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Perspective Of English Lecturers On Reflective Paper

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Abstrak

Penelitian ini menyelidiki persepsi dosen bahasa Inggris dalam penerapan tugas refleksi. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana persepsi dosen bahasa Inggris tentang penerapan tugas refleksi dalam proses pengajaran dan pembelajaran dan untuk mengidentifikasi apa kelebihan dan kekurangan dari penerapan tugas refleksi bagi mahasiswa dan dosen. Pendekatan penelitian kualitatif dilakukan untuk menggali dan memahami persepsi partisipan tentang penerapan tugas refleksi dalam proses belajar mengajar mereka melalui wawancara secara mendalam. Hasil keseluruhan menunjukkan bahwa para dosen memiliki pengetahuan tentang tugas refleksi. Mayoritas dosen menyatakan bahwa mereka menyukai mengajar dengan menerapkan tugas refleksi, menerima manfaat penerapan tugas refleksi dalam proses belajar mengajar mereka, dan mahasiswa menyukai mengerjakan tugas refleksi mereka.

Kata Kunci: *Persepsi Dosen, Menulis, Tugas Refleksi*

Abstract

Pre-school children are children aged 3-6 years, in this period the physical growth of melabat and psychosocial and cognitive growth has increased and usually has begun to follow the preschool program, finger painting is interpreted by drawing with fingers, popularized by Anies Listyowati and Sugiyanto. Without assistance done by hand. Applying a combination of color with your fingertips to the photo area is the type of experiment that is tried. The approach used in this study is a pre-post test design, a type of research that reveals a causal relationship by involving a group of subjects whose samples are observed before being treated later after being given treatment samples are re-observed to find out the comparison of each -Sing the intervention group, the entire population and sample are the total number of children aged 4-6 years is 8 people. So the number of samples in this study was 80 people divided into 2 groups where 40 students as intervention groups and 40 students as control groups. The results of this study aim that there are differences in effectiveness between not given and given finger painting in pre -school children to increase fine motor, where the results of the Wilcoxon test show that Z is 3,530 and p value of 0,000 <0.05. Then it can be seen that there are differences in the effectiveness of finger painting to improve the fine motorcycles of preschool children both that are done and not done finger painting.

Keywords: *finger painting, fine motoric*

INTRODUCTION

Assessment and evaluation are an essential part of teaching and learning process. With the evaluation and assessment, we can measure the student's understanding of the material that has been taught, and see and know the processes that have been occurring in the learning process. Through the evaluation and assessment, the lecturer will be obtained information about what has been achieved and what is yet (Mardapi, 2004). Without an effective evaluation program, it is impossible to know whether students have learned and whether teaching has been effective.

The quality of the assessment and evaluation in the educational process profound and well-established link to student performance. Research consistently shows that regular monitoring and feedback are essential to improve student learning. What is assessed and evaluated, how it is assessed and evaluated and how it should be learned are the most important element in evaluation and assessment. So, the main purpose of assessment and evaluation is to inform teaching, to encourage learning, and to promote optimal individual growth.

There are two types of assessment and evaluation which usually applied namely Formal and informal. Formal tests assume as single set of expectations and come with prescribed criteria for scoring and interpretation. While informal, on the other hand, requires a clear understanding of the levels of ability (Navarrete & Cecilia 1990). "Informal" is used here to indicate techniques

that can easily be incorporated into classroom routines and learning activities. Informal assessment techniques can be used at any time without interfering with instructional time.

Various strategies have been used by lecturers to evaluate and assess the process of teaching and learning. One of them is using reflective paper. Reflective paper is a kind of writing in which the writers examine his or her experiences in term of teaching and learning. The writers then write about those experiences, what they have learned, inform their understanding of course content, explore how she or he has changed, and developed or grown from those experiences during an academic course. Reflective paper normally given during school and college with the purpose of giving student opportunity to analyze their own experiences and skill. This kind of writing were told to do by a teacher when there is a need to better understand the subject of learning (Hillier, 2005).

Moon (2013) provides some concepts of reflection. Reflection can be seen as giving consideration to the details. Reflection can be towards a purpose, processing information that leads to a useful outcome. Reflection can also refer to mental processes that go beyond merely thinking and recalling information. Hence, reflection would imply a form of mental processing with a purpose and/ or an anticipated outcome that is applied to relatively complicated or unstructured ideas for which there is not an obvious solution. Also, Kolb (2014) identified reflection as a significant component in the learning cycle and also believed we learn from experiences by revisiting our actions and reflecting upon them. He believed we could learn by reflectively observing others, and learning from their experiences. As a result, many lecturers and teachers whether in school or college require their students to make a reflection. It could be in form of oral reflection, journal, reflective essay, portfolio, and blog.

