

The Practice of MIN English Teachers through Teaching Learning Process and their Reflective Practice to Develop Professionalism

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ABSTRACT

Teacher reflection has been part of continuous teachers' development. Yet, in reality, only a few teachers conduct such self-reflection processes to improve their professional performance during the teaching learning process. This study aimed to know (1) the practice of MIN English teachers through teaching learning process; (2) the reflective practice of MIN teachers in order to improve their professionalism. This study belongs to qualitative descriptive as it describes data of the MIN teachers' practice and their reflective practice through teaching learning process. The study result showed that (1) the MIN English teachers conducted teaching learning process by applying adequate three learning activities namely Introduction Activity, Main Activity, and Closing Activity along with the supported activities; (2) There are 3 types of reflective practice done by MIN English teachers through teaching learning process namely (a) the use of learning media; (b) the addition of exercise score; and (c) the changing of exercise content.

Keywords: Teaching Learning Process, Reflective Practice, Professionalism Development

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INTRODUCTION

The progress of a nation is largely determined by the quality of resources possessed by both natural resources and human resources. Progress will be achieved when supported by adequate quality and quantity of both resources, whereas progress will be hampered if the resources are limited and in poor quality. Creating human resources is inseparable from educational factors. Because, education is a long-term investment in human resources that has a strategic value for the continuity of human civilization. But the aspect of education is a large area whose scope includes all human experience and thought about education. Republic of Indonesia Law Number 20 of 2003 about the national education system states that what is meant by education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential in order to have religious spiritual strength, self-control, society, nation and state. In order to achieve these educational goals, the role of a teacher as the spearhead in the learning

process becomes very important. This is obvious role of teachers to develop the education so that children can do their best in the future.

A professional teacher is required to have teachers' skills called competence. By having competencies related to their duties and responsibilities, teachers are expected to be able to carry out their duties professionally. According to the Ministry of National Education, competence is the ability to behave, to think and to act consistently as an embodiment of knowledge, attitudes and skills possessed by students. In other words, competency is a performance capability motivated by the mastery of knowledge, attitudes and skills (Depdiknas, 2006).

Teacher's competencies according to Article 10 of Law Number 19 Year 2005 concerning Teachers and Lecturers include pedagogic competencies, personality competencies, social competencies, and professional competencies. To be more specific, a teacher needs to develop adequate knowledge about the subject matter. It urges the need to develop the professional competence. As a demand for professionalism, a teacher is required to master the fields of science, teaching materials, learning methods, motivating students, having high skills and broad insight into the world of education. In addition, a teacher must also have a deep understanding of the nature of humans and society.

English as an international language plays an important role as communication means toward the world, as well as in absorbing science and technology. One aspect that needs to be mastered by students is the ability to speak good English, (oral and written). In addition students must master all four language skills as well as vocabulary and grammar (Deff, 1968).

This has been the reason why English is taught from the beginning level. It was started by the implementation of the Kurikulum Tingkat Satuan Pendidikan (Educational Unit Curriculum) which implies English subject from elementary level (SD/MI). This policy had been accepted by academics and practitioners especially for those involved in foreign languages learning especially English. This curriculum had widely changed the pattern of English language teaching program especially for the basic level. There were numbers of elementary schools gave English as one of their subject. Unfortunately the condition turned over as the government released Kurikulum 2013. The the newer curriculum had eliminated English subjects at the level of SD/MI although many people and experts had such a long debate about the issue. In order to cope with the condition, the government still accepted English as local content subject in the elementary level. The policy gives the possibility for elementary school students to learn English. Therefore, a number of SD and MI, both public and private with their respective policies, gave English as a subject of Muatan Lokal. The condition also occurs in Mataram. According to Ms. Diah, one of the heads of private MI in Mataram, English subjects is still needed for her students for some reasons. She explained that English will ease the English teachers in Junior High School (SMP/ MTs) in terms of introducing materials. In addition, with the status of Lombok island as a tourist destination, the position of English as a communication tool has become more important. Furthermore, she stated that out of 24 MIs in Mataram, there were still 17 MIs who still gave English subjects as *Muatan Lokal* subject.

The success of English subject is greatly influenced by the ability of teachers to carry out learning. One step for teachers to improve their professional roles and responsibilities is by having self reflection. According to Harmer (2007), being a reflective teacher means constantly reflecting on what has been done. Keep thinking about what we have done and why. Richards & Lockhart (1996) also mentioned that the teachers' approach in which they explored what they have done and its' reason was part of a reflective approach in teaching.

