



# Prospective Teachers' Reflection Toward the Implementation of Independent Curriculum in Teaching Practice Program

Wiwik Mardiana<sup>1</sup>, Amy Krisdiana<sup>2</sup>, Taswirul Afkar<sup>3</sup>, Deka Anjariyah<sup>4</sup>

<sup>1,2</sup>English Education Study Program, Majapahit Islamic University, Indonesia

<sup>3</sup>Indonesia Education Study Program, Majapahit Islamic University, Indonesia

<sup>4</sup>Mathematic Education Study Program, Majapahit Islamic University, Indonesia

[wiwik.mardiana@unim.ac.id](mailto:wiwik.mardiana@unim.ac.id)<sup>1</sup>, [krisdiana.amy@unim.ac.id](mailto:krisdiana.amy@unim.ac.id)<sup>2</sup>, [taswirulafkar@unim.ac.id](mailto:taswirulafkar@unim.ac.id)<sup>3</sup>, [dekaanjariyah@unim.ac.id](mailto:dekaanjariyah@unim.ac.id)<sup>4</sup>

---

---

## ABSTRACT

**Keywords:**

Reflection;  
Independent  
Curriculum;  
Teaching Practice  
Program;  
Prospective Teachers.

Reflection has a vital contribution to improving teachers' teaching performance as well as their professional growth. Therefore, this research investigates how prospective teachers apply reflection activities in teaching and learning and the impacts of the implementation of an independent curriculum during teaching practice program activities. Using qualitative research, the researchers employed a group interview consisting of two participants in each group. The participants were six prospective teachers who accomplished the teaching practice program. Three types of reflections were employed, i.e., reflection-before-lesson, reflection-during-lesson, and reflection-after-lesson. The results indicate that teachers' reflective practice leads to improvement in their teaching process and builds engagement with the students. The insights of the research results are further discussed.



**Article History:**

Received: 10-07-2023  
Revised : 08-08-2023  
Accepted: 10-08-2023  
Online : 15-08-2023



This is an open access article under the **CC-BY-SA** license



<https://doi.org/10.31764/ijece.v6i2.16468>

---

---

◆

## A. INTRODUCTION

One of the dynamics of education in Indonesia is the change in the curriculum where currently there is an Independent Curriculum. This change certainly has differences that must be understood by teachers and prospective teachers' which is to make sure that the Independent Curriculum is applied optimally in the classroom. In the process of implementing the Independent Curriculum, teachers or prospective teachers need to prepare planning and evaluate each step so that teachers and prospective teachers get high results and increase self-competence as professional educators (Mann and Walsh, 2017).

Reflection is one of the activities that help teachers and prospective teachers enhance their competence (Kuswandono, 2012). Reflection contributes to teachers' professional development Sellheim et al. (2015) and is drawn from experiential knowledge, main source of learning (Anderson, 2019). Through reflection activities in learning, teachers can identify problems, evaluate and find the best solution to be applied in the next learning activity (Farrell, 2015); (Purnamaningwulan, 2019). Although reflection in teaching and learning activity is not a new concept in education, reflective practice is vital and cannot be extricated (Cirocki and Widodo, 2019). In addition, reflection activities in learning are currently at the center of attention because

teaching experience is not a guarantee to be able to improve teaching competence and also of course to improve the quality of teacher education programs (Nguyen, 2017); (Widodo and Ferdiansyah, 2018).

In this regard, reflective practice is closely related to teachers' self-agency and self-development. Teachers' agency rises when they are able to reflect on the teaching field Hikmat et al. (2022) because agency in education covers action and intention. It means that teacher self-agency deals with considering, making choices, showing resistance, and interpreting experiences to form their identities (Hamilton and Pinnegar, 2015). Moreover, teachers will have a self-development of their professional practice when they do reflection and consider their goals in teaching (Mesa, 2018). Martel (2018) explains that teachers' self-development requires the awareness of resources availability, and challenges; determines their own learning and professional practice, and employs innovation to construct identity.

