

Optimizing Self-Assessment through Reflective Teaching for Prospective Teachers' Teaching Skill Improvement

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Abstract. This mixed-method study in form of sequential exploratory mixed-method design reports the findings of the prospective teachers' perception on the optimization of self-assessment through reflective teaching and how it contributes towards their teaching skill improvement. There were 105 samples taken randomly from 225 prospective teachers who were taking real teaching practicum. Self-reflected questionnaire and interview guide were administered to describe how they perceived their practice. Teaching rubric was used to score their teaching performance. The data were then analyzed using Pearson's Product-Moment analysis to test the hypothesis. The findings from the questionnaire and interview show that they perceived themselves as introductory reflective teachers because self-assessment was quite difficult to do. However, the workout indicates a significant contribution (Sig. 0.001), which shows that this is something beneficial for their self-improvement. It implies that the implementation of self-assessment needs to be optimally trained for preparing better teaching carrier development.

Keywords: self-assessment; reflective teaching; teaching skill

1 Introduction

Self-assessment is referred to as an individual evaluation that is carried out reflectively to compare the relative position with certain criteria and look within oneself to deepen self-understanding of the strengths and weaknesses during the learning process [1]. The strengths as the outcome of the evaluation are the success mark, whereas the weaknesses will become the improvement goals in achieving the required competencies [2], [3]. The definition is likely in an accordance with the argument that self-assessment is a kind of formative assessment process [4] when the reflection is conducted, and its result is evaluated to maintain the quality of the teaching process and product [5]. In another word, reflection closely relates to self-assessment as well as a strategy of its implementation [6].

In online learning context, the result of the reflection positively informs the teachers the quality of their learning process and product [7]. Teachers who consistently explore themselves through critical reflection can improve their professional attitudes as well as the prospective teachers' achievement [8]. Reflecting on the teaching and learning process and analysing the matters that can be improved is a basic component of their professionalism to improve self-quality and create better learning experiences for prospective teachers [8]. The result of the reflection itself can be utilized to monitor the progress to reveal what they know and what they do not [9], so they can identify what they need to do further [10]. This matter enables the teachers

to diagnose and understand their classroom and student learning context, focus on student-centred learning, decide better learning strategies for prospective teachers, and make a good decision from the assessment result [11]. It is expected that such progress can be a reference to develop self-understanding concepts and improve teaching performance [12] as well as update the quality of teaching practice and conceive its effect towards teaching outcome [5].

However, the current situation seems to be not in accordance with the expectation. The implementation of self-assessment in reflecting on the teaching and learning process, especially by the prospective teachers, tends to be unobservable during their teaching practicum. The result of the survey which was responded by the prospective teachers who were taking the real teaching practicum in schools admitted that self-assessment was only done during Microteaching Course as a credit requirement. Most of them argued that it was not something necessary to do during their teaching practicum as the credit regulation was different. It means that reflective teaching as a way of assessing self to improve self-quality is not optimally made use yet during the program.

As the result, the accomplishment of the teaching practicum program was only perceived to fulfil the credit requirement, not on self-development. In fact, the prospective teachers need to develop their lifelong learning habits through assessing their own performance to build self-awareness and belief towards themselves in the context of classroom activity [5]. And by optimizing the use of self-assessment during the real teaching practicum, it provides a bigger opportunity for the prospective teachers to involve in a more contextual teaching experience to apply all the knowledge of teaching to improve their professionalism.

As reflection practice has been recommended to facilitate the development of the content knowledge, pedagogical knowledge, and/or both [17], the prospective teachers need to make use of it optimally. Theoretically, once the reflective practice is capable of improving teaching professionalism [13] and positively affect the learning outcome [5], it certainly influences teachers' perception [14], especially the prospective teachers [5], [6]. In a practical way, the regular practice could increase their self-awareness towards self-changes that are built based on their belief and worldview [13].

Being aware that their reflection practice benefits them, their self-confidence and patience could be developed in solving the problem [15] and this attitude could change their perception to improve self-quality and competency [16] as well as to create more innovative approach and strategies for better learning experience [8]. Statistical data analysis shows that 94.54% of the prospective teachers believe that their reflection practice impacts on improving their competencies in planning and implementing the learning activities [5]. When they could develop their belief attitude, the practice indirectly also affects the prospective teachers [6], [17].

