

# ICCE

INTERNATIONAL CONFERENCE  
ON CHRISTIAN EDUCATION



## Christian Education in Digital Technology Era: Challenges and Opportunities

June 4<sup>th</sup>, 2022



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**ICCE**  
INTERNATIONAL CONFERENCE  
ON CHRISTIAN EDUCATION



**Christian Education in  
Digital Technology Era:  
Challenges and  
Opportunities**

**June 4<sup>th</sup>, 2022**



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## Christian Education in Digital Technology Era: Challenges and Opportunities

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## Table of Contents

LIST OF COMMITTEES .....	7
Welcome from the Rector of Universitas Pelita Harapan .....	9
Welcome from the Dean of Faculty of Education, UPH .....	10
Welcome from the Head of Bandung Theological Seminary .....	11
Welcome from the ACSI Indonesia National Director .....	12
Welcome from the Chairman of the 1 <sup>st</sup> ICCE UPH 2022 Committee .....	13
A. Keynote Sessions .....	15
Home-Coming: Restoring a Theology of Place within Christian Education .....	15
<i>Darren Iselin</i>	
B. Paralell Session .....	29
Application of Reinforcement to Improve Students' Activity during Online Learning in the Biblical Worldview .....	29
<i>Inggrit Priscilya Samada, Yohanes Edi Gunanto</i>	
University Students' Responses toward Lecturers' Usage of Speech Acts on Planning Assessment for Learning Course .....	38
<i>Wiputra Cendana, Elisabet Dewi Rumanti, Yemima Handoyo</i>	
The role of Christian teachers during the COVID-19 Pandemic is Based on The Study of Teleological Philosophy Within The Framework of Reformed Theology .....	49
<i>Siti Arisa, Debora Suryani Sitinjak</i>	
Measuring The Readiness Level of the School as a Resolution to Learning Lost issue During the Pandemi .....	59
<i>Seri Damarwanti, Anthoneta Ratu Pa</i>	
Students' Views on Educational Videos about Anti-Corruption Value Education in Online Service-Learning Projects .....	69
<i>Juliana Tirza, Wiputra Cendana, Steven Setiadi</i>	
BYOD (Bring Your Own Devices) Policy Implementation in Secondary School: The Advantages and Drawbacks .....	78
<i>Kalvin Sandabunga</i>	
The Role of Christian Teacher as "in loco parentis" in Digital-Based Educational World according to Anthropological View .....	89
<i>Imanuela Izaabel Izaac, Wiputra Cendana</i>	
CEKristol : Collaborative Digital Module for Character Education for Christian Schools in Indonesian Contexts .....	99

*Heriyanto, Wemmy Prayogo*

Interactive and Multimodal Learning of Hermeneutics Courses with Hermes AI Chatbot ..... 109

*Arianto Pakaang*

A Review of Augmented Reality, Its Advantages and Usages in Education in Indonesia ..... 122

*Carlos Camelo, Dessy Rahmawati, Elvin Krismaswati Mendrofa*

Information and communication technology (ICT) subject as a tool for students to preach the gospel ..... 136

*Gerald Yohanes Meyners, Lastiar Roselyna Sitompul, Vallery Valencia Pasanea*

Implementation of the Synchronous Learning Method in Intra-Curricular Activities in CTLS at UPH Medan Campus ..... 149

*Danny Philipe Bukidz, Daniel Cassa Augustinus*

The Development of Hybrid Learning Scenario in Satya Wacana Christian University: Opportunities and Challenges ..... 158

*Christian Bernard Nichols Djami, Tri Nugroho Budi Santoso, Herry Sanoto*

Online Shopping Decisions Towards Consumptive Behavior in A Christian Perspective: Case Study Cohort 2019 Economic Education and Primary Teacher Education ..... 168

*Selvi Esther Suwu, Musa Sinar Tarigan*

The Ways Technology Fulfilled The Traditional Forms of Education : A Case Study of Moodle Learning Management System ..... 179

*Azalia Yisrael, Mira Oktri Yanti Brahmana*

Christian Epistemological Study of Enduring Understanding as a Result of Meaningful Online Learning ..... 192

*Tabitha Grace Larasati, Pingkan Imelda Wuisan*

Recommended Learning Methods for Teachers to Forming Students' Critical Mindset in Globalization Era ..... 203

*Andre Wilianto, Elisa Hermina, Marisa Milenia, Mona Prischilla, Henni Sitompul, Kurniawati Martha*