The types of reflection itself consist of reflection-before-lesson, reflection-during-lesson, reflection-after-lesson, and reflection-beyond-lesson (Cirocki and Widodo, 2019). Reflection-before-lesson focuses on reviewing the purpose of the study, the outcomes of the study, approaches and methods, materials, activities of teaching, and management of the class. These kinds of reflection assist teachers to anticipate the obstacle, organize the lesson materials, and formulate the students' needs that will be incorporated into the teaching and learning process. Reflection-during-lesson is related to the teacher's ability to manage the classroom activities, students' responses, and any related situation during the teaching and learning process (Cirocki and Farrell, 2017). Reflection-after-lesson is an evaluation of what teachers carried out in the classroom. This reflection enables teachers to take follow-up action for their future teaching activities. Reflection-beyond-lesson involves issues in morality, politics, and society. This means that teachers consider the influence of their practical pedagogy on society (Farrell, 2015). In doing these reflections, some tools are significant to develop teachers' skills, for example peer observation, students' feedback, audio and video recording, action research, diaries, narrative reflection, and mentoring meetings (Fatemipour, 2013); (Soisangwarn and Wongwanich, 2014); (Susoy, 2015).

Research on the practice of reflection activities in teaching by prospective teachers has also been carried out in Indonesia in the last five years. The research of Azizah et al. (2018) has shown that effective practice is related to inquiry, critical thinking, and reflection which is beneficial for professional development. By gaining a better understanding of their own individual teaching styles through reflective practice, aspiring teachers can increase their effectiveness in the classroom. Introducing analysis and reflection through teaching practice gives prospective teachers a better opportunity to integrate theory and practice, where theory consolidates practice. Another study, i.e., Widodo and Ferdiansyah (2018) explore how prospective teachers are involved in learning reflection activities in PPL (Field Experience Practice) activities through video-based journals. These activities help prospective teachers to combine theory, conduct investigations, and practice in learning. Purnamaningwulan (2019) interrogated prospective teachers about applying a *scientific approach* in the 2013 curriculum. Through reflective journals, prospective teachers are helped to improve teaching skills by finding problems, evaluating teaching performance, and formulating the best solutions. Research on reflective practice in the context of the implementation Independent Curriculum is rarely found. To fill this gap, our research explores how prospective teachers apply reflection activities in teaching and learning and the impacts of the implementation of an independent curriculum during teaching practice program activities.

## **B. METHODS**

This research employed a qualitative method because participants' perspectives and experience information are the main data. The participants were six prospective teachers who accomplished teaching practice programs in Junior High School in Mojokerto and from three different study programs, i.e., English Education, Indonesia Education, and Mathematics Education. The participants were selected purposively under the criteria a) the schools implement an Independent Curriculum, b) they carried out reflection activities during their teaching practice program. Semi-structured and group interviews were employed to collect the data. Each group consists of two participants. The time allocation was 50-60 minutes for each group.

After that, the data gained was transcribed before analyzing the data. This research applied interactive model data analysis by (Miles et al., 2014). This model required condensation of the data, display of the data, and conclusion. Researchers read several times the participants' transcriptions in doing data condensation. Then, researchers created the category (Farrell, 2018). In displaying the data, the researchers displayed structured information and presented arguments and theories in the verification process.

## **C. RESULT AND DISCUSSION**

### **1. Reflection Used by Prospective Teachers in Implementing Independent Curriculum During Teaching Practice Program**

Based on the results of interviews with six (6) prospective teachers, it has been obtained that all prospective teachers have carried out reflection activities in English language learning and implementing an independent curriculum. The various types of reflection used by the six prospective teachers are reflection-before-lesson, reflection-during-lesson, and reflection-after-lesson. Becoming prospective teachers, they need to reflect on what they planned, what they did, and what they clarify in their teaching and learning process to enhance the quality of their teaching and learning.

The prospective teachers carried out a reflection-before-lesson about the teaching plan covering students' needs, teaching materials, methods, and media. This is as (Cirocki and Widodo, 2019) explain that in reflection before lessons, teachers think critically about the learning they are planning. They focus on lesson objectives, learning goals, teaching approaches and methods, materials, activities, and classroom management. The decisions and reasons for each of them must be clearly determined. Reflection before the lesson allows the teacher to imagine and structure the lesson, anticipate challenges, and consider the needs of the student and how to integrate him or her into the teaching and learning process.

