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[Website](#) | [Editor URL](#)

Address:

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yanmujiyanto@mail.unnes.ac.id

Phone:
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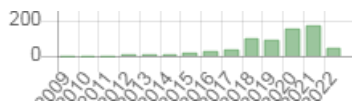
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The Implementation of Reflective Pedagogy in Advanced Critical Reading and Writing Class

Elisabeth Avryanne Suminto

Universitas Sanata Dharma, Indonesia
Email: elisabethavryanne@gmail.com

Ouda Teda Ena

Universitas Sanata Dharma, Indonesia
Email: ouda@usd.ac.id

Abstract

Reflective pedagogy is a method dealing with a teaching methodology which is done based on a certain spirituality. It is important to study the implementation of reflective pedagogy because it helps the students to excel as fully human persons who own competence, compassion, and conscience. This study observes the implementation of reflective pedagogy in Advanced Reading and Writing Class. This research aims to find out the perceptions of the students on the process and the effects of the implementation. The writers employed survey to collect the data. The findings revealed that in general, the students had positive perceptions on the process and the effects of implementing Reflective pedagogy in Advanced Critical Reading and Writing class. The implementation of reflective pedagogy had been successful in developing students' competence, conscience, and compassion. However, based on the interview, students' conscience was developed to a limited extent.

Keywords: Reflective pedagogy, Advanced Critical Reading and Writing class, Survey

INTRODUCTION

A teacher's duty is always be dealing with educating the students to excel in their cognitive, psychomotor, and affective aspects (Wilson, 2015). Vermunt (1996) emphasizes that the cognitive aspect is the thinking activities which people use to process the learning content (p. 26). Another key point, physical functions, reflex actions, and interpretive movements are associated with the psychomotor aspect (Wilson, 2015). Also, the affective aspect is linked to the students' feelings or emotions (Wilson, 2015). The affective aspect may also allow a person to develop his or her conscience. To be a successful learner, a student is encouraged to develop wholeness as a human person who excels in cognitive, psychomotor, and affective aspects.

It is worth noting that character education appears to be an important part of education that it embraces the identity of a country (Hutama, 2014). Nevertheless, in the present time, people emphasize academic life only rather than on character education (Rulam, 2013). Character education is stated to be one of the most fundamental aspects in learning. To point out, the English Language Education Study Programme of Sanata Dharma University may suit to be the representa-

tive in implementing character education. In fact, Jesuit schools are the reliable references for those who involve themselves in the integration of the academic excellence and the character qualities of a human (Mursanto in Subagya, 2010, p. 4).

At the same time, English is widely spoken as English is one of the international languages in the world. In learning a language, especially English, a person needs to integrate the four skills of language; they are: listening, speaking, reading, and writing (Bilash, 2009). It is worth noting that the writers has chosen the Advanced Critical Reading and Writing class as this class empowers the students to integrate their reading and writing skills as well as shape them as fully human persons through the character education. In this class, there are some common things to do to nurture students' character qualities; the students are asked to do shared-reading and peer-editing.

Departing from those experiences of shared-reading and peer-editing, the students are expected to perform better in Advanced Critical Reading and Writing class. Those activities are also helpful for the students as those activities develop students' sensitivity in helping other friends. Bell (1991) states that writing groups trigger students' critical thinking skills as it enables the students to evaluate their own and others' wri-

tings (p. 65). Anaktototy (2019) suggests that group-based feedback is useful to help students to monitor their writings.

This research focuses on Reflective pedagogy, which is implemented in Advanced Critical Reading and Writing class. It must be remembered that Reflective pedagogy is the spirit of the teaching-learning process in every class in the English Language Education Study Programme. Reflective pedagogy is chosen as the focus of this research for two major reasons. In the first place, the study is conducted at Universitas Sanata Dharma which implements Reflective pedagogy. Secondly, Reflective pedagogy is dealing with character education since its three character qualities, which are competence, conscience, and compassion, are helpful in shaping students' personalities.

This research is not the groundbreaker of this field. There were preceding research on the scope of the Reflective pedagogy, English reading as well as English writing. Pranoto (2011) conducted a research on how reflective pedagogy was implemented to enhance the writing skills of the fifth-grade students and the extent to which reflective pedagogy might enhance students' writing skills. Furthermore, Defeo (2009) has written a dissertation to examine the extent to which Jesuit centers of teaching and learning were making available Reflective pedagogy. However, none of this study focused on the implementation of reflective pedagogy in Advanced Reading and Writing Class. This research served to fill in the gap and enrich the preceeding research. In this study, the writers aims to focus on the perceptions of the students on the process and the effects of the implementation of Reflective pedagogy in Advanced Critical Reading and Writing class. In this study, the writers formulates two research problems; they are:

What are the students' perceptions on the process of implementing Reflective pedagogy in Advanced Critical Reading and Writing class?

