Efforts to Implement Reflective Journals as a Form of MI Teacher Professionalism

Fia Alifah Putri[1], Eka Setiawati[2], Indrawati[3], Miptah Parid[4], Safikri Taufiqurrahman[5]

[1] UIN Sulthan Thaha Saifuddin Jambi
[2] Universitas Setia Budhi Rangkasbitung
[3] STAI Ma'arif Jambi
[4] STAI Miftahul Huda Subang
[5] Sekolah Tinggi Sains Islam Bina Cendekia Utama Cirebon

Article Info	ABSTRACT
	This research presents a practical model for integrating reflective journals into the professional development of Madrasah Ibtidaiyah (MI) teachers. Utilizing a descriptive qualitative design, the study involved data collection, presentation, reduction, and drawing conclusions. The findings reveal that reflective journals, in alignment with the Tanoto Foundation's theory, support three key aspects: (1) Description, allowing MI teacher candidates to collectively document experiences, enhance time management, identify opportunities for applying theoretical knowledge, and cultivate a passion for research; (2) Evaluation, encouraging the assessment of cognitive, affective, and psychomotor aspects, the selection of evaluation techniques, the establishment of benchmarks, norms, or criteria for learning assessment, and data collection; and (3) Future planning, emphasizing patterns for time and class management. The study advocates for a shift toward more dynamic time management patterns and underscores the importance of responsive teaching strategies to address the diverse learning needs of students. *This is an open access article under the CC BY-SA license.*

Corresponding Author:

Fia Alifah Putri
Tarbiyah and Teacher Training Faculty, Jl. Jambi - Muara Bulian No. KM. 16, Mendalo Darat, Kec. Outer City Jambi, Muaro Jambi Regency, Jambi 36657
Email: fiaalifahputri@uinjambi.ac.id

INTRODUCTION

Contemporary discussions on education are heavily focused on emphasizing teacher competencies aligned with global standards (Deboer, 2011; Putri & Iskandar, 2020). Meeting these standards necessitates a keen focus on the quality of teaching staff (Connell, 2017). Within the broader educational literature, the practice of teachers maintaining reflective journals is recognized for its role in learning and development. This practice aids teachers in becoming

aware of their own knowledge, encompassing pedagogical, conceptual, theoretical, strategic, and evaluative aspects (Bruster & Peterson, 2013; Haugan et al., 2013).

Reflective journals serve as records for analyzing processes, performances, and follow-ups through contemplation on the challenges encountered by teachers. In the context of learning, reflective journals are utilized as a medium to enhance the learning process (Bashan & Holsblat, 2017; Bruno & Aversana, 2017). They capture reflective statements about learning processes and experiences on specific topics, proving effective as a tool for self-evaluation.

However, reflective journal writing remains underdeveloped in the professional teacher environment, according to O'Brien (2016) and Orland-Barak & Yinon (2007). The Tanoto Foundation, particularly in Workshop module 2 unit 2 TTI089N3, has explored ways to enhance the quality of educators through reflective journals (Fondation, 2022). As the Tanoto Foundation endeavors to foster reflective practitioners, it encourages professional teachers to use reflective journals for evaluating and monitoring their teaching practices, identifying strengths and weaknesses in their daily activities, and becoming more effective in the 21st-century teaching context (Al-karasneh, 2014; Lee, 2007).

In response to rapid technological advancements in the 21st century (Hasan, 2019), skilled teachers are crucial for achieving learning goals (Nuryani & Handayani, 2020). Success in learning requires reflective journals to measure the quality of the learning process and develop follow-up plans for improvement (Fondation, 2022).

The collaboration between Sultan Thaha Saifuddin Jambi State Islamic University (UIN STS Jambi) and the Tanoto Foundation in 2022 aims to enhance teacher competence through reflective journal activities. UIN STS Jambi, as an intellectual academic forum, strongly encourages lecturers to equip students with provisions necessary for becoming knowledgeable and skilled teachers. The collaboration endeavors to successfully create competent teachers. Through a pre-research observation, the researchers noted that lecturers at the Faculty of Teacher Training and Education (FTK) of UIN STS Jambi are actively applying various learning models, including emphasizing the understanding of reflective journals as essential tools for becoming professional teachers.