In English Language Education Department of Ar-Raniry Islamic state University, some lecturers have implemented reflective paper in their process of teaching and learning. Usually, reflective paper was told to do in the final meeting or in the last of semester. Based on my observation, only several of them who did tell their student to make a reflective paper in teaching and learning process. On the other hand, some other did not demand their pupils to make a reflective paper. most likely because some lecturers felt it unnecessary to demand a reflective paper to students because of several reasons such as the amount of time spent in making it, and hard to do because it requires extensive thought and action.

It might be very useful for lecturer in the learning process if they know the benefits and goals of making reflective paper itself. Furthermore, lecturers might find out if students understand what has been taught by him, the lecturer can know whether material has been

taught in accordance with the syllabus that has been set, and can also find out whether the method applied in the learning process in accordance with what was expected by the lecturer.

Some studies related to the reflection have been conducted. One of studies conducted by Koliba (2004) regarding reflecting pupils on their experiences in written assignments. The objective of this study is to have students use this reflection to inform their understanding of the course content. Another study which is related to the reflective paper was conducted by Ong (2000), which aim at examining the daily reflections of students enrolled in a Problem Based Learning-delivered program. The finding of both researches above shows the importance of reflection in the learning process and it helps students make meaning and construct understanding of new knowledge. Unfortunately, the similar research has never been done in English language education department in UIN Ar-Raniry yet, therefore, the writers are highly motivated to do the similar research with different topics.

From the above elaboration, the writer would like to inquire research related to reflective paper. Thus, we can know the perception of English lecturers' toward using a reflective paper. Based on the background of this study, the writer formulated the research questions as follows: 1) How do English lecturers perceive of applying reflective paper in teaching and learning process 2) What are the advantages and disadvantages of using reflective paper for both student and lecturer?

RESEARCH METHOD

The qualitative descriptive method was utilized in this study since this study only found out about the opinion of lecturers on the use of reflective paper in the learning and teaching process. four English lecturers were recruited purposively as a sample by ensuring that all the lecturers applied a reflective paper in their teaching and learning. face-to-face in-depth interview was the primary source of data in this study to obtain a better understanding of the various participant's perspective. To answer the first research question, the writer asked five questions covering the understanding of reflective paper itself, their opinion on using reflective paper, the frequency of making a reflective paper, and the use of reflection in addition to the use of reflective paper. Then, to answer the second research question, I asked five questions regarding the benefits of using reflective paper, the barriers to making reflective paper, and the effectiveness of making reflective paper as an evaluation and assessment tool. the technique of data analysis used in this study was a descriptive analysis (Miles and Huberman 1994). The collected data from the interview were analyzed and concluded narratively. The data was divided into several sections. Each section was arranged into sub-section.

FINDINGS AND DISCUSSION

Analysis of the research question was divided and addressed in three sections. Each section was arranged into sub-section according to the research question to report the lecturers' perceptions about using reflective paper in their process of teaching and learning. The three sections are: 1) lecturers' perception in using reflective paper, 2) the benefits of using reflective paper, and 3) the barriers in using reflective paper.

1. Lecturer Perception in Using Reflective paper

According to all participants in this research, almost of the lecturers did have a similar perception toward using reflective paper in their teaching and learning process including the necessity of using reflective paper, the use of reflective paper in addition to reflective paper, and the effectiveness of using reflective paper as an evaluation tool.

a. The Necessity of Using Reflective paper

The writer found that all participants indicated that applying reflective paper is necessary in the teaching and learning since it can be feedback for the lecturer themselves regarding the progress and what their student have learned in the previous meeting. As well as, by assigning students to write a reflective paper then they will have a good ability in writing. it can be concluded that all lecturers have positive perception on the use of reflective papers in the classroom. Reflective paper activities have the potential to improve the quality of student writing by increasing the quality and quantity of student writing practice. Reflective writing can improve the quality of student writing by encouraging students to move beyond describing events and listing facts. The lecturer is highly requested to assign their students to make a reflective paper in the classroom since it has so many benefits toward themselves

b. The Use of Reflective Paper in addition to Reflective Paper

All participants do use another kind of reflection besides using paper in writing their reflection. It can be in the form of oral reflection or in the form of another kind of reflection. It can be concluded that there are several ways in assigning students to make a reflection. Not just using paper only, other ways such as oral reflection can also be an option to see how far the ability, understanding, and achievement of students in the learning and teaching process. we can see that either the reflective paper or oral reflection has important benefits to students. But they both have different roles depending on the goals we want to achieve. However, to assign them to make a reflection, using paper is much better than just oral because students can devote everything they want to say without fear and embarrassment. This is in line with what was said by Moon (2004), the representation of reflection in the form of writing is likely to differ from that represented in other ways such as speech or in a drawing. In making a representation of personal

reflection, we shape and model the content of our reflection in different ways and learn also from the process itself. In other word, there is a secondary learning.

c. The Effectiveness of Using Reflective Paper as an Evaluation Tool

In this part, all participant shared the similar opinion regarding the effectiveness of using reflective paper as an evaluation tool which is absolutely effective to use in their teaching and learning process. it can be deduced that applying the reflective paper in the learning process is very effective because there are some aspects, we can know such as how the progress of a student in the classroom to the material taught and also can be feedback to the lecturer to make better learning in the future. Reflective paper or reflective paper has been grown and used to take something from inside ourselves and we set it out: it is a means of discovering who we are, that we exist, that we change and grow.