What are the students' perceptions on the effects of implementing Reflective pedagogy in Advanced Critical Reading and Writing class?

In conducting this research, the writers made use of the basic theories of Reflective pedagogy and the theories of Jesuit values. The theories of Jesuit values are closely related to competence, which are including reading and writing skills, compassion, and conscience.

Reflective pedagogy

The Reflective pedagogy theories serve to identify the perceptions of the students on how

in the classroom dynamics happens in Advanced Critical Reading and Writing class. Reflective pedagogy has been defined as the "method" of Jesuit education (Hise and Massey, 2010, p.5). Reflective pedagogy as a method is dealing with a teaching methodology which is done based on the spiritual life of St. Ignatius Loyola (Hise and Massey, 2010, p. 5). Reflective pedagogy is suitable even for the person who does not share a similar belief as a Christian does. As Reflective pedagogy is implemented in all Jesuit schools, it is important to realize that there are students who are non-Christian attend the Jesuit school as well as share similar values and experiences as Christian students do.

Reflective pedagogy promotes meaningful learning that it has a certain model of the teaching-learning process to follow; it is dealing with the ways of the students to think critically as well as reflect on the meaning of what the students have already learned (Subagya, p. 41). There are five stages of Reflective pedagogy; they are: context, experience, reflection, action, and evaluation (ICAJE, 1993). Each stage stands for a different meaning.

Jesuit Institute (2014) defines context as

Teachers need to understand the world of the students, including the ways in which family, friends, peers, youth culture and mores as well as social pressures, school life, politics, economics, religion, media, art, music, and other realities impact that world and affect the students for better or worse (p. 4).

Context is closely related to the process of recognizing the life background of the students. The next stage is experience; teachers need to think of how to engage students' affective senses to increase learning and what experience the teachers need to help and guide the students to connect to the materials in learning (Defeo, 2009, p. 50). Moreover, reflection puts emphasis on the activity of examining the relation of what is happening and what has happened as well as constructing the meaning. Reflection does not only guide the students to excel in the subjects to study, but it leads the students to construct the meaning in life (Jesuit institute, 2014, p. 6). Action is the goal of the learning process that it motivates the students to contribute something by implementing their new knowledge that they have acquired (Defeo, 2009, p. 51). The fifth is evaluation; it focuses on the assessment of the students in their growth in mind, heart, and spirit (Kolvenbach, 2005, p. 3).

In order to be successfully adapting Reflective pedagogy in the classroom dynamics, teachers and students need to be aware of their

ideal role and identity. According to Jesuit Institute (2014), a teacher is responsible for two duties (p. 3). The ultimate role of a teacher in adapting Reflective pedagogy to the classroom dynamics is he or she needs to be an ideal role model for the students (Jesuit Institute, 2014, p. 3). The responsibility of a teacher is not only to transfer the knowledge but he or she is also responsible for helping the students to progress in truth (Jesuit Institute, 2014, p. 3).

In particular, as a teaching methodology, Reflective pedagogy has some objectives to achieve. In the first place, a Jesuit education sparks joy in the heart of the students to help those in need (Santa Clara University, 2014). Father Arrupe in ICAJE (1993) puts in writing that Jesuit education aims to form men and women for others (p. 5). Jesuit education also strives for some values; they are: competence, conscience, and compassion.

Jesuit Values

The theories of Jesuit values are applied as the basic theory in analyzing the effects of implementing Reflective pedagogy in the classroom dynamics of Advanced Critical Reading and Writing class. In particular, the three Jesuit values, which are competence, conscience, and compassion, are the values which are held in high regard in Jesuit education. Those three Jesuit values are embedded in Advanced Critical Reading and Writing class. The introduction of character qualities should be embedded in the teaching-learning process without adding anymore subject to learn (Harianti, 2013).

