

# The Effectiveness of “The RELA-SABAR Model” in Scaffolding Teacher-Students in Conducting Teaching Reflection



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## Abstract

*Teaching reflection is a key for teachers to critically think about their teaching practice so they can develop specific, contextual theories and provide foundations for the next teaching practice. Teachers need of professional assistance and support in practicing, developing, and refining their abilities in conducting effectively reflective practice. The RELA-SABAR Model, as the reflective supervisory model, was developed and validated in order to help teachers undertake reflective practice that is beyond their present capacity. The RELA-SABAR Model was developed based on a social constructivist theory and the idea of communities of practice and a clinical supervision approach. Through developing Similar perception about teaching reflection, presenting teacher's Analysis of their instruction, providing feedBACK to the process and results of teaching reflection, and Re-designing lesson plans and reflective journals, teachers will get opportunities to develop their teaching reflection abilities and gradually build teacher's responsibilities for conducting self-directed and continuous reflective practice.*

**Key Words:** Teaching Reflection, the RELA-SABAR Model, Clinical Supervision, Reflective Journal, Modelling

## Introduction

In a simple way, teaching reflection can be defined as a process of contemplation or recall and making relations about teaching performance which had taken place, is going on, or will be conducted in instructional practice. Teaching reflection is a process of stepping back from the teaching performance which was conducted or making link of the teaching performance that was taking place and will be conducted, as well as those impacts on students' learning process and achievement. Teaching reflection involves examination and judgment the various aspects of instructional process in an introspective manner. The indicators of reflection are critical thinking and analytical in facing and handling situations. Reflective practice in teacher development is one of ways of increasing teachers' professionalism. Teaching reflection is important not only for improving or increasing the quality of teaching but also for the development of professional growth. Through reflective

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practice, teachers' knowledge, situational understanding, and professional judgment will increase and direct their future practice.

Universitas Terbuka has offered the Degree Program for Elementary School Teachers in order to increase the qualification of elementary school teachers. Regarding at the development of teacher professionalism, the program provides a course of *Pemantapan Kemampuan Profesional/PKP* (The Professional Capability Development) which is intended to facilitate teacher-students to improve and increase their teaching performance and the quality of teaching process through conducting a classroom action research. One of the abilities that teachers should possess in doing the classroom action research is to conduct teaching reflection.

Survey on the face to face supervisory meeting for the course of *The Strengthening of Professional Abilities* (Julaeha, 2009) showed that teacher-students has conducted teaching reflection based on their perception about teaching reflection. Teacher-students stated that teaching reflection was benefit for improving and increasing their performance and the quality of their teaching process. The teacher-students also stated that they need help and support for solving their instructional problems. According to supervisors, teacher-students' abilities in conducting instruction and research as well as in using the information and communication technology was low. The teacher-students' self-confidence was also low. In addition, results of teaching reflection which teacher-students undertook showed that they had difficulties in making relation among the problem they faced, the factors causing the problem, and the action that should be conducted to handle the problem. This indicated that teacher-students need experts' help and professional support in conducting teaching reflection in order to improve or increase the quality of instruction.

According to the survey results and based on the social constructivist theory, the idea of the community of practice, and the clinical supervision approach, the "Rela-Sabar" model was developed in order to facilitate students of the Degree Program for Elementary School Teachers in conducting teaching reflection.

### **Theoretical Frameworks of The Rela-Sabar Model**

According to social constructivist theories, learning is knowledge construction via anchoring, articulation, and elaboration of concepts (Hanson & Sinclair, 2008). In order learning to be taken place, learners have to actively engage in constructing their understanding from their learning experience, actively making sense of new knowledge and

deciding how to integrate it with previously held concepts and information (Elwood & Klenowski, 2002). In term of reflective practice, according to constructivist theories, learning is a sense-making process where teachers build new knowledge and understanding from the base of their existing knowledge, perception, values, and beliefs.

Constructivist theories argue that knowledge is composed and reconstructed continuously through learners' cognitive activity and participation in the group where they belong (Choi, 2006). This is accordance with a basic principle of pragmatic, social constructivist approach that students learn most effectively by engaging in carefully selected collaborative activities under the close supervision and coaching of an educator (Hanson & Sinclair, 2008). It means that in order to facilitate teachers to conduct reflective practice, teachers must be provided by opportunities for them to actively engage in community of practice.

