



## Research Article

# Self-Reflection and Peer Feedback Practices: An Exploratory Study on the *Sekolah Penggerak* Program

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### Abstract

This study aimed to explore the implementation of self-reflection and peer feedback in supporting the professional development of educators within the *Sekolah Penggerak* Program. Using a qualitative descriptive-exploratory approach, data were collected through Focus Group Discussions (FGD) involving educators from the first cohort of schools implementing the *Sekolah Penggerak* Program in East Lombok Regency. The findings of this study indicated that self-reflection served as a tool for evaluating teaching practices, adjusting teaching strategies, fostering cross-level collaboration, and transforming attitudes and approaches to teaching. Peer feedback provided a space for educators to exchange experiences, receive constructive suggestions, and identify more effective teaching methods. The findings emphasized the positive impact of these practices on improving classroom learning quality and their potential to foster an inclusive, collaborative, and innovative learning environment. Despite challenges such as limited time, technological gaps, and an underdeveloped reflective culture, the study offers valuable insights for educators, policymakers, and researchers interested in professional development in education. Recommendations are made to enhance technical support, build educators' capacities, and improve coordination to ensure the sustainability of reflective programs in schools across Indonesia.

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## INTRODUCTION

The enhancement of learning quality is a collective effort involving all components of the educational system. Key factors such as comprehensive planning, active student participation, the selection of effective learning strategies, and proficient communication skills establish educators as pivotal contributors in the classroom learning process, ensuring smooth implementation and achieving high-quality outcomes. Given their vital role, educators are expected to consistently pursue self-development to create a supportive learning environment that promotes active student engagement and to use various methods that accommodate the distinct learning styles of each student.

*Sekolah Penggerak* Program is a strategic initiative specifically designed to promote the comprehensive improvement of educational quality. This program aims to enhance students' learning outcomes, both in

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cognitive aspects, such as academic understanding, and in non-cognitive aspects, such as character development and social skills. In addition to its goal of shaping the Pancasila Student Profile, this program also focuses on strengthening the capacity of educators through intensive training and mentoring, as outlined in the Minister of Education, Culture, Research, and Technology Decree No. 162 of 2021 on the School Empowerment Program as a Model for Quality Educational Units. In its implementation, educators are regarded as key agents of change in the learning process, making the improvement of their competencies a priority. These competencies include pedagogical skills, technological proficiency, and innovation abilities, all of which are aimed at achieving high-quality and equitable learning outcomes throughout Indonesia.

Self-reflection offers valuable opportunities for educators to assess their teaching practices, considering both the successes and challenges faced in the classroom. This process helps them identify areas that need improvement and enables them to design more effective learning strategies for future teaching (Kempen, 2018; Weber et al., 2018). This program not only enhance the individual competence of educators but also contributes to the overall learning outcomes. By consistently doing the self-reflection, educators are able to improve their learning approaches to meet the dynamic and diverse needs of students (Grant et al., 2017; Thompson, 2021). Therefore, reflective educators will be successfully established, those who are mindful of their experiences and emotions, and who consistently strive for self-improvement.

Through self-reflection, an educator can analyze the achievement level of learning objectives and identify which areas that still need further development. The educator may take the corrective actions for the unmet learning objectives, such as revising teaching methods or designing learning materials that accommodate the students' needs (Bowling et al., 2022). Furthermore, self-reflection allows educators to anticipate any challenges that may arise in the upcoming period, making them more prepared to handle complex situations. This process can guide them in creating a student-centered learning environment, by incorporating the learning methods or strategies that optimally supports the students' learning development (Yeo, 2013). Thus, if the learning objectives have been successfully achieved by the students, educators may proceed to the next learning objectives. However, if the learning objectives have not been achieved, educators need to provide reinforcement through reflection (BSKAPK, 2022).

