CRITICAL REFLECTION INSTRUMENT IN MICROTEACHING CLASS: A RESEARCH AND DEVELOPMENT IN ENGLISH DEPARTMENT TEACHERSCOLLEGE UNIVERSITAS PELITA HARAPAN

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ABSTRACT

Teachers should possess reflective skills. They need to continuously evaluate teaching and learning process. Not only that, teachers also need to plan for follow-up action. This reflection skill is not only to analyze phenomenon in the surface but also to dig teachers' perspective deeper as well as to investigate the core of their teaching which is related to the teacher him/herself, their students, field of study or subject, and the community. This is based on Smith's domain of critical reflection which are personal domain, interpersonal domain, contextual domain, and critical domain (2011). To possess such skill, student teachers need to be equipped with the ability to do critical reflection even in their first years. This critical reflection skill supports student teachers to be more professional. However, there is still open question about whether student teachers are acquiring this essential skill and are further equipped with this critical skill during their study and practicum. Thus, to be able to equip student teachers with this ability, a clear and intentional effort must be conducted. One of the activities to equip student teachers is Microteaching. It also gives the opportunity to apply the theory into an observable practice. Student teachers need to be prepared to write critical reflection intentionally and directly after teaching in the Microteaching class. The result of the reflection can be analyzed to study student teachers' ability of doing reflection critically towards their own teaching and learning process. This research aims to develop an instrument for Critical Reflection in Microteaching class for English Department students. This research and development is using instructional model by Dick and Carey which consist of some steps such as identifying instructional purpose, conducting instructional analysis, identifying students' characteristics and environment, formulating performance goals, and developing instruments for assessment. Finally, this research will result in a ready-to-use Critical Reflection instrument for student teachers in Microteaching class.
Keywords: *Critical Reflection, Instrument, Microteaching, Reflective Skills, Student Teacher*

INTRODUCTION

Critical Reflection is viewed as one of crucial skills needed by student teachers. However, there is some concern whether LPTK or Teachers Training Program has equipped student teachers with this skill while they are learning and doing teaching practice. There are a lot of benefits related to critical reflection in teaching and learning process. By doing critical reflection, student teachers can continuously evaluate and improve teaching and learning quality. Student teachers also can equip themselves with updated knowledge and skills. Shandomo (2010) stated that practicing critical reflection can encourage student teacher to deal with teaching practicum, analyze personal biases, create trust, and develop unique context in every teaching and learning process. Moreover, this critical reflection encourages student teachers to be more professional in their own field.

Teachers' professionalism surely gives impact to students' results in the classroom. However, to be able to critically reflect on their own practice, student teachers need to have a long process. This long process should be intentionally planned and conducted in teachers training program. Student teachers should get the opportunity to teach and reflect to practice and improve their teaching skills and awareness before teaching in the classroom. Student teachers in English Language Education program, Teachers College, Universitas Pelita Harapan need to be equipped with critical reflection skills through writing teaching and learning reflective journals in Microteaching class. Student teachers also need the opportunity to record and deeply analyze teaching and learning processes and plan for future follow up. In order to be able to write holistically, Smith (2011) stated there are 4 domains in critical reflection skill, such as personal domain, interpersonal domain, contextual domain, and critical domain. Student teachers not only could write usual reflection but a reflection which contains personal perspective on how student teachers view themselves, what their belief system, what they are doing and how student teachers view their students, educational practice, classroom, and society.

Šarić and Šteh (2017) strongly states that there is a gap between the declared aims and the tangible reflective practice within teachers. In Microteaching class, English Language Education program, Teachers College, student teachers do not write their teaching and learning journal or self-reflection after their microteaching. This gap needs to be addressed with something which is practical and

feasible for student teachers in the classroom. Through writing critical reflection, student teachers can view their own teaching and learning process based on personal, interpersonal, contextual, and critical domain, have discussion or dialogue with themselves, and plan for improvement and follow up action. This holistic approach of reflection also helps students to be more aware of relationships and connections with others. As we know this condition needs to be addressed because in a significant research by Astika (2014), it was concluded that student teachers in their practicum paid more attention to themselves and less attention on others. It means that there was less connection with students or other teachers which could give impact on students' results or teachers' performance.

