INVESTIGATING THE SIGNIFICANCE OF THE REFLECTION STAGE IN MICROTEACHING AT THE SIXTH SEMESTER OF STUDENT AT UNIVERSITAS MUHAMMADIYAH MAKASSAR

A THESIS

Submitted to the Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar in part of the requirements for the degree of Education in English Education department
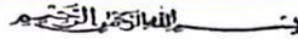
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MUHAMMADIYAH UNIVERSITY OF MAKASSAR

2024

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Day / Date	Chapter	Note	Sign
Selasa /06-08-24	1 - III	Chapter 3 should be written using past tense	
Kamis /08-08-2024	I V	Findings should be able to answer research questions	
Selasa /13-08-2024	IV	The data displayed in the findings should support the Interpretation.	
Kamis /15-08-2024	I V	Improve Discussion and Conclusion	
Selasa /20-08-2024	I - V	Abstract writing.	
Kamis /22-08-2024	I - V	ACC	

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Rabu 7 Agustus 2024	I – III	- Check chapter 1-3 (tenses) - chapter 2 teori	
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Sabtu 10 Agustus 2024	V	- Conclusion - Maossh - Ref.	
Senin 12 Agustus 2024	III	- Instrument (Interview)	
Rabu 14 Agustus 2024	V	- Result Students (Appendix) Transcribing data - References	
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SURAT PERJANJIAN

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MOTTO

"Ketika aku melibatkan Allah dalam semua rencana dan impianku, dengan penuh keikhlasan dan keyakinan, aku percaya tidak ada yang tidak mungkin untuk diraih"

"kesuksesan dan Kebahagiaan terletak pada diri sendiri. Tetaplah berbahagia karena kebahagiaanmu dan kamu yang akan membentuk karakter kuat untuk melawan kesulitan"

(Hellen Keller)

"Kita harus berarti untuk diri kita sendiri terlebih dahulu, sebelum kita menjadi orang yang berharga bagi orang lain"

(Ralph Waldo Emerson)

DEDICATION

I dedicated this thesis to my beloved parents, my brothers, and my friends who

always gives me support to complete this thesis in any conditions.

ABSTRACT

Riska Amalia, 2024 *"Investigating The Significance Of The Reflection Stage In Microteaching At The Sixth Semester Of Students At Universitas Muhammadiyah Makassar".* A thesis of English Education Department Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar. (Supervised by Nunung Anugrawati and Farisha Andi Baso).

The research aimed to find out the significance of the reflection as one of stage when implementing microteaching practices. The subjects in this research were sixth semester students at Universitas Muhammadiyah Makassar who were selected using purposive sampling technique. This method of research was qualitative research with phenomena experienced by the subject of research. This research data was collected through semi-structured interview. Data analysis technique used data minimization, data visualization, and conclusion or interpretation. The results of this research showed that reflection provides many benefits for students in learning because it can help identify and evaluate learning material so that they can understand the material well. It can be concluded the reflection stage in microteaching was very important and beneficial to do because it could help students and teachers in evaluating and improving the quality of education. Therefore, it is important for educational institutions to continue to encourage and facilitate consistent and in-depth reflection practices, so that students can fully benefit from this process and achieve optimal academic and personal potential.

Keywords: *Investigate, Reflection, Microteaching*

ABSTRAK

Riska Amalia, 2024 "Investigasi Signifikansi Tahap Refleksi Dalam Pengajaran Mikro Pada Mahasiswa Semester Enam Di Universitas Muhammadiyah Makassar". Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. (Dibimbing oleh Nunung Anugrawati dan Farisha Andi Baso).

Penelitian ini bertujuan untuk mengetahui pentingnya refleksi sebagai salah satu tahapan dalam pelaksanaan praktik microteaching. Subjek dalam penelitian ini adalah mahasiswa semester enam di Universitas Muhammadiyah Makassar yang dipilih dengan menggunakan teknik purposive sampling. Metode penelitian ini adalah penelitian kualitatif dengan fenomena yang dialami oleh subjek penelitian. Data penelitian ini dikumpulkan melalui wawancara semi terstruktur. Teknik analisis data yang digunakan adalah reduksi data, visualisasi data, dan kesimpulan atau interpretasi. Hasil penelitian ini menunjukkan bahwa refleksi memberikan banyak manfaat bagi mahasiswa dalam pembelajaran karena dapat membantu mengidentifikasi dan mengevaluasi materi pembelajaran sehingga dapat memahami materi dengan baik. Dapat disimpulkan, tahap refleksi dalam microteaching sangat penting dan bermanfaat untuk dilakukan karena dapat membantu siswa dan guru dalam mengevaluasi dan meningkatkan kualitas pendidikan. Oleh karena itu, penting bagi institusi pendidikan untuk terus mendorong dan memfasilitasi praktik refleksi yang konsisten dan mendalam, sehingga siswa dapat memperoleh manfaat penuh dari proses ini dan mencapai potensi akademik dan pribadi yang optimal.

Kata kunci: *Menyelidiki, Refleksi, Pengajaran Mikro*

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In the process of completing this thesis, the researcher realized that there was a lot of assistance, support, advice, and direction given by many parties. Therefore, with all humility, the researcher would like to express her highest appreciate to:

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The words may not be enough to express for their contribution. May Allah bless them all. However, the researcher realized that this paper is not perfect. All the suggestions and constructive criticism from others to make this paper better.

Makassar, Agustus 2024
The Researcher

Riska Amalia

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CHAPTER I

INTRODUCTION

A. Background

English was the official language in the world. In many countries, English was taught as a foreign language especially in Indonesia. Teaching a language was a process that requires many qualifications and competencies. Teaching was the process of focusing on people's needs, experiences, and feelings. It made the students learning new things for their future. Obviously, we must be eligible to become an English teacher. The academic qualification and background knowledge of EFL Teacher have regulated by The 1945 Constitution (UUD 1945) No. 14/2005 about Teachers and Lecturers, Paragraph 7 section 3, which said teachers and lecturers were professions which must have the academic qualification and specific background knowledge. Microteaching could be one of ways to help them to improve their teaching skills to be suitable with required qualifications and building up their teachers' identity.

To be a good teacher, a student needs to have many knowledge and skills to teach such as how to teach properly, make a lesson plan, preparation in the classroom and how to deliver a material to student. The way to reach it, a student needed to learn in Microteaching subject before doing a teaching practice. In broad terms, the primary aimed of a micro-teaching course was to instill and enhance fundamental teaching competencies in student teachers as part of their preparation before undertaking teaching practicum in actual schools or international institutions.

One of the important components in microteaching was reflection. Reflection was a way for teachers to provide feedback to students to find out the extent of students' knowledge of the learning material that has been taught previously. A large body of research supports the idea that reflection played an important role in teacher learning and development (Farrell, 2015).

Through reflection, teachers could identify their strengths and weaknesses as teachers, as well as find solutions to the problems they faced in teaching and planed to make useful changes to improve their teaching practices. Reflection should ideally be one of the routines that teachers needed to do to improve their professional development. therefore, it was very important for teachers to reflect before the learning process took place.

While a limited number of studies have explored reflection in EFL pre-service teaching contexts, there was a lack of understanding regarding how EFL teacher candidates engaged in reflective activities and perceived them. This study aimed to address this gap by investigating the significance of the reflection stage in microteaching during the sixth semester for students at Universitas Muhammadiyah Makassar.

B. Research Question

Based on the background above, the researcher formulated question as follow: What is the significance of the reflection stage in microteaching at the Sixth semester of student at Universitas Muhammadiyah Makassar?

C. Research Objectives

Based on the research questions above, the objective of this research was to find out the significance the reflection stage as one of the stages that exist when carrying out microteaching practices for sixth semester of student at Universitas Muhammadiyah Makassar.

D. The Significance of the Research

With the result of this study, the researcher expected to provide benefits as follows:

1. Academics and educational instutions provided information about reflection stage in microteaching.

2. For researchers, it provided new knowledge when using this method, and it was also something that the researcher really hope to prove the teory they get. In addition, it provided benefits for lecturers and students.

3. For lecturers, it helped lecturers in an effort to significance of the reflection stage in microteaching.

E. Scope of the Research

The limitations are this research only focuses on the significance of the reflection stage in microteaching namely reflection on learning practices and assessment. there are several models in reflection but this research only focus on one model, namely the 4F model.

CHAPTER II

LITERATURE REVIEW

A. Review of Previous Research

There were some studies about investigating the significance of the reflection stage in microteaching can support this research, and have inspired the researcher to do this kind of research.

