

# THE PRACTICE OF REFLECTIVE PEDAGOGY IN INDONESIAN CLASSROOMS: A SYSTEMATIC REVIEW

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## ABSTRACT

This was a systematic literature review study aiming at exploring the implementation of a reflective pedagogy paradigm in the Indonesian educational context. The works being reviewed in the study were gathered using Harzing's Publish and Perish software. The criteria for including the works were being indexed by Google Scholar, published between the last ten years (2012-2021), the most cited works during their year of publication, and published in, at least, peer-reviewed journals. This review excluded conference papers published in proceedings and other works that were not published in journals. The results of the review showed that the reflective pedagogy had been widely used across subject areas and levels of education in Indonesia. It was also found out that, as the fundamental part of the pedagogy, reflection had been regarded as a process where learners looked back at their learning process to identify their experiences and the values they had learned during the process. Based on the results, this study concluded that the implementation of the reflective pedagogy could improve learners' achievement and awareness of life values and virtues. It also recommended implementing the pedagogy to encourage learners to be autonomous in assessing their learning to prepare themselves to be lifelong learners.

**Keywords:** reflective pedagogy; systematic review; learning practice

## ABSTRAK

Ini adalah studi tinjauan pustaka sistematis yang bertujuan untuk mengeksplorasi implementasi paradigma pedagogi reflektif dalam konteks pendidikan Indonesia. Karya-karya yang ditinjau dalam penelitian ini dikumpulkan menggunakan perangkat lunak Harzing's Publish and Perish. Kriteria untuk memasukkan karya sedang diindeks oleh Google Scholar, diterbitkan antara sepuluh tahun terakhir (2012-2021), karya yang paling banyak dikutip selama tahun publikasi mereka, dan diterbitkan setidaknya di jurnal *peer-review*. Tinjauan ini mengecualikan makalah konferensi yang diterbitkan dalam prosiding dan karya lain yang tidak diterbitkan dalam jurnal. Hasil review menunjukkan bahwa pedagogi reflektif telah banyak digunakan di seluruh bidang studi dan jenjang pendidikan di Indonesia. Ditemukan juga bahwa, sebagai bagian mendasar dari pedagogi, refleksi telah dianggap sebagai proses di mana peserta didik melihat kembali proses belajar mereka untuk mengidentifikasi pengalaman mereka dan nilai-nilai yang telah mereka pelajari selama proses tersebut. Berdasarkan hasil tersebut, penelitian ini menyimpulkan bahwa penerapan pedagogi reflektif dapat meningkatkan prestasi dan kesadaran peserta didik akan nilai-nilai dan kebajikan hidup. Direkomendasikan pula penerapan pedagogi untuk mendorong peserta didik menjadi mandiri dalam menilai pembelajaran mereka untuk mempersiapkan diri menjadi pembelajar sepanjang hayat.

**Kata kunci:** pedagogi reflektif; tinjauan sistematis; proses pembelajaran

## Introduction

The ability to reflect is one of the abilities that distinguishes us, humans, from other living creatures. This ability allows us to look back on anything we have done, its success or failure, and consider options to make changes whenever they are required. Reflection is, then, an important step to making improvements in anything we do.

Reflection also has a significant role in learning in any area and level of education. It incites teachers to look at and investigate their daily teaching practices to find better solutions and explore other more

challenging or supportive learning environments for their learners (Wittmann, 2021). It also helps learners to develop their cognitive skills to form, underpin, or modify their current understanding and perspectives about the subject matter (Wijnands, 2021).