Researchers believe that through this research they are able to detect UIN STS Jambi students who are truly capable of becoming professional teacher candidates. In an effort to consistently maintain scientific traditions, researchers want to explore this study in detail and depth. This reflection journal study is expected to be able to open up space for knowledge in the world of teacher professionalism. This research also functioned as an accurate prototype in the effort in implementing reflective journals as a form of teacher professionalism in the learning process.

METHOD
Participants

The size of reflective journals adopts a model developed by the Tanoto Foundation (PINTAR Tanoto, 2022), namely descriptions, evaluation of reflective journals, and future plans The research took place at FTK U IN STS Jambi and Tanoto Foundation partner schools. The Madrasah Ibtidaiyah Teacher Education (PGMI) students in semester VII in the 2022/2023 academic year became the overall population in this study, totaling 210 practical students spread throughout the city and several Jambi districts. The sample used is a *non-probability sample* with a *purposive sampling technique* which is a sampling technique with certain considerations (Putri, 2018). The considerations that researchers need are schools that partner with the Tanoto Foundation, namely MI Al Munawaroh Jambi with a sample of students who teach in high grades, namely grades 4, 5 and 6, with 3 practicing students.

Procedures

Data analysis was carried out using descriptive qualitative referring to research that has been designed, namely data collection, data presentation, data reduction, and drawing conclusions. (Yusnaldi, Putri, & Iskandar, 2021). Regarding the research design, the explanation is: 1) data is collected in the form of observations, interview discussions and retrieval of relevant documents 2) data reduction, by summarizing and choosing to focus on appropriate data, 3) data presentation, obtained through reduction or summary results then described by describing and in the form of tables, 4) conclusions, obtained from reduced and displayed data.

FINDINGS AND DISCUSSION
Description

In the description the data is collected in a structured form which is developed by the researcher and revised in line with the views of the two domain experts to provide the final form. This form includes three open questions. These questions are intended to identify aspects of the steps taken by practicing students. Of course the steps are intended to contribute to the professional development and skills of prospective MI teachers. At a later stage, data were collected by semi-structured interview questions that were asked of 3 teacher practice participants who took place in this practice and then assigned them. The semi-structured interview form was used to interview the first trainee as follows:

> "In the early stages as a prospective teacher who already knows reflective journals, of course, make reflective journals in every lesson. Follow the flow applied in the reflective journal and apply it at the end of each lesson. So that in learning the teacher also has demands to create teaching quality that is getting better and produce quality students with maximum grades." (Interview with IK/MI teacher practice on October 15, 2022 at 10.00 WIB).

The statement above that reflective journals have made it possible to gather shared experiences that MI prospective teacher practitioners have in teaching with the help of questions and assess them with objective points of view. One of the positive results is that students are able to provide learning in a more sincere manner because reflective journals tend to be easy to use, adaptable to any class, and relevant to any classroom environment.

It can be seen in the field when observing students' views, that what is most expressed is the ability to document experiences through reflective journals, and the opportunities provided by reflective journals to draw conclusions from students to other students are very effective. Other positive views include the opportunities provided by reflective journals to express feelings and thoughts in writing, and the impression that learning is a free environment to convey experiences. In addition, prospective teachers emphasize that reflective journals put the process of teaching practice into plans and increase student motivation, learning is not limited to class, but concretizes problems encountered in practice and reinforces solutions, and practitioners must think about problem cases through reflective journal learning and do objective assessment.