Lecturer who reads this reflection could understand student teachers' perspective towards teaching and the learning process which is manifested in their practice. Moreover, this view can be analyzed, appreciated, or confirmed for true and better education practice. To make this happen, an instrument is needed to assess how student teachers reflect critically on their teaching and learning practice. Through writing this reflection and being assessed by this instrument, student teachers understand which area needs to be improved and sensitive of their teaching and learning practice as well as be aware of being reflective. Moreover, lecturer could also critically reflect on Microteaching course from student teachers' reflection and result of assessment. This research focuses on the development of critical reflection instrument consists of guideline for student teachers to write the reflection and rubrics for lecturer to assess the reflection. This instrument will consist of 4 domains which are personal, interpersonal, contextual, and critical which will be ready to use in Microteaching class.

RESEARCH METHOD

This research is a research and development research (R and D) which contains some steps to develop an instrument design. The steps are potential and problem, data collection, product design, design validation, design revision (Sugiyono, 2014). Not all steps in the research and development method are being conducted because this initial research focuses on the first design before field trial. Explained below are the details for every step in this research:

1. Potential, Problem, and Data Collection

    In this step, researcher found out some gap between ideal situation and real condition as well as cameacross some potential or possibilities in the field of study.

2. Product Design

    This Product in the form of instrument will be designed based on Instructional Design Development Model by Dick & Carey (Suparman, 2014). The instrument is developed through these steps: identifying instructional objective/goal, conducting instructional analysis, identifying initial behavior and students' characteristics, formulating learning objective, and developing assessment rubrics.

3. Design Validation

    The content of the product will be validated by two experts in educational assessment and language. Feedbacks from the experts will be used to revise the design of the product.

4. Design Revision

    This last step is the revision of the design based on the inputs from expert. The result of this step isthe initial design of the product which is ready for trial.

RESULT AND DISCUSSION

Some steps conducted in this research to develop Critical Reflection rubrics are as follow:

A. Potential, Problem, and Data Collection

These steps have been conducted through previous research entitled "*Critical Reflection in Microteaching Class: a Case Study in English Department Teachers College* Universitas Pelita Harapan", researcher mapped the ability of student teachers to write critical reflection through 4 domains which are personal, interpersonal, contextual, and critical. The problem emerged was there is no critical reflection writing after the student teachers conducted microteaching in Microteaching class so that student teachers cannot deliver and recognize their views and lecturer cannot understand those views of teaching and learning practice. Based on this condition, analysis, revision, and follow up action on previous perspective and practice cannot be conducted. An instrument which can facilitate all theseneeds are urgently needed.

B. Product Design

The instrument is developed through these following steps:

Step 1: Identifying instructional objective/goal

Teachers College UPH has 4Cs as its graduate profile which consist of Character, Calling, Competence, and Compassion. All these profiles cannot be achieved in only 1 course, but by adding other courses comprehensively, those 4Cs can be achieved. In this step, a review is conducted between graduate profile and Program Learning Outcome (PLO) or *Capaian Pembelajaran Lulusan (CPL)* in Microteaching class or in Planning, Strategy, Assessment, and Learning (PSAL) Reading and Vocabulary course in English Language Education Teachers College UPH. Graduate profile which will be achieved in this course is Calling as Christian teacher and Competence as a teacher with international standard. Meanwhile, the English Language Education Program's PLOs which will be achieved are:

A Christian teacher:

Possess sincerity, commitment, and serious action to develop attitude, values, and students' abilities as image bearers and to possess the right motivation to give impact to the students and society based on love of the Triune God.

A Teacher of International Standard:

1. Plan, apply, manage, evaluate as well as improve method and the process of learning English as a foreign language according to students' characteristics and stakeholders' needs based on BCW.
2. Master the concept and technique of teaching and learning program development, presentation (methods and procedure), management, and a Christ-centered English teaching and learning program evaluation.

The first PLO of a Christian teacher is related to teacher's calling through commitment and action and the following PLOs of A Teacher of International Standard are related to the ability of teacher to plan, implement, manage, and evaluate teaching and learning process. Teacher is expected to be able to master content knowledge and decide what methods or technique appropriate for students' characteristics and the needs of stakeholders.

This instructional design helps the lecturer to project and see the uniqueness of the PLO which needs to be achieved by a student teacher elaborated with the context of his/her institution and characteristics of content knowledge. Critical reflection can help student teachers and lecturer to see the achievement of the PLOs. This idea is aligned with what Foucault said that Critical reflection enables us to study the distinctiveness of our "place" in the social system (1982).