Thus continuous teacher reflection is part of the teachers' education literature. However, in practice, teachers rarely carry out self-reflection processes to make a number of improvements toward their professional performance. In fact reflection can be used as the main literature for teacher in developing new strategies to solve the problems of the teaching and learning process so that culturally it becomes a reference in the development of professional practice (Howard, 2003).

The preliminary observations showed that English teachers recruited by 3 MINs in Mataram were contracted teachers considered eligible to carry out the learning. This suggests the need for teachers' self-evaluation processes so that the learning can be more successful. Moreover if it is associated with the implementation of English subject at the level of primary education (MI/SD) which is 'only' as local content. It beyond the demands of times which continue asking teachers to do more than they have ever gotten from their teachers in the past. The gap shows the importance of exploring the professionalism of English teachers in MINs and how MIN's English teachers have done reflective practices to improve their professionalism.

The phenomena has led the researcher to conduct a reserach to identify the teaching learning process of English in MIN, and some possibilities of professionalism practice. In accordingly the research was aimed to find out (1) the practice of MIN English teachers through teaching learning process; (2) the reflective practice of MIN teachers in order to improve their professionalism.

LITERATURE REVIEW

1. Teaching Learning Process

Learning process is one factor that strongly influence learning success. In addition there are some obligations for teacher to understand and to implement teaching learning procedures. In general the teaching learning process is grouped into three stages as follows: (1) pre-learning activities; (2) core learning activities; and (3) post-learning activities. To be successful each of these stages should be carried out systematically, effectively and efficiently. Furthermore, the teaching learning procedure is a sequential process in shaping the students' ability due to predetermined goals.

According Winataputra, et al. (2003) through the learning process, there are 3 stages that are carried out, namely: (1) Introduction; (2) Core activities; and (3) Final activities and follow-up learning. The three stages are described as follows.

a. Introduction

During this preliminary activity there are several things that teacher can do namely (a) Creating the initial conditions of learning which includes fostering familiarity, creating learner readiness, and creating a democratic learning environment; and (b) Apperception /

pretest, includes asking questions related to the previous material, giving comments on the answers of students, and arousing motivation, and attention of students to take part in learning activities.

b. Core Activities

During the core activities, teacher needs to carry out the following activities: (a) Conveying the goals to be achieved whether by oral or in writing; (b) Delivering alternative learning activities that will be taken; and (c) Discussing the materials

c. Final Activity and Follow-Up Action for Learning

During the closing activity, teacher may carry out the following activities: (a) Final assessment; (b) Analysis of final assessment's results; (c) Follow-up; (d) Presenting the topic that will be discussed next; and (e) Closing learning activities.

2. Self-Reflection and Teachers' Professionalism Development

Self-reflection activities are activities that provide many benefits in developing teacher professionalism (Loughran, 2005). This helps teachers to gain a deeper understanding of themselves, the profession and how they can become effective, efficient, and successful teachers in learning. In addition, self reflection also helps teachers to explore their potential, improve weaknesses and find solutions needed for professional development. Therefore self-reflection contributes highly to helping teachers in developing their professionalism, and leads to increasing the competence of students. Furthermore reflection is important to fulfill the breadth and depth of teacher professional knowledge. There are three elements of professional knowledge that are self-reflection material, namely: 1) content knowledge; 2) pedagogical knowledge; and 3) knowledge of content packaging in meaningful learning.

Korthagen & Vasalos, (2005) mentioned 4 aspects of teacher reflection in their professional practice, namely: 1) Environment, namely how to use the learning environment; 2) Professional behavior, such as a positive response to change or innovation; (3) Competence, especially response to the importance of increasing professional competence; and (4) Teacher's belief about his profession.

A study conducted by Rahman (2014) aimed to see the extent of self-reflection by teachers contributed the effort to develop teacher professionalism. The study involved 120 elementary school teachers in Lampung. The results showed that teacher self-reflection significantly contributed positively toward professional behavior and the efforts to develop teacher professionalism amounted to 35.1% ($p < 0.05$). In other words, if teacher self-reflection is done well, then efforts to develop professionalism are also good.

3. Approaches to Reflective Practice

Years ago, Dewey called on teachers to take reflection that requires "active, persistent, and careful consideration of any expected beliefs or forms of knowledge in light of the basis that supports them and the further consequences they cause". Dewey identified three reflective attributes, namely: (1) Open-mindedness, namely the desire to listen to more than one side of the problem and pay attention to alternative views; (2) Responsibility (responsibility), namely the involvement of careful consideration of the consequences

caused by action; and (3) Wholeheartedness which implies efforts to overcome fear and uncertainty to critically evaluate their practice to make meaningful changes. (Farrell, 2008).