According to the arisen problem and what it is expected, this study is attempted to optimize the use of self-assessment through reflective teaching practice for the prospective teachers' teaching skill improvement during the real teaching practicum. This is a mixed-method study in form of sequential exploratory mixed-method design which aims to describe how the prospective teachers perceive their reflective teaching practice as well as to investigate how it contributes to their teaching performance. The result of this study would theoretically contribute to the development of the concept of reflective teaching as a way of assessing self. In a practical way, it would be a reference in an effort of improving professionalism.

Reflective Teaching as A Strategy of Self-Assessment

In the classroom context, the assessment process can be done before, during, and/or after the teaching session [18]. In the reflection-on-action period, the teachers critically think about their teaching planning. The focus is mostly on the learning goals, learning product, the

effectiveness of teaching approach and method, material, and classroom management [14]. This is the time for teachers to design the learning activities, anticipate certain challenges, and consider the prospective teachers' needs along the learning process [19]. Unlikely, reflection-in-action occurs when the reflection is done during the process [14]. It requires the integration of teachers' knowledge and experience in dealing with certain matters that occurred during the teaching and learning process [19]. Reflection-after-action session is a summative construction implementation that is in line with reflection-on-action where the teachers could deepen their understanding of the classroom situation, how and why certain matters occurred during the lesson [19].

As reflective teaching is known as a strategy to understand oneself, feedback should be there along the process. Giving feedback means reflective teaching is used as self-assessment by teachers through open discussion in written or with peers [6]. Practically, it requires integrated concept and practice as well as self-awareness during the assessment process [8]. Such integration enables the teachers to be responsible to critically think about themselves for their professional development, including what they have done, why and how such matters happened so that its result will become more meaningful [20]. This information is used to decide for further teaching and learning activity.

Once the reflective teaching is implemented properly and sustainably, it benefits the teachers. It helps them improve the teaching practice and develop the concept of self-understanding [12] so that they are aware of how to be connected with the prospective teachers [5]. It also enables the teachers to be more critical [16] and confident [8] by integrating their experience into their current teaching practice [21]. This incorporation permits the teachers to develop and increase their pedagogical skills [22]. During the reflection process, they will use their experience as prior knowledge to evaluate the effectiveness of the teaching strategy, the media, activities, and even the assessment strategy to make better decisions accordingly [11].

2 Research Methods

The study used a sequential exploratory mixed-method design for the research. 105 prospective teachers of English Language Education Study Program in Ganesha University of Education who took real teaching practicum program were involved as the participants. The data were collected through a self-reflected questionnaire, semi-structured interview, reflective journal, and teaching scoring rubric. A self-rated questionnaire contained 20 items related to reflective teaching skills and reflective journals were administered after the teaching session as a way of doing self-assessment and reflection. The process was then followed by carrying out an online meeting to interview them and recheck what they have done. After four sessions of teaching practice, their performances were evaluated based on the teaching scoring rubric.

All the data gathered were about how they implemented reflective teaching and how its result contributed to their teaching skill improvement. They were analysed both qualitatively and quantitatively. Qualitative data analysis would show the description of how the reflection was implemented. Quantitatively, the data obtained from the rubric were analysed through a set of statistical data analyses. Prerequisite testing was carried out first to ensure that the data distribution and linearity were normal. The analysis was then continued to Pearson's Product Moment analysis to see the correlation and contribution of reflective teaching in improving their teaching skills.

3 Results and Discussion

3.1 Reflective Teaching Implementation

The data were analyzed after the self-reflected questionnaire was administered as a tool of self-assessment, to find out the percentage of the responses toward each item. The result of the questionnaire was then verified by rechecking the reflective journal made by the prospective teachers. The result of the analysis is presented in the following figure.

