

Indonesian Teacher's Self-awareness and Self-reflection for Millennial Teacher Professional Development

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Abstract: The aim of this study was to investigate the importance of self-awareness and self-reflection in developing Indonesian teacher professional development to teach English as a foreign language (EFL). The design of this study was descriptive qualitative. The result showed that self-awareness in Indonesian teacher professional development was developed by all teachers to apply the standard of teacher competence successfully in their teaching learning. All teachers also were evaluated on their self-awareness by using interview about some strategies that they believed. Furthermore, self-reflection in Indonesian teacher professional development investigated teachers' English proficiency and teachers' talks. All teachers had good English proficiency such as grammar, pronunciation and vocabulary. The teacher also used two languages in the classroom, mostly the teachers used English in explaining the lesson, but in some parts the teachers used Indonesian to make students understand the lesson more.

1 INTRODUCTION

In Indonesia, English is learned at all levels of education starting from kindergarten until university level. It is learned to facilitate students in order to increase their skill and developing their knowledge about English. Teacher has crucial role in teaching English. The Law of Teacher and Lecture No.14/2005 presents teacher is a professional educator who has major task to educate, teach, guide, direct, asses and evaluate the learner on education starting from pre-intermediate, intermediate and intermediate to advance through the formal education. Therefore, being a teacher is not a simple profession but it is a challenge for most teacher especially English teachers. English teachers allow having a good competence and skill because one factor that contributes to the benefit of teaching and learning process is teacher. On the other hand, teachers must make classroom activity effective so that the national educational objective can be achieved.

Teacher as the pioneer of outstanding teaching has to have good competence to do educational task. Professional teacher is a teacher who has the capacities required to react the task of learning and

education (Kunandar, 2009). In teaching, the teacher ought to have four criteria of good teachers as technical knowledge, pedagogical skill, interpersonal skill, and personal qualities (Brown, 2007) which is similar to criteria of qualified teachers as used by Indonesian government. All the criteria are required to be fulfilled by teacher. The first criterion is pedagogic competency which attends to how teachers are able to manage, plan, implement and evaluate classroom activities (Amania, 2016). The second criterion is professional competency which indicates teachers' mastery on the materials in the classroom. The third criterion is personal competence; teacher should have good characteristics so teachers can be a model for their students. The last criterion is social competence or interpersonal skill; teacher should have good relationship and communication with students and society. Therefore, as the professional teacher must to have those teacher competences based on (The Law of Teacher and Lecture No.14/2005). In developing teachers' professionalism teachers ought to have ability, experience and strength of approaching the students to make the class fun, comfortable and attractive to them, so they will understand the lessons excitedly and interactively.

Millennial teacher ought to be able to comprehend the feels as right and comfortable with and what the students' needs and wants, yet teachers are difficult to apply. Two such requirements to process are the sense of self-awareness and self-reflection in order to evaluate own performance in teaching activities. The first requirement tells about teachers who work with students in the classroom need to know themselves. It means that teacher should know their self-awareness in teaching activity. Self-awareness is to understand their own actions and how teachers affect themselves and other people. Otherwise, self-awareness involves a more accurate understanding of how students affect teachers' action and how teachers affect students as well. Self-awareness is particularly important for teachers who work with students in the classroom. Unfortunately, teachers do not always highlight the connection between teachers' self-awareness and their ability to build and maintain meaningful relationship with students. It is important to acknowledge teachers' own personalities, prejudices and individual psychological histories in order to help shape their attitude and responses to certain action. Teachers will never discover all their emotions and build positive relationship with all students or completely avoid counterproductive power struggles. If teachers make conscious ongoing effort to increase their own self-awareness, they will likely enhance their effectiveness and job satisfaction. Teachers are willing to be wise and try new strategies will inevitably make some mistakes.

Furthermore, the second requirement is self-reflection which is the willingness and ability to judge one's own performance in teaching activities. The central goal of reflective teacher is to develop about how teacher can improve their teaching to have positive effects on students (Lee, 2005). Self-reflection is the major basis of teacher self-development which will provide the opportunities for teachers to have a better teaching performance. These are four criteria for self-reflection such as a meaning-making process, a systematic or disciplined way of thinking, interaction and attitudes. Self-reflection is viewed from two different sides: process and progress. The process of self-reflection deals with how one is able to conduct a self-reflective thinking based on what has been going on in their his or her classroom. In contrast, the progress of self-reflection is the real improvement in teaching performance.