The act of reflecting is not an activity designated for adolescent and adult learners only. Children as young as those learning at the elementary level of education are also capable of being reflective in some ways. To a certain extent, they are capable of making thoughtful decisions about their behaviors and keen observations about their environment (Epstein, 2003). That is why, as Clarke (2020) suggested, teachers also need to find suitable ways to reflect with children to know their voices and unique perspective rather than relying on their own reflections and analysis of the learning process to inform their planning and improve learning quality. Considering these young learners' voices and perspectives benefits the learners in some ways as well. Shea (2021) noted that reflection could help children remember what they had learned and give them a sense of accomplishment. They are contributing to their ongoing learning by building their confidence and fostering self-efficacy in new skills (Clarke, 2020). Being confident about their learning will help children manage thinking, metacognition, and other skills that can assist them to learn in new areas of learning in their later schooling and adult life (McGaskey & Olsen, n.d). That is, they are equipped with the skills required to become lifelong learners.

### **Reflective Pedagogy**

In recent years, the importance of reflection in education has found its legitimacy in what many educators call reflective pedagogy (Bautista & Schussler, 2010; Jakeman, et., al., 2017; McGuire & Lay, 2020; Phillips, et.al., 2017; Smith & Scharmann, 2008). Referring to Bailey (2012), reflective pedagogy can be defined as practices in which teachers carefully evaluate their own work while seeking to understand their purposes, rationales, and practices to improve upon their work. This pedagogy involves continuous processes of experience and reflection with the intention of facilitating learners' examination of previous life experiences in light of new learning (McGuire & Lay, 2020). However, as the context of a classroom requires the presence of both the teacher and the learners, the implementation of reflective pedagogy in a classroom

context requires a balance between the teacher's instructions and the learner's autonomy (Guthrie & McCracken, 2010).

On the learners' part, reflective pedagogy encompasses the practices in which they evaluate their performance while trying to make sense of the learning process as well as those in which they assess the strategies they use in attaining the learning objectives with the purpose of improving their future learning. The practices of reflective pedagogy require learners to exhibit and employ their metacognitive strategies in looking back at their learning process, recognizing their own strengths and weaknesses, and thus, finding suitable solutions to overcome the weaknesses and optimize their strengths to solve the problems that may arise during the process. Thus, it aims to foster self-regulation on the learners' part. That is, they empower themselves to be assessment-capable learners who are autonomous and able to equip themselves with the skills they need to further their learning.

As already implied by its term, the focus of reflective pedagogy practices in the classrooms is on the use of learners' reflections as the foundation of learning. As the key activity during the learning process, the purpose of reflections has to move beyond recalling facts about the subjects being learned. Reflections should move beyond reflecting on what has happened and what has been learned during the process to the benefits and values of the learning. Facilitated by teachers, reflecting should function as a self-motivated activity that empowers learners to self-assess their learning quality (Fines, 2014). Reflecting should be considered a more critical activity than a technical one (Larrivee, 2008). By developing reflection skills, learners are allowed to focus more on the quality of their learning process and how to improve it. As it can motivate learners to improve the quality of their learning, reflective activities have significant influences on the process of assessments as well. Reflections move the process of assessments from assessment of and for learning to assessment as learning where learners take charge of their learning by actively seeking feedback from their teachers and peers to improve themselves (Carlzon, 2019).

While implementing the reflective pedagogy, it is also important to keep in mind that the habit of reflecting should not be imposed on learners only. As an integral part of the teaching and learning process, teachers too should do their part in reflecting on their roles as facilitators

and mentors for their learners. They have the responsibility to be reflective practitioners who are required to continuously reflect on their practices. In line with what Schön (1992) proposed almost four decades ago, teachers are required to be able to reflect-on-action as well as reflect-in-action. By doing reflection-on-action, they are able to look back at their previous practices to gain insights to improve their future practice while performing reflection-in-action encourage them to observe their own experiences during the teaching and learning process and, therefore, allow them to make sensible judgments based on the experiences at the very moment (Bates, 2019). This ability to reflect on as well as reflect in their practices will not only benefit them in designing learning environments that fit the needs of their learners but also help them to be increasingly proficient teachers.