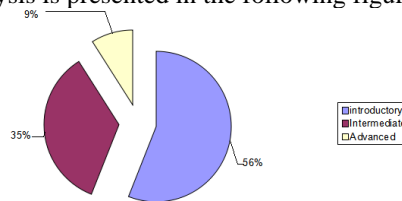


Fig 1. The category of the reflective teaching implementation

According to the percentage, it is seen that 56% of the prospective teachers were categorized as introductory reflective teachers. It means that they have had the knowledge of reflection teaching skills (lifelong learning skills, self-assess ability, self-belief, and also teaching awareness), yet have not optimally utilized it through their teaching practice. During the implementation in developing their lifelong learning skills, the prospective teachers tried their best to apply some effective strategies which were customized with the scientific approach required in the curriculum to teach. They argued that different material and students' characteristics required a different way of learning style. They reflected on the appropriateness and effectiveness of the strategies before deciding to apply them in the learning process.

This is in relation with the previous studies that having various innovative teaching strategies would broaden their pedagogical knowledge and increase self-awareness for further improvement [24] as well as make the learning situation more challenging and give a more meaningful learning experience [25]. This is in line with an explanation that being aware and sensitive with all the matters that happened during the teaching process can be a strategy to demonstrate their reflective thinking, that they would become more critical [23].

To decide which strategies were appropriate to use, their experience from the teaching practice course seemed to inspire them a lot. They argued that they integrated their past teaching experience into their current ones for better preparation. Through the reflective journal, they evaluated all the matters that occurred before and made some alternative solutions for further anticipation in the next meeting. It was seen that they listed all the bad things that happened and provided some resolutions they might apply next. How they perceived the integration should be is actually what other researchers talk about. Reflection means returning to the experience and doing the reevaluation in which an integration process is inserted, where an individual is adapting the insights given with the base knowledge as the new paradigm to the next practice [23].

Reflective teachers typically use their past pedagogical experience to support their teaching competence in the future, avoiding the indigested routines that reflect the teaching [26]. The enforcement of the integration is considered as a crucial cycle that should be done by teachers since it enables them to independently evaluate the effectiveness [27]. The more often they

integrate the experience, the better reference it would be to learn how to connect what they are doing in the process with what they need to reflect on [28].

As reflection is closely related to self-assessment, the prospective teachers reflected on their teaching and learning process and used the feedback from others to evaluate themselves. The result of the self-rated questionnaire showed that they made use of the supervisor's and students' feedback for the evaluation process with the argument that the feedback helped them recognize their metacognitive awareness. In relation to awareness building, some previous studies support this finding. The feedback from prospective teachers or colleagues can be a piece of effective information to find out the strengths and weaknesses [29].

By considering the strengths and weaknesses both in theoretical and practical aspects, teachers will be able to foster their skills in encountering problems arisen during the teaching process [17]. It enables them to have further evaluation about the lesson plans, teaching strategies and methods, assessment, and provide input and criticism about the teaching process being carried out [6].

However, the prospective teachers' reflective journal showed something different. The evaluation was mostly based on the self-rated questionnaire that informed them what reflection skills they should possess. If the feedback could provide useful information about performance-expectation comparison [30], then the quality of the performance should improve more; in fact, it did not. Although they asked for feedback, none was taken as their reflection material. They admitted that they learned nothing since the students' feedback only commented on something that benefited their shake.

"I did collect the feedback from prospective teachers. I need to know what my prospective teachers felt. It is quiet important to get it. But, overall they say that i am doing good. That is why I do not really consider it as my reflection material. Sometimes, they just commented on something that benefits them. For example, they asked me not to give more assignments or no more difficult tasks. The feedback was only for their own shake, not for my future quality."

(PT83, IRT)

In making a judgment of their teaching effectiveness, the prospective teachers argued that the sharing sessions conducted with the supervisors should be used as a reference for better improvement in the future. The discussion and review between the teachers and the supervisors about the lesson plans, teaching strategies and methods, and assessment procedure provide meaningful input and criticism about the teaching process being carried out [6]. Having such freely shared-ideas activity helps them understand the prospective teachers better and identify which parts should be maintained and which are for improvement [31].