There are some previous studies that have investigated the importance of self-awareness and self-reflection in some previous studies. Mostly the

studies were investigating teachers' teaching performance in order to have a better teaching performance, the researcher believe that these strategies are certainly can evaluate own teaching performance and behavioral in teaching English. The first previous study was Reflection-in-Action Teaching Strategies Used by Faculty to Enhance Teaching and Learning (Ballard and Hyatt, 2012). The researcher used a qualitative research design and the result showed that the faculty recognize the importance of reflective practice and also include the requirement in their standards. The second previous study was on Self-reflection on the Teaching Practice of English as A Second Language: Becoming the Critically Reflective teacher (Saylag, 2012). The researcher used a qualitative research design. The result showed that self-reflection is recommended to infuse values into a professional identity and develop a deliberate code of conduct in the final analysis. The third previous study was on EFL Teachers' Preferences for Teaching Learning Activities in A Professional Development Course (Yumru, 2015). The researcher used a qualitative research design and the result showed that the teachers value practical and experiential activities that help them to learn how to observe and assess their teaching practices and themselves as teachers. The fourth previous study was on Multimodal Feedback Provision in Improving Pre-Service Teachers' Competence (Yusuf *et.al.*, 2017). Those researchers used an experimental design as a part of field experience. Based on the result, pre-service teachers indicated an improvement significantly in seven out of eight teaching aspect after multimodal feedback provision.

1.1 Research Question

This study tries to answer research question How do self-awareness and self-reflection influence the millennial teacher professional development?

2 METHOD

2.1 Research Site

This present study was conducted at Desa Inggris Singosari, this course is one of private institutions which develop English learning environment for its students and is categorized as a good course. Desa Inggris Singosari is a brand of an English course that is Indocita Foundation which has been established since June 6th, 2008. Indocita Foundation had got

achievement from Malang Regent as *Desa Inggris Singosari* in September 15th, 2013. *Desa Inggris Singosari* is located on Pesantren Street 26 Randuagung Village Singosari Sub-District Malang Regency. *Desa Inggris Singosari* has good quality in teaching and automatically the teachers in this course also have good quality in teaching especially in a way of teaching EFL (English Foreign Language).

2.2 Research Subject

The trainers and students of *Desa Inggris Singosari* participated in this study. There were seventy-five students who joined a Smart Holiday English Camp program conducted by Indocita Foundation for ten days in April 2018. Four trainers who taught in Smart Holiday English Camp Program as main trainers were also the subjects of this study.

2.3 Data Collection

The data were collected by using two instruments such as questionnaire and interview. The first is distributing questionnaires. The questionnaire was given to seventy-five female students. This questionnaire was conducted to obtain the information from the students based on their point of view. Distributing questionnaire is consisted of nine open-ended questions in order to gain students' contribution in giving information about their responses to teachers' teaching performance in the class. The second is an interview which given to the teacher. The interview was given to four students of Smart Holiday English Camp and four main trainers. The questions related with all aspect about teachers' teaching performance. The first interview was given to the students which were given to one student of 4 classes. The second interview was given to four main trainers. The questions for the trainers had something to do with the ways to evaluate own teaching performance and the way to manage emotion and behaviour in teaching. In collecting the data from interview, the researcher used steps as follow: The research prepared some question that would be asked to teachers and students, he researcher also prepared recorder to record their answer, the researcher asked and talked in a friendly way based on the questions that had been prepared and the researcher recorded their answer.

2.4 Data Analysis

The final activities in a research were analysing and interpreting the data collected and presenting the

result. Data analysis in qualitative research is a time-consuming and difficult process because typically the researcher faces massive amounts of field notes, interview transcripts, audio recordings, video data, reflections, or information from documents, all of which must be examined and interpreted (Ary *et al.*, 2010). Meanwhile, analysis involves working with the data, organizing them, breaking them into manageable units, synthesizing them, searching for patterns, and discovering what is important and what is important and what is to be learned and deciding what you will tell to other (Bogdan and Biklen, 2006). It means that, data analysis is a process of editing, coding or classifying the data. By using data analysis, it was easier for the researcher in writing the report. The purpose of data analysis is to simplify the data so that it is easier for the researcher to interpret and make conclusion.