To support the development of educators' competencies, the Regulation of the Minister of Education, Culture, Research, and Technology No. 16 of 2022 states that assessment of lesson planning and implementation is carried out through self-reflection, conducted by educators at least once per semester after the learning process. Aligned with this regulation, several empirical studies have shown that self-reflection is effective to assess individual performance in the learning process, both in traditional classroom settings and online environments (Burhan-Horasanlı & Ortaçtepe, 2016; Golumbic et al., 2022). In addition, the principle of self-reflection as an assessment of lesson planning and implementation in schools must involve fellow educators to foster discussions among peers, observations of the process, and collaborative reflection on teaching plans and execution. This approach emphasizes the importance of peer and expert feedback in supporting the professional development of educators (Kleinknecht & Gröschner, 2016). The ultimate goal is to cultivate a culture of mutual learning, collaboration, and support to enhance the quality of education in schools.

Through collaborative efforts, educators are able to share experiences, exchange ideas, and gain new perspectives that contribute to refining their teaching practices. Engaging in discussions within a supportive and constructive environment enables educators to uncover areas for improvement that may have previously been overlooked. Furthermore, this type of collaboration fosters opportunities for educational innovation, such as incorporating successful strategies employed by colleagues, thereby enhancing overall teaching effectiveness (Prilop & Weber, 2023). Previous study has shown that educators engaged in reflective group discussions tend to have better adaptation skills in facing learning challenges, enabling them to provide richer and more varied learning experiences for students (Ferriera et al., 2023). Therefore, collaboration among educators not only enhances individual competencies but also contributes to the overall improvement of the education system.

Reflective discussions among educators create opportunities for exchanging ideas, addressing challenges, and finding collective solutions. During this process, educators not only share their experiences but also receive feedback from colleagues with differing perspectives. Such feedback can broaden their understanding and allow them to approach situations from a wider viewpoint (Kleinknecht & Gröschner, 2016). Through this collaboration, educators are able to design more innovative and contextually relevant teaching methods that

address the diverse needs of students (Prilop & Weber, 2023). For instance, educators facing challenges in teaching abstract concepts can draw on the experiences of colleagues who have successfully used visual aids or project-based approaches. In this way, learning becomes more effective and engaging for students.

As part of the effort to enhance the quality of education in Indonesia, this study focused on two key practices: self-reflection and peer feedback. Self-reflection enables educators to critically evaluate their teaching processes, adapt to students' needs, and develop a deeper understanding of the ethical, social, and policy-related issues that impact learning. On the other hand, the practice of peer feedback provides educators with an opportunity to share experiences, learn from best practices, and receive constructive input to improve their teaching strategies. The implementation of these two practices serves as a complementary force, with self-reflection driving individual growth among educators, while peer feedback strengthens a collaborative and innovative learning ecosystem. By integrating self-reflection and peer feedback into the culture of professional development, this study aims to make a significant contribution to improving the quality of education in Indonesia, particularly in fostering a more inclusive, adaptive, and sustainable transformation of the educational landscape.

## LITERATURE REVIEW

### Self-Reflection

Self-reflection is a natural aspect of life that often happens unconsciously but can also be approached in a structured and intentional manner. This process involves exploring thoughts and actions, providing an opportunity to evaluate events and reflect on various considerations. Through reflection, individuals can reassess professional values and deepen their understanding by adopting different perspectives (Thompson, 2021). Reflection is regarded as a process of learning from experience, which aimed at exploring thoughts to identify the emerging learning needs. By doing self-reflection in planned and structured ways, individuals will be able to integrate their learning more effectively and become more independent (Grant et al., 2017).

The concept of self-reflection in the learning process has been extensively explored by scholars. Dewey (1933) initially defined reflection as an individual's process of contemplating events in their surrounding world, either during or after the occurrence. This was followed by Schön (1984) who emphasized the use of self-reflection in professional development by extending technical rationality to reflective action, and Kolb (1984), who introduced experiential learning theory focusing on how individuals learn from personal experiences. Schon and Kolb remain primary references in contemporary discussions on self-reflection (Ryder & Downs, 2022), although many scholars have since proposed diverse conceptualizations to further understand reflection in the context of learning.

