



Reflective Journal Implementation as a Form of Professionalism of Prospective Basic Education Teachers

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Abstrak

Penulisan jurnal reflektif adalah platform yang belum berkembang di lingkungan guru profesional. Upaya Tanoto Foundation untuk menjadi praktisi reflektif, lembaga harus mendorong guru profesional dalam menggunakan jurnal reflektif sebagai cara mengevaluasi dan memantau praktik mengajar mereka, Sehingga guru lebih efektif dalam konteks pengajaran langsung di era abad 21. Dengan tujuan penelitian bagaimana implementasi jurnal reflektif, upaya dalam mengimplementasikan jurnal reflektif, dan kendala dalam mengimplementasikan jurnal reflektif sebagai bentuk profesionalisme guru MI. Metode penelitian ini menggunakan metode kualitatif deskriptif dengan populasi mahasiswa PGMI semester VII tahun akademik 2022/2023 yang berjumlah 210 mahasiswa praktikan yang tersebar diseluruh kota dan beberapa kabupaten Jambi. Dengan sampel yang digunakan adalah non probability sampel dengan teknik purposive sampling yang menggunakan sampel praktikan yang mengajar di kelas tinggi yaitu kelas 4, 5 dan 6 sebanyak 3 mahasiswa praktikan. Hasil penelitian ini adalah terjadi peningkatan dari pertemuan pertama dalam kegiatan belajar mengajar setelah mengimplementasikan jurnal reflektif, yang terlihat dari pertemuan kedua. Dengan observasi pada pertemuan pertama sebelum mengimplementasikan jurnal reflektif sebagai bentuk profesionalisme guru memiliki total skor sebanyak 75% yang berada pada kriteria "cukup". Dan observasi pada pertemuan kedua setelah mengimplementasikan jurnal reflektif sebagai bentuk profesionalisme guru memiliki total skor sebanyak 92% yang berada di kriteria "sangat baik".

Kata Kunci: Jurnal Reflektif, Bentuk Profesionalisme, Calon Guru Pendidikan Dasar

Abstract

Reflective journal writing is an underdeveloped platform in the professional teacher environment. Tanoto Foundation's efforts to become reflective practitioners, institutions must encourage professional teachers to use reflective journals as a way of evaluating and monitoring their teaching practice, so that teachers are more effective in the context of direct teaching in the 21st century era. With the aim of research on how to implement reflective journals, efforts to implement reflective journals, and obstacles in implementing reflective journals as a form of MI teacher professionalism. This research method uses a descriptive qualitative method with a population of PGMI students in semester VII of the 2022/2023 academic year, totaling 210 practicing students spread throughout the city and

several Jambi districts. The sample used is a non-probability sample using a purposive sampling technique that uses a sample of students who teach in high grades, namely grades 4, 5 and 6, with 3 practicing students. The results of this study were that there was an increase from the first meeting in teaching and learning activities after implementing reflective journals, as seen from the second meeting. With observations at the first meeting before implementing reflective journals as a form of teacher professionalism it has a total score of 75% which is in the "enough" criterion. And the observation at the second meeting after implementing reflective journals as a form of teacher professionalism has a total score of 92% which is in the "very good" criteria.

Keywords: *Reflective Journal, form of professionalism, Basic Education Teacher Candidates*

Introduction

Modern century education discourse is very focused on highlighting teacher competencies with global standards (Deboer, 2011). This requires education to respond to the quality standards of teaching staff to be essential (Connell, 2017). In the broader educational literature the role of teacher reflective journal practice in learning and development, helps teachers to become aware of their own knowledge e.g. pedagogical, conceptual, theoretical, strategic and evaluation (Bruster & Peterson, 2013; Haugan et al., 2013).

Reflective journal as a record in analyzing process, performance, and follow-up through contemplation of things that the teacher encounters. In learning, reflective journals are used as a medium to enhance the learning process (Bashan & Holsblat, 2017; Bruno & Aversana, 2017). Reflective journals are also a collection of notes in the form of reflective statements about learning processes and learning experiences on certain topics. So it appears that reflective journals are effective as media in evaluating.

Unfortunately, according to (O'Brien, 2016; Orland-barak & Yinon, 2007) reflective journal writing is an underdeveloped platform in the professional teacher environment. While the Tanoto Foundation in the Workshop module 2 unit 2 TTIO89N3 has studied further in improving the quality of educators through reflective journals (See Smart Tanoto, 2022). In Tanoto Foundation's efforts to become a reflective practitioner, the institution should encourage

professional teachers to use reflective journals as a way of evaluating and monitoring their teaching practice, especially the weaknesses and strengths of their daily activities. So that teachers are more effective in the context of direct teaching in the 21st century era (Al-karasneh, 2014; Lee, 2007).

Entering the 21st century, significant developments have occurred in the world of education in the field of technology which are so swift (Hasan, 2019). In the learning process, skilled teachers are needed to achieve learning goals (Nuryani & Handayani, 2020). Achieving success in learning requires a reflective journal to measure the quality of the learning process and follow-up plans that are useful for updating good things, measuring teacher performance, not repeating the same mistakes and being able to solve problems (See PINTAR Tanoto, 2022).

