EXPLORING REFLECTIVE TEACHING PRACTICE IN PRIVATE PRIMARY SCHOOL IN RURAL AREA

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Abstract

Reflective teaching is currently very important for every educator, especially during a pandemic like these days. By teaching reflective practice, teachers will be able to find out their shortcomings in learning so that they can develop professionalism in teaching. This study's goal is to find out the level of understanding of teachers in private primary schools located in rural areas, what reflection activities they do, and the challenges they experience when doing reflective teaching. Purposive sampling was used to conduct the study which used a qualitative method. The data were collected through in-depth interview and questionnaire from eleven primary school teachers in a school in rural area. The study's findings revealed that the teachers understand this reflective teaching only as a technique for evaluating their teaching effectiveness and tools to making improvements. Their reflection is divided into four types such as self-evaluation, student-evaluation, colleagues-evaluation, and professional development. Lack of time and to the point assignment were identified as the challenges in doing reflective teaching practice.

KataKunci: Reflective Teaching Practice, evaluation, professional development, challenges in doing reflective teaching

1. INTRODUCTION

Since December 2019, the whole world has been shocked by the emergence of a highly contagious virus. The virus named Corona virus. This virus first appeared in Wuhan, China. This virus is so dangerous because it can causes death and spreads quickly. Currently, the whole world is being hit by a pandemic of this virus or what is often called Covid-19, including in Indonesia. The existence of Covid-19 makes humans afraid and not free to carry out their activities because of fear of being infected. The Covid-19 pandemic has had a negative impact for life in various aspects. The negative impact of this virus that we can feel is the declining economy due to no income, reduced social life because everyone is active from their respective homes, and what is quite sad is the implementation of distance education or what is commonly called online learning.

Online learning is an open and distributed learning system that uses pedagogical tools (educational aids) to assist the production of learning processes and knowledge through meaningful action and interaction. It is enabled by the internet and network-based technologies. (Arnesi, 2015). The world of education was also in shock over the government's policy of requiring online learning activities. Learning activities in Indonesia are known to always run face-to-face before the pandemic. Thus, when learning is carried out online or remotely, significant differences will be felt, both from the enthusiasm of students to the teaching techniques of teachers in existing schools. With this sudden online learning activity, schools in this case teachers and students, must experience shock.

Online learning have advantages and disadvantages. The advantages of online schools are that both teachers and students have more time at home with their families, students are more flexible in learning from home, and they can explore more about technology. In addition to its benefits, online learning includes a number of disadvantages. One of them is online learning is usually less effective. Why can it be less effective? Because in online learning, learning activities depend on the quality of the network or internet connection. If the internet connection is good, then learning will take place smoothly, but if the internet connection is not good, then learning cannot run smoothly. In addition, online learning requires more creativity from teachers in teaching using existing technology and in this online learning teaching creativity also needs so that students don't get bored because they just sit watching their gadget screens. There are still many shortcomings that can be found in online learning, both in terms of techniques, methods, strategies, and others. Therefore, teachers must be able to find out further shortcomings to be able to create good learning activities. This is where reflective teaching is needed.

The definition of reflective thought, according to Dewey (1933), is the active, persistent, and careful examination of any opinion or alleged form of

knowledge in light of the grounds that support it and the further conclusion to which it points. Reflective teaching is very important and very much needed in learning activities. This is supported by Tok & Dolapçıoğlu (2013) who stated that reflection is crucial to establishing a productive learning environment. Individual teachers must constantly modify their knowledge about teaching and learning as the teaching profession grows more hard and complex. (Sunra et al., 2020). To be able to reshape their knowledge about teaching and learning, teachers can do what is called reflective teaching. Before, during, and after assessing, a teacher's comprehension of teaching and learning is examined, as well as the teacher's alignment with classroom practice. When teaching reflectively, the teacher will think about the lesson they are giving and look for solutions for effective teaching.

This research was conducted for several reasons. First, because of the fact that reflective teaching is an important thing for all educators to do. Second, because based on data released by UNESCO that the quality of Indonesian teachers as a key component in education is in last place, which is 14th out of 14 developing countries in the world (Sumardjoko et al., 2019). So it can be said that the quality of teachers is still very low. For this reason, reflection is needed so that these teachers have the opportunity to increase the quality of their teaching. The third reason is to be able to find out whether these teachers actually understand about the concept of reflective teaching or not.