The practice of self-reflection is often utilized in professional development, including the career advancement of educators. Self-reflection cannot be epistemologically regarded as the process of learning from experiences (Russell & Martin, 2017), even though Dewey (1933) described it as individuals' acts to interpret their experiences. One may also learn from the experiences of others, as is common in various fields—for instance, a healthcare professional seeking solutions to address a specific case and using it as a guideline for managing similar cases in the future. In contrast, when self-reflection is practiced specifically to enhance the professionalism of an educator, this activity is considered a form of self-monitoring, as described by Schon (1983) through the concepts of reflection-in-action, which occurs during the action, and reflection-on-action, which takes place after the learning activity. This aligns with the perspective of Tripp & Rich (2012), who view it as a process of self-investigation and critical analysis, where educators consider the impact of their pedagogical decisions on their practices with the goal of improving the quality of teaching.

Educational experts emphasize the importance of self-reflection for educators in identifying what matters most to them in the learning and teaching process. Consequently, several countries have established specific standards requiring educators to engage in self-reflection to support their career development and enhance their competencies (Glasswell & Ryan, 2017). Among the various self-reflection standards implemented in several countries, the objectives can be categorized as follows: a). Reflection as an Evaluation Process: Educators use reflection as a means to evaluate their teaching practices, assess their professional knowledge, and ensure the alignment of content with the curriculum; b). Reflection as an Adaptation Process: Educators adapt their teaching strategies to align with students' learning tendencies, improve the learning process, and utilize formative assessment data effectively; c). Reflection as a Collaboration Process: Educators

collaborate to enhance learning, share best practices with peers, and learn from colleagues to improve the quality of teaching; d). Reflection as a Transformation Process: Educators adjust to social, ethical, moral, and policy issues while aligning their attitudes and behaviors within the learning process.

### **Peer Feedback**

Providing and receiving feedback is regarded as an integral part of educators' professional practice. Hattie and Timperley (2007) defined feedback as information delivered by an agent (peer) concerning specific aspects of an individual's performance or understanding (Molin et al., 2021). Several studies highlight that feedback benefits both the giver and the receiver. One of the most significant learning advantages for individuals involved in providing feedback is the opportunity to engage in critical cognitive activities, such as critical thinking, planning, monitoring, and self-regulation, while reviewing their peers' work (Lam, 2021). Engaging in cognitive activities while critically evaluating peers' work has been shown to enhance overall academic success among learners. Individuals who practice these cognitive activities are reported to have more accurate self-assessment skills and a greater sense of autonomy over their own tasks (Molin et al., 2021).

In the context of educators, peer feedback is regarded as a crucial component for improving teaching practices as it allows educators to reflect on the methodologies they use and identify their strengths and weaknesses. This process may foster a collaborative learning environment, which enables them to obtain new perspectives from their peers and ultimately contribute to the improvement of educational outcomes (Cutroni & Paladino, 2023). Several studies have shown that peer feedback can significantly enhance reflective practices among educators. For example, Tan and Chen emphasized the importance of structured feedback in promoting collaborative knowledge improvement, highlighting that specific types of feedback can lead to more effective teaching strategies (Tan & Chen, 2022). Following this, Rodríguez et al. stated that systematically designed peer feedback can also enhance the problem-based learning, particularly in large classes. This indicates that a structured approach to feedback can improve learning effectiveness (Rodríguez et al., 2022).