Farrell (2007) also mentioned that reflective practice in the professional development of teachers is based on the teacher's ability to improve teaching consciously and systematically by reflecting teaching experience. Meanwhile Valli (1997) suggested that teachers can "look back on events, make self-assessments, and change teaching behavior in terms of crafts, research, and ethical knowledge". Finally Richards & Lockhart (1995) said that teachers can use their classroom experience as a basis for critical reflection if the teacher can capture thoughts and reactions to information about the event itself. So that the teacher can develop strategies for intervention or change, depending on their needs.

The study conducted by Tairab (2003) aimed to explore ways to increase the professionalism of four elementary school candidates at The College of Education, United Arab Emirates University through reflection during the teaching practice period. This study used analysis in reflection reports written by participants and a discussion in the form of an interview, which involves pre-school discussion and post-study. The Schon formation models are used to analyze participants' written reflection reports. The three main findings of the study are: 1) reflection is raised by changing attention during the teaching practice period; 2) reflection is characterized by the reshaping nature that occurred during the teaching practice period; and 3) participant reflection is facilitated by time, opportunity and support obtained during the teaching practice period. The research implied that reflection should be regarded as a serious methodology for the growth and the professional development of prospective elementary school teachers. By learning through the reflection practice elementary school candidates may become professionals in the world of pedagogy.

RESEARCH METHOD

This research belongs to qualitative research with a descriptive approach where the data collected comes from interview texts, field notes, personal documents, memo notes and other official documents. Therefore, researcher will juxtapose empirical research data with the corresponding theory so that the results of this study can strengthen these theories or even provide a new perspective in the study of related theories.

This research was conducted in 2 State Primary Islamic Schools (MIN) in Mataram, namely MIN 1 Kota Mataram; and MIN 3 Kota Mataram. There are some considerations for location selection namely 1) Both locations provide English lessons; 2) Both locations have permanent English teachers; 3) Both locations are MIN in Mataram with adequate infrastructure; 4) Both locations are easily reached by researcher; and (5) Both locations can be entered by the researcher. In order to get focused data, the researchers took the upper class (grades 4, 5, and 6) in each study location. The research involved subject 2 English teachers from each MIN. Both of the teachers are chosen with some criteria. To make it clear some key information about the research subject are presented through following table.

Table 1: Information about the research subject

No	Initial	School	M/F	Age	Experience
1	NM	MIN	F	37	11 years

	(N)	1 (M1)			
2	NRM (R)	MIN 3 (M3)	F	29	7 years

Data collection in this study uses several techniques namely: (1) Observation, (2) Interview, and (3) Documentation. Each technique will be explained as following. This study uses structured observation guidelines to observe how teachers reflect on the learning that has been done in English subjects by looking. This observation guide will help the researcher to know teachers' activities from the Introduction Activity (KPD) to the Closing Activity (KPT). Some important notes from observations will be clarified through follow-up interviews after the learning is complete. Furthermore, the results of these observations will be transformed into narrative forms in order to provide an overview of the learning process observed.

The Interviews used in-depth interviews. After learning, the researcher interviewed the teacher about the notes found during the learning process as a form of teacher reflection on learning. With this technique the researcher asks for teacher comments on the teaching and learning process, especially those related to the Reflective Practice conducted by the teacher. To facilitate data transcription, researchers recorded interviews. Documentation is a way to obtain data sourced from written data, such as laws and regulations, school profiles, etc. as supporting data for teacher competence.

The data analysis of this study uses 3 steps, namely: (1) Data Reduction, where researchers collect all data obtained, both from primary sources and from secondary sources; (2) Data Verification, namely the researcher selects and sorts, selects and classifies the data that has been collected from the implementation of the research to verify which data matches the problem and which does not; and (3) Conclusion where data has been collected, selected, grouped, and interpreted by researchers based on data and theory then provide conclusions based on needs.

FINDINGS AND DISCUSSION

1. Teachers' Practice through Teaching Learning Process

From the results of the analysis it is known that the research subject had been able to carry out the teaching learning process adequately. This can be seen through the implementation of teaching learning process based on the activities stages supported with their sub-activities as following.

a. Introduction Activities

Through this activities teacher used two types of activities namely (1) Creating the initial conditions of learning and (2) Apperception. During creating the initial conditions of learning teachers perform two activities namely (a) Creating an attractive classroom atmosphere; and (b) Creating student learning readiness. Meanwhile during Apperception teachers perform two activities namely: (a) Asking about the previous material; and (b) Giving comments on students' answers.