McDermott (2001, in Chalmers & Keown, 2006) stated that a community of practice is a group of people who share knowledge, learn together, and create common practices. Choi (2006) viewed communities of practice as a group of people informally bound by their shared competence and mutual interest in a given practice, which makes it natural for them to share their individual experiences and knowledge in an informal and creative way. In developing teachers' ability in reflective practice, a community of practice can be a learning medium for teachers (Hung, *et al.*, 2005). By participating within a community of practice, teachers can engage in their work and in reflective thinking and complex problem solving that have practical implication to their teaching. Through actively engaging within such community, teacher will be able to foster their new perspective and new ways of responding to problems that they face.

Regarding the viewpoints of social constructivist theories, the concept of community of practice, and a clinical supervision approach, the key features of this model are: (1) modeling, (2) sharing the work, and (3) guided and individual practice.

### **The Objectives of The Rela-Sabar Model**

The Implementation of the Rela-Sabar Model in the supervisory meetings for the course of The Strengthening of Professional Abilities is intended to facilitate students of the Degree Program for Elementary School Teachers in accomplishing abilities in: (1) evaluating the strengths and weaknesses of their teaching; (2) determining solution alternatives to improve the weaknesses or enhance the quality of instruction; (3) providing reasons for

selected actions; (4) anticipating consequences of conducted actions; and (5) making relations between teaching experience with theories, values, and ethics in the education field.

Besides that, nurturant effects that are expected to be achieved by implementing the model are development of abilities critical and analytical thinking, reflective thinking, creativity, and open mindedness toward different views and perceptions. By developing such abilities and attitudes, the long-term goals of teaching reflection, that is, abilities in applying and cultivating social, politic, and moral values in teaching will be accomplished.

### **The Procedures of The Rela-Sabar Model**

The word of RELA (Indonesian word that means willingly) is an abbreviation of **RE**fleksi Pembe**LA**jaran (Indonesian phrase for Teaching Reflection). The word of SABAR (that means patient) is an abbreviation of the steps in conducting supervisory meetings, as follows.

- a. *Samakan persepsi* (Supervisor and teacher-students develop similar perception about teaching reflection and reflective journal)

This step is an orientation process conducted in order to develop similar perception about the concept and the practices of teaching reflection as well as reflective journal. Accordingly, supervisor can begin the supervisory meeting with asking teachers to explain their experiences related to teaching reflection. At the end of this step, teachers are expected to have the same perception as supervisor's perception of teaching reflection and there is an agreement about what teachers will take in conducting teaching reflection and writing reflective journals.

- b. *Analisis proses mengajar* (Teacher-students present their result analysis of teaching practice)

This step is conducted in order to provide teachers with opportunities for carrying out critical evaluation and analysis of teaching that conducted. The result of such evaluation and analysis is presented in reflective writing. In order to help teachers in writing reflective journal, supervisor can provide teachers with self-assessment for their teaching practice and a guidance that constitutes steps that teachers should conduct.

- c. *BAlikan dari supervisor* (Supervisor provides feedback to the process and results of teaching reflection that teachers-students conducted)

This step is conducted to consolidate the result of reflection that teachers carried out. In this step, the supervisor provides teachers with opportunities for sharing experiences and

discussing with their colleagues about their teaching reflection. Group activities allow teachers to share their knowledge about their cognition and provide a forum for teachers to discuss aspects of practice that went beyond the day-to-day routine of classroom.

*d. Re-desain rancangan* (Teacher-students re-design lesson plans and reflective journals)

In this step, teachers discuss next instructional actions based on the result of teaching reflection that they conducted. They revise their reflective journal and lesson plan based on feedback and suggestion from supervisor and other teachers. The product of this step is lesson plan that teachers will conduct to improve or increase the quality of following instruction.

The model was implemented at three groups of face to face supervisory meetings for the course of The Professional Capability Development at the Degree Program for Elementary School Teachers in Bandung Regional Center. The implementation of the model resulted a significant increase in teacher-students' score of of writing reflective journal at post test compared to the pre test score. This indicated that the implementation of the Rela-Sabar Model at the face-to-face supervisory meetings for the course of The Professional Capability Development is appropriate for facilitating in increasing teachers' abilities in conducting teaching reflection.