Receiving feedback from peers offers various advantages. It provides valuable opportunities to gain insights into others' ideas and work. Moreover, it helps aspiring educators identify their weaknesses and guides them in improving their teaching skills. In the context of enhancing educators' competence, peer feedback offers insights into diverse teaching styles and techniques. Additionally, it fosters innovation by enabling educators to observe peer practices and experiment with new approaches (Cutroni & Paladino, 2023). Therefore, it is reasonable to conclude that numerous studies have demonstrated how collaboration can lead to more creative, effective, and comprehensive solutions. In fact, collaboration is often regarded as the only viable approach to addressing certain complex problems (Baucal et al., 2023).

Peer feedback is regarded as a pivotal approach for educators to reflect on and refine their teaching methods. Engaging in a structured and timely feedback process, educators may identify their strengths and weaknesses, ultimately enhancing their teaching effectiveness and student learning outcomes. This collaborative approach is crucial for professional development, as it fosters a culture of reflection, continuous improvement, and mutual support among educators (Thompson, 2021). Several studies consistently support the view that peer feedback plays a crucial role in fostering a culture of reflective practice among educators, ultimately contributing to their professional development and the overall quality of education.

## **METHOD**

### **Study Approach**

This study was conducted with the aim of examining the self-reflection and peer feedback practices among a group of educators. Primary data were collected through Focus Group Discussion (FGD) sessions designed to explore their experiences with self-reflection and peer feedback practices. The discussion guidelines were structured around two key areas: (1) how educators engage in self-reflection based on a theoretical framework defining reflection as a process of evaluation, adaptation, collaboration, and transformation; and (2) how educators utilize peer feedback to enhance the quality of teaching and their professional growth.

For social science researchers, the advantages of this technique lie in three interrelated characteristics of the data collection method. The data collected during FGDs was inherently social, generated through a predominantly emic process that captures culturally specific perspectives. Furthermore, this approach produces data across three levels of analysis: individual, group, and interactive (Cyr, 2019). One of its advantages is the

discovery of new insights due to its interactive nature and the diverse backgrounds of participants. This enables researchers to uncover novel ideas that may not have been previously considered. In other words, FGDs are particularly effective for gathering feedback on how models or concepts can be presented more effectively.

A descriptive-exploratory qualitative approach was adopted to delve deeply into educators' experiences and perspectives in practicing self-reflection, as well as their interactions in giving and receiving peer feedback. Deductive coding was employed as the primary data analysis method to map the collected data onto the theoretical framework of self-reflection as outlined by Glasswell & Ryan (2017) and to explore elements relevant to peer feedback practices.

### Participants

One of the mandates of the Minister of Education, Culture, Research, and Technology Regulation Number 162/M/2021 on the *Sekolah Penggerak* Program emphasizes fostering a culture of self-reflection among school members during the planning and implementation of learning activities by the third year of the program. Consequently, participants in this study were limited to educators from the first cohort of *Sekolah Penggerak* Program in East Lombok Regency. According to the Decision of the Directorate General of Early Childhood Education, Basic Education, and Secondary Education Number 6555/C/HK.00/2021 on the Designation of Educational Units for the *Sekolah Penggerak* Program, there are 49 *Sekolah Penggerak* Program institutions in East Lombok Regency, comprising 6 Early Childhood Education and Kindergarten institutions, 23 Elementary Schools, 13 Junior High Schools, and 7 Senior High Schools.

Due to the impracticality of conducting FGDs for all educators across the 49 *Sekolah Penggerak* Program institutions, this study included representatives from selected schools only. For the focus of the study, the researchers invited educators from elementary and junior high school levels. Each school was represented by one educator, who was then assigned to discussion groups based on their educational level. This approach aligns with recommendations that suggest an ideal FGD group size of 4 to 8 participants to ensure effective interaction and discussion (Cyr, 2019). These limitations were implemented to ensure in-depth and relevant discussions aligned with the objectives of the study.