However, the feedback obtained from the sharing session with the supervisors seemed to be displaced. If the feedback was optimally utilized for the improvement, the quality of the lesson plans and performance reflected what it should be; yet it was not seen. They also argued that they got something different from their school supervisors compared to what they have learned in college, so they shorted the feedback that benefited their position.

"I often discussed the result of my teaching with my supervisors, i needed it to adjust my knowledge to the curriculum, and they talked a lot about what i should do, especially the assessment procedure. Honestly, it was all so complicated for me, so hard to follow. So, i made decision that not all feedback was taken, so i just filtered it out and adjusted the ones that related to my current condition, just to fulfill the requirement as i was told to."

(PT25, IRT)

It seems to support the previous empirical studies. The prospective teachers realize the importance of such feedback, yet it was felt to be meaningless to learn [32]. The main point in reflective teaching is the awareness and belief that peers have an important role in assessing selves. The teachers need to realize that the feedback from students or colleagues could be a better choice to be more critical and sensitive in self-assess [33]. When the reflectors do not consider the meaning of feedback, they will not get something to learn [25] and could not analyze and articulate the problems [34] to see the influence of the teaching performance on prospective teachers' achievement [32].

The findings indicate that the prospective teachers are not open yet to be criticized and not ready yet to do reflection-on-action. This finding supports the previous ones that they are not capable (yet) of connecting what they have done in the classroom and how the things affect the prospective teachers' performance [35]. If, for example, they are willing to analyze the feedback, their critical thinking will increase and they will be able to make a decision [36]. The assessment process conducted by making use of the feedback also could accustom them to be more reflective gradually [37], [38].

“Yes of course, when I did consultation with my supervisors, i would revise the part that was felt less appropriate if i got suggestion. But sometimes, i did not get any suggestion related to my problems. So i just go on without doing any improvement.”

(PT6, InRT)

“Yes, it is often. I did not know what to revise. I had less time to consult my teaching practice to my lecturing supervisor during this pandemic situation, so i had my school supervisor only. He often said that what i did was good enough and told me to follow his standard. I just did what i was told.”

(PT83, ART)

The result of the interview above showed that the prospective teachers used the supervisors' feedback to fulfill their duty during the school teaching program. It was very clear that they just waited for the feedback to meet the requirement of the program, not for their improvement. The teachers who wait for external support will not be motivated intrinsically to improve self-quality [32]. The different findings between the result of self-rated questionnaire and the interview indicate that what they do might be different from what they perceive, and this should be investigated more through observation.

Apart from being less considerate of the feedback, the reflective teaching implementation is carried out because of the influence of self-confidence. Regarding the aspects of self-belief and efficacy, the reflective ability is shown by how the prospective teachers perceive themselves concerning their prospective teachers and their ability to teach [27]. In this case, they believed that doing reflection as a part of the learning cycles could help them improve their self-quality and the students' learning. However, the belief and self-efficacy they have is only visible on the scale of understanding; they have not represented their perception into practice. This means that they have not fully reflected on the learning that has been done and proven that their perceptions are true.

In general, the responses to the questionnaire and the results of the reflective journal and interview indicate a discrepancy between their perceptions and actions. They consider the reflection positively and are still learning to practice them, but their actions are different. A relevant study about gauging the level of reflective teaching practice also assumes that there

might be some difficulties encountered in possessing the skills and practices. The main pinpoint of the tendency is due to the lack of training that prepares the readiness of the reflection practice in the field [49].

3.2 Contribution of Reflective Teaching to Teaching Skills Improvement

Before testing the hypothesis, prerequisite data analysis was conducted to ensure the normality of the data distribution and linearity. Firstly, non-parametric One-Sample Kolmogorov-Smirnov test was done by using SPSS 26.00 for windows. The result of the analysis is presented in table 1.

Table 1. Result of normality test of the data distribution.