First, research from Setiyorini et al., (2021) This study aims to know what the students of the 8th semester English Department's perceptions on microteaching related to their teaching practicum by using questionnaire and interview. The results of this research are students of 8th semester English department agree that microteaching is effective to build up their teaching competences and ability.

Second, research from Msimanga (2021) The purpose this study to explore how participation in micro lessons develops skills which are key in the teaching profession. The results of this research that micro lesson presentations play a crucial role in enhancing the skills of student teachers. The effectiveness is heightened when there is a diverse progression in the format of micro lesson presentations. Specifically, it is recommended that micro lesson presentations advance through stages of friendship groupings, random groupings, and peer presentations. Engaging in micro lessons fosters the development of various teacher professional skills, including but not limited to lesson planning, teaching techniques, resource utilization,

reflective practices, decision-making abilities, time management, responsibility, and adherence to professional conduct standards.

Third, research from Ralph (2014) This research aimed to investigate the viewpoints of teacher candidates regarding the efficacy of microteaching as a strategy to acquire instructional skills. The focus was on assessing the effectiveness of microteaching in preparing them for the 16-week extended practicum (internship) program in schools spanning pre-K to grade 12. The results of the study affirm that novice teachers place significant value on microteaching as a potent pedagogical method, contributing to the enhancement of their teaching skills and confidence. However, it is noteworthy that the maximum benefits of microteaching were realized under specific favorable conditions.

It concluded that some researchers argued that microteaching was effective for training prospective teachers. Therefore, it was important for prospective teachers to do microteaching first before teaching directly in the classroom.

Based on the previous research above, researchers both examined microteaching. Some used qualitative methods and some used quantitative methods, but the difference lies in the focus of the research. Previous research only discussed the perception and effectiveness of microteaching while this study discussed the significance of the reflection stage in microteaching.

B. Some Pertinent Ideas

1. Concept of Microteaching

    a. History of Microteaching

The term microteaching was first introduced in 1960 by Dwight Allen but the concept is never static. Term Microteaching continues to grow and develop in both focus as well as the format. Microteaching is a laboratory technique teacher training where the complexity of teaching is simplified. This is described as "Scaled down or reduced in size both in terms of material, time and number of participants" (Allen et al, 1969). The reduced scale has been done in three ways: The duration of microteaching is only 5-15 minutes. Class sizes range 4-10 students. Learning is focused on parts teaching skills separately in learning sessions micro.

Microteaching was developed at Stanford University (Amobi et al, 2009), when understanding behaviorism in psychology (behavioral psychology) begins to influence the learning process. Behaviorism considers that learning is a process behavior change. This understanding emphasizes the importance of bait back in the learning process.

Nurlaila (2009) said that "microteaching in Applied sciences began to be implemented by Dwight Allen and his friends in 1961, known as the Stanford model, which was then also implemented at the University of California (Berkeley)." Dwight Allen and his

colleagues developed a training program that had the goal of improve teachers' verbal and nonverbal abilities speaking and appearance in general. That training program then implemented in a wider scope to train architects, factory workers, and American soldiers.

Lakshmi (2009) said that "in 1962, Stanford University introduced it as an experimental education program supported by the Ford Foundation. This educational program implies micro elements that systematically seek to simplify the complexity of the teaching process." This teaching model then spread to a number of universities in America and Europe in teacher education programs. Furthermore, in 1971, microteaching began to develop in the Asian region, especially Malaysia, the Philippines and Indonesia. This development is based on a recommendation from The Second Sub-Regional Workshop on Teacher Education (Rohani, 2004).

Microteaching has been widely practiced in teacher training throughout the world since its introduction in Stanford University by Dwight W. Allen, Robert Bush and Kim Romney in the 1950s. According to Mc. Laughlin and Moulton, "microteaching is as a performance training method to isolate the component parts of the teaching process, so that the trainee can master each component one by one in a simplified teaching situation". Micro learning is essentially an approach or learning model to train teachers' teaching

performance/skills through part by part of each basic teaching skill, which is carried out in a controlled and sustainable manner in learning situations.

Malik (2009) explains that micro teaching developed at Stanford University was carried out in in order to find more training methods for prospective teachers effective. The main idea appears in the form of a lesson demonstration where a group of students play roles. Then held research on micro-teaching, in real learning situations. In order to develop teaching skills, The complex act of teaching is broken down into: a number of skills that are easy to learn. Apart from that, it was researcher also ways to use methods flexibly and effectively, and accompanied by questions as reinforcement.

Early 1970s by British Colombia's Education Ministry as a training program for all universities in Colombia, there is a development of the microteaching learning model which is known as the Instructional Skills Workshop (ISW) model.

Development of a microteaching learning model Mutahir was introduced by Aburrahman Kilic in 2010 in Duzce University Turkey which is known as the LCMT or Learner model Microteaching Center. The LCMT model is an implementation model learner-centered microteaching. This model requires microteaching to involve the active role of teacher trainees starting

from the thinking process, making decisions, carrying out activities, up to teaching evaluation.

b. Definition of Microteaching

The word microteaching came from two words, namely micro and teaching. Micro meant small, limited and narrow, while teaching meant educate or teach. Microteaching meant an activity teaching where everything is reduced or simplified. With In other words, microteaching is an action or training activity teaching and learning in laboratory situations (Sardirman, 2011). Mc.Knight in Asmani (2011:21) suggests that microteaching has been described as a scaled down teaching encounter designed to develop new skills and refine old ones. Microteaching can be described as a "scaled down" teaching process, designed to develop new skills and improve existing ones.

Lakshmi (2009:4) illustrate microteaching as a scaled down teaching encounter, scaled down in terms of class size, lesson, length, and teaching complexity. Meanwhile Allen and Eve (1968) explain that "microteaching as a system of controlled practice that makes it possible to concentrate on specific teaching skills and to practice teaching under controlled conditions". Buch (1968) defines "microteaching is a teacher education technique which allows teachers to apply well defined teaching skills to carefully prepared lessons in a planned series of five to ten minute encounters with a

small group of real students often with an opportunity to observe the results on videotape".

Microteaching is a limited teaching training for prospective teachers to master the desired teaching skills. Singh and Sharma (2004:70) suggest that microteaching is a training technique, which requires pupil teachers to teach a single concept, using specified teaching skills to a small number of pupils in a short duration of time. Microteaching is a training technique, which requires the teacher to teach stump concepts, using certain teaching skills to small groups of students in a short duration of time.

Microteaching is a performance training method designed to limit the components of the learning process so that practitioners can master the components one by one simple teaching situation. A. Pelberg in Sukirman (2012:23) said that, "microteaching is a laboratory training procedure aimed at simplifying the complexities of regular teaching-learning processing". Microteaching is a training procedure equipped with laboratory equipment, aimed at simplifying the complexity of the conventional teaching and learning process.

c. **Characteristics of Microteaching**

The main characteristic of microteaching was minimization or simplification. The word minimization or simplification referred to the amount of time, amount of material, amount of skills, and

number of students. Sharma in Lakshmi (2009:54) identify the characteristics of microteaching learning.

1) Real Teaching, microteaching is real teaching. However, it focuses on developing teaching begins.

2) Scaled down teaching, the following outline is characteristic of scale down teaching:

a) Scaling down the class size of five to ten pupils,

b) Scaling down the duration of period of five to ten minutes,

c) Scaling down the size of topic, and

d) Scaling down the teaching skill.

e) Individualized device, it is a highly individualized training device.

f) Providing feedback, it provides the feedback for trainee's performance.

g) Device for preparing teachers, it is a device to prepare effective teachers.

Sukirman (2012:27-28) identify fundamental things characteristic of microteaching.

1) Microteaching is real teaching. Developed training process in the microteaching approach is a learning activity actually (real teaching), but not carried out on actual class.

2) Microteaching lessons the complexities of normal classroom teaching. The training is carried out through a micro learning

approach, as the name suggests "micro", namely activities simplified learning exercises on each element and learning components.

3) Microteaching focuses on training for the accomplishment of specific tasks. Skills developed in learning micro is focused on specific skills specifically.

4) Microteaching allows for the increased control of practice. Micro learning is more directed at controlling each the type of skill being trained.

5) Microteaching greatly expands the normal knowledge of results feedback dimensions in teaching. Through micro learning you can broaden horizons and understanding related to learning. In the process of practice in micro learning Interested parties will receive input which is invaluable for improving the setup process, coaching, and improving the teaching profession.