In applying reflection-during-lesson, the six prospective teachers evaluated their teaching materials, methods, media, time length, affective aspects, time length, and group learning. This type of reflection during the lesson not only deals with the theory used and supports the actions of the teacher, but also pays attention to the negative and positive effects that arise in the teaching and learning process, as well as paying attention to the teacher's ability to deal with students when such effects occur (Cirocki and Farrell, 2017). By evaluating their teaching practice, it means that the six prospective teachers paid attention to the teaching process and facilitates learning (Körkkö et al., 2016).

In reflection-after-lesson, the prospective teachers considered students' needs, teaching materials, methods, media, time length, time length, group learning, class management, and student characteristics. Reflection after the lesson helps the teacher to describe what they observed in class, as well as review the various roles taken when teaching and justify class

decisions. It also allows teachers to clarify what they would do differently if they taught the class again (Cirocki and Widodo, 2019); (Körkkö et al., 2016).

## 2. Strategy and Purposes of Reflective Practice

The results of this study show that reflection activities as a strategy are carried out through observation, discussion or mentoring, and *lesson study*. All prospective teachers do not use certain tools such as journals or notes, and the like to record reflection activities. Here are the interview results more often directly tell to my friends who are going to teach the class, maybe some students are left it behind, more often we did discussions with the civil service teacher so we don't record it in a structured manner (*extract: T\_SMPN2K*)....the three of us planned it was that observation, the initial observation of learning.....yes miss, if I am myself, I adjust the same as the needs of the students (*extract: R\_SMPN2P*).

In the lesson study activity, our reflection is that there is a problem that takes a little time when we share the link, because it is a junior high school students so it is natural that when we share the link it needs a google account, and some of those students do not have a google account, well there is the problem, then for the material, students could follow the material (*extract: T\_SMPN2K*). Through the strategies used by the aforementioned teacher candidates, researchers classify the dimensions of reflection and the objectives of reflection practices in two (2) different Junior High Schools. From all these schools, prospective teachers reflect on learning activities in different dimensions with the same goals. See classification in Table 1.

**Table 1.** Classification of Reflection and Its Purposes

Purposes	Reflection Before Lesson		Reflection During Lesson		Reflection After Lesson	
	SMPN2P	SMPN2K	SMPN2P	SMPN2K	SMPN2P	SMPN2K
Students Need	√					√
Teaching materials, method, and media		√	√		√	√
Affective Aspects			√	√		
Time length			√	√		
Group learning				√	√	
Class management					√	
Students' characteristics					√	

### a. Students' Need

From the interviews of six prospective teachers in two different schools, the observation of student needs was carried out in different dimensions of reflection, namely in SMPN2P in reflection before class (*reflection before lesson*) while in SMPN2K in reflection *after lesson*. Pay attention to the data below: ....the three of us planned it was that observation, the initial observation of learning.....and I adjust the needs of the students (*extract: R\_SMPN2P*). from me miss, of course I do reflection to the students, .....remind back what has been learned today, that of course must be reminded, I also did reflection through my friends and I asked them what other student needs (*extract: T\_SMPN2K*). From the data above, it shows that prospective teachers have different strategies, i.e., observation and peer feedback, with the same goal, namely mapping student needs to be adjusted to the material to be given to students.

b. Teaching materials, method, and media

Reflection activities related to materials, methods and teaching media are carried out by prospective teachers in SMPN2P schools in the two dimensions of reflection, namely reflection during and after the lesson (*reflection during and after lesson*). The prospective teachers at SMPN2K reflect on the material, materials and teaching methods in the reflection before and after lesson. See data below: yes miss, sometimes also ask the students how to learn today, are you happy? once they if in the first 7th grade it was if taught through like quizzi, the same as edu, not educatot, what is it, like wordwall that they are interested and enthusiastic, even the students ask for more and more (A\_SMPN2P) - *reflection during lesson*. Reflections related to material and class management with civil service teachers after learning and also discussions with friends (extract: L\_SMPN2P) - *reflection after lesson*. Yes it's almost the same as T..., so before entering that class, the preparation of the method that is interesting for the child is what it looks like, I first browse related to the material, the preparation of the material is not in the form of RPP (extract: Y\_SMPN2K) - *reflection before lesson*. After we discuss with the mentor teacher it is miss, we are sometimes, it is not every day we discuss together, sometimes the three of us are discussions together, after there is a direction from the mentor teacher, we discuss together how we convey the material, the method, what kind of group is made, we discuss together (extract: T\_SMPN2K) - *reflection after lesson*.

