

Toward Continuous Innovation in Teaching: Reflective Practice on English Teaching of Indonesian and the Philippine Teachers

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Abstract

The ability to reflect on a teacher is critical as part of his/her self-agency to become a professional teacher. This research aimed to compare Indonesian and Philippine teachers' reflection practice on English teaching. The research was focused on 1) the questions teachers of both countries ask as the reflection in their Teaching, 2) their perceptions about their reflection of their teaching practice, and 3) their follow-up on the reflection. The participants in this study were 16 English teachers in the Philippines and 30 teachers in Indonesia. Data were collected through questionnaires, interviews, and observations and analyzed through inductive analysis techniques. The study revealed a slight difference in the focus of the reflective questions asked by the Philippine and Indonesian teachers. Indonesian teachers focus more on the students' learning, while Philippine teachers do self-reflection. However, both countries' teachers thought reflection was important for their professional development. The structured reflection practice will likely help teachers of both countries plan their professional development and innovation in teaching practice.

Keywords: innovation in teaching, professional development, reflective practice, self-agency

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1. Introduction

Teachers play an essential role in education. They should constantly improve themselves as long-life learners and improve the quality of teaching and learning activities. Teachers are change agents in school improvement, curriculum development and classroom teaching and learning (e.g., organize collaborative discussions to motivate students) (Guoyuan, 2020). Improving teaching and learning quality involves the ability to do reflection as it is an integral part of

learning and education. Reflection is an active process since by doing this, people continuously think about experiences and construct and apply new knowledge to get a better experience.

The ability to reflect for a teacher is essential as part of his self-development mechanism to become a professional teacher. Reflection is also a critical part of teachers' professional behavior and is relevant in their professional development (Kalk et.al, 2014). By reflecting, the teacher is always expected

to improve the quality of learning in the classroom by improving the learning components, which include methods and the selection of media and supporting materials. However, the reflection carried out by a teacher must be done critically, namely by exploring what they feel and experience as well as revealing the problems they face factually so that the direction of improvement needed becomes clear.

Regardless of the country, the need for the teacher to be self-regulated and aware of the importance of professional development becomes the concern of the government of every country, including in Asia. In Indonesia, reflective practice is now trained in pre-service and in-service teacher training. In the Philippines, another country in Asia, the need for a professional teacher is a standard for a teacher and is stated in their policy (The Philippine Professional Standards for Teacher). The practice of reflection for teachers in Indonesia is carried out, among others, through the obligation to conduct classroom action research (CAR). However, in both countries, CAR is often seen as an administrative load for a requirement of career promotion.

Research on reflective practice by teachers has been conducted in several countries, including Indonesia and the Philippines. In the Philippines, Valdez, et.al. (2018) discussed the teachers' views on reflective teaching and the existing challenges faced in actualizing this practice in their respective contexts. Research conducted by Ulla, et.al (2017) in the Philippines found that most respondents agreed that heavy teaching load affects the research practice. Another research conducted by Niones (2018) showed that English teachers in the Philippines need to undergo self reflection to know more about themselves.

In Indonesia, one of the studies investigating reflective practice was conducted by Rahman (2014). This study showed that the ability of teacher reflection significantly contributes to the development of teacher professionalism. Oktavia (2021) explored the beliefs about reflective teaching, finding that teachers perceive that reflective teaching as an essential aspect of developing teachers' knowledge. The teachers' beliefs are also reflected in their teaching practices, primarily through reflection-in-action. Nurkamto and Sarosa (2020) found that English teachers face many challenges in developing reflective practice due to their lack of understanding of reflective teaching. Maulid (2017) investigated reflective teaching in the English Teaching and Learning process at High School in a city in Indonesia. The result of the study showed that the teachers applied reflective teaching by using some reflective teaching strategies, namely video recording, observation, action research, students' feedback, and joining the workshop. He also found that the teachers understood how to define reflective teaching and recognize the importance of being reflective in teaching; namely, the teachers learned new things while teaching; the teachers learned from their own experiences as learners and as teachers, and the teachers developed their teaching skills and continuously improved their knowledge. Another research by Sunra (2020) investigating teachers' reflective practice and challenges in Makassar, the central city of South Sulawesi, Indonesia. The study's results showed that the EFL teachers perceived reflective practice mainly as an evaluative process to their teaching experience. They all believed that reflective practice was one of the effective teacher characteristics and useful for increasing the quality of teaching and learning. Their reflections were mostly at descriptive and dialogic level.