Based on the experts above, the researcher concluded that the characteristics of microteaching learning are: a learning that has special characteristics such as learning real, reduced size, individual, and prioritize feedback.

d. Objectives of learning Microteaching

The main purpose of microteaching was to prepare professional colon teachers, especially in terms of mastery of basic skills in teaching. Sukirman (2012:35) suggests the learning objectives of microteaching.

1) To facilitate, train, and foster prospective and practicing teachers in terms of basic teaching skills.

2) To facilitate, train, and nurture prospective and practicing teachers to have the competencies expected by the provisions of the laws and government regulations.

3) To train teaching performances and skills that are to train teaching performances and skills that are carried out specifically section by section so that maximum ability is obtained in accordance with professional guidance as a teacher.

4) To provide opportunities for colons and teachers to practice by correcting and assessing their strengths and weaknesses.

2. **Stages of Microteaching Class**

Micro teaching involved several key stages designed to provide focused practice and constructive feedback for teachers. These stages helped in the continuous improvement of teaching skills. Here are the main stages in micro teaching:

1) Planning stage

Planning aims to prepare a concise and focused lesson plan. Activities include Identifying clear learning objectives, developing a detailed lesson plan, including learning strategies, materials, and assessment methods, Anticipating potential challenges and planning solutions.

2) Teaching (Implementation)

The purpose of teaching is to deliver a lesson to a small group of peers or students. Activities include implementing the lesson plan, using prepared strategies and materials, engaging students, managing the class, and facilitating learning. The outcome of this teaching is practical experience in delivering lessons and interacting with students.

3) Observation

Observation here aims to gather feedback on teaching performance. The activity involves a peer, mentor, or supervisor observing a teaching session, with the observer focusing on specific aspects such as clarity of explanation, engagement strategies, classroom management, and teaching effectiveness. The result is detailed notes and constructive feedback that highlight strengths and areas for improvement.

4) Feedback

The purpose of feedback is to give and receive constructive criticism and praise. The activities undertaken in this feedback are Conduct a feedback session where observers share insights with the teacher, discuss what has gone well and what can be improved. The result is valuable feedback that guides the teacher to improve his/her teaching practice.

5) Reflection

The purpose of this reflection is to self-assess and internalize the feedback received. Reflection was a way for teachers to provide

feedback to students to find out the extent of students' knowledge of the learning material that has been taught previously. Activities include reflecting on the teaching experience and the feedback given, identify highlights and areas that require further development. The outcome of this reflection is a deeper understanding of personal teaching style and areas for improvement.

6) Re-planning

The purpose of re-planning is to revise and refine the lesson plan based on reflection and feedback. Activities undertaken in this re-planning are Modifying the lesson plan to address identified weaknesses and incorporate new strategies, setting specific and actionable objectives for the next teaching session. The result is a lesson plan that has been refined and is ready to be used for the next cycle.

7) Re-teaching (Implementation)

The purpose of re-teaching is to implement the revised lesson plan. The activities undertaken here are to present the revised lesson to a new group of students or the same group for further practice, applying the changes and new strategies developed during the re-planning. The result is an opportunity to practice and refine teaching skills with continuous improvement.

8) Re-observation and Feedback

The purpose of this stage is to continue the improvement cycle. Activities include repeating the observation and feedback stage with the

revised lesson, gathering new insights and suggestions for further refinement. The result is continuous professional development and improved teaching skills.

3. Concept of Reflection

a. Definition of Reflection

Reflection, as defined by Sellars (2017), is a purposeful and intentional metacognitive process that educators undertake to improve their professional practice. This involves thinking critically about their actions and experiences, leading to learning, self-evaluation, and growth. Mathew et al. (2017) emphasize the significance of reflective practice in settings where professionals learn from their experiences to enhance their professional development. Additionally, Burhan et al. (2016) describe reflective practice as a systematic problem-solving process where in teachers engage in deliberate thoughtfulness regarding specific events, incidents, or situations, drawing on Dewey's (1993) concept. Furthermore, Farell (2018) posits that reflective practice empowers teachers to delve into their relationships with students, values, abilities, and both successes and failures within the authentic context of their work.

b. Types of Reflection

Researcher has categorized reflection into three distinct types: reflection-in-action, reflection-on-action, and reflection-for-action (Ortaçtepe et al 2016).

1. Reflection-in-action:

This form of reflection takes place while the event or action is unfolding. Wain (2017) describes it as "a process of observing thoughts and actions as they occur in order to make adjustments in the moment." Schön (1983), as cited by Farell (2018), emphasizes that teachers should engage in reflection not only after an event but also during the action itself. This real-time reflection is crucial for addressing and managing unexpected situations.

2. Reflection-on-action:

Reflection on action occurs after the event has concluded. It involves the teacher retrospectively examining and learning from their past actions (Wain, 2017).

3. Reflection-for-action:

Reflection for action, also known as anticipatory reflection, happens before the actual action takes place (Burhan, 2016). This involves a thoughtful process of considering future actions based on past experiences or actions. It serves as a proactive approach to preparing for upcoming situations.

c. **Models of Reflection**

This reflection on learning and assessment practices had four models, as follows:

1. 4F (Facts, Feelings, Findings, and Future) Model

This reflection on learning practices and assessment of the 4F model consists of Facts, Feelings, Findings, and Future. Facts here are events. Recount the events that have been experienced during the learning process. Starting from what things have happened, what benefits have been obtained, and what obstacles and difficulties have been faced during the learning process.

Feelings here are feelings. Tell us how you felt during the learning process. What did you feel? Did you feel happy during the learning process? Or just the opposite. Also tell me what made you feel that way. What makes you happy or what makes you sad.

Findings here is to tell what you have learned today. Elaborate on the most memorable learning as well. Tell us what you have learned during the learning process.

Future here is the benefits obtained during the learning that has been done. Tell me if these benefits can help you in your future role. Tell me what you will do in the future based on the benefits of the learning that has been obtained today.

2. 4C (Connection, Challenge, Concept, and Change) Model

The next model of reflection on learning and assessment practices is 4C. Model 4 C (Connection, Challenge, Concept, and Change). As for who developed this 4C model, namely Ritchhart, Church, and Morrison (2011).

Connection here is telling about the relationship between the material that has been obtained and the role that is owned. Challenge here is whether there is a difference between ideas, materials, or learning practices that have previously been understood and those that have just been obtained.

Concept here means how you tell the main concepts of the material learned and which material is important for the next learning process. Change here is what changes will be made after getting the subject matter. What is the impact of the learning process that has taken place? Will it encourage you to make a change in the future?

3. DEAL (Description, Examination, and Articulation of Learning) Model

The next model of reflection on learning and assessment practices is the DEAL model. This DEAL model is Description, Examination, and Articulation of Learning (DEAL). As for those who developed this DEAL model, namely Ash and Clayton (2009). Description, here is describing the experience

experienced by telling the elements of 5W + 1H (What/What, Who/Who, Where/Where, When/When, Why/Why, and How/How); Examination, here is analyzing the experience by comparing it to the goals / plans that have been made before; Articulation of Learning, here is explaining what was learned and plans for future improvement.

4. Reflective Storyboard

The last learning and assessment practice model is the reflective storyboard model. This reflective storyboard model consists of 4 continuous pictures that illustrate your reflection on an event, then each picture is given a brief explanation for each picture.

When doing reflection and assessment using this model, all you need to do is draw a storyboard. Draw what you have reflected on during the learning process. Tell it in the form of a picture with a continuous story. You only need to draw four continuous pictures to reflect on learning and assessment practices in the reflective storyboard model. Don't forget to draw according to the reflection you want to express.

C. Conceptual Framework

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┌─────────────────────────────────┐
│      Microteaching Class        │
└─────────────────────────────────┘
                 │
┌─────────────────────────────────┐
│        Reflection Stage         │
└─────────────────────────────────┘
                 │
┌─────────────────────────────────┐
│          Significance           │
└─────────────────────────────────┘
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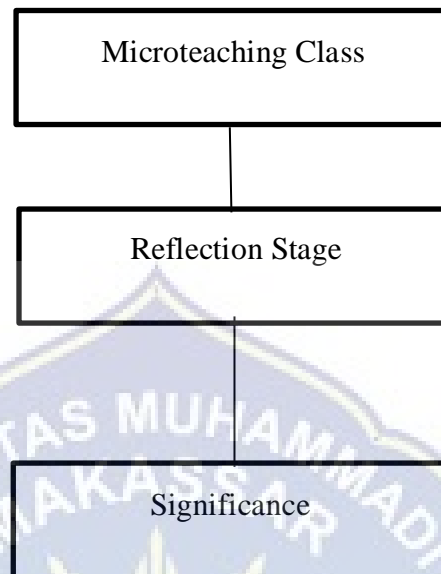
Figure 2.1 Conceptual Framework.