This is in accordance with what was stated by Arikunto (1993) who stated that in this activity the teacher initially faced directly with the conditions and conditions that became

the place of activity in learning. The situation of the learning place needs to be regulated for the smooth learning in achieving more effective goals. The condition of learning is something that is very important and determines the success of children's learning.

b. Core activities

Through this activities teacher used three types of activities namely (1) Delivering the goals to be achieved; (2) Delivering learning activities to be carried out; and (3) Discussing the material. During delivering the goals to be achieved teachers mention any objectives to be focused during the class. Thus during delivering learning activities to be carried out teachers perform four activities namely (a) Asking students to pair up with their peers; (b) Asking students to answer questions using English and Indonesian in cross section; (c) Asking students to come to the front of the class; and (d) Asking students to repeat the mentioned vocabulary. Meanwhile during Discussing the material teachers perform three activities namely (a) Discussing material with varied question and answer; (b) Discussing material in pairs; and (c) Discussing material individually by assignments.

The implementation of the steps carried out by the teacher in the core activities according to Efendi (2009) explained that learning activities contain a series of activities that must be carried out by students in sequence to achieve basic competencies. Determination of the sequence of learning activities must be in accordance with the hierarchy of concepts of learning material.

c. Closing Activities

Through this activities teacher used four types of activities namely (1) Final assessment. During this period teachers perform two kinds of assessment namely (a) oral and (b) written assessment; (2) Follow-up activities. During this period teachers ask the students to continue the unfinished exercises for their homework; (3) Presenting the the next topic. During this period teachers usually inform what will be discussed at the next meeting; and (4) Closing the learning activities. During this period teachers perform two kinds of assessment namely (a) greetings as well as thanking; and (b) Extra training.

The closing activities occurred in subject research have proofed there are some important activities need to conduct not only as the closing but also as the further feedback of students exercise. This was in accordance with Mulyasa (2008) which explained that the closing activity included the activity of drawing conclusions/ reviewing the material that had been studied, conducting evaluations/assessments, and giving follow-up actions on the material that had been studied.

Looking through the description can be said that the professional competence of English teachers in MIN 1 Kota Mataram and MIN 3 Kota Mataram in the learning process has been quite good. This is indicated by the implementation of 3 learning activities with supporting activities. This is expected to improve learning in English subjects. This is in accordance with the statement of Harsono and Sofyan Arif (2010) who mentioned that professional competence is the ability to master the subject matter widely and deeply. In this case, it is required to master the knowledge in the field of study and the critical steps to deepen the contents of the field of study based on Competency Standards and Basic Competencies.

2 Teacher's Reflective Practice through the Teaching Learning Process

From the results of the analysis, there are three types of reflective practice in the English language subject of research in carrying out the teaching learning process. The three types of reflective practice are (1) the use of learning media; (2) the additional exercise scores; and (3) the change in exercise material. The following will describe the discussion of each reflective practice found.

1. The use of learning media.

The study showed that the use of wall clock media prepared by the teacher facilitates understanding as well as increasing students' motivation and focus in learning. This is in accordance with what was stated by Arsyad (2011) who emphasized that the learning process can become more dynamic and will achieve the desired goals if added tools or media, such as audio-visual media, print, projectors, films, games, and so on. Shin (2006) also revealed that one way to increase students' attention and involvement in learning activities required the existence of supporting tools in the form of visual aids, toys, dolls or other colorful objects, which were in accordance with learning, so language learning became easier to understand.

2. Giving additional score

The study shows that giving additional scores has increased students' motivation in answering teacher questions. In this case the motivation given is extrinsic motivation in the form of teacher scores on additional training. It supports Ur (1996) who claimed that where this motivation has the power to foster a person's natural curiosity, develop competence and maintain one's stability in developing self-confidence. Further external motivation comes from curriculum, competition, community expectations and so forth.

3. Changing in exercises' material.

The study showed that changes in exercise material by adjusting the questions had made it easier for students to answer questions. This is in accordance with what was stated by Muhammad Rohman and Sofan Amri (2013) which is one of the principle principles of material development, namely the material has the principle of relevance, meaning relevance. Learning material should be relevant to the achievement of competency standards, basic competencies and content standards. For example, if the competencies expected by students are in the form of memorizing words, then the learning material taught is in the form of facts.

CONCLUSIONS

The conclusions are drawn from the findings of research results as follows: (1) The practice of teaching learning process done by English teachers in MIN 1 Kota Mataram and MIN 3 Kota Mataram in has been quite good. This is indicated by the implementation of 3 learning activities (Preliminary Activities, Core Activities and Closing Activities) with details of supporting activities; (2) In carrying out the learning process of English teachers in MIN 1 Kota Mataram and MIN 3 Kota Mataram carried out three types of reflective practices. The three types of reflective practice are (1) The use of learning media; (2) Giving additional scores; and (3) Changing in exercises' material.

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