The research also revealed that the challenge for teachers to do reflection was teaching workload and inadequate knowledge of the reflective practice.

Other research in other countries conducted by Benade (2015), Khanam (2019), Akbari, Behzadpoor & Dadvand, (2010) found that for teachers to develop the desired level of pedagogic integrity, they must be more involved in exploring students' learning styles and critical aspects of the teaching context. Shalabi, M., Almuqati, A. N., and Sameem, M. (2018) found that Reflective Teaching requires good self-observations of self-assessment. Reflective Teaching gives teachers material and professional flexibility for teachers. Niones (2018) found the importance of holding in-service training on reflective teaching practices to develop themselves in their reflective teaching practices. Mesa, M. L. O. (2018) stated that reflective teaching can become a strategy for language teaching professional development. Conclusions indicated that reflective teaching is an alternative to raise awareness about English language teaching and as a means to encourage teachers to open their minds, update their teaching methodologies, and make adjustments to their lessons.

Those researchers investigated the teachers' reflective practice in teaching, but none of them explored what they reflect on and whether they have done critical reflection on the teaching practice they have done to improve their teaching practice. Regarding Indonesia and the Philippines having similar cases related to the reflective practice of the teachers, this study aims to compare the reflective practice of English teachers in both countries. The questions to be answered are: 1) Does the teacher always reflect after carrying out the learning process in class? 2) How do teachers in both countries practice reflection in their teaching? 3) what are their

perceptions about the importance of reflection in their practice as a teacher? and 4) How do they respond to their reflection about their teaching practice?

The importance of reflection was firstly suggested by John Dewey (1933). Reflection is deliberately and actively done. It does not only remember the learning experiences that have been passed, but also think about why those experiences occurred and whether there are ways to do it differently and get the better ones. Schon (1991) developed a theory from Dewey and connected the practice of reflection with development and practice. Schon (1991) identified two types of reflection, namely reflection in action (reflection when the activity is in progress) and reflection on action (reflection after the activity takes place). According to Schon (1991), if done frequently, this reflection activity will build a person's sensitivity to act quickly when an unexpected situation occurs.

The reflective practice model was firstly proposed by Kolb (1984), which promoted Kolb's experiential learning theory and Kolb's learning styles inventory. Four distinct learning styles are based on a four-stage learning cycle: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Concrete experience is the actual experience that occurs to be reflected. The next stage is reflective observation, in which the observation of the experience is evaluated to think about what has worked, failed, and needs to be improved. The result of observation is followed up by the effort to find different ways to deal with the situations and think up strategies for experiencing a similar situation again (abstract conceptualization). The last stage is active experimentation, in which the individual practices the newly acquired theoretical knowledge. The reflection that has been done is followed by the improvement in the next

practice as the basis for the new cycle as the new concrete experiences. Kolb underlined that a learner prefers carrying out one part of the learning cycle over another. This causes an imbalance that can cause problems.

Gibbs (1988) added some more steps so that the cycle consists of 6 stages, namely Description, Feeling, Evaluation, Analysis, Conclusion, and Action Plan. Students describe the learning experience and what was obtained and happened in the learning.

The next step, students evaluate what works and does not work. Next, students analyze why it happened and conclude what can be learned from the situation that has been experienced so that the results will be better. The final stage is to follow up on the evaluation results.