Servant Leadership Informed by Christian Worldview: A Case Study in Lentera Harapan Schools ..... 211

*Yonathan Winardi, Oh Yen Nie, Wiputra Cendana, Christina Dwi Putri*

**Student Teachers' Critical Reflection towards Online Microteaching..... 221**

***Atalya Agustin, Destya Waty Silalahi***

Quality Distance Learning in the Era of the Covid-19 Pandemic ..... 228

*Herry Sanoto, Dani Kusuma, Mila Chrismawati Paseleng*

Addressing Collaboration Needs In The Middle Isolation of the Digital Era Based On a Christian Perspective ..... 239

*Bernard W. Napitupulu*

Basic Christian Leadership Training Implementation Need Analysis for Teachers College Indonesia..... 248

*Juniriang Zandrato*

A Christian Perspective: On Becoming Reflective in Search of a Meaningful Life ..... 259

*R. A. Trisnowati*

The Application of Guided Inquiry Learning Model to Strive for the Activeness of High School Students in Online Learning ..... 267

*Elisabeth Pracilia Zega, Candra Yulius Tahya*

Roles of Christian Teachers: The Use of Literature to Guide Students in Confronting Issues in Digital Technology Era..... 278

*C Kiky Puspita Anggraeni, Debora Pratiwi Sibarani*

Academic servant leadership in lockdown: a case study of digital teaching-learning during the Pandemic Covid-19 in a Christian school in Indonesia ..... 289

*Ricky, Natha Bella Angella*

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## Welcome from the Rector of Universitas Pelita Harapan



Shalom and gratitude be to our Lord Jesus Christ! It is because of His love and mercy; we can gather together here in this event.

We are now in the end of the pandemic, where more than two years unprecedentedly we were forced to move to virtual education and embrace digital technology. Out of the millions of educators in Indonesia, both in primary, secondary, and higher education, quickly must learn and implement online teaching and learning. Every educator is required to adapt to various digital learning media, suddenly digital technology is not only a tool but the environment where we are living and interacting with one another.

Not only do the schools have to provide the system to support virtual learning, but educators also have to be equipped to design instructions that fit with the virtual setting. This need eventually triggers various parties to adapt, move, and innovate. Educators use a variety of media as a virtual meeting bridge with students. Not satisfied with just meeting virtual, educators also make some innovations by using other features and exploring any applications that will help provide creative materials and teaching materials.

However, despite of all the improvements and innovations in delivering teaching and learning in digital technology setting, there are many obstacles and challenges. The question remains, are students learning effectively? Especially for Christian educators, we need to keep asking the question, whether we have faithfully and effectively carried the mission of Christ-centered education, facilitating holistic transformational education in this digital technology era?

Christian education must consciously be aware of the current educational challenges while embracing the opportunities through the rapid development of digital technology. We should continuously ponder how to be faithful to our calling as Christian educators in this era of disruption. We should strive to be an exemplary institution in presenting Christian education during the fast-changed of digital technology. We believe that every technological progress is the fruit of cultural mandate to advance humans' life, fostering life given by God. On the other hand, Christians are also aware with our fallen nature, that there is a possibility of missing the point in any good effort that we are trying to do. Further as human beings, are we going to develop holistically if education is reduced by totally virtual learning? These are some questions that we need to keep thinking and discussing.

UPH, especially Teachers College, is grateful that we can host the first International Conference of Christian Education, especially inviting best panelist speakers to inspire us. We hope that through the ICCE event, there will be a forum for us, educators and practitioners of Christian education, to discuss the opportunity and challenges of doing our mission in the midst of such rapid technological advances. We also hope that this event will encourage us that amid various challenges that exist, God is faithful in sustaining us thus giving us hope to embrace the opportunities that are wide open to further our service to provide a quality, holistic, and transformational education.

Finally, enjoy the conference, Lord Jesus bless you.

**Dr. (Hon.) Jonathan L. Parapak, M.Eng.Sc.**

## Welcome from the Dean of Faculty of Education, UPH



Today what is happening in the classroom is different from practices before the pandemic. Changes will continue to occur, especially with the advancement of digital technology, which will become increasingly sophisticated. The interaction of education with technology is inevitable. As Christian educators, we embrace digital technology development. We believe students as the Image of God, and the purpose of educating them is to see them flourish with creativity and innovation for the development of human civilization. However, every technological development that brings about good changes may unwittingly change something essential. For example, now we cannot escape from digital technology. It is ubiquitous; from communication, working, shopping, and many more, all are on the digital platform. It has changed the way we interact with one another. To what extent has it changed us? How can Christian education embrace but also be aware of these?