3 RESULTS AND DISCUSSIONS

3.1 Research Finding

This study was found generally in developing teachers' behavioural toward the ways teachers' teaching, the subject provided themselves by fulfilling teacher's competence and making self-awareness. Standard Competence of teacher refers to the competence which must have by the teacher as professional, which are pedagogy, professional, personal and social competences. The researcher classified the finding of teachers' ways in developing all teachers professional by using self-awareness. It was collected from the result of having interview to all English Teachers who taught in Smart Holiday English Camp and also four students from each class. All teachers had similarities, the four competences applied in their teaching learning process. They had good skill as a teacher; such managed the class very well and used variation in the methods and approaches when they were teaching. Before starting the lesson, they prepared the lesson plan to make their teaching and learning process run well. Besides that, they built good relationship with their students, other teacher and students' parents. They also always gave motivation to respect to their students, because all teachers knew the role as a teacher not only teaching, as a controller, tutor, and resource, but also as a parent in joining the program. Related to it, all teachers, they had criteria as a professional teacher and they fulfil standard competence of teacher. On the other hand, all teachers always evaluated their self-awareness by

using some strategies that they believed it. T1 used different strategy than other teachers in order to get better teaching. Even though they had different strategy to evaluate their self-awareness, they still had a purpose to have a better teaching skill to be a professional teacher.

In this study, questionnaire and interview were found generally to develop teaching performance through teachers' English proficiency and teachers talk. The subjects were evaluated by the students in order to know students' feeling or opinion to teachers' English proficiency and teachers' talks by fulfilling the questionnaire, it also supported by doing interview to teachers. As the result of questionnaire above on April 13th 2018, it showed all teachers' English proficiency and his talk which had been evaluated by students after the classroom activity was done. All teachers had English proficiency well such as grammar, pronunciation and vocabulary. Each teacher also had their own ways to evaluate their English proficiency such as T1 used students' observation, T2 and T3 used similar strategy that was peer observation and T4 used video recording. All those ways are to increase teachers' English proficiency. All teachers used English in explaining the lesson whether some teachers used Indonesian to make sure students' understanding or the teachers used English whatever the condition was. All teachers always gave positive statement to students in order to increase students' ability in all lessons.

3.2 Discussion

The findings in this study showed that the ways teachers developed their teacher professional development by using self-awareness and self-reflection had different effort from all teachers in making better teaching skill and teaching performance. The strategies challenged the teachers to develop a lot their professionalism as a good teacher. Those strategies also had some advantages for the teachers.

The first benefit is that the teachers used to implement in their teaching. The teachers also had a lot way to develop the skill in teaching. As a result, teachers could develop their teaching skill and teaching performance.

3.2.1 Self-awareness in Teacher Professional Development

All teachers who taught in Smart Holiday English Camp at Desa Inggri Singosari fulfilled teachers'

competence toward the ways teachers' teaching in classroom. They applied the four competences in teaching and learning such as in pedagogy. They planned their teaching by providing syllabus and making lesson plan. Before teaching, they prepared the material and made some lists of question that gave to their students. The subjects' efforts supported that effective teachers are well-prepared. Part of this preparation focuses on the teachers' knowledge and teaching skill (Harmer, 2007). All teachers explained the teaching material very well. Teachers also made the class run well although unexpected event happened by making another activity in the class.

The technique, knowledge, skills and model are the most perspective on teaching-learning activity which emphasize the knowledge and skills. Those are acquired by teachers which contribute to classroom activity (James and Susan, 1997). It deals with all teachers, in teaching they used some methods and media and used different model of learning to deliver the material. Through the media, the students could understand easily the lesson. The students were more interested and attracted in the classroom. The use of methods in teaching to use different teaching approaches and methods can provide teachers with basic teaching skills that they can add to as they develop teaching experience (Richards and Rodgers, 2001). In the end of class, all teachers evaluated the teaching and learning by giving students some questions or performances. They also reviewed the material to know how far their students understand with the material. For further clarification of success of a lesson, teacher can ask their student at the end of class, and the answer can assist teacher with next lesson (Richards and Renandya, 2002). If the student could answer the question or task from the teacher, it meant they understood about the material, and the teacher could prepare the future lesson for the next day.