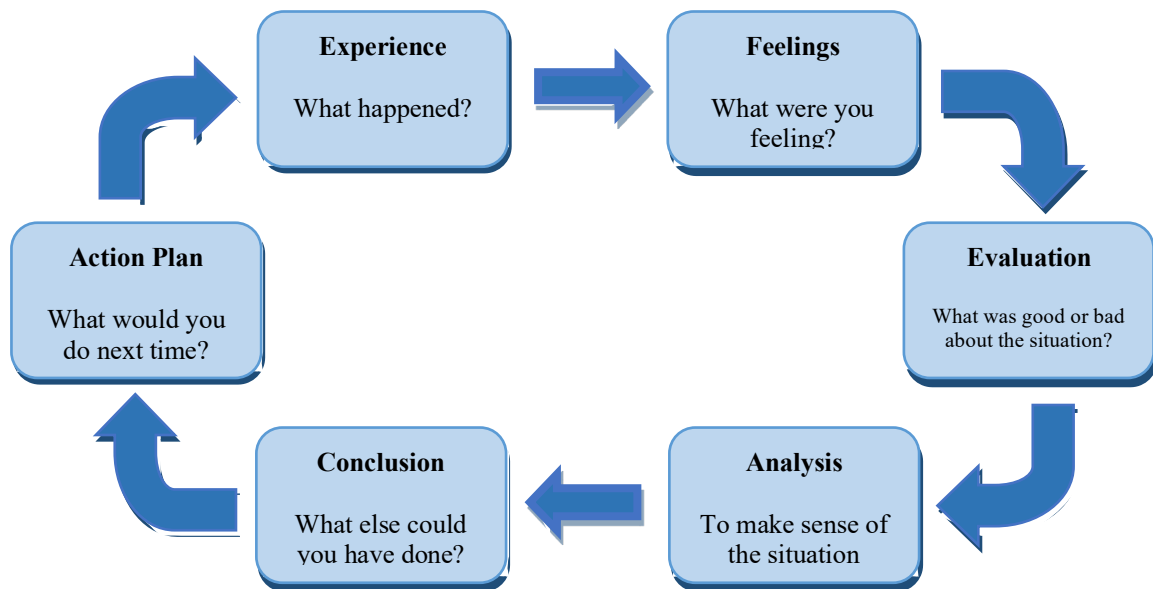


Figure 2. Gibbs Reflection Model

Another scholar, Larrivee (2008) identified four distinct levels of reflection represented diagrammatically as: Level 1: Pre-reflection: this is an external reflection in which Teachers only respond to situations that they believe to be beyond their control and react to students and classroom situations automatically, without awareness of evaluation what is going on and thinking about it. Level 2: Surface Reflection: Teachers focus on achieving specific objectives and standards. There is an increasing awareness of the need to accommodate different learners. Level 3: Pedagogical Reflection: The teachers evaluated their teaching prac-

tice and thought about the impacts on students learning. Level 4: Critical Reflection: This is an ongoing reflection and critical inquiry into teaching actions. "Teachers reflect on moral and ethical implications and consequences of their classroom practice on students" (Larrivee, 2008).

Levels of reflection are a continuum where the pre-level reflection is at one end, and the critical reflection is at the other end. On the other end, there is a high level of reflective practice, which is profound and insightful. "At one end, it focuses on teaching functions, actions, and skills, generally considering single teaching episodes or isolated

events right through to, at the other end, higher order reflection where the teacher examines the ethical, social and political consequences of their teaching and grapples with the purposes of schooling” (Larrivee, 2008).

a. Reflective Practice as Self-Agency for Teachers

Timperley, Wiseman and Fung (2003) stated that teachers are long-life learners, reinforcing that teachers need to constantly update and improve their practice and engage in lifelong learning. This highlights the importance for teachers to improve their practice through reflective practice.

Dewey (1938) described the basis for reflective practice: open-mindedness, responsibility, and wholeheartedness. This basis for reflective practice will make teachers willing to consider new possibilities and identify problems or mistakes that might occur. And hence, they are open for other perspectives or change the viewpoint for the betterment of the practice or experience. The teachers are then responsible for carefully selecting the best teaching strategy that gives the students the best effect. These practices should be conducted wholeheartedly with the good commitment to seeking every opportunity to learn and believing that one can always learn something new.

The ability to reflect on a teacher will increase his agency. Agency “begins with the belief that humans can influence their lives and environment while they are also shaped by social and individual factors” (Lasky, 2005, p. 900). Being an agent means intentionally influencing the functions and circumstances of one's life (Bandura, 2006). Belief in personal efficacy is at the core of agency (Bandura, 1997), creating a secure platform to initiate action. By demonstrating agency, teachers can overcome many chal-

lenges. Self-efficacy beliefs are influenced by environmental conditions faced by teachers (Schunk & Meece, 2006), clearly influence teacher goals and behavior, and determine, in part, how environmental (school-based) opportunities and constraints can be perceived (Bandura, 2006). Agency describes the ability to identify goals and desired outcomes, and to pursue those goals and outcomes in a proactive, purposeful, and effective manner. The main components of the agency include identifying one's values and priorities, belief in one's abilities, and the capacity to purposely direct one's efforts toward specific goals.