Sulthan Thaha Saifuddin Jambi State Islamic University (UIN STS Jambi) is collaborating with the Tanoto Foundation in order to improve teacher competence through reflective journal activities in 2022. UIN STS Jambi as an intellectual academic forum strongly encourages lecturers to provide as much provision as possible to students. So that the collaboration between UIN STS Jambi and the Tanoto Foundation was successful in creating competent teachers.

Researchers conducted pre-research (observation) in which lecturers of the Faculty of Teacher Training and Education (FTK) Sulthan Thaha Saifuddin Jambi State Islamic University had applied learning to equip students to become knowledgeable and skilled teachers. When lecturing students are directed at learning that

uses a variant of the learning model including how to understand reflective journals as a provision to become a professional teacher.

Researchers believe that through this research they are able to detect UIN STS Jambi students who are truly capable of becoming professional teacher candidates. In an effort to consistently maintain scientific traditions, researchers want to explore this study in detail and depth. This reflection journal study is expected to be able to open up space for knowledge in the world of teacher professionalism. This research also functions as an accurate prototype in seeing the implementation of teacher's reflective journals in the learning process.

Method

A descriptive qualitative approach is considered capable of guiding this research. By describing and describing the application of reflective journals as a form of professionalism for Madrasah Ibtidaiyah (MI) teachers. Reflective journal descriptions are obtained through observation, interviews, and analysis of data/documents. Observation sheets can be utilized through observation, interviews carried out on research informants, and data collection.

The size of a reflective journal adopts a model developed by the Tanoto Foundation (PINTAR Tanoto, 2022), namely description, evaluation, and future plans. The research took place at UIN STS Jambi FTK and Tanoto Foundation partner schools. PGMI students in semester VII became the overall population in this study in the 2021/2022 academic year, with a total of 210 practical students spread throughout the city and several Jambi districts. The sample used is a non-probability sample with a purposive sampling technique which is a sampling technique with certain considerations. The considerations that researchers need are schools that partner with the Tanoto Foundation, namely MI Al Munawaroh Jambi with a sample of students who teach in high grades, namely grades 4, 5 and 6, with 3 practicing students.

Results and Discussion

The first formulation of the problem that the researcher will discuss here concerns the implementation of reflective journals as a form of MI teacher professionalism. Where this research was conducted at one of the partner schools of the Tanoto Foundation, namely MI Al Munawaroh, which is in the Telanaipura sub-district, Jambi City. With a sample of 3 practicing students who teach in high grades, namely grades 4, 5, and 6. Where what will be seen is how the learning process is before using reflective journals and after using reflective journals. To see the learning process, observations were made using observation sheets which had indicators regarding the professionalism of MI teachers.



Figure 1. Documentation of several student practitioners who are being observed

The first observation was made on 21 October 2022 to 28 October 2022 for students in grades 4, 5 and 6 in the learning process. Where the observation instrument consists of 20 statements containing 5 indicators of MI teacher professional competence. The following are the results of the first observations made at MI Al Munawaroh:

Table 1. The results of the first observations made at MI Al Munawaroh

No	Name	Total score	Percentage
1.	LK	57	71%
2.	LM	63	79%
3.	TJ	60	75%

Based on the results of the first observation of the three practical students, the score of the first practical students was 57, the second practical students were 63, the third practical students were 60, the total score was 80. These results were calculated to determine

the percentage of achievement of professional competence in the learning process using the following formula: $\text{Percentage} = \frac{(\text{observed score})}{(\text{total score})} \times 100\%$

The percentage obtained is then entered into the criteria for the level of achievement in assessing the level of professional competence that has been achieved by practicing students as follows:

Table 2. Level of Achievement in Assessment of Competency Level of Professionalism

No	Implementation Level	Information
1	86-100%	Very good
2	76-85%	Well
3	60-75%	Enough
4	55-59%	Not enough
5	<54%	Less Once

Based on the level of implementation, the level of professional competence obtained by the first practical students was 71% in the "good" category, namely in the 76-85% range, the second practical students were 79% in the "good" category, namely in the 76-85% range. 75% of the first practical students are in the "good" category, namely in the range of 76-85%. Where is the acquisition of the scores of the three practicing students if the average has an average score of 75% which is in the "enough" category.

It is felt that the acquisition of this value can still be improved through reflective journals, therefore after the first observation students are assigned to practice making reflective journals. Where this reflective journal has components of description, evaluation, and future plans, the learning process is analyzed using these components. For future planning solutions, practicing students can conduct guided discussions between field supervisors or DPL, tutors or GPs, or can also look for literature that is appropriate to the problems in the learning process. So that the best solutions can be generated from these discussions, the following are the results of the reflection journals carried out by 3 practicing students:



Figure 2. Reflective journal documentation

The first practical student discussion stated that among the students there were still those who did not understand the teacher's explanation because they lacked concentration. However, there are also some students who are tenacious and diligent in working on group worksheets and I think these worksheets are one of the factors in increasing the quality of the learning process in the class. However, some students felt that they did not have to be responsible for working on the LKPD because the LKPD was a group LKPD. With the results of this analysis, a discussion was carried out for future planning solutions, namely making lesson plans which could increase students' sense of individual responsibility. Namely making LKPD which is intended to be done by students independently. With this solution, not only do some students feel responsible for the sake of their group, but independently other students will also concentrate on working on their worksheets because the worksheets are self-based.