Based on the conceptual framework above, the researcher focused on students about the significance of the reflection stage in microteaching. In collecting data, researcher conducted interviews with eight students to obtain information. Then the researcher looked the significance of reflection in microteaching.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the researcher used descriptive qualitative method without involving any statistical or numerical data. According to by Moleong (2010: 6), descriptive qualitative research involvesd investigating and comprehensively explaining various aspects of the subject under study, such as behavior, perception, motivation, and actions. This type of research aimed to provide a holistic understanding of the phenomenon and presents the findings through verbal expressions in the form of words and sentences.

Based on the explanation above, the researcher used descriptive qualitative research in conducting this research because it was suitable for this type of research. This study described about significance of the reflection stage in microteaching. The researcher collected data, analyze and describe the data in the form of words. Descriptive qualitative research was designed to understand a phenomen from the participants' perspective and will be resulted in a richly descriptive way (Merriam & Grenier 2019: 6)

B. Research Subject

The subjects in this research were the sixth semester of student at Universitas Muhammadiyah Makassar, consisted of 8 students taken from 4 classes. 2 students from class A, 2 students from class B, 2

students from class C and 2 students from class D. The criteria for students were students who have taken microteaching courses and are active during the learning process. The sampling technique that used in this research was purposive sampling because the samples were based on certain criteria or characteristics. Researcher interviewed students.

Purposive sampling was a sampling method in which the researcher selects a sample based on the researcher's knowledge of the sample to be selected. According to Sugiyono (2019) as cited in (Meliawati, 2020) purposive sampling is based on considerations or standars that have been previously determined by research. Therefore, researchers chose purposive sampling for data collection techniques in this study.

C. Research Instrument

In this research, the researcher used semi-structured interview. Semi-structured interview was used to find out the significance of the reflection stage in microteaching. The questions in the interview were questions related to the investigating the significance of the reflection stage in microteaching each question answered by student to give information they had about investigating the significance of the reflection stage in microteaching without being limited by "yes" or "no" answers.

D. Data Collection

In this research, the researcher collected data by interviews.

1. The researcher conducted interview to collect and obtained specific and clear data.

2. The researcher gave some questions to the students regarding significance of the reflection stage in Microteaching.

3. Furthermore, the researcher recorded the results of the interview, to avoid missing information.

4. In collecting data, the researcher made transcripts of the interviews that have been conducted.

5. Then the researcher analyzed the interview data on investigating the significance of the reflection in microteaching.

E. Data Analysis

As Sudaryanto (2015:7) state, data analysis is an attempt by the researcher to deal directly with the problems contained in the data. To lead this research, the researcher will use a qualitative method. The techniques that will be used to examine the data include data minimization, data visualization, and inference or interpretation.

The following analysis techniques used by the reseracher:

1. Data minimization was limiting the information that has been found, meaning that researcher will only take data is relevant and in accordance with the investigating the significance of the reflection stage in microteaching perceived by students.

2. Furthermore, data visualization was a technique that uses audio or recorded interviews. This technique was to make it easier for researcher to get the correct information from what students answered during the interview. Through the recording, researcher hoped not to lose any information from the interview results.

3. The last was conclusion or interpretation. In this section, the reseracher drew conclusion based on the data that has been obtained from the interviews. In qualitative research, conclusions changed if they were not supported by relevant evidence, otherwise if the conclusions drew were supported by relevant evidence, the conclusions were flexible.
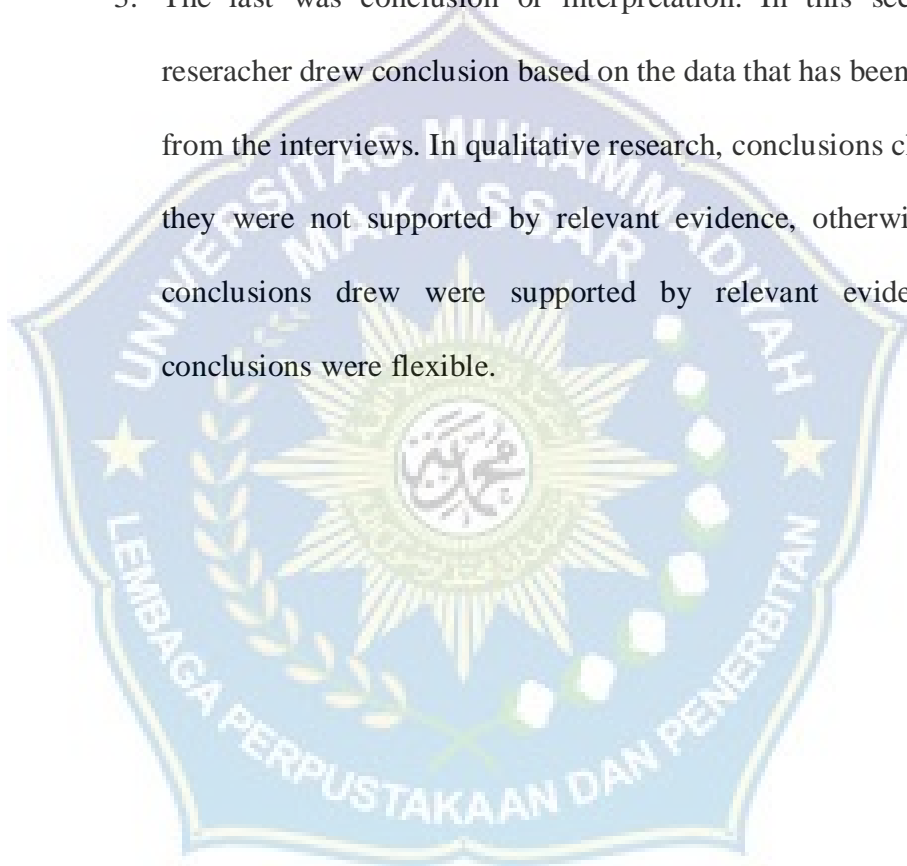
CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Based on the data collected from 8 students, the reflection stage in microteaching holds significant importance for the following reasons:

a. Students' Knowledge About Definition of Reflection

Based on data obtained from student interviews, the results of students' understanding of the definition of the reflection stage. The results showed that all students had diverse answers. 3 out of 8 students stated that reflection is the process of reflecting or thinking back on an experience, action, or learning that has occurred. Students understood reflection as a means to understand more deeply an experience and use it for future improvement. The students said that:

"*Refleksi adalah proses merenung atau memikirkan kembali pengalaman, tindakan, atau peristiwa dengan tujuan untuk memahami dan belajar dari situ*".

(Reflection is the process of reflecting or thinking back on an experience, action, or event with the aim of understanding and learning from it).

Based on data above, the reflection means not just remembering, but more deeply, students dive into the experience. Students try to deeply understand what happened, why it happened, and what was felt at that time. not only focusing on the moment of the event, but also pulling it back into the student's mind for review. In this way, students can see the event from a different perspective.

Reflection can also be done on everything that students have experienced, be it big or small. This could be learning experiences, social interactions, or even decisions that students have made.

In addition, 4 out of 8 students also said reflection is the process by which teachers or prospective teachers evaluate the way they teach. The students said that:

"In my opinion, reflection is an evaluation of teaching to find out what needs to be improved".

Based on the data above, students stated that reflection is a process of evaluating teaching activities. The main purpose of this reflection is to identify aspects of teaching that need to be improved. In other words, reflection is used as a tool by a teacher to re-examine his teaching practices with the aim of finding areas that are less effective so that they can be improved.

In addition, there is students also said that Reflection is an activity at the end of learning. The students said that:

"Menurut saya, refleksi adalah kegiatan di akhir pembelajaran yang dilakukan untuk mengetahui bagaimana pembelajaran berlangsung, baik dari sudut pandang siswa, maupun guru"

(In my opinion, reflection is an activity at the end of learning that is carried out to find out how the learning took place, both from the perspective of students, and teachers).

Based on data above, the students stated the reflection is done after all the material is delivered and the learning activity is completed. This means that we look back at the whole process that has happened. It aims to understand whether the learning objectives were achieved, whether the methods used were effective, and whether students understood the material presented.