Agency in education is a combination of action and intention. It is closely related to proactiveness, autonomy, ability to make choices, and self-regulation. Teacher self-agency means the ability of a teacher to “consider and make choices, show resistance, and interpret experiences as they form their identities” (Hamilton & Pinnegar, 2015). Agency arises from the interaction between the goals and efforts determined by the individual, the availability of resources, and the dynamics and structural influences in the socio-cultural context. When exercising agency, individuals draw on themselves contextual boundaries and constraints to make choices about what resources to use and actions to take to achieve individual transformations and goals (Duff, 2012).

Teacher agency is influenced by social structure, beliefs, values, and teacher's capacities in response to particular situations (Priestley et al. 2012). This makes a teacher always adapt their agency which is also influenced by his interaction with his colleagues at his institution. Teachers need time to set their goals to pursue and control how they position themselves in their interactions with co-workers, institutions, and administrators, and work closely with teachers and

engage in teacher education activities (Hamilton & Pinnegar, 2015). Therefore, teachers' assertions of agency include tensions between the teacher profiles they aspire to and the profiles expected of them.

b. Reflection and Teacher Self-Development

Teacher reflection is related to the teacher's self-development. The self-development of a teacher occurs realizing the available resources and potential challenges, making choices to lead their own learning and professional practice, and implementing innovative activities that support the aspired identity (Martel, 2018). Therefore, self-development requires individuals' awareness of their identity and the agency level they can assert in this identity construction.

Self-study is "a continuous, systematic and careful investigation into one's own practice . . . to develop [one's] basis for knowing about teacher teaching" (Bullock, 2009, p. 292). Such questions promote a teacher's self-development as they explore the focused aspects of teacher identity and practice with a critical self-reflection approach and inform the work of one's own and broader teacher education institutions (Peercey & Sharkey, 2018). Self-study also allows teachers to engage in disciplinary and inquiry-based reflection on their identity and practice (Izadinia, 2014). Self-development occurs when teachers, aware of available resources and potential challenges, choose to lead their learning and professional practice and implement innovative activities that support the aspired identity (Martel, 2018). Therefore, self-development requires individuals' awareness of their identity and the agency level they can assert in this identity construction. One of the significant self-development tools that teachers use is self-study about teacher education practices.

A teacher with good self-agency can independently develop himself as self-study also provides teachers with a discursive space to engage in disciplinary and inquiry-based reflection on their identities and practices (Izadinia, 2014). In addition, the research literature indicates that self-regulated learning can strengthen teacher agency in taking charge of their learning and teaching, which is essential when teachers encounter difficulties or challenges due to the requirements of educational and curriculum reform (Yang & Pei, 2019). Therefore, the teachers' goals should be determined. When teachers can self-reflect and think about their goal, it can lead them to develop themselves. Gurney (2015) stated that teachers' interactions with professional development are shaped and determined primarily by their individual goals and motivations for willing to develop professionally.

2. Method

This research is a qualitative survey that explores individual perspectives about the reflection. The participants in this study were 16 English high school teachers in the Philippines and 30 high school teachers in Indonesia. Data were collected through questionnaires and interviews. Data collection techniques used in this study were the results of questionnaires and interviews. Interviews were conducted to obtain data regarding the implementation of reflective learning from the teacher and the lecturer. The data analysis technique used is descriptive data analysis by collecting factual data and describing the data. Data comes from all information obtained from interviews and documents through several stages. The results obtained from the questionnaire were tabulated through the use of frequency count and percentage. These percentages were combined in order to

interpret and describe the findings. Likewise, the group and individual interviews' data were recorded and transcribed. They were analyzed by highlighting the key themes from the interview data. After data collection and recording, researchers conducted interaction analysis consisting of data reduction, data presentation, and verification. The analysis of this research takes place together with the data collection process or is carried out after the data has been collected.

3. Result and Discussion

a. How Do Teachers Practice Reflection in Their Teaching?

All of the Philippine teachers answered that they practice reflection in teaching. 90% of them said that they always reflect on their teaching. 10% of them said that they often reflect in teaching. On the other hand, 71% of Indonesian English teachers sampled in this study said they always do reflection practice. 7.1% said that they sometimes do reflection and 21.9% said that they do reflection rarely.