As teachers, they did not only deliver the material but how the teacher could build the good relationship, gave the intrinsic support such as motivation to their students. Giving motivation and support to the students were very important because when the teacher respected, the student would enjoy with the lesson. Teachers who respect students do their best to see them in a positive light. They are not negative about their learner or in the way they deal with them in the class. They did not react with anger or ridicule when students do unplanned things, but instead use a respectful professional to solve the problem (Harmer, 2007). Good relationship could occur as the result of teacher and students interaction

and the way of teacher listen to and treat the students in the class. All teachers do not only build good relationships with the student, but with the other teachers and students' parents also. Sometime when the student had problem the teacher and the parent should discuss together and find the solution. Beside The teachers built good relationship, all teachers had ability which is mature, steady, consistent and wise, all teachers had good behavior and could be a model for the students. All of the competences have been fulfilled by all teachers. They applied the competence such as pedagogy, personal, professional and social in their teaching. It accordance with Standards of academic qualifications and competence of teacher no 16, 2007 that becomes a professional, teacher should fulfill four competences.

On the other hand, the teachers needed to evaluate themselves toward their self-awareness. They have their own way and strategies to develop their self-awareness in order to increase their teaching skill. By using some strategies, teachers could know how aware teachers were in the ways teachers' teaching. T1 used different strategy than other teachers, T1 wanted to follow what the students evaluated to him. As it was used students' evaluation responsibly that Students' evaluations suggest strongly that systems for gathering students' feedback should be accompanied by the teacher. T1 purposed to know the result of students' evaluation in order to make the class as what students have evaluated. Other teachers kept a teaching diary. Keeping a teaching diary is a very valuable activity whether you will teach in the same program or other program (Richards and Rodgers, 2001). Whatever the strategy is used by the teachers, self-awareness is important thing to know your ways in developing your teaching skill in classroom.

Self-awareness is the capacity to take oneself as the object of thought, People can think, act and experience, and they can also think about what they are thinking, doing, and experiencing. People can focus attention on the self or on the external environment (Duval and Wicklund, 2001). Self-focused, people compare the self with standard of correctness that specify how the self ought to think, feel, behave. When people focus attention on the self, they compare the self with standards, try harder to meet standards, and show stronger emotional responses to meet or fail to meet a standard. Similar as the result above, in teaching teachers think about what they are thinking, doing and experiencing to classroom activities. The teachers also compare their teaching with standard of teacher competence such

as pedagogy, professional, personal and social competence. The result shows that the teachers are successfully in comparing and applying the standard of teacher competence in their teaching activity started from before till after the classroom.

3.2.2 Self-reflection in Teacher Professional Development

All students who joined in Smart Holiday English Camp at Desa Inggris Singosari filled the provided questionnaire in order to evaluate the teachers' English proficiency and teachers talk in the classroom. English proficiency included three English components such grammar, vocabulary and pronunciation. All teachers were able to use a good English component in teaching whether through speaking or writing such as in grammar, all teachers always used grammar accurately in the class. Grammar focuses on some rules in the word and sentences form. Applying grammatical rules in speaking make someone easier to comprehend the word and sentences. In vocabulary, all teacher always used easy vocabulary in order to make students understand what the teachers speak. Teachers know that vocabulary is a list of words with the meanings (Manser, 1995). By using easy vocabulary, the teachers and students could make relation in speaking. In pronunciation, all teachers also used pronunciation which was easy to understand. As we know that pronunciation of a language is the main components of speech which combine together (Hewings, 2004). Pronunciation is considered as the most important things that the teachers should master in order that the teachers could communicate appropriately and fluently, even the teacher always used the easy pronunciation. The way somebody says or conveys message is also related to the meanings. Being carefully in conveying something is really needed. Like the pronunciation of "*bad and bed*" for instance. It has similar pronunciation while it has different meanings. By using a lot of grammar accurately, easy vocabulary and easy pronunciation made the teachers easy in explaining the lesson. The teachers also could speak English fluently. Having fluent speaking made the teachers easier in pronouncing the words. Even though the teachers have been able to speak fluently, it was still possible to make mistakes in speaking.