c. Affective aspect

The affective aspect is found in the absence of a prospective teacher reflecting during the lesson (*reflection during lesson*) through a *lesson study*. All prospective teachers in both different schools both find affective aspects in reflecting, which they use as a reference for methods, media or materials advanced to be given to students. Pay attention to the data below: if maybe it's miss like trying to do it, for example the work is about it, miss, maybe the child is often group work, lha at any time we apply it individual who does it, the task is done alone and I try again miss another task using group tasks and that is true, the best work is in group tasks. So the difference is between doing the task alone and in a group is different, so the child there is happy to work in the group (extract: T\_SMPN2K). Yes miss, sometimes also ask the students how to learn today, are you happy? once they if in the first 7th grade it was if taught through like quizziz, the same as edu, not educatot, what is it, like wordwall that they are interested and enthusiastic, even the students ask for more and more (extract: A\_SMPN2P). From the data above, the affective aspect is very influential on the decision of prospective teachers in choosing and using media or strategies in teaching. This is done for.

d. Teaching and Learning Time Length

The duration of time is also important for prospective teachers to be used as material for reflection in teaching. This is because it affects the achievement of the material presented within the planned time duration. In the lesson study activity, our reflection is that there is a problem that takes a little time when we share the link, because it is a junior high school students so it is natural that when we share the link it needs a google account, and some of those students do not have a google account, well there is the problem, then for the material, students could follow the material (extract: T\_SMPN2K). Vocabulary, I think I need more times for the duration of time to play the game (extract: L\_SMPN2P).

## e. Group Learning

The results of the reflection of prospective teachers also found the fact that students are more pleased with the group learning model. Students are more excited. From the interviews of the five students in different schools, prospective teachers at SMPN2K observe and reflect during the lesson (*reflection during lesson*) through observation or observation during learning. Meanwhile, in SMPN2P schools, prospective teachers reflect after lesson through discussions with civil servant teachers. Prospective teachers ask for opinions from mentoring teachers to adjust to the needs of students.

If maybe it's miss like trying to do it, for example the work is about it, yes, miss, maybe the kids are often group work, in the time we apply that individual who does it, the task is done alone and I try again miss other tasks using group tasks and that's true, which It's best to do it on group assignments. So the difference is between doing the assignments alone and in the group is different, so the children there are happy to work in groups (extract: T\_SMPN2K) – *reflection during lesson*. Yes, the civil service teacher said, the child prefers that the child is grouped miss, so if there is a task the child prefers to be in groups (extract: R\_SMPN2P) – *reflection after lesson*.

## f. Class Management and Students' Characteristics

Classroom management as well as understanding student characteristics is also the result of reflection by prospective teachers in SMPN2P schools which is carried out through discussions or mentoring with civil service teachers and is carried out after lesson (*reflection after lesson*). This is done because teaching in real life in school is the first experience for them and requires input and sharing of experiences from experienced teachers on duty accompanying the future teacher.

Reflections related to material and class management with civil service teachers after learning and also discussions with friends (extract: L\_SMPN2P). If there is a problem, you can't solve the problem child, discuss when the teacher comes to school. Miss (extract: A\_SMPN2P). In the application of the independent curriculum, from the reflection type, strategies, and purposes, it shows that prospective teachers have good planning for activities before learning (*reflection before lesson*) from starting to understand student needs and preparing teaching materials or activities as well as reflection activities during lessons (*reflection during lesson*) and after lesson (*reflection after lesson*). In contrast to the results of research from (Azizah et al., 2018) that reflection activities tend to be carried out during learning and after lessons which in their research are called reflection-in-action, reflection-on-action, and reflection-for-action.

