interviews, it was found out that teachers did not recognize reflective teaching due to their lack of knowledge of it. Three of the teacher participants assumed that reflective teaching is reflective activities before closing the lesson. This activity involved only students who reflected or reviewed what they already got during the lessons, and to the extent of their understanding of the lesson. One teacher was performing reflection in action [6, 25] that is spontaneous performance is interrupted by surprise which triggers reflection directed to both the outcome and the action that made her modified her teaching strategy. Three teachers performed reflection on action [6] that in reflected on their practices, actions and thoughts. They undertook the reflection after the lesson completed. Only one teacher just heard about reflective teaching term.

From these findings, the researcher assumed that teachers' perceptions are limited to reflection before closing the lesson [26] and took account from the word reflection, to look back, conclude or review of students' understanding. Teachers also put reflection as an aim or conclusion of doing professional development activities and leading to a better application of thought [5]. They did not recognize that they are already conducting reflection in and on action and doing it just so that their teaching makes more sense to students. Most teacher likely conducted reflection for action [27] that is the desired outcomes taken from the past eguidee as a guidance to make better actions as implicit in each teacher's the interview of interviews.

Based on this typology of reflection, five teachers are considered descriptive which involves the intellectual process of "setting the problem" [6]. They described the matter for reflection based on, mostly, students' tests, and dealt with students' disruption and off-task behavior [5]. One teacher was considered comparative based on being shown a number of different frames or perspectives of her reflection [6]. She reframed the matter by looking at alternative views such as reading certain resources, applying certain treatment to students and looking at other perspectives. The last two teachers are considered critical teachers which involved careful consideration of the problem and examined the process as being the ability to find new meaning in a situation, use it to reframe the question and then further inquire into a situation to be able to understand better and move to action [6]. It can be seen that these two teachers think beyond learning processes by designing a lesson plan because students need not only gain better scores, but also have the benefit of developing learning skills so that they would achieve for the future. These teachers seldom tried out new strategies and ideas and know how to maximize students' potential.

IV. CONCLUSION

There is no support for the teachers such as guidelines or a handbook for reflective practice; neither are provided by the Ministry of National Education, nor are they included in the pre-service teacher curriculum in universities that could explain further about reflective teaching practice. Consequently, some teachers do not notice that they should apply reflection in their teaching. Nevertheless, some teachers practiced this way, even though they do not recognize it as reflective teaching while others not even think to do it. Their understandings are limited by the assumption of Government Regulation no. 74 in 2008 (about Teachers) that Classroom Action Research is the only and formal way of reflection as a scientific paper [28] and students' test and examination scores are the exact measure as the successfulness of their lesson. Moreover, this action research becomes a compulsory requirement for teachers to gain their teachers' appraisal and higher teacher stratification according to rank.

Reflective teaching practice should be introduced earlier in pre-service teacher education and in teachers'

professional development activities for in-service teachers. It is shown that teachers' perspectives are limited to reviewing students' understanding in everyday practice and doing classroom action research. By giving in-depth understanding, it is expected that teachers can practice self-reflection and improve their teaching skills lead to continuous professional development.

A. Figures and Tables

TABLE 1: DIMENSION OF REFLECTIVE TEACHING PRACTICE

No.	Dimensions	Components
1	1: Study your own teaching for personal improvement	Self-study (reflection), reflection in action and reflection on action
2	2: Evaluate your own teaching	Action research, students' test result, surveys
3	4: Questions your personal theories and beliefs	Teaching self-efficacy and efficacy to create a positive school climate
4	6: try out new strategies and ideas	Active engagement techniques
5	7: Maximize the learning potential of all your pupils	Providing feedback, involving students in their own learning, adjusting teaching to take account of the result of the assessment, recognizing the influence assessment has on students' motivation and self-esteem, considering the students' need to be able to assess themselves and how to improve.

Source: Zwozdiak-Myer, 2012

TABLE 2: TYPOLOGY OF REFLECTION

Types	Definition	Typical questions
Descriptive	Describe the matter for reflection	What is happening? Is this working and for whom? How do I know? How am I feeling? What do I not understand?
Comparative	Reframe the matter for reflection in light of alternative views, others' perspectives, research, etc.	What are alternative views of what is happening? How do other people who are directly or indirectly involved describe and explain what's happening? How can I improve what's not working?
Critical	Having considered the implications of the matter, established a renewed perspective	What is the implication of the matter when viewed from these alternative perspectives? Given these various alternatives, their implications, and my own morals and ethics, which is best for this particular matter? What is the deeper meaning of what is happening, in terms of public democratic purposes of schooling? What does this matter reveal about the moral and political dimension of schooling? How does this reflective process inform and renew my perspectives?

Adapted from Jay & Johnson (2000)

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