Step 2: Conducting Instructional Analysis

Based on student teachers' prior knowledge in relation with PLO's achievement, researcher conducted an analysis of student teachers' critical reflection ability which was taken from their reflection and FGD in a previous research entitled: "*Critical Reflection pada Kelas Microteaching: Sebuah Studi Kasus di Program Studi Pendidikan Bahasa Inggris di Teachers College Universitas Pelita Harapan*". Based on the research, there are some strengths and challenges related to critical reflection skill as follow:

1. Most of the student teachers value themselves as pre-service educators and role models who teach in the classroom.
2. Student teachers see English as a field of study and education at large to lead the students towards the truth for better life.
3. Student teachers still found it challenging to interact with the students in the microteaching class.
4. Student teachers tried to positively respond everything that happens in the classroom. However, there should be firm follow up even though it is not yet optimal.

Meanwhile the points of conclusion of this research are:

1. Personal domain: student teachers need to possess personal perspectives which later build their identity as teachers-to-be.
2. Interpersonal domain: sometimes, communication or relation between teachers and students are not optimally built because each party has a wrong assumption.
3. Contextual domain: The ability of identifying themselves as English teachers-to-be and understanding English teaching and learning goals are part of critical reflection ability.

4. Critical domain: Student teachers personally realized their roles as teacher and educator in theclassroom context and role model and leader in the society.

The result shows the importance of mastering critical reflection and delivering it through a reflective journal to understand and dig one's perspective and practice. This is aligned with what Brookfield (1995) said that teachers need to understand why he/she believes on something, especially regarding to what they do and what they think they are.

Step 3: Identifying initial behavior and students' characteristics

Teacher College students come from many provinces all over Indonesia and after graduation will be placed at various places in Indonesia. TC students possess different characteristics especially related to economic, social, culture and academic background. UPH is a Global campus in which TC students interact with international students using English as a medium of communication within different culturalbackgrounds and perspectives.

Step 4: Formulating learning objective

In this stage, researcher formulate specific statement about what competence needs to be mastered in this course Below are the learning objectives in PSAL Reading and Vocabulary class:
1. Students conduct microteaching of reading skill and vocabulary individually.
2. Students can develop reading skills and vocabulary lesson plans.
3. Students can develop media/ learning resources for reading skill and vocabulary.
4. Students can plan various teaching strategies/methods in teaching reading skill and vocabulary.
5. Students can develop authentic assessments to evaluate reading skill and vocabulary.

Step 5: Developing assessment rubrics

There are some steps in this stage of developing critical reflection rubrics as follow:
1. Initial Focus Group Discussion (FGD)

After conducting literature study about the definition and nature of every domain in Critical reflection and the context in Microteaching class, a draft which consists of domains, components, and ideal characteristics of critical reflection was developed. The result of the FGD are:
a. The use of the term "student teacher" instead of "teacher"
b. The concept of justice and grace in each domain of assessment in critical reflection rubrics.
c. Consistency is using *Biblical Christian Worldview* in Enduring Understanding within personal domain.
2. Revision

Based on several inputs from Initial FGD, the draft was revised and ready to be discussed at the final FGD.
3. Final FGD

This final FGD discussed about some points regarding content and language of the rubrics such as:
a. Checking for grammar and the use of foreign terms.
b. Paying attention to the measurable indicators in every domain through clear and tangible descriptors.
4. Review

Based on educational assessment and language experts, there are some points to be revised to make avalid and reliable instrument as follow:
a. The use of term "indicators" instead of "characteristics"
b. Using more effective measurement for every aspect
c. Adding a more comprehensive operational definition of strategy which is the activity of teacher andstudent to achieve the goal.

C. Design Validation and Design Revision

These steps have been conducted previously in Step 5 which is Developing assessment rubrics. The result of this step is first design of the instrument which consists of guideline to write criticalreflection and rubrics. This instrument is ready for further trial (attached).

CONCLUSION AND RECOMMENDATION

The conclusion of this research are:

1. There are 4 steps to develop critical reflection instrument based on Dick and Carey framework of instructional design which are identifying instructional objective/goal, conducting instructional analysis, identifying initial behavior and students' characteristics, formulating learning objective, anddeveloping assessment rubrics.
2. The result of this research are guidelines to write critical reflection and rubrics in Microteaching class.

The recommendation for this research is that this study can be done not only in Microteaching class but also in other courses such as Pedagogy, Curriculum Study, and Practicum. This is important because by doing continuous reflection, student teachers get used to think critically about their thought and practice and improve themselves for future teaching and learning process.