It can be concluded that reflection is a process of thinking about something you have done, what you do, or what you learn. His primary goal is to understand deeper and apply what he knows for future improvements. Thinking about such experiences involves analysis and evaluation. Reflection helps people discover their strengths and weaknesses as well as opportunities to improve their performance or understanding. Overall, reflection is an important tool for personal and professional growth. It allows teachers to evaluate the effectiveness of teaching and find ways to improve student learning as well as help students understand their learning process.

b. Students' Knowledge about different Types of Reflection

Based on the answers given by subjects regarding these questions, from of the 8 students, 5 students answered the same, namely knowing several types of reflection, such as personal reflection, group reflection, and academic reflection. The students said that:

"Saya mengenal beberapa jenis refleksi, seperti refleksi pribadi, di mana seseorang merenung sendiri; refleksi kelompok, di mana sekelompok orang berbagi pengalaman dan pemikiran; serta refleksi akademik, yang lebih terstruktur dan biasanya terkait dengan evaluasi pembelajaran atau pekerjaan".

(I recognize several types of reflection, such as personal reflection, where one reflects alone; group reflection, where a group of people share experiences and thoughts; and academic reflection, which is more structured and usually related to learning or work evaluation).

Based on the data above, students stated there are several type of reflection namely personal reflection is reflection undertaken by an individual independently, usually to reflect on personal experiences, feelings or understandings. the purpose is for introspection and self-development. group reflection is reflection done together in a group. It allows group members to share their experiences, views and understandings, and learn from each other. And academic reflection is reflection related to academic learning. It usually involves in-depth analysis of learning experiences, understanding of concepts, or

application of theory to practice, with the aim of improving learning outcomes or developing critical skills.

In addition there are students had different answers, student answered only knew several types namely experience, performance and learning reflection. The students said that:

"Experience reflection, performance reflection and learning reflection".

Based on the data above, the student stated there are several types of reflection namely experience reflection is a reflection that focuses on an experience that one has gone through. The aim is to reflect on what happened during an experience, how we felt about it, and what we can learn from the experience. This could include everyday events or specific experiences that have had an impact on the individual.

Performance reflection is this reflection focuses on evaluating one's performance in performing a task or activity. It involves analyzing what was done well, what could be improved, and how the results could affect future performance. Performance reflection is often used for self-improvement or professional improvement.

And learning reflection is reflection that focuses on the learning process itself. It involves reflecting on what has been learned, how new knowledge was acquired, and how this learning can be applied in the future. The ultimate goal is to deepen understanding and ensure that the learning is relevant and useful.

In addition there are student answered that he knew four types of reflection, namely descriptive reflection, analytical reflection, critical reflection and reflective practice. The students said that:

"Kinds of reflection

1. Descriptive Reflection: This means telling what happened during a learning experience without thinking too deeply about why it happened.

2. Analytical Reflection: This means looking at why things happened, thinking about different viewpoints, and understanding the main ideas behind the events.

3. Critical Reflection: This means questioning your assumptions, thinking about right and wrong, and considering the wider social and cultural context.

4. Reflective Practice: This is when learners keep thinking about their actions and experiences to get better at their job and grow personally".

Based on the data above, the students stated there are four types in reflection namely descriptive reflection refers to the initial stage of reflection, where one simply recounts or describes what happened during a learning experience without further analyzing the reasons behind the event. The focus is on a factual description of the events experienced.

Analytical Reflection is at this stage, reflection becomes more in-depth by trying to understand why something happened. This involves analyzing different points of view, thinking about the reasons behind the event, and understanding the main concepts or principles that influenced the event.

Critical Reflection is more in-depth and critical, where one begins to question assumptions, think about moral or ethical issues, and consider the wider social and cultural context. The purpose of critical reflection is to challenge one's own thinking and open up new, broader perspectives.

And reflective practice is an ongoing approach where one constantly reflects on their actions and experiences to improve performance in work and achieve personal growth. Reflective practice is an ongoing process and is used for lifelong learning and professional development.

Taken together, these statements indicate that reflection can operate at various levels, from mere description to in-depth analysis and critical consideration, all aimed at improving one's understanding and abilities in the context of learning and work.

In this case, it can be concluded that there are differences of opinion about the types of reflection among students, but these differences of opinion indicate that there are variations in students'

understanding of the types of reflection, which may be due to differences in educational experience, emphasis of material by the teacher, or exposure to the concept of reflection.

c. Students' Knowledge of Importance of Reflection in Teaching

Based on the answers given by subjects regarding these questions, from 8 students, all students answered the same, namely. reflection is considered important because with reflection, as a teacher, we can also see from the students' point of view towards learning.

"Pentingnya refleksi dalam memahami diri sendiri dan pengalaman. Refleksi juga membantu mengidentifikasi area perbaikan dan menghindari kesalahan yang sama. Selain itu refleksi memungkinkan perkembangan pribadi yang terus-menerus. Dan refleksi juga membantu meningkatkan kesadaran terhadap tindakan dan keputusan pribadi".

(Reflection is important in understanding oneself and the experience. Reflection also helps identify areas of improvement and avoid the same mistakes. In addition, reflection enables continuous personal development. And reflection also helps increase awareness of personal actions and decisions.)

Based on the data above, it emphasizes some of the key benefits of reflecting, especially in the context of self-development and experiential learning:

1. Understanding self and experience:

   Reflection allows one to reflect and understand more about themselves and the experiences they have gone through. By analyzing actions, feelings, and reactions, one can get to know more about personal strengths and weaknesses, as well as how they interact with the world around them.

2. Identifying areas of improvement and avoiding the same mistakes:

   By reflecting, one can identify areas that need improvement, whether in skills, attitudes, or behaviors. Reflection helps one to learn from mistakes that have been made, thus avoiding repetition of the same mistakes in the future.

3. Continuous personal development:

   Reflection is an important tool for continuous personal growth. By constantly reflecting on experiences and learnings, one can continue to grow, improve their abilities, and become a better version of themselves over time.

4. Increases awareness of personal actions and decisions:

   Reflection helps increase self-awareness, which means one becomes more aware of the reasons behind their actions and decisions. This awareness allows for more thoughtful and responsible decision-making in the future.

Overall, reflection is an important process that helps one to continuously learn, develop, and become more aware of themselves and how they can interact with the world more effectively.

d. Students' knowledge of Post-Reflection Actions

Based on the answers given by subjects regarding these questions, from the 8 students, all students answered the same, namely that after finding deficiencies in learning, students and teachers usually look for new techniques or ways and discuss with other students. The students said that:

"Jika saya menemukan kekurangan setelah refleksi, saya biasanya membuat rencana tindakan untuk mengatasi kekurangan tersebut. Ini bisa berupa mencari sumber daya tambahan untuk belajar, meminta umpan balik dari orang lain, atau mencoba pendekatan baru dalam pekerjaan atau belajar".

(If I find shortcomings after reflection, I usually make an action plan to address the shortcomings. This could be seeking additional resources for learning, seeking feedback from others, or trying a new approach to work or study).

Based on the data above, it can describe the concrete steps taken after reflecting and finding shortcomings or areas that need improvement. Here is the explanation:

1. Creating an action plan:

   After finding weaknesses through reflection, the next step is to plan specific actions to address the weaknesses. This means not only being aware of weaknesses, but also actively looking for ways to improve them.

2. Seeking Additional Resources for Learning:

   One way to address deficiencies is to seek out additional resources, such as books, courses, articles, or other materials that can help improve the understanding or skills that are lacking.

3. Solicit Feedback from Others:

   Inviting others to provide feedback is another step that can be taken. Feedback from coworkers, bosses, or mentors can provide new perspectives and help see aspects that may have been missed or validate self-reflection.

4. Try New Approaches to Work or Learning:

   Sometimes, improving a shortcoming requires a change in the way you work or learn. Trying new approaches can help find more effective and efficient ways to achieve goals.

   Overall, this statement emphasizes the importance of not only reflecting on shortcomings, but also taking concrete actions to correct them, which will ultimately promote growth and self-improvement.

It can be concluded that reflection is the key to growth and self-development. This process begins with an objective evaluation of yourself to find strengths and weaknesses. Once you understand yourself, the next step is to take action based on the results of your reflection. Seeking input from others, trying new methods, or improving the necessary skills are some examples of this action. These actions and cycles of reflection produce a continuous cycle of self-improvement.