In order to analyse the effectiveness of the model compared to another model of the face-to-face supervisory meeting, the research was conducted. This paper is aimed at presenting the results of the analysis of the RELA-SABAR model effectiveness in facilitating effective teaching reflection of teacher-students of the Degree Program for the Elementary School Teachers at Universitas Terbuka.

## **Methods**

A quasi-experiment with nonequivalent control-group design was used to identify the effects of Rela-Sabar Model on teacher-students ability in conducting teaching reflection (Ghozali, 2008). The research sample were students and supervisors at tutorial groups in Karawang, Sumedang, Bandung, and Cimahi at the Bandung regional center. The sample were selected by using a purposive sampling. The number of samples participated were six supervisors and 64 students. The experiment was conducted at three groups of face-to-face supervisory meetings implementing the Rela-Sabar Model (as experimental groups). Other three groups that implemented another model were assigned as control groups. The

experimental and control groups were consisted of low, moderate, and high groups, regarding the means of students' GPA. The supervisory meeting takes place once in a weeks and goes on eight weeks.

Questionnaires, interviews, observations, and assignment were used to collect data. Questionnaires were distributed to students and supervisors in order to collect their demographic data and perception about the process and the supervisory meeting of teaching reflection. Interviews with students and supervisors were conducted to get deep information of the process and the supervisory meeting of teaching reflection. Observations was conducted to collect data of supervisory meeting process at the tutorial places. Assignment of making reflective writings were administered to students at the beginning (the first week) and the end (the eighth) of supervisory meeting at the tutorial places. Those data were analyzed by quantitative (mean, percentage, and non-parametric statistics: Wilcoxon Signed Rank Test and Mann-Whitney U-Test) as well as qualitative descriptive techniques.

## **The Results and Discussion**

The difference between the Rela-Sabar Model and the model that supervisors used regularly is placed at the supervisory procedures, those are: making same perception, analyzing teaching practice, giving feedback, and re-designing, with on modelling of debriefing by supervisor, collaborative discussion in small groups, and administering assignment of writing reflective journals for each cycle of instructional process.

1. At the orientation step, supervisors gave examples of teaching reflection process by using students's teaching experiences. Supervisors demonstrated how teachers identify and analyze problems of the instructional process as well as determine the alternatives of solution in order to handle their problems. In addition, supervisors also simulated debriefing process, that is, to interview teachers who conducted the improvement of their instructional process. The debriefing model will be implemented by students in the discussion process in small groups.
2. The Rela-Sabar Model emphasizes experience sharings in conducting intruactional improvements at their own schools. The experience sharings are not taken place between students but also between students and a supervisor. At the step of analyzing teaching practice, giving feedback, and re-designing, students are required to critically evaluate and analyze their teaching process. The supervisor asks questions in order to guide teachers to describe their teaching experiences and present the weaknesses and strengths of their

teaching process as well as those impacts on their students' learning process and achievement. Beside that, students also are asked to give feedback and suggestion to each other in terms of the process and results of teaching reflection.

- Students have assignments to write reflective journals of the process and the results of each cycle of instructional improvement that they conducted. The assignments of writing reflective journals are administered with a guide of conducting teaching reflection and writing its process and results. In order to give information about the weaknesses and the strengths of students' reflective journals, supervisor gives spoken and written feedbacks on them. To administer assignments of writing reflective journals gives opportunities for students to exercise or self-accustom to note all instructional event and phenomena as the results of teaching reflection that they conducted. Reflective journals of each cycle of instructional improvement will be materials for writing a comprehensive report that is one of the requirements of the course of The Professional Capability Development.

The mean scores of writing reflective journal at the beginning of supervisory meeting range from 16.82 to 27.37. The mean score of the whole experimental groups' writing reflective journal at the beginning of supervisory meeting is 17.97 with a standar deviation of 5.11. Meanwhile, the mean score of the whole control groups' writing reflective journal at the beginning of supervisory meeting is 25.91 with a standar deviation of 5.24.

The mean scores of writing reflective journal at the end of supervisory meeting range from 44.60 to 56.40. The mean score of the whole experimental groups' writing reflective journal at the end of supervisory meeting is 53.50 with a standar deviation of 5.04. Meanwhile, the mean score of the whole control groups' writing reflective journal at the end of supervisory meeting is 46.91 with a standar deviation of 4.09. Table 1 shows the mean scores that each group achieved at the beginning and the end of supervisory meeting.