As much as it benefits the teaching and learning process, the implementation of the reflective pedagogy in the context of Indonesian classrooms is still frequently overlooked. Having reflections as its core process of learning, reflective pedagogy is often confused with the mere activities of reflection conducted at the end of a learning session. While it is not uncommon to observe teachers asking reflective questions concerning how the learners feel about the lesson, what is difficult for them, what they have learned during the lesson, etc., teachers are rarely observed asking such questions to themselves. While they plan the reflection session and detail the activity for their learners in their lesson plan, they often miss the opportunities to do the reflection themselves. They facilitate their learners to be reflective learners but frequently pass over the chance to be reflective teachers themselves.

This study aims to systematically review the implementation of reflective pedagogy in the context of Indonesian classrooms. It attempts to answer the question of how reflective pedagogy is implemented and so to identify the key principles of how the pedagogy is used in the teaching and learning processes across different levels and subject areas. These findings are expected to provide insights on what areas and how reflective pedagogy should be used in future research.

## **Method**

This was a systematic review study adopting and modifying the systematic review process model proposed by Bolan, et. al. (2017). There were four main phases employed in the study. The first phase of planning

included determining scoping searches, identifying a review question, and determining inclusion and exclusion criteria. The second phase of literature searching was the phase where the researcher searched for relevant titles and abstracts, obtained the papers, selected accessible full-text papers, and did data extraction from the papers. The third and fourth phases of the systematic process were performing quality assessment and analyzing as well as synthesizing the data resulting from the extraction process respectively. The phases and the detailed procedures included were illustrated in the following figure.



**Figure 1.** The systematic review processes

## Results and Discussions

This systematic literature review used Harzing's Publish and Perish software to search and gather the studies being reviewed. An initial search strategy using the keywords "*pedagogi reflektif*" and "Indonesia" resulted in 77 studies from various indexed publications. Inclusion and exclusion criteria were then employed to narrow the results of the search. The inclusion criteria were (1) being indexed by Google Scholar, (2) being published between the last ten years (2012-2021), (3) being the most cited studies during their year of publication, and (4) being published in journals. Conference papers published in proceedings, other studies that were not published in journals, and studies that were not available in full texts were excluded from this review. The final identification using the inclusion and exclusion criteria resulted in 10 studies listed in Table 1.

**Table 1.** The identity of the studies gathered for further analysis

Year	Author(s)	Title	Publication
2015	Anggraini	<i>Penerapan model lingkaran sastra dan pedagogi reflektif dalam meningkatkan kemampuan mengapresiasi sastra</i>	<i>Kembara: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya</i> , 1 (1)
	Iswari, Muhtar, and Akip	<i>Peningkatan kompetensi pada pembelajaran tematik di kelas III menggunakan model berbasis paradigma pedagogi reflektif di sekolah dasar</i>	<i>Jurnal Pendidikan Dasar</i> , 3 (1)
2016	Hartana, Setyosari, and Kuswandi	<i>Penerapan strategi pembelajaran paradigma pedagogi Ignatian (reflektif) terhadap peningkatan hasil belajar dan motivasi berprestasi belajar ilmu pengetahuan alam (IPA) siswa kelas V sekolah dasar</i>	<i>Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan</i> , 1 (4)
	Pratini	<i>Implementasi paradigma pedagogi reflektif dalam pembelajaran matematika untuk meningkatkan competence, conscience, dan compassion mahasiswa</i>	<i>Elementary School</i> , 3 (1)
2019	Printina	<i>Pemanfaatan media komik digital melalui unsur PPR (paradigma pedagogi reflektif) pada matakuliah Sejarah Asia Barat Modern</i>	<i>Jurnal Pendidikan Sejarah</i> , 1 (8)

