

ABSTRACT

Cendra, Anastasia Nelladia. (2019). *Reflection Class to Assist Indonesian Pre-Service Teachers' Identity Development: A Case Study*. Yogyakarta: English Education Master's Program, Faculty of Teachers Training and Education, Sanata Dharma University.

As it has been found that teaching is beyond applying correct teaching methodologies, researchers have directed their attention to examine how teacher identity plays a more crucial role in the classroom and how it is important to give more attention to teacher identity. One of the tools that can help pre-service teachers' identity development that has been discussed in a growing body of research is reflection. However, only limited attempts have been done to examine how reflection that is done systematically to address pre-service teachers' life experiences could assist their teacher identity development.

Looking through the background, the present research aimed to take a closer look at this phenomenon, specifically in the context of reflection class followed by pre-service teachers of English language in *PPG Pra-jabatan* Program. Two research questions guided this research. *First*, how was the reflection class followed by pre-service teachers of English language in *PPG Pra-jabatan* Program best described? *Second*, how did the reflection class followed by pre-service teachers of English language in *PPG Pra-jabatan* Program assist them in developing their teacher identity?

This research is a case study with embedded design. The researcher became an insider of the reflection class. Twenty pre-service teachers voluntarily participated in this research, with six participants were chosen to be the focal participants. The data of this research was collected by observing the class, studying focal participants' reflections, interviewing the focal participants and the facilitator, as well as examining related documents. The data were analyzed using an inductive approach and reported in a form of thick description.

The inductive analysis showed that the reflection class can be described as a systematic reflection class that was conducted by adhering to four kinds of protocols of conducting good reflection class and following a certain procedure. However, some challenges, ranging from more fundamental issues to the technicality, still existed in the reflection class. In addition, the inductive analysis also showed that the reflection class can assist pre-service teachers' identity development in three ways: providing them with systematic and suitable settings to reflect, allowing them to scrutinize their past experiences, and helping them to project their possible-selves as teachers. Finally, some suggestions for other teacher education and teacher development programs, the government, pre-service teachers, as well as future researcher were presented.

Keywords: *possible-selves, projection, reflection class, teacher identity*

ABSTRAK

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Karena penelitian telah menemukan bahwa aktifitas mengajar lebih dari menerapkan metode yang tepat, peneliti telah mengarahkan perhatian mereka untuk melihat bagaimana guru memainkan peran lebih penting dalam kelas dan betapa pentingnya memberikan perhatian lebih kepada identitas mereka. Salah satu media yang dapat membantu pembentukan identitas para calon guru yang banyak dibahas di penelitian adalah refleksi. Sayangnya, baru ada sedikit penelitian yang melihat bagaimana refleksi pengalaman hidup yang dilakukan secara sistematis dapat membantu pembentukan identitas para calon guru.

Dari latar belakang tersebut, penelitian ini ditujukan untuk melihat lebih dekat fenomena ini, terutama dalam konteks kelas refleksi yang diikuti calon guru bahasa Inggris di program PPG Pra-jabatan. Dua pertanyaan penelitian memandu penelitian ini. *Pertama*, bagaimana kelas refleksi yang diikuti calon guru bahasa Inggris di program PPG Pra-jabatan dideskripsikan? *Kedua*, bagaimana kelas refleksi yang diikuti calon guru bahasa Inggris di program PPG Pra-jabatan membantu mereka dalam mengembangkan identitas keguruan mereka?

Penelitian ini adalah penelitian studi kasus dengan desain tertanam. Peneliti ikut masuk untuk mengobservasi kelas. Dua puluh calon guru berpartisipasi dalam riset ini, dengan enam orang dipilih sebagai peserta utama. Data dalam penelitian ini diambil dengan melakukan observasi kelas, mempelajari refleksi peserta utama, melakukan wawancara terhadap peserta utama dan fasilitator kelas refleksi, serta mempelajari dokumen terkait lainnya. Data-data ini dianalisis secara induktif dan dilaporkan dalam bentuk deskripsi lengkap.

Analisis induktif menunjukkan bahwa kelas refleksi dapat dideskripsikan sebagai kelas refleksi yang sistematis yang dilaksanakan dengan mengacu pada empat protocol untuk melaksanakan kelas refleksi yang baik, serta mengikuti prosedur tertentu. Namun, beberapa tantangan, baik yang bersifat fundamental maupun teknis, masih ditemukan dalam kelas refleksi ini. Selain itu, analisis induktif juga menunjukkan bahwa kelas refleksi dapat membantu perkembangan identitas keguruan para calon guru melalui tiga cara: memberi wadah yang sistematis dan cocok untuk berefleksi, memberi kesempatan untuk meneliti pengalaman masa lalu, dan membantu mereka untuk memproyeksikan kemungkinan diri (*possible-selves*) sebagai seorang guru. Pada akhirnya, beberapa saran untuk program sekolah keguruan dan pengembangan profesionalitas guru, pemerintah, para calon guru, dan peneliti selanjutnya juga disampaikan.

Kata kunci: *kemungkinan diri, proyeksi, kelas refleksi, identitas keguruan*