Table 1 The Mean Scores of Writing Reflective Journal

Groups	The Begining of Supervisory Meeting			The End of Supervisory Meeting		
	n	Mean	SD	n	Mean	SD
Experimental:						
- Low	11	16.82	6.24	11	50.18	3.71
- Moderate	10	19.50	4.03	10	56.40	4.20
- High	11	17.73	4.86	11	54.18	5.31
Total	32	17.99	5,11	32	53.50	5.04
Control:						
- Low	11	27.36	3.88	11	47.45	3.72
- Moderate	10	23.20	5.03	10	44.60	4.48
- High	11	26.91	6.04	11	48.45	3.42
Total	32	25.91	5.24	32	46.91	4.09

The mean scores of writing reflective journal that were achieved by each group and the total group was categorized low. The scores were under 50 in the scale of 100, except the scores that were achieved by the experimental groups at the end of the supervisory meeting.

Regarding the mean of writing reflective journal scores at the beginning and the end of the supervisory meeting, the mean of gain scores of the experimental groups' reflective journal ranged from 33.37 to 36.90. The mean of the experimental groups' gain scores was 35.53 with SD of 6.24. Meanwhile, the mean of gain scores of the control groups' reflective journal ranged from 20.09 to 21.55. The mean of gain scores of the control groups' was 21.00 with SD of 5.65. The mean of gain scores and the level of significance for each group can be seen at Table 2.

Table 2 The Result of Wilcoxon Signed Rank Test

Groups	Mean		Gain	Z	Asymp.Sig. (2-tailed)
	The Beginning	The End			
Experimental					
- Low	16.82	50.18	33.36	-2.934a	.003
- Moderate	19.50	56.40	36.90	-2.807a	.005
- Higher	17.73	54.18	36.45	-2.950a	.003
Total	17.97	53.50	35.53	-4.944a	.000
Control					
- Low	27.37	47.45	20.09	-2.943a	.003
- Moderate	23.20	44.60	21.40	-2.810a	.005
- Higher	26.91	48.45	21.55	-2.947a	.003
Total	25.91	46.91	21.00	-4.945a	.000

Table 2 shows that all scores of reflective writing at the end of supervisory meeting for both experimental and control groups are higher than at all those at the beginning of supervisory meeting. The value of Asymp. Sig. (2-tailed) for each group are less than  $\alpha = 0,05$ . This means that there were a significant difference between reflective writing scores at the end and the beginning of supervisory meeting.

The results of Wilcoxon Signed Rank Test showed that both the Rela-Sabar Model and other models that supervisors implemented can significantly ( $\alpha < 0.05$ ) increase teachers' score of writing reflective journal. This means that those supervisory models can significantly increase teachers' ability in writing reflective journals as indicators of teaching reflection. Nevertheless, the gain scores that the experimental groups achieved were higher than those of control groups. Tabel 3 shows the comparison of the gain score for each group.



Tabel 3 The Result of Mann-Whitney U Test of The Gain Score Difference

Groups	Mean		Gain	Z	Asymp.Sig. (2-tailed)
	The Beginning	The End			
Low				-3.979	.000
- Experimental	16.82	50.18	33.36		
- Control	27.36	47.45	20.09		
Moderate				-3.186	.001
- Experimental	19.50	56.40	36.90		
- Control	23.20	44.60	21.40		
Higher				-3.874	.000
- Experimental	17.73	54.18	36.45		
- Control	26.91	48.45	21.55		
Total				-6.310	.000
- Experimental	17.97	53.50	35.53		
- Control	25.91	46.91	21.00		

Tabel 3 shows that the gain score that the experimental groups achieved, both as a total and each group, was significantly higher than that of control groups in which the Z values of total group and each groups were lower than  $\alpha = 0,05$ . This indicates that the Rela-Sabar Model can increase the students' abilities in conducting teching reflection campared to the other model of supervisory meeting that supervisor applied in the control groups.