Figure 3. Documentation of the first practical student discussion

The second practical student discussion stated that even though ice breaking and the active learning model had been implemented, class mastery in the learning process was still lacking. Therefore the solution used by the second practical student is to be more in control of the class so that all students will be monitored and will be more focused.



Figure 4. Documentation of second practice students

The third practical student discussion stated that students really enjoyed learning things related to everyday life. By using cooperative learning models and interesting learning media, namely electric energy boards made of styrofoam. Making students more active, but unfortunately students whose sitting position is far from the learning media still do not understand the learning material being studied. Therefore the solution given is class mastery, where learning media does not always have to be in front of the class, but is brought in the middle of the class or students who sit far behind so that they are closer to the process of giving material. So that every student can understand the subject matter being taught in the learning process.



Figure 5. Documentation of third practice students

The three perceptions given by these three practical students are in line with the

statement of Taggart, Germaine L., (2005). Concerning reflective journals that can raise awareness of the relationship between theory and practice in classroom setting actions is true. Reflective journals are able to explain the relationship between theory and practice, so that teachers who apply reflective journals are sharper in analyzing errors or deficiencies in the learning process. So that the learning process that is carried out from time to time gets better, this is evident from the second observation made after implementing reflective journals. The following is a discussion of the second observation:

The second observation was carried out again on 31 October 2022 to 4 November 2022 with the same practice students as before, namely practical students who teach grades 4, 5 and 6 in the learning process. With the same observation instrument, which consists of 20 statements containing 5 indicators of MI teacher professional competence. What distinguishes the first observation from the second observation is the implementation of a reflective journal. Where in this second observation is the result of a reflective journal from the learning process in the first observation. Following are the results of the second observation conducted at MI Al Munawaroh:

Table 3. The results of the first observations made at MI Al Munawaroh

No	Name	Total score	Percentage
1.	LK	73	91%
2.	LM	74	93%
3.	TJ	74	93%

Based on the results of the second observation of the 3 practical students, the score of the first practical students was 73, the second practical students were 74, the third practical students were 74, the total score was 80. These results were calculated to determine the percentage of achievement of professional competence in the learning process by using the following formula: Percentage = (observed score)/(total score) x 100%

The percentage obtained is then entered into the criteria for the level of achievement in assessing the level of professional competence that has been achieved by practicing students as follows:

Table 4. Level of Achievement in Assessment of Competency Level of Professionalism

No	Implementation Level	Information
1	86-100%	Very good
2	76-85%	Well
3	60-75%	Enough
4	55-59%	Not enough
5	<54%	Less Once

Based on the level of implementation, the level of professional competence obtained by the first practical students was 91% in the "very good" category, namely in the range of 86-100%, the second practical students were 93% in the "very good" category, namely in the range of 86-100%, 93% of first practical students are in the "very good" category, namely in the range of 86-100%. Where is the acquisition of the scores of the three practicing students if the average has an average score of 92% which is in the "very good" category.

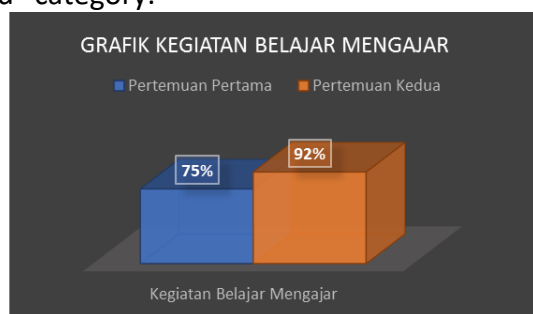


Figure 6. Graph of teaching and learning activities

The acquisition of this value is clarified by a graphic image of teaching and learning activities in the first meeting which has a total score of 75% which is in the "enough" criterion. And the second meeting which has a total score of 92% which is in the "very good" criteria. There was an increase from the first meeting in teaching and learning activities after implementing reflective journals, as seen from the second meeting. Thus, it can be said that the implementation of

reflective journals greatly influences the level of teacher professional competence. Because teachers who have reflective abilities are the same as teachers who have high analytical skills. This ability can be applied by the teacher when the teacher is trying to understand how students learn, what improvements are needed in the process of teaching and learning activities. Therefore, every learning process that occurs in the future will always improve because the teacher always analyzes and evaluates every day. This analysis is in line with the statement that in the learning process, reflective journals can be used as a medium to improve the learning process (Bashan & Holsblat, 2017; Bruno & Aversana, 2017).

Conclusion

Observations at the first meeting before implementing reflective journals as a form of teacher professionalism have a total score of 75% which is in the "enough" criterion. And the observation at the second meeting after implementing reflective journals as a form of teacher professionalism has a total score of 92% which is in the "very good" criteria.

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