Practitioners also state that they view the reflective journal for their professional development as an opportunity to gain experience and share other people's and life's teaching practices. They find implementations they can use for their own classes. Teacher candidates indicated that the reflective journal helped them adopt the teaching profession, to describe the cases they encountered, to be aware of imperfections, and to assess the process of teaching practice. The efforts made by the practitioner are quite good in the implementation as follows:

Table 1. Reflective Journal teaching practice that is implemented

Appearance	Application
Gain experience from the lives of other people	Done
Using reflective journals in class	Done
Adopt the teaching profession	Done
Case description	Done
Recognizing imperfection	Done
Process assessment	Done
Class management	Done
time management	Done
Possible practice	Done
Investigate	Done
Gain experience other than routine	Done
Focus on one thing	Done

They also indicated that the reflective journal contributed to their classroom and time management, they found opportunities to practice what they learned, and the learning led them to do research. Some of them stated that they got experience other than the routine of teaching practical classes, and they focused on the things where they had problems and discussed them in

depth. Table 4 presents the contribution of reflective journals to the personal development of prospective teachers.

Reflective Journal Evaluation

Through a reflective journal in the upper class of MI Al Munawaroh, Telanaipura sub-district, Jambi City , students try to provide solutions to the learning difficulties they face, such as asking experts, reading references both from books and the internet, and trying to get better at studying hard. This method can improve students' metacognitive skills (Taggart & Wilson, 1998) and develop higher-order thinking skills such as problem solving and critical thinking (Wandini et al., 2021). Although there are also research results showing that there is no difference in mastery of science concepts between students taught using guided inquiry learning assisted by reflective journals and students taught using inquiry learning and guided without reflective journals (Walil & Fuadi, 2020) .

Practitioners at the stage of implementing steps in accordance with the theory built by the Tanoto Foundation are of course very concerned about the evaluation stage of reflective journals (PINTAR Tanoto, 2022). In this case the evaluation of reflective journals has an interest in seeing how far the implementation of reflective journals can work well in class. Reflective journal evaluation is very continuous against the steps given by the practitioner. Observing this, the practitioner with the initials LM conveyed the following:

> "The teacher's reflective journal pays attention to the steps starting from implementation, evaluation of the reflective journal to the further planning stage. We as practitioners evaluate the application of reflective journals starting from the lack of material presented, class management, development of student understanding, to ideal time management. This is done in order to improve teacher notes that are not yet fully perfect in reflective journals. So that the improvement of reflective journals and their application continues. Thus the lack of reflective journals can be detected from the evaluation stage of reflective journals." (Interview with IK/MI teacher practice on October 15, 2022 at 10.00 WIB).

Evaluation of reflective journals Reflective journals at the material stage are an integral part of education or teaching so that planning or preparation, implementation and utilization cannot be separated from the overall educational or teaching program (Shoffner, 2006).

reflective journals conducted by MI teacher candidates are obtained and can be used to improve student learning methods (*formative function*). In order for the evaluation of reflective journals to be carried out at the expected time and the results are effective and on target, it is necessary to take the following steps (Akkoyunlu et al., 2016).

Furthermore, prospective MI teacher practitioners develop a plan for evaluating reflective journals of learning outcomes. Planning for evaluating reflective journal results includes (1) Formulating the objectives of evaluating reflective journals. This problem is because the evaluation of reflective journals without a goal will run without direction and result in the

assessment losing its meaning and function (2) Aspects that are encouraged to be evaluated on reflective journals, for example cognitive, affective or psychomotor aspects (3) Choosing and determining the techniques to be used in carrying out the evaluation reflective journals, for example whether to use test or non-test techniques (4) Determine benchmarks, norms or criteria that will be used as guidelines or benchmarks in providing interpretations of the data produced by evaluation of reflective journals (5) Collect data in evaluation of reflective journals of learning, concrete manifestations from the activity of collecting data is carrying out measurements, for example by administering learning tests (Zahid & Khanam, 2019).

Verifying data does not function to complete good data which can clarify the image that will be obtained about the individual or group of individuals being evaluated. Reflective journals from unfavorable data will describe the image that will be obtained if the data is also processed. Processing and analyzing the evaluation results of reflective journals is done by giving meaning to the data that has been successfully collected in the evaluation of reflective journals.

Providing interpretation and drawing conclusions, interpretation of the results of the evaluation data of learning reflective journals is essentially a verbalization of the meaning contained in the data that is undergoing processing and analysis. Furthermore, follow-up on the results of the evaluation of reflective journals. The starting point is that the data from the evaluation results of reflective journals that have been compiled, arranged, processed, analyzed so that you can find out what it means, then onwards. further from the evaluation activities of reflective journals.