The result of a two-way ANOVA test showed that the supervisory meeting model influenced on the gain score of writing reflective journal (the F value was 28.19 with 0.00 of significant level that was lower than  $\alpha = 0,05$ ). Meanwhile, the GPA variable did not influence on the gain score of writing reflective journal (the F value was 1.68 with 0.16 of significant level that was higher than  $\alpha = 0,05$ ). The interaction between the supervisory meeting model and GPA also did not influence on the gain score of writing reflective journal (the F value was 1.71 with 0.21 of significant level that was higher than  $\alpha = 0,05$ ). The Adjusted  $R^2$  value was 0.74. This indicated that the variability of the gain score of writing reflective jornal could be described by the variables of supervisory meeting model and GPA as well as the interaction of those and another 26.0% was described by other variables.

Based on the results analysis, it can be stated that the Rela-Sabar Model gives impact on the supervisory meeting process and the reflective journals that students write. The implementation of steps of making same perception, analyzing teaching practice, giving feedback, and re-designing with emphasizing on modelling, sharing activities, as well as

guided and self-directedly practicing, and also routinely administering assignments of writing reflective journals gives opportunities for students to develop their abilities that are required in conducting teaching reflection.

Modeling is a best way of helping students to develop their abilities in conducting teaching reflection. In a social learning theory, to directly observe behaviors or skills is a requirement of learning (Houston, 1988 in Wardani, 2001: 16). Through modeling, students see the concrete examples of the concepts discussed. By considering the examples that supervisor gives, students can make their self-assessment of the appropriateness and the shortcoming of the works. Giving examples of debriefing process by a supervisor to help students build an illustration of a actual teaching reflection to facilitate students conduct teaching reflection easier. This is consistent with the view that the social learning theory of direct observation is one of the requirements of the study (Wardani, 2001).

Activities to share with other students or peers is emphasized in the application of The Rela-Sabar Model. This is because students have more opportunities to interact with peers be compared to the supervisor. With frequent sharing activities with peers, students will have the habit of sharing knowledge and experience not only when they attend supervisory meeting but also continue to be implemented after they complete the study.

Learning process takes place when learners actively and socially participate in their environment (Milbrant, et al., 2004). In addition, Elwood & Klenowski (2002) stated that among other characteristics of learning environment that applies constructivist paradigm are: (a) group and pair work is encouraged; (b) students-teacher dialogue about students' learning is fundamental; and (c) support and collaboration are consistently available. This is in agreement with Schlager & Fusco's suggestion (2003, in Chalmers & Keown, 2006) that teachers learn best when working in a dialog and action community. Accordingly, students should have opportunities for interacting with colleagues or human resources and community. A peer group is a community of practice where students can share knowledge, learn together, and apply the ideas in teaching. Through discussion and debates with colleagues and supervisor about various alternatives for problem solving, teachers will learn about new ideas or skills that cannot be learned individually. Activities to share experiences and knowledge with peers can help students improve the ability to build knowledge based on the specific problems faced and the idea that the other teachers have (Choi, 2006; Hung et al., 2005). Through sharing, students will gain a solid understanding of the problems faced. On the one hand, a variety of suggestions resulting in such activities can add students with insight about

instruction and improve teachers' ability to see possibilities that can be done to improve and/or enhance the quality of instruction. In addition, students also practice integrating various existing knowledge to solve problems. On the other hand, to provide feedback or suggestion to the instruction undertaken other students, their understanding of the complexity of teaching is increasing.

Giving the task of making reflective writing after students completed the cycle of instruction improvement is a means to practice and get used to record all the events and results of the teaching reflections that have been implemented. Even Chitpin (2006) stated that the reflective journal writing is a bridge that allows teachers to think, consider, and question the practice or policy. In relation to the improvement of instruction, regularly making reflective writing is one way to maintain continuity of instructional actions undertaken.

Supervisory meeting by applying the Rela-Sabar model allows students to benefit from the assignment to make a reflective writing. This is possible because the supervisor provides feedback both verbally and in writing on the work that the student has made. Feedback from supervisors provides information about the shortcoming and accuracy of the work that student has been carried out. Comments and feedback given supervisor become concrete clues about the ability that the students had have. Positive feedback and constructive comments from supervisors can improve the motivation and performance of students in teaching reflection. This is in accordance with the opinion of Keller (2010) which stated that provide positive feedback not only help a student a person feels about goal accomplishment but also gives satisfaction with the mastery of ability.