One-Sample Kolmogorov-Smirnov Test			
		Unstandardized Residual	
N		105	
Normal Parameters ^{a,b}	Mean	.0000000	
	Std. Deviation	2.59043247	
Most Extreme Differences	Absolute	.069	
	Positive	.031	
	Negative	-.069	
Test Statistic		.069	
Asymp. Sig. (2-tailed) ^c		.200 ^d	
Monte Carlo Sig. (2-tailed) ^e	Sig.	.250	
	99% Confidence Interval	Lower Bound	.239
		Upper Bound	.261

Table 1 shows that the coefficient of significance was above 0.05 (Sig. 0.250 > 0.05). It means that the data distribution of the prospective teachers' reflective teaching (X) and teaching skill improvement (Y) was normal. Secondly, the data linearity test was done after to see if the dependent and the independent variable was linear. The related result is shown in table 2.

Table 2. Result of data linearity test.

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
TeachingSkills * ReflectiveThinkingPractice	Between Groups	(Combined)	404.152	40	10.104	1.290	.179
		Linearity	97.448	1	97.448	12.441	.001
		Deviation from Linearity	306.704	39	7.864	1.004	.485
	Within Groups	501.291	64	7.833			
Total			905.444	104			

Linearity data test could be verified by taking the coefficient of Deviation from Linearity significance which should be more than 0.05. The significance value of 0.485 in the table above indicated that the prospective teachers' teaching skill improvement had a linear relationship with the implementation of reflective teaching. Before hypothesis testing was conducted, the heteroscedasticity test was done to verify whether there was an inequality of variance from the residual value. If the variance of the residual value is constant, the data is classified as homoscedasticity. In reverse, heteroscedasticity occurs. The expected indication in performing linear regression analysis is that there is no heteroscedasticity of the data. One way to detect the presence is to perform the glejser test. The result of the analysis can be seen in table 3.

Table 3. Result of data heteroscedasticity test.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	13.854	6.249		2.217	.029
	ReflectiveThinkingPractice	-.086	.079	-.106	-1.084	.281

As the coefficient shown in table 3 was 0.281 (more than 0.05), there was similar variance of residual value from both variables. Lastly, inferential statistical data analysis using Simple Regression test was administered to answer the hypothesis. The result of the analysis is presented below.

Table 4. Result of simple regression test.

Coefficients ^a				
Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.

	B	Std. Error	Beta		
1 (Constant)	81.880	3.198		25.604	.000
ReflectiveThinkingPractice	.142	.040	.328	3.525	.001

Table 4 shows the significance value that informatively answers the hypothesis. As the value obtained was 0.001 (less than 0.05), the alternative hypothesis was accepted. It is concluded that there was a significant contribution of the reflective teaching practice to the prospective teachers' teaching skill improvement. This significant improvement is supported by several previous studies. Through reflection, teachers could ask themselves, analyze their practice, and learn their past by putting into the new goals [39]. Such incorporation can improve the quality of learning because they learn from their mistakes or shortcomings [40]. It is informative enough for them to understand how effective their practices are and what parts need to be improved for their professional development [41].

Such information could be used as a reference to reflect on what has been done during the teaching process as improvement material for the coming teaching sessions [17]. A similar thing is also explained that the teachers reflectively think when they consider the observations from others and the result can be used as evaluation matter for further teaching sessions [42]. They could be reflective on their own when they are open with questions and reactions of educational praxis, accept criticism and make such considerations to apply it in a proper way towards their teaching [39].

The result of several previous studies seems to be relevant with the current findings. Reflection teaching is defined as an activity that promotes the combination of theory and practice [43]. It takes place when the prospective teachers try to reflect on their teaching practice based on their experience. Reflective teachers do not only look back on past actions and events but also have a conscious look at feelings, experiences, actions, and reactions and use them as information to broaden their knowledge [5]. Such practice has a sanguine view toward change because it simplifies changes in teachers' theories about their teaching practice [44].

For teaching improvement, the teachers are suggested to change their theories, beliefs, values, and feelings about what happened during the teaching and learning process into reflective action [44]. Once the teachers understand what they should do, the previous events help them evaluate their teaching effect and correct the inappropriate teaching actions. Possessing such a process, experience-based teaching enhances the application of reflective teaching [43]. Similar explanations were also found in some studies. The involvement of the prospective teachers in reflecting on their teaching process based on their experiences helps them become lifelong learners [17]. It facilitates the development of teacher professionalism based on the learning experience theory by Dewey [44]; that it focuses on a cyclical process that integrates experience with reflection so that reflection will become the center of the learning process.