In particular, in Advanced Critical Reading and Writing class, competence covers two main skills, which are reading and writing skills. Susanti (2019) suggests that reading comprehension is the door for the students to develop writing skill. Wallace (2003) states that the nature of reading as interpreting means reacting to a written text as a piece of communication (p. 4). Swan (1976) defines "good at comprehension" means that the student is capable of showing his or her understanding by re-expressing the content of the text, by writing sentences or paragraphs in answer to questions, or by summarizing the text (p. 1). Comprehension is dealing with the capability of a learner to go beyond the words, to understand the ideas and the correlations among the key points revealed in a reading text (Rosari & Mujiyanto, 2016). Moreover, Sokolik as cited in Bland and Lutge (2013) defines the nature of writing that it is actually the combination of process and product that includes brainstorming, writing, and editing (p. 198). In terms of the writing, Mc-

Crimmon proposes that there are three stages of the writing process as the minimum requirement in writing. They are planning, drafting, and revising (McCrimmon, 1984, pp. 10-11). A good quality writing always requires a good coherence and cohesion among the sentences (Farida & Rosyidi, 2019).

Furthermore, compassion is linked to a strong feeling of sympathy for people who are suffering and a desire to help them ("compassion"). A Jesuit education enlightens the students to help those in need (Santa Clara University, 2014). Conscience stands for helping a person to understand the perspectives of others and the consequences of decision making so that the person can make ethical decisions (Santa Clara University, 2014). Generally speaking, the implementation of Reflective pedagogy in Advanced Critical Reading and Writing class motivates the students to develop their mind, heart, and will. The students do not only obtain academic skills in reading and writing, but they are also capable of developing their conscience and compassion throughout the teaching-learning process.

METHODOLOGY

In this research, the researchers conducted survey. Ary, Jacobs, Sorensen, and Razavieh (2010) explain that in survey research, investigators ask questions about people's belief, opinions, characteristics, and behavior (p. 372). In this case, survey research is synonymous with descriptive research. Survey research, which is also called descriptive research, gathers information from group of individuals (Ary et al., 2010, p. 28). In particular, this research belonged to descriptive research because this research was designed to obtain information about the students' perceptions as well as suggestions on the implementation of Jesuit values in Advanced Critical Reading and Writing class.

The researchers made use of nonrandom sampling. In detail, the researchers made use of purposive sampling. Fraenkel et al. (2012) put in writing that purposive sampling is dealing with particular criteria,

"Purposive sampling is different from convenience sampling in that researchers do not simply study whoever is available but rather use their judgment to select a sample that they believe, based on prior information, will provide the data they need" (p. 100).

Therefore, the researchers gave certain criteria for the population before determining the sample. The population which was used in this

study was the students of the English Language Education Study Program of Sanata Dharma University who were taking Advanced Critical Reading and Writing class. There were six classes of Advanced Critical Reading and Writing class, namely A, B, C, D, E, and F. The research participants in this research were the students from classes A and B. In detail, there were fifty two students from those two classes. Classes A and B were chosen for those two classes implemented Reflective pedagogy in the teaching-learning process. Further, to verify and clarify the data from the questionnaire, the researchers conducted interview with seven students. Those interviewees were carefully chosen according to the consideration of their highest and lowest score of responding to the questionnaire.

Furthermore, the research instruments which were used were the questionnaire and the interview. Ary et al. (2010) state, "A major task in survey research is constructing the instrument that will be used to gather the data from the sample. The two basic types of data-gathering instruments are interviews and questionnaires" (p. 379). In terms of questionnaire, there were twenty items for the closed-ended questionnaire. The twenty item of the closed-ended questionnaire would cover the process as well as the effects of implementation of Jesuit values in Advanced Critical Reading and Writing class.

In terms, of analyzing the data, the data which were acquired were compared and contrasted to the theories so that the researchers acquired the result. The researchers made use of the theories which were dealing with the process and the effects of implementing Reflective pedagogy in Advanced Critical Reading and Writing class. Afterwards, the data were analyzed and interpreted into descriptive report.

In detail, the researchers made use of Likert scale to calculate the data of the closed-ended questionnaire. Ary et al. (2010) state that Likert scale assesses attitudes toward a topic by presenting a set of statement about the topic and asking respondents to indicate for each whether they strongly agree, agree, are undecided, disagree, or strongly disagree (p. 209). Therefore, the researchers calculated the number of circles on each degree of agreement of every single statement. Afterwards, the researchers calculated the raw data into percentage. In this case, every single point of statement was recapped in form of percentage using this formula:

$$x / \sum^n \times 100 \%$$

x = the number of participants who choose to strongly agree, agree, disagree, or strongly disagree

n = the total number of the participants

Then, those data would be compared and contrasted to the theory.

RESULTS AND DISCUSSION

The Perceptions of the Students on the Process of Implementing Reflective Pedagogy in Advanced Critical Reading and Writing Class

Based on the results of the closed-ended questionnaire, most of the students had positive perceptions on the five stages of implementing Reflective pedagogy, which were: context, experience, reflection, action, and evaluation (ICAJE, 1993, p. 12).