2. The Advantages of Using Reflective Paper

All participant argued that there are many benefits to the use of reflective papers in the learning and teaching process such as feedback to lecturers and improve and change their teaching practice.

a. Feedback to Lecturers

All participant agreed that the goal of assigning reflection toward their student was to catch up the feedback from them and from the previous learning. Assigning students to make reflective paper is very useful both for lecturers and students themselves. For lecturers, reflective paper can be a tool to measure the extent to which the achievement of students in the learning process and also can be a benchmark for lecturers toward the way of their teaching in the classroom. For students, reflection plays an important role toward their thinking ability to make them to become a critical thinker. Also, this reflection will sharpen their writing skills in both academic and otherwise. Similarly, Archambault (1974) said that instructors can use reflective paper to address the issue of infrequent student writing by providing students with more opportunities to practice explaining complex ideas using clear and concise language.

b. Improve and Change their Teaching Practice

All participants said that by implementing their student a reflective paper in their teaching and learning process could improve and change the way they practice in the classroom. based on the explanation of the participant, it can be concluded that it can be concluded that by assigning them to make reflective paper can improve and change the way lecturers teach. Because with the reflective paper, indirectly the lecturers and students talk each other about what happened in the learning such as what went well and what went wrong in their teaching and learning process.

3. The Disadvantages of Using Reflective Paper

All participants argue that there are some problems that arise in assigning students to make a reflective paper such as the student's seriousness and the limited time in making and re-checking their reflective paper.

a. The Student's Seriousness

All participants showed that the seriousness of student in making reflection is very important since it affect toward the improvement of teaching and learning process. But still some students do not take it seriously in doing it. It can be deduced that student's honesty in making reflective paper is something really important. Instead, they see or trace their own friend's reflective paper. May be the cause of the above events because they are lazy to write and read. In another case, some students are not so familiar with the idea of writing reflective paper so when the lecturer ask to write a reflective paper then they will think that they have to write something really academic and really formal. This result was in accordance with what was said by Russo & Ford (2006), putting reflection on teaching is not easy, for it involves a degree of personal risk, it can produce a great deal of doubt, and it requires that teachers seriously question what they are doing.

b. The Limitation of Time

Almost all participants feel overwhelmed in checking one by one of reflective paper made by students because a lot of the number of classes he teaches and the number of students in the class. Those reasons of lecturers are similar with what was said by Russo & Ford (2006), reflection may involve personal risk because questioning practice may also question sensitive beliefs, values, and feelings. To conclude reflection may be a threat to our carefully constructed identities as lecturers and to the patterns of the teaching practice

To conclude, the first research question asking about how English lecturers perceive of applying reflective paper in teaching and learning process. The result of the research shows that there is no significant different perception among them. All participants stated that implementing reflective paper in the teaching and learning is absolutely necessary. The results of the data also show the positive impact of assigning reflective paper on students since lecturers implement reflective paper more than 3 times in a semester. All participants stated that by implementing reflective paper in their teaching and learning process will improve and change the way they teach in the classroom.

The second research question asking about what are the advantages and disadvantages of using reflective paper for both student and lecturer. The result of the data collected showed

that all participant showed a good expression toward using reflective paper in their teaching and learning process. Some of the barriers may come up in implementing reflective paper. But it does not affect much on the implementation of reflective paper since the positive impact show much more aggressive than the negative side of implementing it.

CONCLUSION

According to the result in the previous chapter, some conclusion can be inferred. First, all participants showed the positive perception toward using reflective paper in their teaching and learning process. It is very helpful toward their teaching and learning progress for example by implementing reflective paper in their teaching and learning program lecturer can measure students' progress toward their performance in the classroom. Second, the writer found that all participants argued reflective paper have taken the important place in teaching and learning process. One crucial advantage of applying reflective paper is to have feedback for lecturers so that they can adjust and improve the way they teach in the classroom. Reflective paper can be a tool to measure the extent to which the achievement of students in the learning process. Third, Reflective paper can be a benchmark for lecturers toward the way of their teaching in the classroom. Additionally, reflective paper can improve the way of their teaching and learning by assigning the reflective paper toward their students. Therefore, the lecturers and students may have discussion about what happened in the learning such as what went well and what went wrong in their teaching and learning process. Fourth, Problems may appear in applying reflective papers in the learning and teaching process because college students tend to take it less serious in making reflective paper and they are inclined to make reflections because the commands of their lecturers are not from their own initiative. Instead, those problems are common to students. The only way of avoiding these problems is to keep asking them to make reflection and they will get used to it. Lastly, implementing a reflective paper in the process of learning and teaching is absolutely essential because as mentioned above, there are a lot of advantages in applying it either toward the students or lecturers themselves.

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