This research is based on John Dewey's theory of Reflective. Reflective thinking, according to Dewey, is "the active, persistent, and deliberate analysis of any belief or assumption from knowledge in light of the reasons that support it and the conclusion to which it tends in light of the grounds that support it and the conclusion to which it tends." As a result, reflective thinking is active, continuous, and persistent, and it carefully evaluates everything that is considered to be true or a form of knowledge, as well as the arguments that support and lead to a conclusion. This study differs from previous studies because it focuses on educators in private schools in a rural area. The purpose of this research is to find out the understanding of teachers in private schools in this rural area regarding reflective teaching, what activities they do, and the challenges they face in doing reflective teaching.

2. RESEARCH METHOD
Research Design
The research in this article is a case study type of research. Zainal (2007) stated that case studies enable the discovery and understanding of complex problems. The case study method enables the researcher to evaluate data in a specific context in depth. In most cases, the case study technique chooses a small geographic area or a small number of

people as the research's subject. The researcher might go beyond the quantitative statistical results by using case study methodologies to comprehend the behavioral situations from the perspective of the actors. Case studies can assist explain both the process and the consequence of a phenomenon by incorporating both method, quantitative and qualitative data (Zainal, 2007). In this case, this study wanted to obtain data on the understanding of the teachers about reflective teaching and the activities of teachers in implementing reflective teaching practice in rural areas as seen from their characteristics.

This study uses descriptive qualitative method. Qualitative descriptive research means a combination of descriptive research and qualitative research. Nazir (1998) states that The descriptive technique is a way of looking at the current state of a human group, a subject, a collection of circumstances, a system of ideas, or a series of events. The purpose of descriptive qualitative research is to characterize a phenomena and its features. This study is more interested in what happened than how or why it happened. (Nassaji, 2015). Meanwhile, Qualitative research is more in-depth and typically requires a huge collection of data from numerous sources in order to gain a greater understanding of individual participants' opinions, viewpoints, and attitudes. Therefore, qualitative descriptive research interprets and describes the existing data along with the current situation.

Subject
Four teachers working in this elementary schools in rural areas in the city of Kupang, East Nusa Tenggara were involved in this study. This subject selection was carried out based on the theory of Creswell (2012) namely purposive sampling in which the researcher selects individuals and settings with the intent of studying or understanding a central phenomenon. This purposive sampling technique was used because of the thought that some of these teachers might have encountered the term of reflective practice because they had participated in multiple trainings or workshops that included reflective practice activities. For information about the biographies of the participants, see the table below.

Table 1. Informans Characteristic

Teaching Experience (year)	Level of Education	Gender
8	S1 Biology	Female
7	S1 Theology	Female
2	S1 Biology Education	Female
TOTAL	3 Teachers	

As can be seen in the table, the teachers who were participants in the study had various lengths of teaching experience ranging from 2 years to 8 years. However, they all have the same level of education which is at the undergraduate level. They also come from non-educational majors. For teacher A comes from the theology department while teacher B comes from the pure biology department. Only teacher C

that comes from educational major. All the participants are female because there were no male teachers in the school, all the teachers are female.

Procedure of Data Collection

The data in this study were collected through in-depth interviews with the three teachers. The interviews were in the form of semi-structured interview with open-ended question. The purpose of doing a semi-structured interview was to probe and go into more depth, as well as to allow for changes or openness in question sequence and form in order to follow up on the responses made by informans (Robson, 1993). This interview was conducted face-to-face using zoom meeting media. Interviews were conducted using interview guidelines that have been validated by experts. Interviews were chosen by the researchers in this study so that participants could describe in detail any required information. This interview was conducted in Indonesian to obtain more specific information from the informans. This interview is generally carried out for approximately 20-30 minutes for each teacher and has been recorded with the permission of the teacher being interviewed or the participant. The researcher conducted one-on-one interviews with all participants to be able to see the differences and similarities in the perceptions that each teacher had of reflective teaching. This interview was conducted based on agreement or appointment with each interviewees. To be able to collect data, the researcher used a research instrument namely an interview guide containing questions that can be divided into three themes according to the variables of this study which is about teacher understanding, activities, and the challenges of reflective teaching. The responses were transcribed an all teacher informans were asked the same questions. In addition, the author also uses a questionnaire containing statements of reflective teaching activities. In this questionnaire, teachers only need to fill in whether they 'always', 'sometimes', 'rarely', or 'never' do reflective teaching activities mentioned. This questionnaire was created to support data from existing interview answers. This questionnaire was distributed to all teachers in the school where they have 11 teachers.