Year	Author(s)	Title	Publication
	Printina	<i>Analisa potensi geografis Timur Tengah menjadi kekuatan teritori melalui komik digital berlandaskan paradigma pedagogi reflektif</i>	<i>Jurnal Agastya</i> , 9 (1)
2020	Printina and Hasudungan	<i>Pembelajaran sejarah Asia barat kuno berbasis paradigma pedagogi reflektif</i>	<i>Jurnal Swadesi</i> , 1 (1)
	Husniatun	<i>Peningkatan sikap kedisiplinan dalam pembelajaran PKn menggunakan model paradigma pedagogi reflektif bagi peserta didik sekolah dasar</i>	<i>Jurnal Ilmu Pendidikan Ahlussunnah</i> , 3 (2)
	Nugroho and Sariyatun	<i>Konsepsi triprangama untuk menanamkan kesadaran hukum dalam pembelajaran IPS melalui pedagogi reflektif</i>	<i>Jurnal Pendidikan Sejarah Indonesia</i> , 3 (1)
2021	Raharjo	<i>Pengembangan model pembelajaran sejarah kepemimpinan berbasis pedagogi reflektif untuk meningkatkan sikap kepemimpinan siswa SMA</i>	<i>Jurnal Agastya</i> , 11 (2)

At the outset, this review intended to take the most cited study on reflective pedagogy from each year between 2012 and 2021 as its objects of analysis. A further identification using inclusion and exclusion criteria, however, revealed that there were no studies agreeing with the criteria between 2012 and 2014 as well as in 2017 and 2018. Accordingly, the researcher included other studies that complied with the predetermined selection criteria from other corresponding years to be included in the analysis and synthesis stage. In addition, as the information gathered from the studies was largely qualitative, the analysis was also meant to



describe and synthesize the data in a qualitative manner (Tai, et. al., 2020). The results of the initial analysis of the studies included at the analyzing and synthesizing stage are presented in the following Table 2.

**Table 2.** The attributes of the studies and their key findings

Author(s)	Setting and Subject Area	Implementation of Reflective Pedagogy	Key Finding
Anggraini (2015)	University; Indonesian Literatures	Combined with another model to increase students' ability in literature appreciation. Students reflected on their learning process and the teacher reflected on the teaching process.	The literary cycle model and reflective pedagogy paradigm made students more active during the learning process and improved their ability and skills in appreciating literary works.
Iswari, Muhtar, and Akip (2015)	Elementary school; Thematic – Mathematics and Social Studies	As an instructional model to increase students' competence in a thematic unit. Students reflected on what they had learned during the learning process and the teacher reflected on the teaching process.	Reflective pedagogy paradigm could increase students' competence in a thematic unit comprising the subjects of Mathematics and Social Studies.
Hartana, Setyosari, and Kuswandi (2016)	Elementary school; Science	As an instructional model to improve students' achievement and motivation in learning science. Students did the reflection by actively identifying humanistic values from the materials they had learned and by seeking ways on how they could apply the values in real life. The teacher facilitated the students' reflection process.	Reflective pedagogy paradigm could improve students' achievement and motivation in learning science.
Pratini (2016)	University; Mathematics	As an instructional model to assess students' competence, compassion, and	Reflective pedagogy paradigm could increase and develop students' competence,

Author(s)	Setting and Subject Area	Implementation of Reflective Pedagogy	Key Finding
		conscience through assessments and reflections. Students did the reflection on their compassion and conscience by filling in a questionnaire and the teacher reflected on the teaching process.	conscience, and compassion.
Printina (2019a)	University; History	As a framework to analyze the use of digital comics in teaching a historical topic. Students reflected on their learning process and the teacher reflected on the teaching process.	The use of digital comics could enhance the development of competence by assessing students' understanding of the subject, conscience by the reflecting activities within the digital comics, and compassion by planning an action relevant to the topic.
Printina (2019b)	University; History	As a framework to develop learning media in the form of digital comics. Students reflected on their learning process and the teacher reflected on the teaching process.	The principles of the reflective pedagogy paradigm could be used to make digital comics, making teaching history more creative and up to date.
Printina and Hasudungan (2020)	University; History	As an instructional model to teach a historical topic. Students reflected on their learning process and the teacher reflected on the teaching process.	Teaching a historical topic using the reflective pedagogy approach could improve students' competence, conscience, and compassion.
Husniatun (2020)	Elementary school; Civics Education	As an instructional model to improve students' discipline through Civics Education subject. Students reflected on their learning process and the teacher	Reflective pedagogy paradigm could improve students' discipline.