That is the background of the International Conference on Christian Education with the theme, Christian Education in Digital Technology Era: Challenges and Opportunities. Christian educators must continue discussing this topic to carry out our mission faithfully. Continuously we need to learn and relearn to prepare our students well and be ready to embrace their future as disciples of Christ.

UPH Teachers College is very grateful for the cooperation with various parties, ACSI Indonesia and Australia, and Bandung Theological College, which made this first international conference possible. Likewise, we are blessed with the plenary speakers who are experts in their fields and will share their research and insights. We hope that all the presenters and participants will benefit most from this event. The committee has worked very hard to prepare for this event and we hope that by the end of the conference, the conversation will not stop. Let us continue strengthening Christian education in Indonesia through this forum, and we will meet again at the following conferences.

In the end, as our God has led all the preparation for this conference to take place, let His wisdom guide our conversation! All praise and glory be to God alone! God bless.

**Oh Yen Nie, S.E., M.Ed.**

## Welcome from the Head of Bandung Theological Seminary



The ever-evolving world is a part of the Cultural Mandate or the Creation Mandate, which is revealed in Genesis 1:28. Therefore, we should respond to the development of digital technology critically and positively for Christian education in various contexts.

We are grateful for the first International Conference on Christian Education (ICCE) today, June 4, 2022, as the result of the collaboration between the Faculty of Education UPH, ACSI Indonesia, ACSI Australia, Indonesian Christian Education Council, and Bandung Theological Seminary (STTB), to study the opportunities and the challenges of Christian education in digital era, by involving the experts from within and outside the country as the speakers.

Thank you, especially for the willingness of Mr. David Smith (from Calvin University, US), Mr. Darren Iselin (from ACSI Australia), and Mr. Agus Susanto (from ACSI Indonesia), as the speakers, and for all the committee from the Faculty of Education UPH who has been working hard to prepare this conference.

Hopefully, all the opportunities and the challenges in Christian education in the digital era that are studied through this conference will equip fellow educators with more comprehensive and sharper insights from the biblical point of view, so that the purpose of Christian education which is to produce Christian leaders who have a good spirituality, high competence, and strong dedication, can be more realized through this conference.

Welcome to this conference. God bless you!

**Sutrisna Harjanto, Ph.D.**

## Welcome from the ACSI Indonesia National Director



Dear ICCE presenters and participants.

The development of digital technology is rapidly changing the order of human life—which is also developing so swiftly as well. There are those who agree and follow the speed of development, accept it for granted, and even get involved in the development. Still, not a few are also indifferent to it, disagree and refuse to use digital technology for all kinds of reasons that are indeed or are made in accordance with their choice of decision. In addition, there are those who try to be neutral ("wise"), by looking at digital technology such as a double-edged sword or fire which can be used either for good or evil purposes. We have already seen practical examples of these two possible uses of digital technology everywhere.

What about us as Christians? Specifically Christian educators? The term of Christian educator, this can be viewed narrowly or broadly. In a narrow sense, some categorize Christian educators as those who work as teachers or lecturers. But we can also see it from a broad sense, that Christian educators are anyone who has the responsibility to educate, direct, and give vision to other people or the surrounding community. And this means that all Christians are actually educators, because Christians are followers of Christ, and Christ has assigned a role to us, Christians, as salt and light of the world. This means that we as Christians must be a flavor for the world and be a statement of God's truth to the world as well.

I represent Christian schools and Christian educators who are members of the ACSI Indonesia organization. I herewith also welcome all the speakers and participants of 2022 International Conference on Christian Education. This conference is organized by Universitas Pelita Harapan in collaboration with several Christian education organizations including ACSI. I hope that this conference can continue in the future and there will be more Christian educational organizations including churches, and synods, to be able to collaborate, like what is stated by ACSI's motto: Stronger Together, for us to be strong together, as one body of Christ. Let's salt the world more and bring light to the world. I hope that through this ICCE more and more people who work as Christian educators will grow and more Christians in general will be more aware of their calling and will realize that we are all educators, tasters, and proclaimers of God's truth, who need to be equipped and strengthened at all times. Especially through the theme of the 2022 ICCE: "Challenges and Opportunities for Christian Education in Digital Technology Era."