Data Analysis

After the qualitative data which is the results of the interview and questionnaire were obtained, the data were analyzed. The data were analyzed utilizing qualitative data analysis and content analysis methodologies. Content analysis is a type of research that entails an in-depth examination of a piece of data's content. In this study, the authors analyzed the content of the messages conveyed by each teacher during the interview. According to Sunra et al. (2020), content analysis entailed first selecting codes to identify participant remarks that were directly connected to reflection, and then grouping them into categories based on the research objectives. The research questions over:

1. What is the teacher's understanding about reflective teaching?
2. What activity teacher's do to practice the reflective teaching?
3. What challenges they met in practicing the reflective teaching, especially in this pandemic era?

All of the data was divided into three primary topics based on the research objectives listed above: teachers' understanding of reflective teaching, teachers' practice of reflective teaching, and the challenges in doing so. Data from the interview's section is also supported by the data from the qualitative questionnaire. The answers or responses from each teacher in each researcher's answer are combined or grouped based on the similarity of meaning or similarity of characteristics. Data from the questionnaire was also analyzed using descriptive analysis techniques where it will be explained how many percent of the choices on the questionnaire.

3. RESULT AND DISCUSSION

Teachers' Understanding toward Reflective Teaching Practice

Before going any further, we should know the background of these interviewed teachers. The teachers who became informans in this study were teachers with non-educational major background so they did not have the basis to become a teacher. Even so, when they enter this school, they get what is called training. The teachers in this school must already have a solid foundation because in this school there is a training and coaching program in accordance with what was conveyed by TB who said "In this school there is usually such a thing as training and coaching. There is always such an activity once a month, or once every three months. However, after this pandemic, these activities are rarely carried out, not as often as before. In these activities, we were taught how to be exemplary teachers and teaching techniques". In addition, this school also implements an evaluation system that is carried out every day. This can be seen from the TA answer that says "…in this school there is an evaluation every day so that there is motivation in the personality of every teacher to improve self-quality continuously".

During the interviews, the participating teachers which are three teachers were asked about the definition of reflective teaching and reflective teachers' characteristics are used to indicate their knowledge and grasp of reflective practice. From the interviews conducted, the three teachers have the same understanding of the definition of reflective teaching. Teachers defined reflective practice as a process of evaluating and reflecting on teaching and learning in order to attain certain goals and improve by looking at what things are still lacking in learning to be further improved in the future. The evaluation process here means that teachers see their strengths

and weaknesses in teaching, then try to correct any existing deficiencies. This statement is supported by the statement of Sunra et al. (2020) that teachers can use reflective practice to better understand their teaching performance in terms of what went well and what needs to be improved. In other words, reflective practice assists teachers in making positive changes, learning from previous teaching mistakes, and making appropriate adjustments to prevent repeating them in the future.

The opinions of these teachers in the interview regarding their understanding of reflective teaching are also the same as those stated by Glasswell and Ryan (2017). According to them, reflection or evaluation is a procedure by which teachers make decisions or judgments on their students' work (their teaching process) and professional life in order to determine whether their own teaching and professional performance fulfill the criteria of the good teacher. Teachers' reflective practice assess how teacher teach, their professional knowledge, and their lesson plan as an evaluative process. In addition to asking the teacher about the meaning of reflective teaching, the author also asked them what the benefits after doing the reflective teaching. The TA says "By doing reflective teaching, we can further develop our materials. Then, if we feel that yesterday's learning objectives have not been achieved, we will try to achieve them, then we can innovate again even though the material we teach is the same material next time. By doing this there will be something new in our teaching". Almost similar to TA, TB and TC also expressed her opinion about this reflective teaching. TB said "This reflective teaching is good. The benefit is that we can self-correct more so learning becomes more meaningful". In addition, on the other hand, the author also asks the criteria that a reflective teacher should have. This question was asked to find out how the teachers in this school understood the criteria needed by a reflective teacher. The teachers' opinions were presented in the table below.