ACKNOWLEDGEMENTS

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CURRICULUM VITAE

Complete Name	Institution	Education	Research Interests
Atalya Agustin	Universitas Pelita Harapan	English Language Education dan Primary Education: Bahasa Indonesia concentration	Professional development for teachers, language teaching and learning, reflective teaching and learning, and Non-cognitive instruments for teaching and learning.
Destya Waty Silalahi	Universitas Pelita Harapan	Science Education and Educational Management	Science Education and pedagogy

ATTACHMENT: CRITICAL REFLECTION INSTRUMENT IN MICROTEACHING CLASS (SAMPLE)

No.	Komponen	Domain	Indikator	Penilaian		
				3	**2**	**1**
1	*Microteaching*	*Personal*	Mahasiswa guru memiliki persepsi bahwa praktik mengajar adalah sebuah persiapan mengajar dan sarana belajar untuk lebih mengenal kelebihan dan kelemahan saat mengajar.	Menjelaskan persepsinya bahwa mengajar adalah sebuah persiapan mengajar dan sarana belajar untuk lebih mengenal kelebihan dan kelemahan saat mengajar melalui contoh yang detail dan relevan	Menjelaskan persepsinya bahwa mengajar adalah sebuah persiapan mengajar dan sarana belajar untuk lebih mengenal kelebihan dan kelemahan saat mengajar. Contoh yang diberikan kurang detail meskipun relevan	Hanya menyebutkan persepsinya bahwa mengajar adalah sebuah persiapan mengajar dan sarana belajar untuk lebih mengenal kelebihan dan kelemahan saat mengajar. Contoh yang diberikan kurang relevan
		Interpersonal	Mahasiswa guru dapat memposisikan diri sebagai "guru" dalam relasi dengan mahasiswa di kelas	Melalui uraian di dalam refleksi, mahasiswa guru menjelaskan posisinya sebagai guru dalam relasi dengan mahasiswa lain di kelas dan memberikan contoh pengalamannya yang detail dan relevan.	Melalui uraian di dalam refleksi, mahasiswa guru menjelaskan posisinya sebagai guru dalam relasi dengan mahasiswa lain di kelas. Contoh yang diberikan kurang detail meskipun relevan.	Melalui uraian di refleksi, mahasiswa guru hanya menyebutkan posisinya tanpa penjelasan maupun contoh yang detail dan relevan.
		Contextual	Mahasiswa guru mengajarkan konsep yang berlandaskan Wawasan Kristen Alkitabiah (WKA) melalui pendekatan, materi dan aktivitas pembelajaran yang signifikan, relevan, menarik dan menantang.	Ada penjelasan di dalam refleksi mengenai pendekatan, materi dan aktivitas pembelajaran di dalam kelas yang didasarkan pada WKA dengan tepat dan mendalam. Penulis juga menjelaskan bagaimana signifikan, relevan, menarik, dan menantang perangkat pembelajaran atau aktivitas yang dilakukan.	Ada penjelasan di dalam refleksi mengenai pendekatan, materi dan aktivitas pembelajaran di dalam kelas yang didasarkan pada WKA meskipun tidak mendalam. Penulis juga menjelaskan bagaimana signifikan, relevan, menarik, dan menantang perangkat pembelajaran atau aktivitas yang dilakukan meskipun tidak mendetail.	Ada penjelasan di dalam refleksi mengenai pendekatan, materi dan aktivitas pembelajaran di dalam kelas yang didasarkan pada WKA namun kurang tepat. Penulis tidak menjelaskan mengenai bagaimana signifikan, relevan, menarik, dan menantang perangkat pembelajaran atau aktivitas yang dilakukan.
		Critical	Mahasiswa guru memahami bahwa ia memiliki otoritas yang derivatif di dalam kelas dan menggunakannya dengan efektif dan tepat sasaran pada saat mengajar (misalnya memberikan *rules and procedure*, menyampaikan materi, menegur siswa, mengatur kelas, dan mengecek pemahaman siswa terhadap materi)	Ada paparan yang jelas dan mendalam mengenai penggunaan otoritas guru di dalam kelas dan dilengkapi dengan penjelasan detail tentang contoh yang relevan	Ada paparan yang jelas namun kurang mendalam mengenai penggunaan otoritas guru di dalam kelas dan dilengkapi dengan penjelasan tentang contoh yang relevan meskipun kurang detail	Ada paparan yang kurang jelas dan kurang mendalam mengenai penggunaan otoritas guru di dalam kelas dan tidak dilengkapi dengan penjelasan detail tentang contoh yang relevan