Author(s)	Setting and Subject Area	Implementation of Reflective Pedagogy	Key Finding
		reflected on the teaching process.	
Nugroho and Sariyatun (2020)	Junior high school; Social studies	Combined with a learning concept to increase students' legal awareness. Students reflected on what they had learned from the learning materials and the teacher reflected on the teaching process.	The cycle of reflective pedagogy could facilitate students to develop their legal awareness as inferred by the Triprangama inscription.
Raharjo (2021)	Senior high school; History	As a basis to develop a teaching model embracing leadership values. Students reflected on what leadership values they could learn from the historic character while the teacher supervised the learning process.	Leadership attitudes among students could be improved by using the eight leadership indicators from Northouse and Ignatian.

The gathered studies indicated that reflective pedagogy had been widely used across any education level in Indonesia. It had been implemented in elementary levels (Hartana, Setyosari, & Kuswandi, 2016; Husniatun, 2020; Iswari, Muhtar, & Akip, 2015). Studies from Nugroho and Sariyatun (2020) and Raharjo (2021) showed how reflective pedagogy could be implemented in secondary levels of education such as junior and senior high schools. Further, the implementation of this pedagogy could be witnessed in the studies conducted by Anggraini (2015), Pratini (2016), Printina (2019a, 2019b), and Printina and Hasudungan (2020).

The subject areas in which the reflective pedagogy was implemented in Indonesia also varied. As shown by the studies, it could be used as a teaching and learning framework for single-subject areas such as literature, science, mathematics, history, civics education, and social studies in the elementary, secondary, and higher levels of education. Implemented specifically at the elementary level, the reflective pedagogy could also serve as a basis for teaching a thematic

unit where several subject areas were merged together under one common topic (Hartana, Setyosari, & Kuswandi, 2016).

There are, however, some noted points on how teachers in Indonesia make use of the reflective pedagogy to base their classroom practices. These points are worth some thoughtful consideration if we are to look at what actually underlies the implementation of reflective pedagogy in our educational setting. These thoughts will allow us to also reflect on whether we have appropriately used the pedagogy to improve our teaching as well as to facilitate our learners in their quest to progress and grow themselves by means of their learning process.

All the gathered studies mentioned the activity of reflections performed by their student participants in their studies. Nevertheless, how the activities were carried out tends to vary among the studies. On its basic level, reflection could be viewed as a process of remembering what learners had learned during the learning process (Nugroho & Sariyatun, 2020). However, more than just recalling and remembering, reflection was more a process where learners looked back at their learning process and identified what changes they had experienced during the process (Anggraini, 2015; Iswari, Muhtar, & Akip, 2015; Husniatun, 2020; Printina, 2019; Printina, 2019a; Printina & Hasudungan, 2020). Taking it further, reflection is supposed to be a process where learners can gain some insights from their past learning and make use of these insights to facilitate their learning in other areas. The studies by Hartana, Setyosari, and Kuswandi (2016), Pratini (2016), and Raharjo (2021) illustrated this point in some ways. Implementing reflective pedagogy in different levels of education, the three studies described the reflecting process in the pedagogy as a process where learners assessed their own learning processes to find life values and virtues that they could later use in their real life. The process can be carried out by writing journals (Hartana, Setyosari, & Kuswandi, 2016), peer discussions (Raharjo, 2021), or simply by filling in questionnaires of which items were designed to assess their present or future intentions as well as goals as the outcomes of their current learning process (Pratini, 2016). While there is no definite guide on how reflection should be carried out at different levels of education, teachers should always make sure that the processes of reflection should always bear the purpose of making the learners aware of the benefits and values of the learning for them

(Larrivee, 2008). That is, at any level, teachers and learners may agree upon and employ any reflection activities as long as the activities allow them to go deeper into the learning process and discover the learned lessons, why they are important for them, and how they will affect their further learning.