Table 2. Characteristic of Reflective Teacher according to informan's opinion

Reflective Teacher Characteristics:	From Teacher:
Always willing to learn/Not easily satisfied	TA, TB, TC
Always Creative and Innovative	TA
Responsible	TC
Willing and ready to be guided and criticized	TA, TB
Be a role model for the students	TB, TC
Honest and disciplined	TC

As can be seen in the table, informans gave some of the same characteristics that a reflective teacher should have. However, there are some characteristics that actually do not fit into the theory of reflective practice. Characteristics such as always willing to learn, not easily satisfied, and willing to be guided, responsible and criticized mentioned by some teachers are in accordance with the characteristics of reflective teachers. This can be related to the theory of reflective teaching by McKay (2002) which mentions several characteristics of reflective

teachers, one of which is a commitment to continuous improvement. This has the same meaning as the characteristics said by the two teachers. However, for characteristics such as always creative, always innovative, honest, disciplined, and being a role model for students were not an attribute of reflective teaching but more in line with the characteristics of good learning or teaching. The characteristics of a reflective teacher according to McKay (2002) are observing carefully, reviewing and trying to solve problems that occur in the classroom, being aware of and always asking assumptions or values that are brought to class, being involved in curriculum development and all kinds of things, have efforts to change school conditions, committed to continue to improve their self, and carry out actions that are in accordance with new understanding or knowledge. Thus, it can be seen that the teachers in this primary school in rural area have understanding about reflective practice only as a technique for evaluating their teaching effectiveness and tools to making improvements so that the teaching delivered will be better in the future. It can also be concluded that they can do reflective teaching because they can do self-reflection. This can be known because when these teachers asked about their strengths and weaknesses, these teachers can find out and explain them. This idea can also be strengthened by characteristic of the teachers in this school. There are three main characteristics of reflective teachers proposed by John Dewey (1933): Open-mindedness, responsibility, wholeheartedness. When asked to the teachers who were interviewed, the three teachers stated that they had developed and even possessed these three characters. So, it can be concluded that the teachers in this school are already reflective teachers.

Application and Activity of Reflective Teaching

Reflective practice necessitates consideration of our behaviors, experiences, as well as our strengths and flaws (Sunra, et al., 2020). Reflective teaching activities in this research are divided into four, namely self-reflection, reflection or evaluation from students, evaluations from colleagues, and professional development carried out by each teacher. As already stated in the research method, these informans have been asked questions about evaluation activities or what kind of reflection activities they have done.

A. Self-evaluation

Miladinovic and Dimitrijević (2020) state that teachers' ability to hear feedback from others is limited since reflection is a personal, spontaneous, and nonverbal activity. The process of self-evaluation is really important because the teacher can better encourage and understand the needs of students in the language classroom as a reflective practitioner. Based on the results of interviews, teachers at this school more often do this self-evaluation than other types of evaluation. This can be seen from the words of TA

which says that "90% is for self-reflection. Only 10% evaluations from colleagues". In the process of self-reflection and self-evaluation, what most of the teachers at the school do is reading and watching from other sources in YouTube. Reading which is meant here is that the teacher reads various things related to learning and is connected with his own way of teaching. This can be seen from TB who said that "What I do for evaluation is reading from various sources and there are other materials to add knowledge by linking it to the learning that I bring". TC also said "After teaching I have to evaluate. I also often look for materials on YouTube to develop better and interesting learning". From this we can see that the teachers in this school do more self-evaluation by reading and correcting their learning through the things they read and watched.

In addition to these activities, according to Tok & Dolapçıoğlu (2013), there are several activities carried out for self-reflection or as a form of self-evaluation that I gave through a questionnaire to 11 teachers at the school. The following are the items that were said to be performed "always" in the questionnaire, along with their percentages: 'I like to think "do the students understand or not?" when teaching' (81.8%); 'I learn new things in my class when I teach' (72.7%); 'I realized what went well and what didn't go well during the lesson' (81.8%); 'I think repeatedly when deciding teaching-learning objectives, topics, methods, evaluations, and assessments' (63.6%); 'I know my strengths and weaknesses' (81.8%). From this, we can see that most teachers in self-reflection are they think whether their students understand, they must be aware of whether the lesson is going well or not, and they must also evaluate their strengths and weaknesses. However, in general, the results of these questionnaires and interviews show that teachers generally often or more often implement this self-evaluation in reflective practice.