In other words, reflection is not just thinking about what has been done; it is also thinking about ways to improve performance in the future. Success in applying reflection to everyday life depends on a mindset that is always open to improvement. Reflection is an effective tool to goals and maximize your potential, whether in learning, work, or personal life.

e. **Students' knowledge of Impact of Reflection on Learning and Teaching**

Based on the answers given by subjects regarding these questions, from 8 students, all students answered the same, namely Reflection on improving understanding of learning by analyzing the learning process. Reflect on what was learned, how, and why. Identify effective learning strategies and change approaches for better results. The students said that:

"Refleksi membantu meningkatkan pemahaman pembelajaran dengan memungkinkan saya untuk mengaitkan teori dengan praktik,

mengevaluasi metode yang digunakan, dan memahami lebih dalam materi yang dipelajari. Dengan merenung, saya dapat melihat koneksi antara berbagai konsep dan bagaimana mengaplikasikannya dengan lebih efektif".

(Reflection helps improve understanding of learning by allowing me to relate theory to practice, evaluate the methods used, and understand more deeply the material learned. By reflecting, I can see connections between different concepts and how to apply them more effectively)

Based on the data above, it can explain how reflection plays an important role in deepening understanding of learning. Here is an explanation of what this means:

1. Linking Theory to Practice:

   Reflection allows one to see how the theory learned can be applied in real situations. By reflecting, one can understand how theoretical concepts learned in class or in books can be applied in a practical context, making learning more relevant and meaningful.

2. Evaluating the Methods Used:

   Through reflection, one can assess the effectiveness of the methods they use in learning or working. This could include study techniques, problem-solving strategies, or other approaches used. By evaluating what worked and what didn't, one can improve their methods in the future.

3. Deeper Understanding of Learned Material:

Reflection helps in deepening the understanding of the material studied by allowing one to reflect on and explore the concepts in greater depth. This could involve thinking critically about what has been learned, connecting different concepts, and seeing how they are interrelated.

4. Seeing Connections Between Different Concepts:

Reflection allows one to see connections between different concepts or ideas that may seem separate. By reflecting on how these concepts are interrelated, one can build a more holistic understanding and see how the knowledge can be applied more effectively in different situations.

Overall, this statement emphasizes that reflection not only helps in understanding the material studied better, but also in integrating theoretical knowledge with practical applications, evaluating the effectiveness of methods, and strengthening connections between various concepts.

B. Discussion

In the discussion section, the subject's answer are explained in detail by connecting to the theory of significance of the reflection stage in microteaching.

a. Definition and Understanding of Reflection

Based on the data that has been obtained from 8 students, it is found that all students have a uniform understanding of the definition of

reflection. They mentioned that reflection is the process of reflecting or thinking back on experiences, actions, or learning that has occurred with the aim of understanding more deeply and improving. This shows that the concept of reflection is well understood by the students as an important tool in the process of learning and self-development. In an educational context, reflection helps evaluate what has been learned and provides insight into ways to improve understanding or approaches in the future.

This is in line with the opinion of Sellars (2017) who said that "Reflection is a purposeful and intentional metacognitive process that educators undertake to improve their professional practice". This involves thinking critically about their actions and experiences, leading to learning, self-evaluation, and growth. Mathew et al. (2017) also emphasizes the significance of reflective practice in settings where professionals learn from their experiences to enhance their professional development.

b. Types of Reflection known by student

The findings reveal a diverse understanding of the types of reflection among the students, with varying levels of depth and focus. The majority of students identified common types of reflection personal, group, and academic indicating a shared understanding of reflection as a multi-faceted process that can be applied in different contexts. These types of reflection were described with an emphasis on their purposes: personal

reflection for introspection and self-development, group reflection for shared learning and experiences, and academic reflection for structured analysis related to learning or work evaluation.

Interestingly, a subset of students highlighted different types of reflection, such as experience, performance, and learning reflection. This categorization suggests a more task-oriented approach to reflection, where the focus is on evaluating specific experiences, performances, and learning processes. These reflections are framed in terms of their immediate applicability to personal or professional improvement, demonstrating a practical understanding of reflection as a tool for self-assessment and growth.

Another student introduced the concepts of descriptive, analytical, critical reflection, and reflective practice, presenting a more nuanced and layered approach to reflection. This categorization reflects a progression from simple recounting of events to deeper critical analysis and continuous reflective practice aimed at ongoing personal and professional development. The mention of critical reflection, in particular, indicates an awareness of the importance of questioning assumptions and considering broader social and cultural contexts, which aligns with higher-order thinking skills.

The diversity in responses suggests that students have been exposed to different frameworks or have internalized different aspects of reflection based on their educational experiences. This variation could

be attributed to differences in the emphasis placed by instructors, the specific academic environments the students are part of, or their exposure to various reflective practices.

Overall, the findings highlight the complexity of the concept of reflection and the different ways it can be understood and applied. The students' varied responses underscore the importance of providing clear and consistent guidance on reflective practices in educational settings, ensuring that all students have a comprehensive understanding of the different types and purposes of reflection. This would not only standardize their reflective processes but also enhance their ability to apply reflection effectively in both academic and personal contexts.

c. The Importance of Reflection in Learning

All students agreed that reflection is important. They stated that reflection allows teachers to see learning from the students' perspective, thus better understanding the needs of the class or students. This agreement shows recognition of the value of reflection in improving the quality of teaching and learning. This line with the opinion of Farrel (2015) who said "A large body of research supports the idea that reflection played an important role in teacher learning and development". Reflection was a way for teachers to provide feedback to students to find out the extent of students' knowledge of the learning material that has been taught previously.
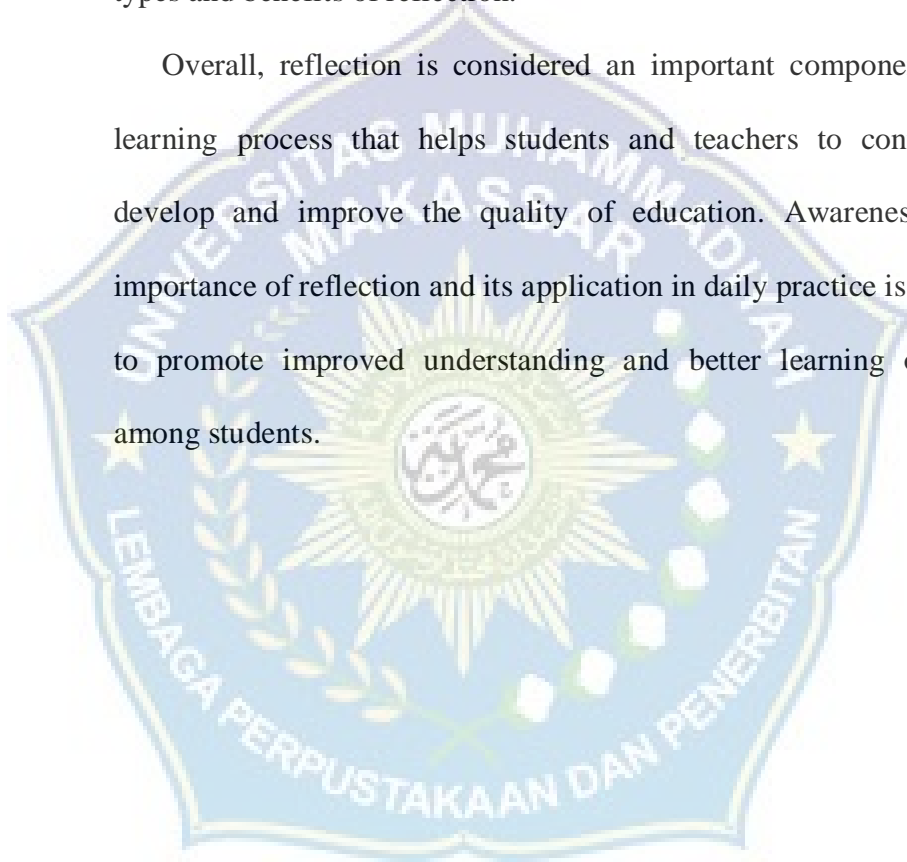
d. Post-Reflection Action

Students also agreed that after finding shortcomings in learning through the reflection process, both students and teachers tend to look for new techniques or ways and discuss with other students. This shows a proactive approach in dealing with problems and a commitment to continuous improvement. Discussions with peers also reflect the importance of collaboration in finding solutions and new ideas. This line with the opinion of wain (2017) who said "Reflection on action occurs after the event has concluded. It involves the teacher retrospectively examining and learning from their past actions".

e. The Impact of Reflection on Learning Comprehension

Reflection is recognized by all students as a way to improve understanding of learning. By analyzing the learning process, reflecting on what has been learned, and how and why something was learned, students can identify effective learning strategies and change their approach to achieve better results. This suggests that reflection is not only useful for evaluating and improving learning methods, but also for developing critical thinking skills and deeper understanding. This line with the opinion of Sellars (2017) who said "Reflection is a purposeful and intentional metacognitive process that educators undertake to improve their professional practice". This involves thinking critically about their actions and experiences, leading to learning, self-evaluation, and growth.