At any level of education, the roles of the teachers during the reflection process are also worth viewing. All the studies mentioned previously reported that at some points teachers did the reflection processes too. All the studies infer that the teachers did some reflections on the teaching processes, and for this reason, it is reasonable to assume that they were doing a reflection-on-action process – which is an important practice in an educational context (Bates, 2019). However, none of the studies provided details on how the learners were engaged in their reflective activities. While learners are the main subjects doing the reflection, teachers need to model the process through their own reflective process. Merely asking learners to reflect on their learning without providing them with a model of how they should reflect properly will only result in them not being able to differentiate reflecting from simply reporting. While reflection may include reports about what learners have done and got from the learning process, self-assessing is the main part of the reflection process. Teachers at any level of education should take time to guide and facilitate their learners to self-assess themselves in ways that suit their characteristics, backgrounds, and cognitive as well as metacognitive levels for being able to self-assess is the core of any reflective activity (Fines, 2014).

All the analyzed studies also concluded that the implementation of the reflective pedagogy could increase learners' achievement in specific subject areas or skills such as science and literary appreciation (Anggraini, 2015; Hartana, Setyosari, & Kuswandi, 2016; Iswari, Muhtar, & Akip, 2015), or improve their attitudes and motivation in engaging with the learning process (Hartana, Setyosari, & Kuswandi, 2016; Husniatun, 2020). It could also improve learners' awareness of certain concepts and values (Nugroho & Sariyatun, 2020; Raharjo, 2021). In another context, the reflective pedagogy could improve not only competence on certain subjects but also other learning outcomes such as conscience and compassion (Pratini, 2016; Printina & Hasudungan, 2020).

Apart from their effectiveness in improving learning outcomes and learners' skills, attitudes, motivation, and awareness about certain topics, concepts, or values, teachers should be able to design reflecting activities that suit their purposes (McGaskey & Olsen, n.d). Reflecting activities intended to assess learners' cognition or metacognition skills will be different from those aiming at assessing their personal growth or change. Similarly, those intended to assess their prior knowledge will also be different from the ones aiming at assessing their competence in certain areas. While there are numerous activities that can function as means of reflection, teachers should be able to select ones that fit the purpose(s) of the reflecting activities. More importantly, they should be able to opt for activities that suit the characteristics of their learners.

### **Conclusions, Recommendations, and Limitations of the Study**

During the past ten years, reflective pedagogy has been used in various subject areas as well as levels of education ranging from primary to higher education. As the fundamental activity in the implementation of the pedagogy, the reflective activity is performed by the learners for various purposes. While recalling and remembering facts about the topic learned are also part of reflection, reflective activities should focus more on facilitating learners to look back at their learning experiences and examine what changes they have undergone during the learning process. Teachers should also use reflective activities to encourage learners to assess their performance and identify their strengths and weakness and the specific strategies they use to overcome their learning obstacles. As learners become autonomous in monitoring their own learning, teachers can use reflection as a means of doing an assessment for learning and an assessment as learning.

Based on the results of the review, this study recommends the use of reflective pedagogy in classroom practices as it will provide learners and teachers at any level of education to develop and enhance their ability in reflecting on their processes of learning and teaching. As reflective pedagogy also provides learners with the opportunities to look back and assess their learning independently, this study also recommends the use of reflective practices as classroom assessment activities. For this reason, it is also recommended to conduct studies on how reflective activities can facilitate teachers in promoting their learners

to be lifelong learners who are autonomous and empowered in taking charge of their own future learning.

This systematic study has a few limitations. The first is that it only covered studies on the implementation of reflective pedagogy within the past ten years. Another limitation is that there is a possibility that the search process using different keywords such as reflective pedagogy or reflective pedagogy paradigm will result in indexed different studies.

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