In addition, in our study, we also found that prospective teachers carry out reflection activities through observation, discussion or mentoring, and lesson study activities. They do not use certain means or tools such as journals or *digital journaling*, blogs, or notes. This result is the case with the results of research from (Azizah et al., 2018). Therefore, prospective teachers in the context of EFL need to involve in more professional reflective practice by using certain tools and getting this type of training because the reflective practice can help them to enhance their competence as professional and aspiring educators (Azizah et al., 2018); (Purnamaningwulan, 2019). The various objectives of the reflection activities above show that reflective activities help prospective teachers look back to evaluating their teaching performance, distinguishing their problems, as well as formulating and providing solutions to solve problems.

### 3. The Impacts of Reflective Practice by Prospective Teachers in Implementing Independent Curriculum

From the interview results, the reflective activities do not only deal with the results of the evaluation of their teaching process but also give impacts on students' emotional or affective aspects between the prospective teachers and the students to build engagement. See the data below: In terms of students, it seems to make it easier to deliver material, so from one group there are others who are left behind other students can help so (extract: Y\_SMPN2K). Later in the next class learning we can correct the lack of teaching, and I improved later in the next meeting (extract: R\_SMPN2P). More comfortable because we become closer to my students, like there is no distance (extract: R\_SMPN2P). yes miss, after doing that reflection in the future the learning will be enjoy miss, the students who used to play the game has been somewhat reduced, maybe two or three students who are still playing, also from both female students and male students become familiar and get along each other (extract: L\_SMPN2P). More to be confident because I once taught in class 9 it was said to explain it too quickly, then, I kept trying to look at myself again it turned out that yes from there when I taught it again, I tried to slowly to explain the material (extract: A\_SMPN2P).

The data above reveals that reflective practice shapes prospective teachers' self-agency and self-development. The reflective practice they conducted contributes to their improvement in their teaching and learning process. Those prospective teachers are able to evaluate, make choices, and consider the reflection results, then, they had an action and intention to follow up on what they discovered through reflective practice. This is what Hikmat et al. (2022) and Martel (2018) said that teachers' self-agency and self-development enhance when they could reflect on their teaching and take action for innovation in the classroom practice. Consequently, prospective teachers' practices lead to positive influences on the students, i.e., enjoyment and engagement in the classroom.

#### D. CONCLUSION AND SUGGESTIONS

To sum up, the reflections applied by the prospective teachers are reflection-before-lesson, reflection-during-lesson, and reflection-after-lesson. Their strategies for doing reflection are observation, discussion or mentoring, and *lesson study* instead of utilizing tools such as students' feedback, audio and video recording, action research, diaries, journaling narrative reflection, and mentoring meetings that help them improve their skills. Therefore, prospective teachers need to be prepared with a structured training practice based on linguistics, cognition, and pedagogy to promote reflective practice skills for further better implementation. The researchers recommend that the construction of instruments for a structured and effective learning reflection is significant to be examined. Moreover, further research also needs to investigate the large scale of participants that can be analyzed using both quantitative and qualitative approaches.

#### ACKNOWLEDGEMENT

We would like to thank all prospective teachers participating in our research.

#### REFERENCES

- Anderson, Jason. 2019. "In Search of Reflection-in-Action: An Exploratory Study of the Interactive Reflection of Four Experienced Teachers'." *Teaching and Teacher Education* 86(17):1-17. doi: <https://doi.org/10.1016/j.tate.2019.102879>.
- Azizah, U. A., J. Nurkamto, and N. A. Drajadi. 2018. "Reflective Practice: The Experiences of Pre-Service EFL Teachers in Teaching English." *Journal of Language and Linguistic Studies*