B. Students-evaluation

In addition to self-evaluation, there is also an evaluation conducted by students in class. Sa'diyah et al. (2021) claims that the teacher's reflection in learning is based on student feedback. This is a natural process, where students as recipients of information in the learning process will provide authentic data or information that they feel and experience during learning. So the teacher will get a valid data source as an important part of self-reflection. With a reflection process that is based on student feedback, collaborative constructive learning occurs. For student-evaluation activities carried out at this school itself, it is still lacking. This can be seen from the answers of the teachers when interviewed. When TA asked about how often they asked students to give them an assessment, TA replied that she never asked students to give an assessment. Similar to what TB said, "Rarely, yes. In fact, almost never at all". The reason they never ask students to give evaluation is because they teach elementary school students where they are still very young and don't quite understand how to give evaluation to teachers. Most of them will just say "yes, good, great, okay" like that and probably follow the others because they are very young. Then how the teachers can find out whether their teaching method is good in the students points of view is by asking them how they feel after learning and analyze from the answers of their assignments. This is obtained from the TA statement that "It (asking for student evaluation) has not been carried out. We do this by asking students how they feel about today's class". The same answer was also given by TC who said "To ask for student evaluations is never. But I can find out whether students understand or are satisfied with the lessons I give or not through questions and answers related to the material I provide and at the end of the lesson I also ask students' feelings, whether they are happy, sad, want to conduct zoom meeting again or not". By asking students' opinions, they can find out whether the students are happy or satisfied with their way of teaching or not.

In addition to these activities, there are several activities carried out for self-reflection with the help of students, namely the student-evaluation which I gave through a questionnaire to 11 teachers at the school. The following are the items that were said to be performed "always" in the questionnaire, along with their percentages: 'I know the general atmosphere in the classroom such as sleepy, tired, bored, active, enthusiastic' (63.6%); 'I give an assessment to students at the end of each lesson' (81.8%); 'I ask students to give feedback or how they felt during the lesson' (63.6%). From this we can conclude that not all teachers apply students-evaluation. Most teachers apply it but not as much as self-evaluation.

C. Colleagues-evaluation

In addition to student-evaluation, evaluation or reflection on teaching methods can also be done by co-workers. Pang (2020) stated that colleagues-evaluation aims to ensure high-quality instruction, educators consult, discuss, assess, and share information about one another's teaching approaches. It's an important part of effective reflective instruction. Teachers can participate in dialogues with their colleagues to reflect on their teaching and refine their practices; they can also learn and grow through the coaching process. Colleagues-evaluation is very important to do because it can have a good impact on the development of teachers' teaching. However, from this research it can be found that the teachers in this school are still rarely open to asking for a review from their colleagues. It can be seen from the results of the interview that TB said that "As for my colleagues, I am rarely open to asking for review or suggestion. Most coworkers give review or suggestions when they hear or are present at that time and involved in my teaching process. I haven't taken

the initiative to ask them yet". Although there has been no initiative and evaluation of colleagues is still minimal, this school apparently implements an evaluation every day at the end of working hours before the teachers return home. From this evaluation colleagues can provide input to each other. Unlike TA and TB, who have been teaching for a long time, TC, who has only taught for 2 years, admits that he needs and always has evaluations from colleagues. TC said "There is always an evaluation from co-workers. Then there is an evaluation from co-workers or school principals before going home from school". From this, it can be concluded that in practice new teachers need more evaluation than teachers who have been teaching for a long time.

In addition to these activities, there are several activities carried out for self-reflection with the help of colleagues, namely the Colleagues-evaluation which I gave through a questionnaire to 11 teachers at the school. The following are the items that were said to be performed "always" in the questionnaire, along with their percentages: 'I get feedback from my co-workers after class' (36.4%); 'I discuss educational issues with colleagues formally in meetings' (45.5%); 'I pay attention to the lessons my coworkers are doing' (27.3%). From the results of this questionnaire, it can be seen that the level of awareness of teachers to review each other or evaluate their colleagues is still low.

D. Professional Development

In addition to the evaluation activities mentioned above, there are activities that aim to develop the ability to work or teach professionally. According to Priajana (2017), professional development in an academic context is seen as a way to effectively maintain and improve the quality of education in the face of ongoing changes. There are two basic patterns that may be characterized in terms of collaborative professional development activities conducted by all subjects: Institutional, which takes place in a school setting, and non-institutional, which takes place outside of a school setting. Classroom Action Research, informal discussion/conversation, peer observation, peer mentoring, and communication with students and instructors are all examples of collaborative professional development activities undertaken institutionally. For peer-evaluation and communication with students, it has been discussed in the above sub-chapter in the students-evaluation and Colleagues-evaluation sections. For professional development, what will be discussed here is more about training, coaching, and research carried out by teachers to develop their teaching skills, especially classroom action research. Based on UU No 14 in 2005, there were four competencies that teachers must have today such as pedagogical, personal, professional, and social competencies. This should be developed by the teacher. The ways that teachers do to develop these competencies based on the results of interviews are

participating in trainings carried out by the school and outside the school. This can be seen from TB's answer which said "What I do to develop these competencies is to take part in various kinds of training, both from internal schools/foundations and from outside when the opportunity arises. Then, build closeness with teachers who teach the same classes and subjects and share experiences". From the training activities carried out, the existing teachers develop their competencies.