The statements number one to two represented the context in Reflective pedagogy. There were 52% of the students agreed that the lecturer made an effort to know his or her students personally. There were 67% of the students agreed that the lecturer tried to related the existing knowledge with the new material in the classroom. In fact, the majority of the students had positive perceptions on the context of Reflective pedagogy in Advanced Critical Reading and Writing class. According to Jesuit Institute (2014), context is one of the essential elements in Reflective pedagogy

Teachers need to understand the world of the students, including the ways in which family, friends, peers, youth culture and mores as well as social pressures, school life, politics, economics, religion, media, art, music, and other realities impact that world and affect the students for better or worse (p. 4).

Under those circumstances, a lecturer needs to build an authentic relation with the students that it would enable the lecturer to know his or her students in class. It was proven that the lecturer were capable of drawing connection between the materials to learn and the realities of the world (Defeo, 2009, p. 49). Therefore, a lecturer was always required to relate students' existing knowledge with the new material in the classroom.

The questions number three to four were dealing with experience. The result showed that there were 50% of the students agreed that their lecturers gave real life examples. There were also 73% of the students who agreed with the fourth statement. One of the basic ideas of experience is the teacher should provide the experiences to help the students care or connect to the subject

Table 1. The Results of the Closed-ended Questionnaire on the Process of Implementing Reflective Pedagogy in Advanced Critical Reading and Writing Class

Statement	Degree of Agreement (%)			
	SA	A	D	SD
My lecturer makes an effort to know his or her students personally	40	52	6	2
My lecturer tries to relate my existing knowledge with the new material in the classroom	29	67	4	0
My lecturer gives real life examples which are relevant to the topic to learn	48	50	2	0
My lecturer engages me with his or her examples during the teaching-learning process	27	73	0	0
My lecturer makes me realize that the knowledge I learn in class is contextually meaningful for my life	54	42	4	0
My lecturer asks me to reflect on what I have learned throughout the class	50	48	2	0
My lecturer gets me to do the exercises based on the new knowledge that I have learned	33	65	2	0
My lecturer gives me chances to express my ideas in class	54	42	4	0
My lecturer provides feedback for my reading quizzes	35	55	10	0
My lecturer provides feedback for my writing drafts	65	31	4	0

material (Defeo, 2009, p. 50). The students who attended Advanced Reading and Writing might appear to be critical readers and writers since the lecturers introduced as well as got them engaged in the lecturers' examples in the learning process.

Another key point, reflection also played a significant role in Reflective pedagogy. In fact, the student of Advanced Critical Reading and Writing class perceived reflection positively; it was shown by 54% of the students who strongly agreed that the lecturer made them realized that the knowledge they learned in class was contextually meaningful for their lives. There were also 48% of the students who agreed that the lecturer asked them to reflect on what they had learned throughout the class. Reflection would not only lead the students to develop deeply in the subject matter, but it will also lead the students to look for the meaning in life (Jesuit Institute, 2014, p. 6). In this class, the lecturers also asked the students to reflect on what they had learned throughout the class. By reflecting, it would help them to draw the meaning of life.

In addition, Defeo (2009) states that action is the goal of the learning process; it moves the students to do something with the new knowledge they have experienced and appropriated (p. 51). Based on the closed-ended questionnaire, the students had positive perceptions on the lecturer who got them to do the exercises on their own. There were 65% of the students who agreed that the lecturer got them to do the exercises based on the new knowledge that they had learned. There

were also 54% of the students who strongly agreed that the lecturer gave them chances to express their ideas in class. It was proven that the students perceived positively the action as one of the stages in Reflective pedagogy.

Equally important, evaluation is dealing with the assessment of the learners' growth in mind, heart, and spirit (Kolvenbach, 2005, p. 3). In this class, the evaluation was done by the lecturers who provided feedback for both reading and writing assignments. Based on the questionnaire, the students had positive perceptions that the lecturers provided feedback for their reading quizzes as well as writing drafts. It was indicated by the majority of the students, which were 55% and 65%, who agreed as well as strongly agreed with the ninth and tenth statements. Evaluation was done periodically that it was done more than once. It was done continuously over a certain period of time. Take for instance, the lecturer might provide the feedback for more than once. In writing the draft, the lecturer might begin with giving the feedback for the outline first; then, the lecturer gave the feedback for the draft before it was submitted.

