

SOCIAL REFLECTION MODEL TO IMPROVE TEACHERS' COMPETENCE

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ABSTRACT

Reflection (i.e. self-reflection) has recently been used in adult learning evaluation due to its humanistic value. However, in spite of its benefits, self-reflection has weaknesses for it is unshared. Self-reflection needs to be shared to colleagues, to be social reflection, so that it will be more beneficial for self-through receiving feedback from others while others could also learn from it. Therefore, this article is going to report the study conducted to develop social reflection model to improve the teachers' competence. The model proposed is in the form of conceptual and iconic. The study employed R&D method proposed by Borg & Gall (1983). However, only parts of the steps were taken due to some limitations, those are research and information collecting, planning, developing preliminary product, and preliminary field testing, and main product revision. The result of the preliminary field testing shows that the model needs improvement.

Keywords: *Social Reflection Model, Teachers' Competence*

INTRODUCTION

The important role of teacher in educational system has required the crucial need for improving teachers' professional development. Hargreaves and Fullan in Richards and Renandya (2002) say that the teacher is the ultimate key to educational change and school improvement. Furthermore, Richard and Renandya (2002) claim that it is imperative that teacher's professional growth become a top priority. Teachers should constantly develop not only their knowledge of the subject matter, but also their knowledge of pedagogy. Therefore, it is important for the teachers to be competent in their profession and to be eager to improve their professional development.

As one of the English expanding countries, Indonesian government has put into consideration the importance of developing the teachers' competence. As what has been formulated in *Peraturan Menteri Pendidikan Nasional Republik Indonesia Tahun 2007* about Academic Qualification Standard and Teacher's competence, teachers should have four main competences, (1) pedagogical competence (2) personality competence, (3) professional competence, and (4) social competence. Pedagogical competence means the ability to manage the students' learning process. Personality competence insists that teachers should have good personality, esteemed conducts, wisdom, and commanding for being able to become role model for the students. Professional competence deals with the ability to acquire materials deeply and thoroughly. Meanwhile, social competence is defined as the ability to communicate and to interact effectively and efficiently with students, colleagues, parents, and society.

There have been several efforts conducted by the government to improve the teachers' competence. I.e. teachers' certification. Teachers' certification has given teachers a lot of burden for doing overwhelming tasks. In addition, the direct impact of

the teachers' certification toward their competence is still questionable as reported by a study conducted by Sitohang (2010) which reveals that there is no effect of the teacher's certification on the teacher's competence. The result of this research is similar to the study conducted by *Ditjen PMPTK* which was facilitated by the World Bank in 2010 that the teacher's certification has not affected the teachers' professional competence (Payong: 2011). Meanwhile, another problem related to the teacher's certification the scoring technique which is definitely done by others (evaluators). Being scored by others could highly likely bring inconvenience for the teachers. Raising the teachers' awareness for developing their own competence through reflection, specifically social reflection, could be the best method to do so. Reflection technique suits the nature of teacher's profession and their position as adult learners. Knowles (1984) says that adult learning, whom he refers as andragogy, is the 'art of helping adults.' Further, he explains that andragogy is considered to have five principles:

- As a person matures he or she becomes more self-directed,
- Adults have accumulated experiences that can be a rich resource for learning,
- Adults become ready to learn when they experience a need to know something,
- Adults tend to be less subject-centered than children; they are increasingly problem centered,
- For adults the most potent motivators are internal.

Meanwhile, reflection, or critical reflection is defined as an activity or process in which an experience is recalled, considered, and evaluated, usually in a relation to broader purpose (Richards: 2000). Further, he states that reflection is seen as a process that can facilitate both learning and understanding, and plays a central role in several recent model of teacher development. As what has been mentioned earlier, social reflection will maximize the benefits of doing self-reflection. Teacher social reflection could properly be considered as the next step or the follow up step of teacher's self-reflection. Social reflection or sharing reflection is valuable since it creates opportunity for learning from each other among teachers or colleagues. Through sharing, the teacher who writes self-reflection could get other point of view in interpreting a problem through feedback given by other colleagues. Gadamer (1975, 1976) in Harper (1996) suggests that when individuals approach a conversation with the intention of learning and coming to understand others, they find themselves transformed by it.