Based on what has been explained above about significance of the reflection stage in microteaching, It can be concluded that reflection is an important part of the learning process that helps students and teachers to continuously improve. Variations in understanding and practice of reflection suggest the need for further emphasis in education on the types and benefits of reflection.

Overall, reflection is considered an important component of the learning process that helps students and teachers to continuously develop and improve the quality of education. Awareness of the importance of reflection and its application in daily practice is expected to promote improved understanding and better learning outcomes among students.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

Based on the results of the research, it can be concluded that the reflection stage in microteaching is very important and provides benefits to be carried out because it can help students and teachers in evaluating and improving the quality of education. Therefore, it is important for educational institutions to continue to encourage and facilitate consistent and in-depth reflection practices, so that students can fully benefit from this process and achieve optimal academic and personal potential.

B. Suggestion

Based on the research findings and discussion, the researcher would like to make the following suggestions:

1. Increased Understanding and Knowledge of Reflection

    Educational institutions and educators should provide more knowledge about different types of reflection and how to apply them.

2. Promoting Consistency in Reflection Practice

    To maximize the benefits of reflection, there needs to be an effort to encourage consistency in the practice of reflection.

3. Increasing Teacher Involvement in the Reflection Process

    Teachers play an important role in guiding students through the reflection process.

4. Creating a Supportive Environment for Reflection

A supportive environment can help students feel comfortable to share and reflect.

5. Utilizing Technology for Reflection

Technology can be an effective tool to support the reflection process.

6. Evaluation and Assessment of Reflection

Developing appropriate assessment methods for reflection can encourage students to take reflection seriously.

By implementing these suggestions, it is hoped that reflection practices can become more structured and systematic, thus assisting students in better academic and personal development. Well-integrated reflection in education not only improves understanding and learning skills, but also encourages students to become critical thinkers and lifelong learners.

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Appendix 1: Interview Guide

No.	Interview Questions List
1.	Please tell me what you know about Reflection?
2.	What kinds of Reflection do you know?
3.	How often do you do Reflection?
4.	In your opinion, why is Reflection important to do?
5.	After doing reflection and then finding shortcomings, what efforts are made to correct them?
6.	How reflection improve your understanding of learning?

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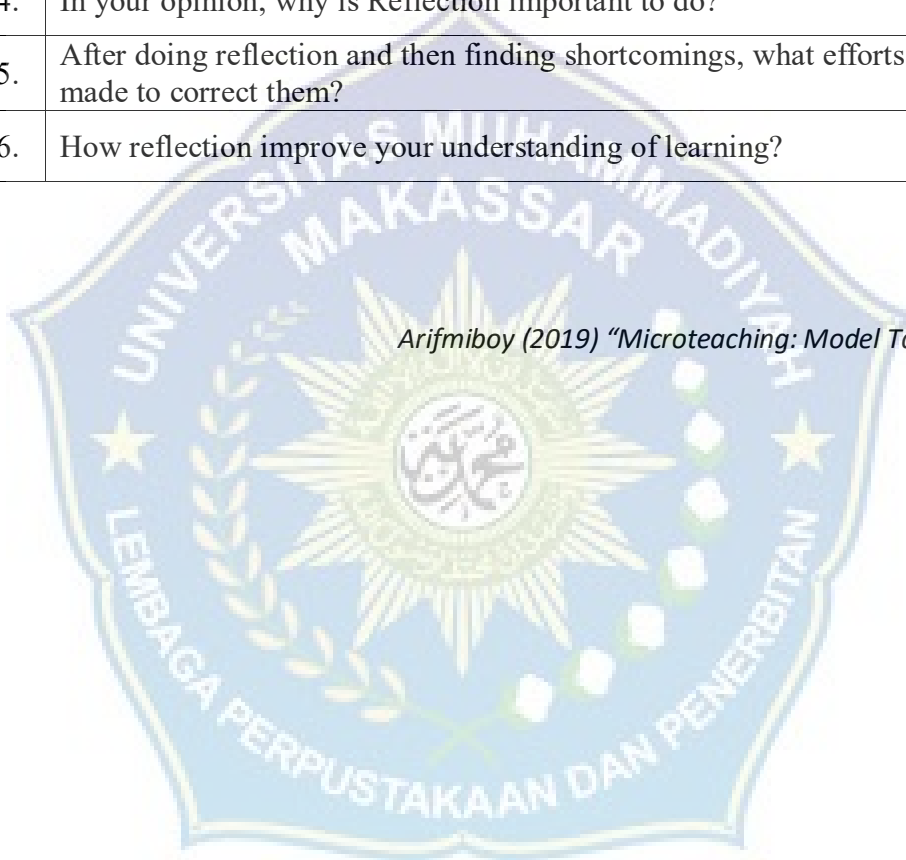
Appendix 2: Transcript Result Interviews

1. Tolong beritahu saya apa yang Anda ketahui tentang Refleksi?

Student 1:

Refleksi adalah proses merenung atau memikirkan kembali pengalaman, tindakan, atau pembelajaran yang telah terjadi untuk memahami lebih dalam dan meningkatkan diri. Dalam konteks pendidikan, refleksi membantu kita untuk mengevaluasi apa yang telah dipelajari dan bagaimana kita bisa meningkatkan pemahaman atau pendekatan kita di masa depan.

Student 2:

Yang saya ketahui tentang Reflection yaitu sebuah proses di mana guru ataupun calon guru mengevaluasi kembali dan memikirkan cara mereka mengajar setelah sesi microteaching, apakah cara mereka mengajar sudah baik atau masih butuh perbaikan lagi untuk kedepannya. Reflection ini biasanya dilakuan dengan cara siswa memberikan feedback kepada gurunya untuk mengetahui apakah dalam proses mengajar sudah baik atau butuh peningkatan.

Student 3:

Refleksi adalah proses merenung atau memikirkan kembali pengalaman, tindakan, atau peristiwa dengan tujuan untuk memahami dan belajar dari situ.

Student 4:

In my opinion, reflection is an evaluation of teaching to identify what needs to be improved.

Student 5:

Refleksi adalah proses merenung dan menganalisis pengalaman untuk memahami lebih dalam dan meningkatkan praktik di masa depan.

Student 6:

Reflection in the learning process means thinking carefully about what you have learned, how you learned it, and how you can use this learning in the future.

Student 7:

reflection is analyzing something with process of thinking back on an experience, event, or situation. but in my opinion reflection is a kind of evaluation

Student 8:

Menurut saya, refleksi adalah kegiatan di akhir pembelajaran yang dilakukan untuk mengetahui bagaimana pembelajaran berlangsung, baik dari sudut pandang siswa, maupun guru.

2. Refleksi macam apa yang anda ketahui?

Student 1:

Saya mengenal beberapa jenis refleksi, seperti refleksi pribadi, di mana seseorang merenung sendiri; refleksi kelompok, di mana sekelompok orang berbagi pengalaman dan pemikiran; serta refleksi akademik, yang lebih terstruktur dan biasanya terkait dengan evaluasi pembelajaran atau pekerjaan.

Student 2:

Reflection yang dilakuan oleh siswa ke gurunya.

Student 3:

Ada dua jenis refleksi:

a. Refleksi Pribadi: Membantu memahami diri sendiri melalui fokus pada pengalaman dan perasaan pribadi.

b. Refleksi Pembelajaran: Digunakan untuk mengevaluasi proses dan hasil belajar, serta memahami konsep-konsep yang telah dipelajari.

Student 4:

So far I only know 3 reflections, there are: self reflection, student reflection, and group reflection.

Student 5:

Refleksi pribadi, refleksi kelompok, dan refleksi tertulis.

Student 6:

kinds of reflection

Descriptive Reflection: This means telling what happened during a learning experience without thinking too deeply about why it happened.

Analytical Reflection: This means looking at why things happened, thinking about different viewpoints, and understanding the main ideas behind the events.

Critical Reflection: This means questioning your assumptions, thinking about right and wrong, and considering the wider social and cultural context.