- 14(3):133-144.
- Cirocki, Andrzej, and Thomas S. C. Farrell. 2017. "Reflective Practice for Professional Development of TESOL Practitioners." *The European Journal of Applied Linguistics and TEFL* 6(2):5-24.
- Cirocki, Andrzej, and Handoyo Puji Widodo. 2019. "Reflective Practice in English Language Teaching in Indonesia: Shared Practices from Two Teacher Educators." *Iranian Journal of Language Teaching Research* 7(3):15-35.
- Farrell, T. S. C. 2015. "Promoting Teacher Reflection in Second Language Education: A Framework for TESOL Professionals." New York: Routledge, 2015. *TESOL Journal* 6(4):792-95. doi: 10.1002/tesj.222.
- Farrell, T. S. C. 2018. *Research on Reflective Practice in TESOL*. New York: Taylor & Francis.
- Fatemipour, Hamidreza. 2013. "The Efficiency of the Tools Used for Reflective Teaching in ESL Contexts." *Procedia - Social and Behavioral Sciences* 93:1398-1403. doi: 10.1016/j.sbspro.2013.10.051.
- Hamilton, Mary Lynn, and Stefinee Pinnegar. 2015. "Knowing, Becoming, Doing as Teacher Educators: Identity, Intimate Scholarship, Inquiry." 26:iii. doi: 10.1108/s1479-368720140000026035.
- Hikmat, Mauliy Halwat, Regina F. Santos, Suharyanto Suharyanto, Ainurvely Gehandiatie Maudy, and Khamlan Phommavongsa. 2022. "Toward Continuous Innovation in Teaching: Reflective Practice on English Teaching of Indonesian and the Philippine Teachers." *Indonesian Journal on Learning and Advanced Education (IJOLAE)* 5(1):45-60. doi: 10.23917/ijolae.v5i1.19273.
- Körkkö, Minna, Outi Kyro-Ämmälä, and Tuija Turunen. 2016. "Professional Development through Reflection in Teacher Education." *Teaching and Teacher Education* . 55:1398-1403. doi: <http://dx.doi.org/10.1016/j.tate.2016.01.014>.
- Kuswandono, Paulus. 2012. "Reflective Practices for Teacher Education." *Language and Language Teaching Journal* 15(01):149-62. doi: 10.24071/llt.2012.150102.
- Mann, S., and S. Walsh. 2017. *Reflective Practice in English Language Teaching: Research-Based Principles and Practices*. New York: Routledge.
- Martel, Jason. 2018. "Three Foreign Language Student Teachers' Experiences with Content-Based Instruction: Exploring the Identity/Innovation Interface." *Innovation in Language Learning and Teaching* 12(4):303-15. doi: 10.1080/17501229.2016.1211134.
- Mesa, Marian Lissett Olaya. 2018. "Reflective Teaching: An Approach to Enrich the English Teaching Professional Practice." 25(2):149-70.
- Miles, Matthew. B., A. Micheal Huberman, and Johnny Saldana. 2014. *Qualitative Data Analysis: A Method Sourcebook*. Third Edit. United States of America: SAGE.
- Nguyen, Chinh Duc. 2017. "Connections between Learning and Teaching: EFL Teachers' Reflective Practice." *Pedagogies* 12(3):237-55. doi: 10.1080/1554480X.2017.1356725.
- Purnamaningwulan, Rina Astuti. 2019. "Pre-Service Teachers' Reflective Practices In Implementing The Scientific Approach Of 2013 Curriculum." *International Journal of Indonesian Education and Teaching* 3(1):157-68.
- Sellheim, Debra, and Weddle Marry. 2015. "Using a Collaborative Course Reflection Process to Enhance Faculty and Curriculum Development." *College Teaching* 63(2):52-61. doi: 10.1080/87567555.2015.1005039.
- Soisangwarn, Amornrat, and Suwimon Wongwanich. 2014. "Promoting the Reflective Teacher through Peer Coaching to Improve Teaching Skills." *Procedia - Social and Behavioral Sciences* 116:2504-11. doi: 10.1016/j.sbspro.2014.01.601.
- Susoy, Zafer. 2015. "Watch Your Teaching: A Reflection Strategy for EFL Pre-Service Teachers Through Video Recordings." *Procedia - Social and Behavioral Sciences* 199:163-71. doi: 10.1016/j.sbspro.2015.07.501.
- Widodo, Handoyo Puji, and Sandi Ferdiansyah. 2018. "Engaging Student Teachers in Videomediated Self-Reflection in Teaching Practica." *Routledge International Handbook of Schools and Schooling in Asia* (11237):922-34. doi: 10.4324/9781315694382-89.