Although the results of the Mann Whitney U test showed that the increase in reflective writing scores of groups attending the supervisory meeting that implemented the Rela-Sabar Model were significantly higher than the increase in scores in the control group, the results of a two-way ANOVA test showed that the supervisory meeting model and GPA as well as their interaction explained a variability of increase in reflective writing scores for 74.0%. This means that the other 26.9% is explained by other variables. These findings suggest that the increase of the students' ability in conducting teaching reflection is not only influenced by the supervisory meeting model applied but is also influenced by other factors.

Philips (Milbrandt et al., 2004) suggests that to achieve optimal learning outcomes the learners must be able to act as the active learner, the social learner, and the creative learner. This means that the practice of teaching reflection can be optimized if the students are able to

do those three roles. As active learners, students are required to carry out exploration on teaching activities they do, look for a variety of learning resources that are needed, and determine alternative action to address the problem or improve the quality of instruction. As social learners, students are required to engage in social interactions that allow them to discuss, argue, investigate, and explore different views so that they are motivated to learn and connect with the world outside the classroom. And, as a creative learners, students are required to do the synthesis of personal knowledge, or building knowledge based on experience during problem solving, that results in a change in the students' cognitive structure. The students' ability as the active learner, the social learner, and the creative learner allows them to develop adaptive abilities as a teacher. According Hammerness et al. (2005), adaptive teachers are capable of implementing instruction by utilizing available learning resources (efficient) and are able to develop new strategies to improve the quality of instruction (innovative).

Practice teaching reflection as a means of professional growth of teachers will be successful if teachers have acquired the help and support of a competent professional. The absence of expert assistance, support, and opportunity can hinder teachers in learning reflection (Lowery, 2003).

Associated with the professional help and support in the supervisory process, supervisors should design and implement the supervisory meeting that can develop the students' skills needed to perform the teaching reflection. Supervisors are expected to model those skills in the supervisory process. In addition, supervisors are also expected to be a resource that can provide suggestion and feedback to the practice and the results of teaching reflection that students do. More importantly, the supervisor is expected to maintain and improve the motivation of students to conduct teaching reflection and to continuously learn so that students make teaching reflection as the need to improve themselves and the quality of instruction. In the context of distance education, supervisors are required to perform its function as tutors who provide feedback on student work, teaching, as well as support and assist students in the development of learning skills (Race in Julaeha and Anitah, 2004).

The necessary support and assistance needed by students are not only given by the supervisor during the supervisory meeting. Support from principals and/or school superintendents is also needed by students. Support and assistance provided principals and/or school superintendent are not only with regard to the smooth implementation of instruction but also with regard to the smoothness of students' career as teachers and the award for the

their success in improving and/or increasing the quality of instruction. The award for their success in teaching performance is one way to improve their performance and satisfaction. This action not only helps students gain a sense of accomplishment on their performance but also gives a sense of satisfaction that arises from the realization that a given task has been completed correctly (Keller, 2010).

The implications of the research results on the supervisory meeting in the course of the Professional Capability Development at the Elementary School Teacher Educational Program at the Indonesian Open University are as follows.

1. Modeling can help students to get an idea of and facilitate in conducting teaching reflection. Therefore, in the supervisory meeting, students should get plenty of opportunities to see examples of the practice of teaching reflection and reflective writing that can be used as a reference in implementing teaching reflection and documenting the results. In addition, through modeling is expected to obtain a common perception of the students and supervisors of the concept and practice of reflection. Supervisor act initially as model reflective practitioners by scaffolding the process of teaching reflection, but gradually fade of coaching role in. And at the end, teachers autonomously and continuously do teaching reflection. Modeling is not only used in scaffolding the process of teaching reflection, but also in scaffolding the writing of reflective journal as a product of teaching reflection. In scaffolding the writing of reflective journal, supervisors should provide reflective journals as good examples. Supervisors can ask teachers to discuss and analyzed good examples of reflective journal.
2. The question asked the supervisor may direct the practice of reflection and clarify the opinion of students. Therefore, to direct practice and results of teaching reflection, the supervisor can ask a variety of questions related to the instructional process that has been done the student. In addition to direct the practices and results of reflection teaching, asking questions can also be used to clarify or ask the student to explain more about the opinions expressed.
3. Feedback and suggestion provided supervisors can be a guide for students on their ability to perform teaching reflection and create reflective writings. Supervisors' feedback and suggestion can become a guide for students to do their best effort in increasing and improving their abilities in conducting teaching reflection, in the supervisory meetings, students should always receive feedback or comments and suggestions to the activities carried out and the results obtained from the teaching reflection. In addition as an

indicators of mastery abilities, constructive feedback and suggestions can also increase the motivation of students to do their best.