## RESULTS AND DISCUSSION

### The Implementation of Self-reflection

Self-reflection was found to be practiced in various ways in schools implementing the *Sekolah Penggerak* program across East Lombok Regency. Educators conducted reflection to evaluate the learning process using diverse methods, such as asking students about their understanding of the material, approaches, and teaching methods implemented. These reflections were carried out both verbally and in written forms, including informal discussions, reflective journals, or using emojis as visual tools to capture students' feelings about the learning experience.

In this process, school principals had a crucial role in observing classroom activities directly and providing feedback to teachers. The reflection also involved evaluating other aspects such as safety, diversity, inclusivity, and the implementation of moral values in schools. For instance, some schools had integrated reflection into activities such as market day or programs that promote cultural diversity. One participant stated:

*"Teachers at our school not only conduct reflections on classroom teaching but also on all elements of activities, such as P5 projects and school programs like market day and cultural introductions, because each activity has a coordinator and specific objectives to be achieved by the students."*

One school adopted the STAR model (Situation, Task, Action, and Reflection) as a framework for implementing self-reflection. In this approach, teachers were asked to describe specific situations encountered during teaching, identify challenges faced, explain the actions taken to address those challenges, and finally reflect on the outcomes and lessons learned from the experience. The STAR approach allowed teachers to analyze their teaching practices in depth, not only to evaluate past events but also to plan improvements for the future. By using this model, reflection becomes more structured, focused, and encourages teachers to take concrete actions based on the lessons learned from everyday experiences. This makes self-reflection an effective tool for supporting the continuous development of teaching quality.

One participant representing the junior high school level stated:

*"Each teacher regularly conducts self-reflection using the STAR method, which is scheduled through the school learning*

community. Most teachers are already capable of using Information and Communication Technology (ICT), such as creating forms and presentation slides, although some teachers are less actively involved in directly using ICT.”

In line with field observations, Johannessen’s work on modeling reflective teaching practices emphasizes the importance of reflection in identifying alternative teaching methods (Johannessen, 2024). Through reflective dialogue and sharing experiences with peers, educators can gain insights into various teaching strategies and approaches that can enhance their effectiveness. This collaborative reflection not only broadens their perspectives but also encourages the exploration of diverse methodologies that can be tailored to different learning contexts (Thompson, 2021). Additionally, the role of portfolios in reflective practices, as discussed by Scoupe, provides a tangible means for aspiring teachers to document their learning journey and identify areas for development (Scoupe et al., 2024).

The frequency of reflection varies across schools. Some schools practice it daily, while others do so weekly, monthly, or whenever issues arise. Formal reflection is often integrated into supervision programs or learning community meetings, such as Teacher Working Groups (KKG) or Subject Teacher Collaborations (MGMP). In some cases, self-reflection results in works like articles published as part of literacy-based learning efforts and portfolio development (Scoupe et al., 2024). By reflecting on the experiences and challenges they face, educators can identify specific skills or strategies they need to develop, facilitating the creation of new learning pathways.

Some schools also involved external parties, such as supervisors or educational communities, to provide additional perspectives and support the sustainability of the reflection program. The scope of reflection was expanded not only to teaching but also to innovative programs such as school digitalization, anti-bullying initiatives, and strengthening diversity values. One participant stated: *“The limited dissemination of self-reflection activities at the cluster level affects schools that are not yet part of the Sekolah Penggerak program. As a school implementing the Sekolah Penggerak program, we serve as a model for other schools, such as through study visits.”*

The implementation of self-reflection among educators faced various interconnected challenges. On the internal side, many teachers struggled to acknowledge their weaknesses and show a lack of honesty in evaluating their teaching processes. A defensive attitude towards criticism also becomes a barrier, hindering deep self-reflection. If the school environment does not encourage open discussions and feedback among teachers, peer reflection becomes difficult to carry out. It is crucial to create a reflective culture in schools so that educators feel comfortable sharing their experiences and challenges (Saputri et al., 2023). The fear of negative judgment or criticism can prevent teachers from engaging in honest and open reflection (Pahleviannur et al., 2022). Without support from school management and colleagues, reflection may be perceived as an unimportant activity. On a technical level, challenges related to technology, especially for senior teachers, often pose a barrier, compounded by limited internet connectivity in some areas. One participant shared:

*“The challenges we face are due to factors of honesty in expressing issues or shortcomings in the teaching process done by some teachers. There is awkwardness when providing feedback, making peer feedback less effective and efficient, especially when factors such as age and seniority come into play”*

Externally, parental support for learning activities is often limited to moral encouragement, without tangible contributions that could strengthen the reflection process. Additionally, the heavy workload makes it challenging for teachers to allocate dedicated time for reflecting on their teaching practices, causing self-reflection to not always be a priority. Without sufficient time, reflection cannot be conducted effectively, resulting in a lack of understanding of teaching practices that need improvement (Watulingas & Cendana, 2020).

Peer feedback was carried out both formally and informally. Some schools conduct it through scheduled discussion forums, such as KKG, MGMP, or weekly meetings. Teachers shared best practices, provided feedback on teaching materials, and discussed student learning outcomes. This process was sometimes done informally, such as gathering in the school yard or teachers’ room, but it could also be structured through specific schedules designed by the school principal or learning community coordinator. Feedback was often provided immediately after self-reflection, frequently in the form of group discussions or collaborative forums. Some schools also used technology to document best practices, such as creating videos or digital reports that could serve as references for other teachers.

*“The teachers gather in the school yard or in a gazebo to share their opinions, and they meet every Saturday to conduct feedback sessions.”*

The implementation of self-reflection and peer feedback in some schools had been designed in a structured manner. The school principal or the learning community coordinator was typically responsible for managing the schedule, ensuring teacher participation, and evaluating the reflection outcomes. Programs such as teaching supervision, lesson plan reviews, and weekly KKG and MGMP activities help ensure that reflection takes place regularly. One participant stated:

*“Self-reflection activities are well-structured and planned, conducted every Saturday through the school learning community. The school principal, together with the learning community administrators, directly guides and monitors the self-reflection activities.”*

Although the implementation of reflection and feedback in the *Sekolah Penggerak* Program institutions had been organized, various structural challenges still hindered its effectiveness. One of the main obstacles was the absence of teachers in structured reflection activities, often due to other commitments that took up their time. Additionally, the lack of coordination in agreeing on the activity schedule became a barrier, as it was difficult to find a suitable time for all parties involved. Another challenge was the limited number of available supervisors, which meant that guidance during the reflection and feedback process could not be optimally carried out. This indicates that, despite efforts in planning, the implementation still requires adjustments and further support to ensure its success. In fact, one participant mentioned:

*“Not all teachers get the chance to share best practices from their self-reflection due to time constraints. One of the problems that often arises is the assumption by teachers that the school principal is only looking for mistakes.”*

In many cases, the busy schedule and administrative demands make it difficult for educators to allocate time for in-depth reflection. Reflective practices are often overlooked due to the more pressing focus on teaching and administration (Watulingas & Cendana, 2020). Additionally, many teachers may not be trained in effective reflection techniques, making it challenging for them to critically analyze their practices. Nugraha et al. showed that self-reflection activities can help educators improve the quality of teaching, but without a good understanding of how to engage in reflection, educators may not fully benefit from this process (Nugraha et al., 2020).

### **Reflection as an evaluation process**

The self-reflection process in the *Sekolah Penggerak* Program institutions in East Lombok was focused on enhancing classroom instruction. Teachers regularly assessed their teaching methods, learning materials, and curriculum structure to ensure they meet students' needs. In some schools, this evaluation was carried out through scheduled supervision, where teachers completed self-reflection forms that were then reviewed with observers, school principals, and colleagues. Curriculum evaluation was also part of the reflection, with teachers discussing how well lesson plans align with the targeted learning outcomes (CP). Some schools even incorporated reflection into weekly activities, such as sharing best practices among teachers, to improve teaching quality. This evaluation process enabled teachers to identify areas for improvement in their teaching and receive constructive feedback from their peers for further development. One participant stated:

*“Evaluations are not limited; there are evaluations of content and materials through discussions among teachers. The curriculum evaluation involves stakeholders, the education office, the school committee, and other teachers. Pedagogical evaluations are conducted through scheduled supervision. There is also sharing with other teachers to exchange ideas.”*

Self-reflection helps educators become more aware of their strengths and weaknesses in teaching. Yeo emphasized that a reflective approach driven by cognitive intent can enhance educators' engagement and commitment to reflective practices (Yeo, 2013). By understanding themselves better, educators can be more effective in designing learning experiences that meet students' needs. In line with this, reflective discussions among peers also contribute to the evaluation of the learning process, as demonstrated by Burhan-Horasanlı & Ortaçtepe's study (2016), on how online reflection processes work. In other words, this practice encourages educators to reflect on their teaching methods and student learning outcomes after the learning activities are completed (Hagevik et al., 2012).

### **Reflection as an adaptation process**

Reflection as adaptation is carried out with the aim of adjusting teaching strategies to meet the diverse needs of students. Teachers conducted diagnostic assessments to map students' learning styles and use the results as a basis for adapting their lesson plans. This process involved group discussions and individual coaching to help teachers find solutions to challenges faced in the classroom. Teachers also learned from the experiences of colleagues who have tried new teaching approaches. Through this reflective process, more

relevant and effective strategies can be adopted to enhance student engagement and learning outcomes. One participant stated:

*“Teachers at our school conduct diagnostic assessments to map students’ learning style tendencies and then adopt teaching strategies from colleagues related to the learning process. In this regard, reflective activities focus on planning lesson implementation to align with students’ learning styles.”*

A structured reflection process can help educators identify new skills that need to be developed and stay relevant with the latest developments in education. Kempen emphasized the importance of reflection in the professional development of educators, enabling them to continuously improve their practices (Kempen, 2018). When educators engage in discussions that challenge their thinking, they are more likely to develop new knowledge and skills that are relevant to their practice. This contributes to their ability to adapt to changes in the educational context (Ferriera et al., 2023). Similarly, Bowling et al. examined how prospective teachers engage in metacognitive processes during reflection-on-action activities, which help them recognize their own learning patterns and adjust their teaching approaches (Bowling et al., 2022).

### **Reflection as a collaboration process**

Reflection as collaboration aims to create a learning environment that fosters collective improvement. Teachers took turns as observers and participants in classroom learning, providing constructive feedback to improve teaching methods. Learning communities (KKG and MGMP) often served as platforms for teachers to share best practices and discuss effective teaching strategies. Some schools also involved teachers who had attended training or workshops to share their knowledge with colleagues. In this way, reflection became not only an individual process but also a collaborative one, where each teacher contributed to enhancing the quality of classroom teaching. Participants agreed when one of them shared:

*“There is collaboration among teachers to achieve shared goals, including cross-level cooperation. An example of this is the implementation of positive discipline, where teachers who have attended workshops share their knowledge and experiences with colleagues who have not had the opportunity to participate in the training.”*

By sharing experiences and receiving feedback, educators can broaden their perspectives and discover new ways to address challenges in teaching. Engaging in reflective dialogue and sharing experiences with colleagues allows educators to gain insights into various teaching strategies and approaches that can enhance their effectiveness. This collaborative reflection not only expands educators’ perspectives but also encourages the exploration of diverse methodologies that can be adapted to various learning contexts (Johannessen, 2024). One study even showed that reflective discussions conducted online can enhance educators’ understanding of their practices and encourage collaboration (Burhan-Horasanlı & Ortaçtepe, 2016).