As teachers had to consider the English proficiency, in the class all the teachers always spoke a lot in explaining the lesson. The teachers used two languages when the teachers were teaching

in the class. Two languages used by the teachers were English and Indonesia. In whole time at the class, the teachers almost used English in explaining the lesson, giving instruction and dealing the task. By using English made students able to understand English in the lesson. Sometimes the teachers used Indonesian in their teaching, when the students did not understand in some part of their lesson. By using Indonesian made students easier to understand in some part that they did not understand the teachers' instruction or the task. Having two languages make students enjoyed with the class and would not be bored in joining the class. The students also felt that the teachers always gave positive statements in their understanding the lesson. Teachers used appropriate ways in making the students' understanding. All English proficiency and teachers talk have been fulfilled by all teachers. They used English proficiency in good ways such as grammar, vocabulary and pronunciation. For teachers' talk, the teachers should know the time when the teachers spoke English and Indonesia in order to make their students enjoyable with the class.

On the other hand, the teachers needed to evaluate themselves toward their self-reflection. They had their own way and strategies to develop their self-reflection in order to increase their English proficiency and teachers talk. Each teacher used different strategies in evaluating their self-reflection. T1 always wanted to follow what the students evaluated to him, as it was used students' observation. T2 and T3 asked other teachers to observe their teaching activities in the class. As it was peer observation, T2 and T3 felt that by peer observation made them know what they needed to repair it. T4 asked one teacher to record her teaching in video. T4 always evaluated her English proficiency and her talks by watching her own performance in class. Whatever the strategies used by the teachers, self-reflection has the central goal which is to develop teachers' reasoning about why they employ certain instructional strategies and how they can improve their teaching to have positive effect on students (Lee, 2005).

Self-reflection is the major basis of teachers' self-reflection which will provide the opportunities for teachers to have a better teaching performance. Self-reflection of teaching beliefs and practices requires the cooperation of students or other teachers who are willing to observe, listen to and discuss teaching performance of a teacher (Gebhard, 2000). Teachers' self-reflection requires thoughtful planning followed by careful implementation with feedback to ensure it. Similar as the result above, in this

study, the researcher asks for the cooperation of students and other teachers to help the teachers in getting feedback for their better teaching performance.

In conclusion, self-awareness in teacher professional development shows that teachers are successfully in applying the standard of teacher competence in their teaching activity and the teachers are able to evaluate themselves by using some strategies toward teachers' strategies which focuses on the way teachers' teaching in the classroom. In contrast, self-reflection in teacher professional development shows that teachers are able to evaluate themselves by asking for help to students and other teachers. It focuses on teachers' English proficiency and teachers' talks in teaching activities.

4 CONCLUSION

This study has a purpose to investigate the ways teacher develop their teacher professional development by using self-awareness and self-reflection. Self-awareness is to understand their actions about how teachers teach students and how students affect the teachers. Self-reflection is the ability to evaluate teachers' performance in teaching activities to have a better teaching performance. There are some strategies which support teacher professional development. In this study the researcher had investigated some strategies which supported to evaluate the teacher professional development at Desa Ingris Singosari.

All teachers had similar ways in developing their teacher professional development. All of them also applied those competences in the standard of teacher that they had (pedagogic, professional, personal and social competence) in the teaching learning process. It was very needed to become professional in this modern era; students' need about education would also increase. Furthermore, the researcher found the different thing among them. Teachers also made self-awareness and self-reflection for themselves in teaching. It related with how they are teaching regularly, if any some lacks in their teaching they tried to correct it in other class. Between certified and non-certified teacher had similar efforts they did in developing their professionalism.

The results of questionnaire showed that all teachers had good quality in their English proficiency, while in teachers' talks showed that all teachers almost used English in explaining the lesson in whole time at classroom. The teachers did

not only use English in their teaching, but also used Indonesian in order to make sure the students' understanding in some parts of the lesson. Teacher also made self-reflection for themselves in English proficiency and teachers' talks. It related with how they used the English component well in the lesson and how they used two languages in teaching. If the teachers have some lack in English proficiency and teachers' talks, they tried to correct it in the next day.

All teachers had different ways to be professional and good teacher. Even they had the different way, every teacher wants to become professional, as professional teacher, they did not only deliver the material, but they also had some works or task to making the students be better in their study and in their life.

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