Finally, congratulations to UPH for initiating the first ICCE in 2022. Let us be those who wait on the Lord so that we may gain new strength, like an eagle that soars with the power of its wings, we run and do not become listless, we walk and do not grow weary (Isaiah 40:31).

Thank you, God bless us all.

**Agus Susanto, Ph.D.**

## Welcome from the Chairman of the 1<sup>st</sup> ICCE UPH 2022 Committee



Shalom Aleichem, gratitude be to our Lord Jesus Christ, because of His love and favor, we can gather in this conference. It is such an honor for me to welcome you to the 1<sup>st</sup> International Conference on Christian Education (ICCE) UPH 2022, with the main topic, "Christian Education in Digital Technology Era: Challenges and Opportunities."

The rapid development of science and technology in today's digital technology era encourages the emergence of various educational innovations based on learning technology, making it easier for educators and students to access multiple educational contents. This is marked by the ease of obtaining access to information and internet connection speeds. The Covid-19 pandemic has increasingly encouraged the emergence of various forms of digital learning media globally. This unavoidable pandemic requires school administrators', education providers, educators, and students to be able to adapt to changes in learning patterns from face-to-face learning to online learning. An education system that combines digital technology with the learning process will open opportunities and challenges as real implications of the transformation and paradigm shift of education in the digital technology era, including Christian education in it. Therefore, the 1<sup>st</sup> ICCE UPH 2022 aims to 1) Explain the implementation of digital technology in learning and its implications for students' faith formation; 2) Discuss digital technology development in learning and its implications and influence on the way we communicate and relate to others in Christian educational context an excellent, holistic, and transformational; 3) Enrich understanding to Christian educators regarding the calling response to teach in digital technology era by looking at the opportunities and challenges.

For organizing the 1<sup>st</sup> ICCE UPH 2022, allow me, as the chairman of the organizing committee, to express my deep gratitude and appreciation to the Keynoted Speakers, Mr. David I. Smith, Ph.D. (Professor from Calvin University, USA), Mr. Darren Iselin, Ph.D. (Director of Research and Innovation Christians School Australia), and Mr. Agus Susanto, Ph.D. (ACSI Indonesia Director) for each conference material presented. We also express our gratitude and most profound appreciation to the Advisory Boards and the organizing partner, Mr. Dr. (Hon). Jonathan L. Parapak, M.Eng.Sc. (UPH Rector), Mr. Sutrisna Harjanto, S.Si., M.Div., Ph.D. (Chairman of Bandung Theological Seminary), Mr. Agus Susanto, Ph.D. (Director of ACSI Indonesia), Mrs. Sandra Scott (Executive Officer of International Partnerships and Service Christian Schools Australia) and Mr. Marks Spencer (Director of Public Policy Christian Schools Australia). Likewise, we would like to express our gratitude and most profound appreciation to the Supervisory Board, Mrs. Oh Yen Nie, S.E., M.Ed. (Dean of the Faculty of Education, UPH) and Mrs. Sarinah Lo, Ph.D. (Senior lecturer of Bandung Theological Seminary) and to the Steering Committee Mr. Dr. Budi Wibawanta, S.Sos., M.Si. (Vice Dean of the Faculty of Education, UPH) and Prof. Dr. Niko Sudibjo, S.Psi., M.A. (Department Chair of Educational Technology, Faculty of Education, UPH). Expressions of gratitude and highest appreciation are

conveyed to the entire organizing committee team, who have worked tirelessly to prepare for this conference so that it can be organized successfully. We also express our gratitude and appreciation to the presenters who have shared articles and published works in the form of proceedings and the participants who have involved in this conference.

Finally, we hope through the organizing of the 1<sup>st</sup> ICCE UPH 2022, as educators and leaders of Christian educational institutions, we can collaborate to do concrete works in the area where God has entrusted us in responding to the opportunities and challenges in the digital technology. We will appreciate constructive suggestions and criticisms to improve the quality of future conferences. To God be the Glory.