In addition to training, it has been mentioned above that this professional development activity can also be carried out by conducting classroom action research. Khasinah (2013) stated that action research is a process in which educators use research tools to assess their own practice in a systematic and deliberate manner. This research is carried out by the teacher in the classroom or where he teaches which focuses on improving the learning process and practice. However, unfortunately this is still not done by the teachers in this school. All the teachers interviewed admitted that they had never conducted classroom action research. Thus, their professional development process is only assisted by independent learning and attending existing trainings.

Challenges in Practicing Reflective Teaching

The teachers in this school do not know for sure or specifically about this reflective teaching system. However, they are used to doing evaluations. Even so, there are still many obstacles and challenges found in conducting the evaluation. In particular, during a pandemic like this where teachers have to work from home, the evaluation and reflection process will definitely be more difficult. Some of the challenges that are known from the interviews are time constraints. Before the pandemic, teachers could still have a lot of time to reflect on their way of learning, but after the pandemic, each teacher focused on preparing the learning media they would use such as power points, learning videos, and other media so that time for self-reflection and evaluate it less. This was conveyed by TB. She said "Before the pandemic, there was more room for evaluation, because we had more time for evaluation but after or during this pandemic era, evaluation there was not much because it must be admitted that during this pandemic, a lot of time was spent on teaching or preparing materials so there was less time for reflection".

The author mentioned earlier that these teachers can find out whether students are satisfied with their teaching or not through the answers to student assignments given by the teacher. Therefore, assignments can also be included in the reflective practice process. During this pandemic, the assignments given are different from before the pandemic. This can be seen from TA answer that says "Before the pandemic the number of questions weighed a lot when they wanted to evaluate students, but during this pandemic the weight of the questions

was reduced but directly to basic competencies so that they could immediately know whether students understood learning or not". This can also be considered as a challenge because the teacher must prepare questions that really directly affect the basic competencies so that students can immediately know whether students really understand or not.

4. CONCLUSION

Reflective teaching activities are very important for teachers to do in schools because by carrying out reflective teaching activities, teachers can find out the strengths and weaknesses in their teaching and they can finally develop their teaching. From this reflective teaching activity, teacher competencies can be developed. In the school that the author conduct this research, the existing teachers did not know specifically about reflective teaching, but they had carried out several activities related to reflective teaching. They also understand the purpose of reflective teaching itself. However, they are still not optimal in carrying out this reflective teaching activity. Reflective teaching activities include four activities, namely self-evaluation, student-evaluation, colleagues-evaluation, and professional development. For self-evaluation activities, the teachers have done well because most of these teachers do self-evaluation more often. Students-evaluation is still lacking because the existing teachers never directly ask students or ask students to provide feedback on their pursuing methods. Colleagues-evaluation is also still lacking, but more has been done than student-evaluation. It can be said like this because every afternoon the teachers at this school hold a evaluation of the day's learning. However, new teachers in this school need and received more evaluation than teachers who have been teaching for a long time. Activities related to professional development have also been carried out quite well by participating in existing trainings and having the initiative to find out on the internet and in other sources about good teaching methods. The only obstacle or challenges they found was the lack of time to evaluate or reflect on learning due to being too focused on preparing learning media for online learning today.

Because reflective teaching is very important for the development of learning, teachers in every school should have the awareness to do this reflective teaching. They need to have the mindset that if they want to develop professionally, the teaching will be better and more effective and have a positive impact on students as well. Such a mindset can be achieved by teachers through well-organized training, support from superiors, and the commitment of the teachers themselves must also be strong. So this is not only a concern for teachers but must be a concern for superiors or the government in terms of education. In this case, the government can conduct a kind of visit and/or training in every school, both public and private, especially in schools located in rural areas where they certainly need more attention from the government.

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