Future Plan

In effective future planning for teaching, one crucial aspect is the use of reflective journals by prospective MI teachers. Future planning holds significant importance when it comes to standardizing the learning process. The application of reflective journals serves as a valuable tool to identify shortcomings in the learning process (Zahid & Khanam, 2019). The ongoing application of reflective journals was observed during the period from October 21 to October 28, 2022, specifically for students in grades 4, 5, and 6.

During this observation, a tool, the MI teacher's statement observation instrument, was designed to assess how future plans could enhance the reflective journal process. MI future teacher practitioners actively engaged in non-structural dialogues with high-grade teachers at Al Munawaroh to identify deficiencies in class management and time management.

In terms of class management, teachers recognized the challenge of engaging all students in the learning process. The identification of students who are not conducive to learning is crucial for re-analysis. Factors contributing to students' lack of interest include suboptimal use of media, impacting their engagement in the learning materials provided. Addressing this issue, teachers can employ warnings as a conventional means to improve student participation.

Moreover, the use of ideal media is emphasized as it serves as the focal point capturing students' attention. The choice of media significantly influences students' interest in the learning system (Iskandar, 2019) .

Teacher-student communication is another critical factor. Teachers with effective communication skills can navigate seemingly challenging classrooms. Emphasizing multi-way communication is essential for implementing reflective journals, as it promotes active student participation and responses to ongoing learning situations. Multi-way communication can be used as a reference for implementing reflective journals, because if communication only races in one direction it is very irrelevant if it is continuously applied to learning (Zahid & Khanam, 2019). Additionally, multi-way communication involves active engagement, allowing students participating in the learning process to be communicative and respond actively to ongoing learning situations. Implementing this approach is crucial because the primary goal of learning is to effectively convey the educational content provided by the teacher and ensure that students comprehend it.. The following is a response from one practitioner:

> "To see the shortcomings of the reflective journal that is applied, we are making future plans according to the steps of the Tanoto Foundation. Our future plans were discussed by a high class teacher at MI Al Munawaroh . The results of this discussion become stages that must be evaluated. For example from classroom management that is less conducive. We analyzed this from the media used, it turns out that there are still deficiencies. Media is one of the most important things in learning. The media in this reflective journal uses learning tools from creative materials. So that it still does not feel the ideality of learning. From this, audio-visual media can be added which can encourage the imagination of students. So the media displayed is very varied." (Interview with TJ/MI teacher practice on October 15, 2022 at 10.00 WIB).

Furthermore, future plans from the results of discussions between the teacher concerned and prospective MI teacher practitioners found a pattern of time management. The time management used by the teacher concerned is less dynamic. So that the results of the discussion of the practitioners and the teacher concerned found a new pattern of time management. Where the teacher reduces the time to explain then increases the class practice that is carried out. So far, high grade teachers still use the time to convey learning without adding time for students to analyze their learning.

The time used for students ideally adjusts the lesson plan made by the teacher. However, to sharpen student analysis and creativity, teachers should become learning facilitators by explaining a little and increasing student discussion space. So that passive students will become active by providing discussion space. Teacher can just provide a learning lighter through the media that is applied. Moreover, the high class, which incidentally has a more advanced level of analysis than the low class. This is of course from the many student learning experiences from

level to level. So that the results of the discussion between the practitioner and the teacher concerned can be used as a reference for future plans for implementing reflective journals.

DISCUSSION

The teaching and learning process is the interaction of teachers, students and the learning environment to achieve learning objectives has been established (Iskandar, 2019) . Basically the aim of education is to change students to be good, namely including; intellectual, moral, and socio-cultural (Iskandar, 2019) . The strategy of reflecting journal assignments that students carry out at the end of each lecture is an alternative that might be able to overcome this problem, so it might optimize course results, especially curriculum development courses in elementary schools (Yanti & Novitasari, 2021) .