*For we are his workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them. - Ephesians 2:10 (ESV)*

**Immanuel Adhitya Wulanata Chrismastianto, S.E., M.Pd.**

# Student Teachers' Critical Reflection towards Online Microteaching

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## Abstract

A strong and deep reflection is needed by student teachers to evaluate teaching and learning process and plan follow-up action for future classes. By writing reflection, student teachers can be aware of their personal and professional growth. One of some practical opportunities for student teachers to practice teaching is in Microteaching class. During Pandemic, Microteaching class was conducted online in which student teachers needed to adapt and adjust their planning and teaching. This context influenced many aspects in student teacher preparation and implementation. Reflection at the end of their Microteaching will help recording their responses and displaying their perspective on teaching and learning in online setting. The aim of this study is to analyze student teachers' written critical reflections towards their online microteaching based on 4 critical reflection domain such as personal, interpersonal, contextual, and critical as proposed by Smith (2011). It was qualitative research in the form of educational case study type research which will develop more ideas for educational practices through the development of thought and meticulous documentation of data. The data being analyzed for this research are student teachers' reflection and interview result which will be presented in a descriptive-narrative manner.

**Keywords:** Student Teachers, Critical Reflection, Online Microteaching

## 1. Introduction

The ability to reflect critically and deeply is very important for teachers to have. With the ability to reflect, a teacher will be able to evaluate the teaching and learning process and then make improvements for the next lesson. This improvement will help teachers to improve his professional competence.

The ability to reflect critically must be instilled and developed since a person is still a student teacher. One good opportunity to practice this skill is when a student teacher does his/her teaching practice through microteaching classes. The reflection at the end of the microteaching will help the student teacher to review how he/she plans, implements, evaluates the teaching practice. Furthermore, lecturers and student teachers can see the perspectives of student teachers on teaching and learning.

There are some discussions about what is critical reflection which could be traced back from John Dewey's work. Dewey (in Rogers, 2002) argues that at the core of critical reflection, there are meticulous study of thought, practice, obstacle by being open, committed, analytical, and trustworthy. However, being critically reflective has more than

a personal sense. It is more intrapersonal because relationship with the students is involved. From this, it can be concluded that critical reflection will be very helpful in equipping students to carry out their calling as a professional teacher.

Student teachers in Teachers College, Universitas Pelita Harapan need to be equipped with the ability to do critical reflection even in their first years. It is so that they get used to think critically and reflective when they are conducting their teaching, both as a pre-service now and in-service professional teacher in the future. Student teachers could recollect their teaching and learning, evaluate it through thinking critically, and analyze the result comprehensively. It is not a mere reflective process. Meanwhile, it involves personal worldview in which the student teachers see himself/herself, what he or she believes, what he or she does, the students and their practices, classroom, school, and many more. During Pandemic, Microteaching class was conducted online in which student teachers needed to modify and adjust their teaching and learning from theory until its practice and evaluation. The aim of this study is to analyze student teachers' written critical reflections towards their online microteaching based on 4 critical reflection domain such as personal, interpersonal, contextual, and critical as proposed by Smith (2011).

## **2. Literature review**

The ability to do critical reflection covers some scopes. Smith (2011) stated there are 4 domains in this skill, such as personal domain, interpersonal domain, contextual domain, and critical domain. The first two domains are about self and relationship with others. Personal domain engages with thought and action. One of the important domains for teacher professional growth according to Clarke and Hollingsworth's is personal domain which discusses about teacher knowledge, beliefs, and attitudes (Wijaya, 2017). In language teaching, personal domain involves one's own perception of teaching skills, judgments of teaching practice, reactions to what is happening during teaching in relation to student language or student behavior during learning (Astika, 2014). Interpersonal domain includes the interaction with others. This domain is very important to build a leaning community because human relationships are critically important to be created and sustained in the school context (Mitchell & Sackney, 2011). The third one which is contextual domain consists of concept, theory, and method. Lastly, the fourth one covers ethical and social context. All domains are interconnected and should be constantly developed by teachers and student teachers. Moreover, through all the domains, student teachers will evaluate their performance and plan follow-up action thoughtfully and purposefully rather than unintentionally and spontaneously.

There are some concerns regarding critical reflection performed by teachers. Šarić and Šteh (2017) strongly states that there is a gap between the declared aims and the tangible reflective practice within teachers. Mansvelder-Longayroux, et al. (2007) mentioned that only 7% of the student teachers in the related research whose portfolios covered the critical reflection aspects. Moreover, other research by Astika (2014) explained that student teacher paid more attention on personal domain and contextual domain when they evaluated their teaching practicum. They concerned more on themselves and their practices rather than others and social context. Student teachers tend to have different perspectives and beliefs about education and its practice compared to their mentors or senior teachers at school. Looking at the urgency of preparing the

student teachers with critical reflection skill to evaluate their teaching practice and plan future teaching, this research will do some analysis on student teachers' critical reflection during their online microteaching. The result of the analysis can be the consideration of future research or professional development program for teachers.