Reflective Practice: This is when learners keep thinking about their actions and experiences to get better at their job and grow personally.

Student 7:

Experience reflection, perfomance reflection and learning reflection

Student 8:

Refleksi yang saya ketahui refleksi praktik pembelajaran, dimana siswa memberikan umpan balik terhadap pembelajaran yang telah berlangsung, sehingga dapat menjadi bahan untuk guru menentukan apa saja yang perlu dipertahankan dan di kembangkan pada PBM.

3. Seberapa sering anda melakukan Refleksi?

Student 1:

Saya berusaha melakukan refleksi secara rutin, biasanya setiap akhir minggu atau setelah menyelesaikan suatu tugas atau proyek penting. Hal ini membantu saya untuk terus memperbaiki diri dan mengidentifikasi area yang perlu pengembangan lebih lanjut.

Student 2:

Sangat sering

Student 3:

Sebenarnya saya sendiri jarang melakukan refleksi, tapi saya biasa melakukan refleksi ketika sedang kurang memahami sesuatu, misalnya mempunyai pertanyaan sendiri yang tidak sempat saya tanya pada dosen, biasanya saya simpan dan cari jawabannya di internet.

Student 4:

After each lesson or teaching session, but I rarely reflect because I am a student and I rarely teach.

Student 5:

Frekuensi refleksi bervariasi, tetapi idealnya dilakukan setelah setiap sesi mengajar atau aktivitas penting.

Student 6:

I do I reflect every time I teach or engage in the learning process, so it can be concluded that I do it quite often.

Student 7:

Occasionally, depends on the situation where I have to reflect. for example when I have to reflect myself (self-intropection) when I saw someone succeed at something then I have to improve my performance.

Student 8:

Biasanya refleksi pembelajaran saya lakukan setiap setelah menyelesaikan satu materi/topik pembelajaran.

4. Menurut Anda, mengapa Refleksi penting dilakukan?

Student 1:

Refleksi penting karena membantu kita untuk belajar dari pengalaman, baik dari keberhasilan maupun kesalahan. Dengan refleksi, kita dapat melihat apa yang sudah berjalan dengan baik dan apa yang perlu diperbaiki. Ini adalah cara yang efektif untuk terus berkembang dan meningkatkan kompetensi diri.

Student 2:

Karena untuk mengetahui kemampuan seorang guru sudah sejauh mana dan reflection juga membantu guru untuk menjadi lebih baik lagi.

Student 3:

Pentingnya refleksi dalam memahami diri sendiri dan pengalaman. Refleksi juga membantu mengidentifikasi area perbaikan dan menghindari kesalahan yang sama. Selain itu refleksi memungkinkan perkembangan pribadi yang terus-menerus. Dan refleksi juga membantu meningkatkan kesadaran terhadap tindakan dan keputusan pribadi.

Student 4:

Reflection is important because it enhances self-awareness, improves practices, fosters continuous learning, and promotes better outcomes.

Student 5:

Refleksi penting karena membantu mengidentifikasi kekuatan dan kelemahan, memungkinkan perbaikan terus-menerus, dan meningkatkan kualitas pengajaran.

Student 6:

Because I think Reflection helps learners become more aware of their strengths and areas for improvement. It also allows them to think deeply about what they have learned and make connections between different ideas.

Student 7:

Reflection is important because it helps us learn from our experiences. by taking the time to think about what happened, we can identify our strengths and weaknesses, and develop strategies for improvement.

Student 8:

Refleksi saya anggap penting karena dengan refleksi, sebagai guru, kita jugabisa melihat dari sudut pandang siswa terhadap pembelajaran, sehingga kita bisa mengerti lebih baik apa kebutuhan kelas/siswa.

5. Setelah melakukan refleksi dan kemudian menemukan kekurangannya, upaya apa yang dilakukan untuk memperbaikinya?

Student 1:

Jika saya menemukan kekurangan setelah refleksi, saya biasanya membuat rencana tindakan untuk mengatasi kekurangan tersebut. Ini bisa berupa mencari sumber daya tambahan untuk belajar, meminta umpan balik dari orang lain, atau mencoba pendekatan baru dalam pekerjaan atau belajar.

Student 2:

Mecoba teknik atau cara baru yang dapat menutupi kekurangan tersebut, bila perlu mengikuti workshop yang berkaitan dengan bidangnya.

Student 3:

Setelah menemukan kekurangan, saya biasanya membuat rencana aksi yang spesifik untuk mengatasi masalah tersebut. Ini bisa berupa mencari sumber daya tambahan, atau meminta saran dari dosen atau teman sekelas.

Student 4:

To correct shortcomings after reflection, we can seek feedback, implement new strategies, practice skills, and adjust plans based on what was learned.

Student 5:

Langkah perbaikan meliputi menetapkan tujuan baru, mencari saran dari kolega, mengikuti pelatihan tambahan, dan menerapkan strategi yang berbeda dalam mengajar.

Student 6:

I usually set goals by choosing specific, reachable objectives to improve weaknesses, while seeking feedback by asking others for helpful advice and different viewpoints.

Student 7:

My effort is to find my own weakness then I'm trying what can I do to fix my weakness and do some improvement.

Student 8:

Biasanya, saya akan mengajak siswa untuk berdiskusi, dan memberikan masakannya, seperti apa yang kira-kira menurut mereka menyenangkan dan bisa efektif untuk di aplikasi kan dalam PBM. Sehingga, penerapan metode baru nya akan sesuai dengan kebutuhan siswa/kelas.

6. Bagaimana refleksi meningkatkan pemahaman pembelajaran?

Student 1:

Refleksi membantu meningkatkan pemahaman pembelajaran dengan memungkinkan saya untuk mengaitkan teori dengan praktik, mengevaluasi metode yang digunakan, dan memahami lebih dalam materi yang dipelajari. Dengan merenung, saya dapat melihat koneksi antara berbagai konsep dan bagaimana mengaplikasikannya dengan lebih efektif.

Student 2:

Dengan reflection, guru dapat mengidentifikasi teknik atau strategi yang efektif dan mengembangkan keterampilan baru untuk meningkatkan kualitas pengajaran.

Student 3:

Refleksi meningkatkan pemahaman pembelajaran dengan menganalisis proses belajar. Merenungkan apa yang dipelajari, bagaimana, dan mengapa. Identifikasi strategi belajar efektif dan ubah pendekatan untuk hasil lebih baik.

Student 4:

Reflection improves understanding of learning by revealing insights into what works, what doesn't, and why, enabling more effective and targeted teaching strategies.

Student 5:

Refleksi meningkatkan pemahaman dengan memungkinkan guru untuk menilai efektivitas metode mereka, menyesuaikan pendekatan berdasarkan umpan balik, dan memperkaya pengalaman belajar siswa.

Student 6:

Reflection helps me see how what they learn in theory can be used in real-life situations, making it easier to understand and remember. By thinking about and reviewing what they have learned, the information becomes stronger in their minds and is easier to recall.

Student 7:

Reflection is important to improve my understanding at learning. by reflecting on what I have learned, I can solidify the information in my memory and identify something that may require further clarification.

Student 8:

Dengan melakukan refleksi, menurut saya siswa bisa recalling ingatan mereka terkait pembelajaran yang telah berlangsung, sehingga secara tidak langsung hal itu dapat refreshing ingatan mereka terkait pemahaman materi pembelajaran.

Appendix 3: Supporting Documents

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Nim   : 105351107520

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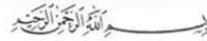| Exclude quotes	Off	Exclude matches	Off
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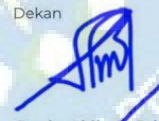
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Nama	: **Riska Amalia**
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"Investigation The Significance of The Reflection Stage in Microteaching at The Sixth Semester of Student At Universitas Muhammadiyah Makassar".

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

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Nama Penulis   : **Riska Amalia, Nunung Anugrawati, Farisha Andi Baso**
Asal Institusi   : **Universitas Muhammadiyah Makassar**
Penerbitan   : **Volume 09 No. 3, September 2024**

Artikel yang bersangkutan akan diterbitkan pada jurnal Pendas: Jurnal Ilmiah Pendidikan Dasar paling lambat **Awal September.**
Demikian agar yang berkepentingan maklum. Terima kasih.

Bandung, 17 Agustus 2024

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INDEXING

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Riska Amalia was born in Parepare, South Sulawesi, March 2th 2001. She is the second child of Abdul Malik Amin and Kalsuanti.

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