RESEARCH METHODS

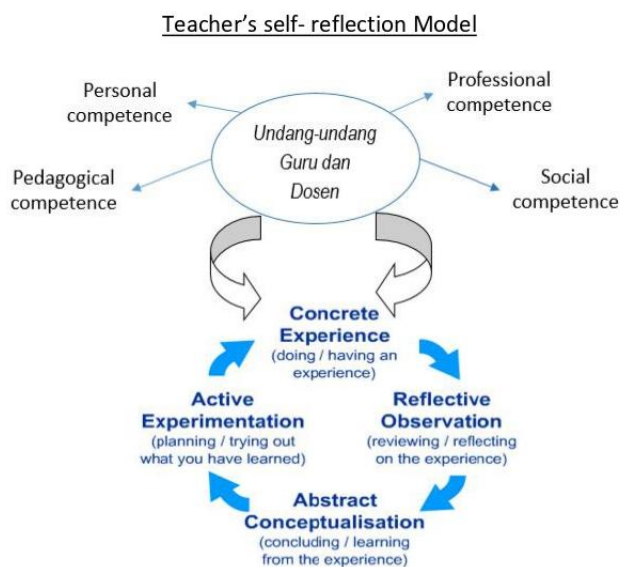
The goal of this study is to present both the conceptual and the iconic model of social reflection to improve teachers' competence. This study employs R&D method proposed by Borg & Gall (1983). There are ten major steps including 1) research and information collecting, 2) planning, 3) developing preliminary form of product, 4) preliminary field testing, 5) main product revision, 6) main field testing, 7) operational product revision, 8) operational field testing, 9) final product revision, and 10) dissemination and implementation. Due to some limitation, only five steps were adopted. Those are research and information collecting, planning, and developing preliminary product, preliminary field testing, and main product revision.

FINDINGS AND DISCUSSIONS

The process of developing the hypothesized conceptual model of teacher's social reflection

The process of research and information collecting was done through library research. The result of this library research was used for planning and developing the preliminary product. The preliminary products were in the form of hypothesized conceptual and iconic model of teacher's social reflection. The hypothesized conceptual and the iconic models of teacher's social reflection were presented together with teacher's self-reflection since social reflection is basically teacher's self-reflection which is shared. Therefore, it serves as the next step or the follow up step of teacher's self-reflection. This is shown in the following figure:

Conceptual Model of Teacher's Social Reflection



Kolb' Reflection Model (1984)

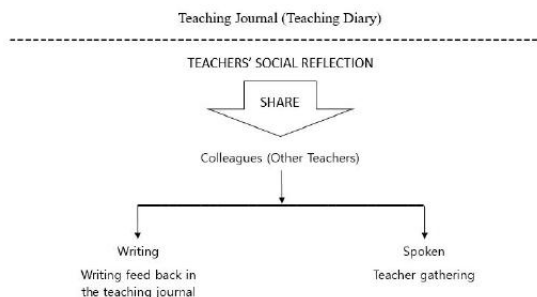


Figure 1: Conceptual Model of Social Reflection to Improve Teachers' Competence

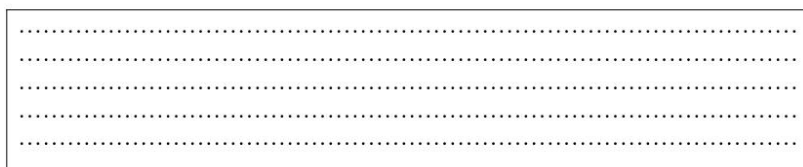
terms of its two-way interaction which is more communicative. Sharing in the form of written is represented through giving feedback of the teaching journal, and sharing in the form of spoken is conducted through teaching gathering. Writing feedback on the teaching journal is done once a week by the teacher, and teaching gathering is conducted once in o month. The hypothesized iconic model of social reflection to improve teachers’ competence is illustrated below.

The hypnotized Iconic Model of Social Reflection to Improve Teachers’ Competence

Cover page	
Teaching journal	
Name of the teacher	:
Name of school	:
Subject	:
Grade	:
Semester	:
Academic Year	:

<u>Self-reflection</u>
<p>Last Monday, 27 October 2014, I gave my class, grade X B, a reading activity which focused on skimming. I gave them an article to read called "Study Paints Grim Picture" and asked them to skim through the article to identify the social problems mentioned. After a few minutes, I checked the answers and asked the students to number the paragraphs. They had to find the paragraphs which contain information on each of the social problems. Then I checked the answers and explained some difficult vocabulary. Then I gave one handout which contained five paragraphs and another handout which contained five headlines. Students had to match them.</p> <p>Afterthoughts:</p> <ul style="list-style-type: none"> • Timing again was a problem. I originally planned to check the answers of the matching exercise, but there was no time. • Less time should have been spent on explaining expressions as it defeated the objective of my lesson - skimming. • I should have allocated a specific amount of time to practice skimming. I should have opened the lesson with a discussion of social problems so that students could compare their answers with what they found in the article. <p style="text-align: right;">Source: Reflective teaching in second language classrooms (Richards & Lockhart: 1996 page 8 with necessary adjustment)</p>
<p>Colleague’s comment/response/feedback</p> <p>.....</p>