### **Reflection as a transformation process**

The transformation in self-reflection within the classroom learning context focuses on changing teachers’ attitudes and approaches toward teaching. Teachers who participated in training were encouraged to become resource persons for their colleagues, allowing new knowledge to be directly applied in the classroom context. This process also fostered empathy among teachers, encouraged collaboration in finding solutions to teaching challenges, and created a more supportive work environment. This transformation was supported by the school principal’s guidance, ensuring that reflection leads to tangible steps for improving classroom teaching, whether in terms of strategy, content, or student engagement. One participant stated that the reflection process is:

*“Transforming towards a better self and enhancing empathy among teachers requires strong commitment and self-awareness. However, with proper support, guidance from the school principal, and continuous effort, positive changes can be achieved.”*

By integrating reflection into the school environment, educators can be better prepared to face new challenges and adapt to changes in the educational context. Daff emphasized the importance of designing an environment that fosters reflective habits, which can help educators internalize their learning and apply it in daily practice (Daff et al., 2024). Reflection as transformation is not a one-time process; rather, it is a continuous cycle that allows educators to consistently evaluate and improve their practices. Regular reflection helps educators remain responsive to students’ needs and adapt to changes in the educational environment (Burhan-Horasanlı & Ortaçtepe, 2016). Thus, reflection becomes an integral part of continuous professional development.



## **CONCLUSION**

This study revealed that the practice of self-reflection and peer feedback plays a crucial role in enhancing educator professionalism and the quality of learning in driving schools. Self-reflection is carried out in various forms, including pedagogy evaluation, adaptation of teaching strategies, cross-level collaboration, and transformation of approaches to learning. Meanwhile, peer feedback provides educators with a space to share experiences, receive constructive input, and discuss best practices to improve classroom effectiveness. Identified challenges, such as time limitations, varying levels of technological proficiency, and an underdeveloped reflective culture, highlight the need for more structured support. Nevertheless, collaboration through learning communities, group discussions, and scheduled supervision has become the foundation for fostering a reflective culture that supports the professional development of educators.

This study concluded that the integration of self-reflection and peer feedback is a key element in creating an innovative, inclusive, and sustainable learning environment. To support more effective implementation, strengthening technical training, facilitating collaboration among educators, and providing adequate institutional support are necessary. With these measures, reflective practices can continue to evolve, making a significant contribution to the improvement of the quality of education in driving schools and the Indonesian education system as a whole.

## **RECOMMENDATION**

Based on the study findings, several recommendations can be implemented to enhance the effectiveness of self-reflection and peer feedback practices in schools:

### **1. Strengthening Training and Mentorship**

It is recommended to enhance technical training programs for educators, particularly related to the use of technology in reflection and peer feedback. Ongoing mentorship should also be provided to ensure that educators understand and can effectively implement reflective practices.

### **2. Developing a Reflective Culture**

Building a reflective culture within the school environment is crucial through socialization and facilitating group discussions. School principals and community learning coordinators are expected to create an environment that supports open reflection, where educators feel comfortable sharing experiences and receiving constructive feedback.

### **3. Improving Infrastructure and Technological Support**

To address technological challenges, improving infrastructure such as stable internet connections and providing training on using reflection-supporting applications are necessary. This will facilitate educators in documenting best practices and sharing feedback more effectively.

### **4. More Flexible Time Management**

To minimize time-related challenges, the schedule for self-reflection and peer feedback should be organized flexibly, aligning with educators' needs. Integrating reflection into regular agendas, such as learning community meetings or supervision sessions, could offer a practical solution.

### **5. Enhancing Collaboration Between Schools**

Experience exchange programs between schools can broaden educators' perspectives. Study visits or cross-school discussions can also encourage the adoption of reflective and innovative practices that have been proven effective.

### **6. Strengthening the Role of School Leader and Supervisors**

School principal and supervisors play a crucial role in facilitating self-reflection and peer feedback practices. It is expected that they will provide more structured guidance and support educators in addressing the challenges encountered during the reflection process.

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