This integration occurs starting from problems that arise in teaching, then the teachers reflect on their experience, conduct critical analysis by seeking new information about suitable strategies, and conducting experiments to prove their assumptions. This also could be a recommended action that creates a vital opportunity for teachers in evaluating themselves and engaging in critical reflection to have a deeper understanding of their practices [50]. In short, by reflecting on their own experiences, teachers as learners can build their perspectives and gain

new insights from that experience to be able to develop new strategies for use in subsequent teaching [44], [43].

This continuous process explains how lifelong learning occurs in teachers. In the process of searching for information about suitable strategies to be used as problem solutions and experiments to prove assumptions, reflective teaching is believed to be able to hone the inquiry skills of prospective teachers [44], [5]. These inquiry skills not only have an impact on understanding themselves, but also build an understanding of the material, prospective teachers and their needs, and the use of teaching strategies that are ultimately able to improve the quality of learning [45]. In addition, these inquiry skills help them form positive perceptions about their practice of reflection, beliefs, and values [44].

The interference of the perception in building teaching awareness is also discussed in some relevant studies. When the prospective teachers already have good perceptions, reflective teaching helps them build self-awareness about their actions and behavior when teaching [43]. By having a good awareness of what has been done, why, and how it happened, they will be able to relate what is happening when teaching with what is believed [46]. Reflecting on what has been done increases their self-confidence to solve the encountered problem [6] and enables them to make better decisions [27]. They will also become more innovative in their teaching and better understand teaching styles through reflective practice; thus, they can increase the effectiveness of their learning [48]. Although not many of them reflect well on their teaching, at least, reflection can change their performance for the better.

Since the practice of reflection is considered a slightly complex activity, the success of its implementation depends on the teachers' skills and the quality of the supportive learning environment (44). The environment where they are empowered to reflect on their teaching practices is a very decisive thing for practicing the reflection (44). Once they can reflect, their interpretation of their actions may be more intuitive.

Based on the discussion above, it can be concluded that the practice of reflection makes a positive contribution to the prospective teachers' teaching skill improvement. Although the implementation of reflective practice that occurs in the field shows that student reflection is still relatively low, it still shows a contribution to their teaching performance. To find out how much contribution is generated from the implementation of reflective teaching techniques, R-Square analysis was administered. The result of the analysis is shown in table 5 below.

Table 5. Result of r-square analysis.

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.328 ^a	.108	.099	2.801

a. Predictors: (Constant), ReflectiveThinkingPractice

b. Dependent Variable: TeachingSKills

Table 5 informs that the implementation of self-assessment through reflective teaching only had the effect of 10.8% in improving the teaching skill. This is because the prospective teachers have not fully reflected on their learning; that they are still at the stage of meeting the demands of self-discipline rather than improving their quality. If they can reflect on their

learning optimally and can think reflectively well, it can be assumed that the implementation of this teaching technique will greatly contribute to improving their professionalism in teaching.

4 Conclusion

Considering the introductory level of reflective teaching shown by the prospective teachers, it can be concluded that they still seem to prioritize their self-discipline in completing their tasks during the real teaching practicum and have not been seen to be able to fully reflect on their teaching process yet. However, they have a positive perception of the implementation of reflective teaching as an effort to conduct self-assessment. This positive attitude is proven by the significant contribution of reflective teaching in assessing self towards self-teaching skill improvement. It concludes that reflective teaching as a way of doing self-assessment is beneficial enough for teaching skill improvement. Reflecting on the learning process that has been carried out is a recommended action because it provides many benefits related to increasing professionalism as a teacher.

In relation to the findings of this study, the implementation of self-assessment through reflective teaching by the prospective teachers needs to be optimized. It is recommended to conduct the technical assistance activities that are integrated in relevant courses for more thorough preparation. It is also suggested to supplement the real teaching practicum program with the reflective teaching journal to accustom the prospective teachers reflect on their practices critically. Monitoring from the supervisors is necessarily to do to maintain the expected attitude.

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