4. Activities to share knowledge and experiences with colleagues helps students overcome the difficulties encountered in teaching reflection as well as to improve cooperation and togetherness. Therefore, in the supervisory meetings, students should have many opportunities to do collaborative discussions with peers. Through collaborative discussions with peers, students can share knowledge and learn together so that their understanding of the complexity of teaching is increasing. Relationship among students and between students and supervisor is collegial. Accordingly, students should have opportunities to present their own thought or ideas and at the same time they listen sympathetic and constructive critiques and suggestion from other students or/and from supervisor. By conducting such activities, students' abilities in carrying out teaching reflection will grow so that they will recognize and improve their performance by themselves. Beside that, Through discussion with their colleagues, teachers' self-esteem will increase and collegiality and trust each other as bases of teacher professional development will be established (Peel & Shortland, 2004).
5. The task of making reflective writing after each lesson can be a means to practice makes writing and help improve students' understanding of teaching reflection. Therefore, in the supervisory meetings, students should be encouraged to always document the teaching reflection activities and obtain feedback and suggestions on tasks that have been done. In addition to make students accustomed to conduct and document the practice of teaching reflecting, continuously making of reflective writing can maintain continuity of instructional actions undertaken. Ancheson dan Gall (2003) stated that writing journals is an effective supervisory technique for encouraging teachers to develop their ability in conducting teaching reflection.
6. Clear guidelines about the practice of teaching reflecting can help students to conduct autonomously teaching reflection. Therefore, to guide students to conduct autonomously teaching reflection is required a complete and comprehensive guide.

## **Conclusion**

The course of The Professional Capability Development at the Elementary School Teacher Education at Indonesia Open University is aimed at facilitating students to be able to

critically reflect upon their teaching practice as an ability to do a classroom action research in order to improve the quality of instruction.

Teaching reflection in teacher development is one of ways of increasing teachers' professional. Through teaching reflection, teachers' knowledge, situational understanding, and professional judgment will increase and direct their future practice.

In order to facilitate students in conduct their teaching reflection beyond their capacity, the professional help and support are needed. The Rela-Sabar Model, a scaffolding reflective model, is one of models that can be applied in supervisory meetings in order to facilitate students to effectively conduct teaching reflection.

Some of the arguments or guiding principles that should be consider in helping students in conducting teaching reflection in the supervisory process.

1. Observing examples of the debriefing process that a supervisor practices can provide an overview of a teaching reflection and lead students in conducting teaching reflection.
2. Asking questions can be used to guide or direct the students in conducting teaching reflection.
3. Give each other feedback and suggestion in sharing activities with peers and discussing with colleagues is effective and useful to improve students' understanding of the complexity of teaching, teaching reflection, and reflective writing, as well as promote cooperation and togetherness.
4. Continuously making reflective writings is useful to practice or get used to record all the events and results of teaching reflection as well as to maintain continuity of instructional actions undertaken.
5. Supervisors' feedback and suggestion to the process and the results of teaching reflection provide concrete guidances to students about their capabilities, help improve students' understanding of the practice of teaching reflection and reflective writing, as well as motivate students to conduct teaching reflection.
6. Activities of guided teaching reflection that gradually provides an opportunity for students to autonomously reflect on their teaching can form the students' habit of continuously conducting teaching reflection in order to improve the quality of instruction.

By implementing the steps in and the principles of the Rela-Sabar Model, supervisors can help students to conduct effectively teaching reflection so that students' abilities in conducting teaching reflection and in writing reflective journal will improve and increase. The implementation of this reflective supervisory models requires supervisors initially act as

a model and gradually give responsibility to students autonomously to conduct continuous teaching reflection. Besides that, the students should have learning motivation and self-confidence, be open-minded, high-minded, have consciousness of the importance of teaching reflection, and accustomed to self-directed learning as well as have the commitment.

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