The reflection questions they ask themselves relate to the following points:

Table 1. Reflective Questions from Teachers

Questions	The Teachers		The Indonesian Teachers	
	Key Term	Excerpt of questions	Key Term	Excerpt of questions
What questions do you ask yourself/think about your teaching practice?	The lesson delivery (method)	Did I do it right? What strategies are practical to this day? Did I create impact to my students? Did they learn well	Lesson deliver	What kinds of technique that I should use - Is the method and the one I chose appropriate? -Is my approach correct?
	The students' learning experience	Does my students learn from our lesson? Did I laid out all the necessary information for my students' learning?	The students' learning experience	Do my students really understand / understand what I explain?
	Students' satisfaction	Are my students satisfied? Did they enjoy learning our lesson? Does the material that I gave to the students match with their needs?	None	None

Questions	The Teachers	The Indonesian Teachers
The learning process	Was the class participative? If not, what might have gone wrong?	None
Self reflection	What can I do to improve my teaching? , is my teaching method appropriate with them? do they understand and enjoy my teaching.	None

b. Teacher's Perception of Reflective Practice in Teaching

English teachers from both countries stated that reflection was beneficial for self-improvement and solving teaching problems. 80% of Filipino teachers said that reflection gave them a plan to develop themselves (for their professional development), 10% said to improve the teaching and learning process, and 10% of them said that it

was good to share experiences with others and identify problems they face in teaching. Of Indonesian teachers, 80% said that they could identify their strengths and weaknesses and improve their performance by reflecting. 20% said that by reflecting, they could get feedback from students about the effectiveness of the teaching and learning process.

Table 2. Teacher's Perception of Reflection in Learning

Questions	Teachers		Indonesian Teachers	
	Theme	Excerpt	Theme	Excerpt
Do you think that as a teacher, doing reflection is important? Why	Improving the teaching and learning process	Yes, to elicit from oneself how learning and teaching were carried out for the students.	Improving the teaching and learning process	Knowing my strengths and weaknesses in the teaching process. Present the weaknesses I made during teaching (both from the preparation process and when in the field). From there, I can maximize my teaching performance in the next opportunity. Can increase the effectiveness of teaching and

Questions	Teachers	Indonesian Teachers	
			learning in the classroom, streamline time, find the right teaching style for the teacher.
Professional development	Yes. To learn more about how I can improve as a teacher.	None	None
	Yes. It encourage us to provide learning plan/development plan for our teaching career		
	Yes. Because when we reflect, we find out if the things we are doing are useful or need adaptation. Reflecting makes us be mentally and emotionally prepared amidst our demanding profession		
Problem Identification	yes, it shares our experiences and reflects in any problems about teaching.	Getting feedback	Get feedback from students to determine how the students absorbed the material that day.

The findings of teachers' perceptions and reflective questions in this study are slightly different from those found by Nurkamto and Sarosa (2020), who found that English teachers faced many challenges in developing reflective practice due to their lack of understanding of reflective teaching. The findings of this study indicate that teachers have begun to realize the importance of reflection and have questions that arise in carrying out their role in teaching. Teachers realize that they must follow up on these reflective questions and continuously develop themselves. Shalabi, M., Almuqati, AN,

and Sameem, M. (2018) stated that teachers need good self-observations and self-assessments. Teachers need to monitor their teaching by ensuring that they understand their class and make improvements to their classroom processes if needed.

c. Teachers' Follow-up on Reflection

In the next question about the follow-up on the reflective questions they asked, 13 out of 16 teachers said they conducted action research. 1 in 16 said that teachers are also researchers. 3 out of 16 did so informally by improving what they felt was less than suc-

cessful. Unlike the Philippine teachers, the Indonesian teachers expected more on the students' feedback. The data obtained from the follow-up carried out by Indonesian teachers were:

1) Exploring information from students

Teachers find more information about the learning problems by asking students about what they have not understood and extracting the information from them (12.5%).

2) Planning improvements for the next meeting

After reflecting, the teacher then plans what will be improved at the next meeting and looks for different strategies. (75%)

"Maximizing the potential of existing children by trying new strategies and ideas

in applying techniques, models or learning methods that previously did not make students interested in the topic of learning"

"Sometimes some students feel that when I give the material to them, they feel that I explained the material too quickly so that some of them cannot understand the material. For that I try to improve the quality of my teaching by reducing my speaking speed when explaining the material. And I can feel the results, my students can understand the material I convey."