Reflection journal is a container for writing reflections (what is received well understood or students do not understand) of all learning activities carried out, to improve the next lesson activity. Journal reflection is not only a description of the final message of learning but must contain important things, namely the evaluation of the reflective journal of the benefits of finding the strengths and weaknesses of the learning process, a causal analysis of the weaknesses found and future plans to improve the next learning process (Akkoyunlu et al., 2016) .

Solving problems that often arise in the subject process of curriculum development in elementary schools, one of which occurs is a failure, a lack of understanding of students completing the task given (Yusnaldi et al., 2020). Academic problems are measured through student learning outcomes which include cognitive, affective, and psychomotor aspects of students. Complete students in understanding the content of curriculum development courses in elementary school can hinder the prohibition of the needs that must be met by students (Kodrat, 2021) .

Application in making a teacher who is reflective and able to develop the core as mentioned above, it is recommended for each teacher to provide a study journal reflection book. Through this reflection journal the teacher writes down the existing learning process implemented, writes down its strengths and weaknesses, evaluates the learning process reflective journal, formulates corrective actions, and plans the implementation of improvements (Akkoyunlu et al., 2016) . This application needs to be done to improve teacher competence, at least in the process of learning activities the teacher can find out what needs to be used as evaluation material and serve as a follow-up.

In this context, what researchers will discuss here regarding efforts to implement reflective journals as a form of MI teacher professionalism. In where this research was conducted at the Tanoto Foundation's partner school, MI Al Munawaroh.

Efforts to implement reflective journals are considered important and must be carried out as follows:
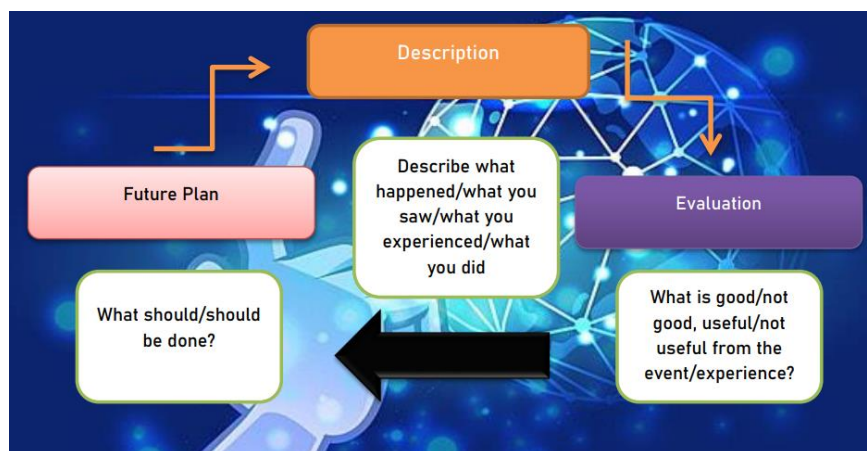
Figure 1. Components that must be included in the journal
reflective (PINTAR Tanoto, 2022)

Efforts to improve learning are carried out in accordance with the steps described by the Tanoto Foundation (1) Description (2) Evaluation of reflective journals (3) Future plans (PINTAR Tanoto, 2022).

CONCLUSION

Efforts through theoretical steps from the Tanoto Foundation Description , evaluation of reflective journals and future plans . In stage (1) Description, reflective journals have made it possible to collect shared experiences that the MI teacher candidates have. Reflective journals contribute to their classroom and time management, they find opportunities to practice what they learn, and the learning leads them to do research. In stage (2) Evaluation, namely formulating the objectives of evaluating reflective journals, aspects that are encouraged to be evaluated by reflective journals, for example cognitive, affective or psychomotor aspects, choosing and determining techniques to be used, determining benchmarks, norms or criteria to be used as guidelines or benchmark test and collect data in the evaluation of learning reflective journals. In stage (3) Future planning, namely the pattern of time and class management. The time management used by the teacher concerned is less dynamic. So that the results of the discussions between the practitioners and the teachers concerned found a new pattern of time management with practice dominating rather than theory. In class management the teacher concerned is very aware that in fact there are still students who are not conducive to participating in learning, this note is important to be re-analyzed, so the teacher must be responsive and create ideal media for learning.

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