Given these points, it could be concluded that the lecturers of Advanced Critical Reading and Writing class implemented Reflective pedagogy successfully. Based on the questionnaire, most of the students chose to agree to the statements of the questionnaire. Also, the lecturers of Advanced Critical Reading and Writing class implemented Reflective pedagogy accordingly to

Table 2. The Results of the Closed-ended Questionnaire on the Effects of Implementing Reflective Pedagogy in Advanced Critical Reading and Writing Class

Statement	Degree of Agreement (%)			
	SA	A	D	SD
I am able to comprehend a reading text accurately	8	77	15	0
I am able to read a text critically	8	73	19	0
I am able to produce pieces of writing by following the sequence of <i>planning</i> , <i>drafting</i> , and <i>revising</i>	38	56	4	2
I have a clear idea on how to produce a reader-centered writing	12	63	25	0
The implementation of Jesuit values enables me to share my knowledge to help others	38	58	2	2
Share-reading raises my spirits to be a compassionate person	25	73	2	0
Peer-editing helps me to grow as a compassionate person	40	58	2	0
After I realize my weakness, I try to improve myself	50	50	0	0
I cite others' work appropriately in my writing	6	65	27	2
I have never cheated in my reading quizzes	23	40	37	0

the theories.

The Perceptions of the Students on the Effects of Implementing Reflective Pedagogy in Advanced Critical Reading and Writing Class

The effects of implementing Reflective pedagogy is dealing with competence, compassion, as well as conscience.

To point out, reading and writing skills represent the academic excellence. In terms of reading proficiency, Swan (1976) suggests that "good at comprehension" means that the student is also able to show his or her understanding by re-expressing the content of the text, by writing sentence or paragraph in answer to questions, or by summarizing the text (p. 1). In fact, the majority of the students, which were 77% and 73%, chose to agree that they were able to comprehend a reading text accurately and read a text critically. In the same way, based on the interview with seven students, four students admitted that their reading skills improved.

In terms of writing proficiency, McCrimmon (1984) advises that in order to produce a piece of writing; a writers should follow the procedure as well as the process which are done through a series of stages, which are: planning, drafting, and revising (pp. 10-11). The results showed that 56% and 63% of the students chose to agree with the third and fourth statements. Based on the interview, all of the interviewees attested that their writing skills improved. Interviewee A#24 as one of the interviewees stated, "My writing skill has improved because in Advanced Critical Reading and Writing I learn to

write topic sentence and thesis statement clearly; then I feel that my writing is getting better not only in terms of the punctuation but also in terms of the grammar."

Compassion in the context of Jesuit education is actually dealing with the ability to help those in need (Santa Clara University, 2014). Most of the students felt that they became compassionate persons; it was showed by 58%, 73%, and 58% who chose to agree with the sixteenth, seventeenth, and eighteenth statements. Moreover, based on the interview, all of the interviewees stated that they become compassionate persons because they were able to help their friends by correcting their friends' work, doing peer-editing, and also giving clear understanding about the materials which their friends did not understand.

Conscience is associated with the qualities as a fully human person. Point often overlooked, Jesuit education would help the students to understand the perspectives of others as well as the consequences of the decision making so that the students are able to make ethical decisions (Santa Clara University, 2014). In detail, based on the questionnaire, the students felt that the implementation of Reflective pedagogy helped them to develop their consciences. It was indicated by 50%, 65%, and 40% of the participants chose to agree with the eighth, ninth, and tenth statements.

In contrast, based on the interview, most of the interviewees admitted that their consciences did not grow significantly. In general, most of the interviewees admitted that they were still doing dishonesty things, such as finding the fas-

test and easiest way in doing the assignments as well as cheating in doing the test. Interviewee A#22 stated, "When I have difficulties in doing the Advanced CRW test, I sometimes copy paste from my friends' work."

In conclusion, most of the students had positive perceptions of the lecturers who helped them to read and write critically. The students also perceived positively when the lecturers helped them to develop their compassion. At the same time, the implementation of Reflective pedagogy in Advanced Critical Reading and Writing class helped the students to develop their consciences to a limited degree.

CONCLUSION

This research studied the implementation of reflective pedagogy in Advanced Critical Reading and Writing class. The writers distributed questionnaire and conducted interviews with the students. The questionnaire and the interviews were used to obtain data on whether the students' competence, conscience, and compassion developed well during the Advanced Critical Reading and Writing class. The results from the questionnaire showed that students' competence, conscience, and compassion developed. However, the interview showed that both competence and compassion developed well whereas conscience developed only to some extent.

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