Teacher gathering (sharing in spoken)

Preliminary Field Testing

To verify the hypothesized conceptual model of social reflection to improve teachers' competence empirically, focus group discussion was conducted. The participants of the FGD were seven graduate students of English Language Study of Sanata Dharma University semester 3. The result of the questionnaire in the FGD shows that the hypothesized model of teachers' social reflection needs improvement. The improvement that needs to be done was on the self-reflection stage by putting the descriptors or indicators of the four competencies; pedagogical competence, professional competence, personality competence, and social competence. Even though the improvement is on the self-reflection stage, this definitely effects on both the written sharing and the spoken sharing (social reflection). The descriptors of the four competencies will make the feedback given by other colleagues could be more focused on the goal of each competency. However, the participants' suggestion on providing check list instead of writing anecdote is not addressed due to the nature of reflection which is in the form of anecdote. The problem that may probably be faced by teachers as stated by the participants related to inadequate time of writing anecdote is addressed by the time management in writing teaching journal as well as giving feedback to other teacher's journal is as follows:

- The anecdote written once a week was only for one competence. It can be an anecdote related to pedagogical competence, professional competence, personality competence, or social competence. The implication for the social reflection is that the feedback written will be more focused also to a certain competence. As a consequence, it can address the goal of each competence.
- The guidance or instruction for writing either the self-reflection or the feedback was provided in the iconic model.

The Main Product Revision

The revised iconic model of the teachers' social reflection is presented below. The iconic model is complemented by more clear instruction. In addition, examples of the feedback is also provided.

Cover Page

Teaching journal	
Name of the teacher	: Sugiarti, S.Pd
Name of school	: SMA 1 Bantul
Subject	: English
Grade	: X
Semester	: 1
Academic Year	: 2014
Name of colleague	: Suyati,S.Pd

Guidance

<p>Instruction Write one short anecdote of your teaching, each week one anecdote related to one of the four competencies below.</p> <p>Pedagogical competence:</p> <ul style="list-style-type: none">• How I manage the students' learning process. <p>Personality competence:</p> <ul style="list-style-type: none">• How I implement esteem conducts, being wise, and commanding that can be role model for the students <p>Professional competence</p> <ul style="list-style-type: none">• How deep and thorough I acquire the teaching materials <p>Social competence</p> <ul style="list-style-type: none">• How I communicate and interact with my students, colleagues, parents, and the society.

Example

<p>October 2014</p> <p>Week 1</p> <p>Last Friday, 3 October 2014, I gave my class, grade X B, a reading activity which focused on skimming. I gave them an article to read called "Study Paints</p>

Grim Picture" and asked them to skim through the article to identify the social problems mentioned. After a few minutes, I checked the answers and asked the students to number the paragraphs. They had to find the paragraphs which contain information on each of the social problems. Then I checked the answers and explained some difficult vocabulary. Then I gave one handout which contained five paragraphs and another handout which contained five headlines. Students had to match them.

Afterthoughts:

- Timing again was a problem. I originally planned to check the answers of the matching exercise, but there was no time.
- Less time should have been spent on explaining expressions as it defeated the objective of my lesson - skimming.
- I should have allocated a specific amount of time to practice skimming. I should have opened the lesson with a discussion of social problems so that students could compare their answers with what they found in the article.

Source: Reflective teaching in second language classrooms (Richards & Lockhart: 1996 page 8) with necessary adjustment

(Teacher's Social reflection)

Colleagues comment/response/feedback

"You know, I think about that situation in a different way. I think I might have allocated specific time in the warming up to prepare the students with useful expression.

.....

Sugiyati, S.pd

Or

"Oh I see. I have the same experience too with time management. I think I should do the same action with you in the future when I come across this stuff

.....

Sugiyati, S.pd



Sharing
Reflection in
written



Sharing reflection in spoken (Teaching gathering) → once in a month

CONCLUSION

The study shows that the hypothesis conceptual and the iconic model of teacher's social reflection can be implemented after some revision. It is expected that this model can serve as an alternative model for improving the teachers' competence.

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