3) Self-Developing

When I have difficulty understanding the material, I usually search the materials via youtube (12,5%).

Table 3. Teachers' Follow up on Reflection

Teachers		Indonesian Teachers	
Theme	Excerpt	Theme	Excerpt
Extracting information from students	I search for the information about the problems faced by the students	Extracting information from students	Usually after teaching and giving practice, then I see the results of the exercise. If the results are still many below the KKM, then at the next meeting I will review and ask questions to the students about the things they did not understand. Then I will give retraining to see the results. After that I analyzed again. If the results are good (the average value is above the KKM) then I will assess the KD.
Planning improvement	I plan a new strategy to improve the learning activity	Planning repairs	I am related to teaching strategies. After reflecting on the teaching in the previous meeting, I usually

Teachers		Indonesian Teachers	
			prepare a draft of what I need to do in class for the next meeting.
Self-developing	I make improvement informally without doing any formal research.	Improve self-ability	When I have difficulty understanding the material, I usually search the material via YouTube. I analyze the results of the learning that I have done, if it is good I will continue but if it is not good I will change the method / model and sometimes the learning media.

d. Teachers Self-Development

All Philippine teachers and Indonesian teachers answered that they develop their competence and their professionalism through training and independent learning, namely, reading research articles or journals,

continuously learning, and keeping up with new developments from various sources such as reading literature about good teachers, and applying various teaching strategies and methods.

Table 4. Teachers' Self development

The Philippine Teachers		Indonesian Teachers	
Theme	Excerpt	Theme	Excerpt
through training and workshop,	Analyzing process and outcome plans, attending training, applying various strategies, learning methods	through training and workshop,	I learn by attending training, reading articles/journals of research results about education.
continuously learning,	Don't stop learning, and learning.	continuously learning,	I often look for references on how to be a good teacher
keeping up with new developments from various sources,	reading literature about good teachers, and applying various teaching strategies and methods.	keeping up with new developments from various sources,	Always read new references, attend webinars, be active in activities that include public speaking. I learn new things about the development of learning, especially in 21st Century learning and HOTS by reading literature and sharing

a. Teacher's Reflective Questions

The questions asked by the teacher as self-reflection are about: the way they deliver the lesson, self-reflection, student learning experiences, and learning processes. They did reflection after the teaching practice. The reflection done by the teachers from both countries can be classified as what Schon (1984) suggested: reflection on action – where the teacher reflects after the incident to review, analyze, and evaluate the situation. Based on data on reflective questions asked by teachers, it was found that English teachers in the Philippines asked themselves questions about teaching methods, student learning experiences, learning processes, and self-reflection of their teaching skills in teaching. Indonesian teachers ask more questions about what students experience in learning. They tend to orient their reflections on what students experience and achieve and what students do in their teaching. Although the focus of the questions is different, the teachers' questions from the two countries show that teachers' thinking about the quality of their teaching performance leads to good self-agency as teachers. Referring to the level of reflection of the teachers as proposed by Larrivee (2008), it can be concluded that the reflection belongs to level 3 (pedagogical reflection); that is, the teachers evaluate their teaching practice and think about the impacts upon students learning.

Teachers' questions about the methods they use in delivering lessons allow teachers to consciously develop a repertoire of relevant and context-specific strategies and techniques as one of the advantages of reflective practice. The teacher's question about whether the students learned anything from what they have conveyed shows the teacher's awareness of the most important point of the teaching and learning process: students' understanding of the material being taught.

Whether students enjoy teaching and learning reflects the teacher's responsibility to create a pleasant environment to facilitate learning. Whether the class is participatory is a good question because it will improve the learning process and make students more involved in the next class. The teacher will then recall the classroom teaching experience to get information about student participation during class. This is an example of the cycle's implementation, as Kolb (1984) suggested. Substantial experience that is about teachers' experience during the teaching and learning process, reflective observation, that is the observation about the students' experience in the teaching and learning process, and the teachers' thoughts about what they experience in the event (abstract conceptualization), and the follow-up activities on reflection (active experimentation).

b. Teacher's Perception of Reflective Practices in Teaching

Teachers from both countries said that reflection was beneficial for their self-development. English teachers from both countries stated that reflection benefited them for self-development and solving problems. 90% of the Philippine teachers said that reflection gave them a plan to improve themselves and 10% of them said that it was good to share experiences with others and identify problems they face in teaching. For the Indonesian teachers, 80% of them said that by reflecting, they could identify their strengths and weaknesses. 20% of them said that by reflecting, they could get feedback from students about the effectiveness of the teaching and learning process.

The benefits felt by the teachers are in accordance with the opinion expressed by Brookfield (2011) that reflective practice provides a means for teachers to improve their practice to meet the learning needs of

their students effectively, thereby helping teachers to take actions that can be justified and explained to others and which can be used to guide further action. Thus the teacher can adjust and respond to problems. This helps teachers to become aware of their underlying beliefs and assumptions about learning and teaching.

c. Teachers' Follow-up on Reflection

Follow-up by Filipino and Indonesian teachers showed that they followed up on the reflective questions they asked. Most of the teachers follow up with action research formally (81%) and 19% do it informally. Meanwhile, the data obtained from the follow-up conducted by Indonesian teachers, the follow-up carried out was by informally improving (not through Classroom Action Research) digging deeper into information from students, planning improvements for the next meeting, and developing themselves.

Following up the reflection with improvement is something that the teacher should do. Following up on these reflections is part of the teacher's self-agency, where teachers can consider and make choices, show resistance, and interpret experiences as they form their identities (Hamilton & Pinnegar, 2015). In this case, the teacher determines their next steps to achieve the goal. They align goals with efforts to be made.

As teachers, they face challenges that demand them to but also offer support dynamically and effectively for the learner's benefit". Thus the teacher tries to provide good teaching by showing concern and establishing good relationships with students to create a more comfortable and conducive learning environment for students to improve learning quality that allows the achievement of learning objectives.

d. Teacher Self-Development

The self-development carried out by all teachers in the Philippines and in Indonesia who were the respondents of this research developed themselves in various ways. The teachers learn independently through training and workshops, reading research articles or journals, continuously learning, following new developments from various sources, reading literature on good teachers and applying various teaching strategies and methods. The findings above show that teachers independently develop themselves continuously in various ways. According to Bullock (2009) self-study is "a continuous, systematic, and careful investigation into one's own practice . . . to develop [one's] basis for knowing about teaching teachers"

Teachers' reflection by asking themselves about their teaching can explore what they need to develop themselves. (Peercy & Sharkey, 2018). Independent learning also allows teachers to reflect on their identity and practice (Izadinia, 2014). Furthermore, awareness about self-development also shows teachers' awareness of available resources and potential challenges, so they choose to lead their learning and professional practice and implement innovative activities that support the aspired identity (Martel, 2018).

Referring to the literature on the four main principles of reflective practice that can be used effectively in our practice of reflection in learning and teaching, namely commitment, challenge and support, caring and building personal knowledge in practice, teachers are committed to providing time for reflection in order to achieve goals. Teachers provide support to students to overcome problems that arise in learning, teachers care about problems in learning and try to develop their personal knowledge as or with time as they teach. This is paramount in impro-

ving the quality of teaching and learning process since it can lead the teachers to innovate to improve the teaching practice.

From the findings about teachers' reflective questions, their views on reflection, their follow-up to the results of reflection, and their self-development efforts, it can be concluded that overall, teachers have carried out four stages of reflection as proposed by Kolb (1984) and Gibbs (1988). Description, Feeling, Evaluation, Analysis, Conclusion, and Action Plan. In this case, the teacher asks what has been experienced in class, what has been experienced by students in their learning, then evaluates what is lacking and needs to be improved, and what works and does not. Next, the teacher analyses why it happened and concludes what can be learned from the situation that has been experienced so that the results will be better in the future. The last stage is to follow up on the evaluation results.

4. Conclusion

The awareness of the importance of reflective teaching is profound for a teacher. Reflective teacher is an important factor in the success of the teaching and learning process. The quality of education depends on how teachers can improve their teaching and learning process based on reflective teaching practice. As the level of reflection is a continuum from the weakest to the strongest level, it is expected that the teachers are trained to become reflective teachers so that they can reach the highest level of reflection, critical reflection. The reflection, which is critically practiced and explicitly trained is more likely to make teachers continuously develop themselves consciously and continuously as an ongoing process.

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