Critical reflection enables student teachers to have "helicopter view" and use the perspective to inform their teaching and learning practice. This is aligned with what Liu proposed that student teachers have more discernment to observe some practices they found beyond the classroom context and more to a wider context (2015). Reflective practice can expand our understanding of our beliefs, knowledge, and attitudes about our practices as well as the teaching and learning process itself (Murphy Odo, 2021). In light with that, Hickson (2011) stated that the using of critical reflection as an outline helped teacher to analyze and understand certain notions about control, uncertainty, and change and then transferred the insights into a practical thing.

One of solutions that provided evidence in helping student teachers connect theory to practice is through microteaching and encouraging student teachers' reflective practice (Murphy Odo, 2021). In the context of Pandemic, microteaching as a practical lesson was conducted online. This condition creates new dimension, new experience, as well as new implication for student teachers' online teaching practice. Kusmawan (2017) stated that student teachers' experience in online microteaching stimulates deeper knowledge acquisition and chances to promote critical and reflective thinking skills in more creative and critical manner. Online microteaching also helps student teachers to master some fundamental skills such as explain, ask questions, provide reinforcement, use variations, manage classes, and open and close the class in the context of online learning (Sarimanah, et al., 2020).

Kadir and Aziz (2021) gave some insights for Teacher Education program to prepare their students to better adapt on the changes which affected their teaching practice, for example classroom interaction, hands-on activity, technology, multiple platforms as well as ways of teaching, and many more. Compared to actual or real class, microteaching is limited and controlled. Student teachers are often having difficulties in putting theories into practice because of this context. One example of the limitation is that lecturer or peers cannot give real feedback when it comes to natural relation between teacher and students because the ones who become the students are the peers themselves. Nonetheless, this class could give the students a simulation of online teaching and learning process. The simulation helps the student teachers to understand teaching and learning context deeper and adjust to new situation.

### **3. Research Method**

This research is a qualitative case study research. Based on Sternhouse (1985 in Bassey, 1999), this research is educational case study type which improves and adds more ideas for educational practices through the development of theory or thought through logical and thoughtful documentation of data. This study is to analyze student teachers' written critical reflections towards their online microteaching

based on 4 critical reflection domains by Smith (2011). Students Data collection was held in a natural setting using critical reflection by the student teachers. The participant of the study were 35 students in Microteaching class (PSAP Bahasa and Sastra Indonesia course). It was conducted after they have finished writing their reflections of their Microteaching experience. Researchers also conducted some interview to better understand some aspects and responses which taken from student teachers' critical reflections. The subjects were chosen using purposive sampling which is based on student teachers' quality of reflection and compatibility with Smith's Critical Reflection domains. Researchers analyzed the data by examining all the data collected in critical reflection journal and interview which shows various perspectives on online microteaching. Data presentation and analysis were in the form of descriptive narrative and concluded based on what insights can be drawn from the phenomena occurred in the online microteaching and reflected by student teachers.

#### 4. Results and Discussion

This research is analyzing student teachers' written critical reflections towards their online microteaching based on 4 critical reflection domains by Smith (2011), such: as (1). the personal domain which engages thinking and action; (2). the interpersonal domain covers interaction with others; (3) the Contextual domain which includes concept, theory, and method; and (4) the Critical domain which includes ethical and social context (Smith, 2011). Here are some results of student teachers' critical reflections towards online microteaching:

**Table 1.** Student Teacher Critical Reflection

No.	Reflection	Domain
1.	"Interaction in an online class was limited. Teachers had challenges to address their students and gave feedback directly."	Interpersonal
2.	"I was using animal characters to portray human's life and afraid of what I did, will create misconception towards students"	Contextual
3.	"Our students were born in a digital era and have different needs and characteristics. Teaching using various media will help a lot"	Interpersonal
4.	"Choosing proper and authentic media will help students to understand. I paid more attention to videos and visuals which can attract students"	Contextual
5.	"My fellow teammate gave constructive and meaningful feedback towards my performance in Microteaching class and were very honest."	Interpersonal, Critical
6.	"I need to master pedagogy and technology to be able to create an engaging and meaningful learning"	Personal
7.	"I didn't focus on students' scores but paid more attention to the significance of learning"	Personal and Contextual
8.	"Teacher should be ready for any changes which happen in the field"	Contextual

Based on the table above there are some reflection insights that can be grouped into 4 domains in critical reflection. There are 2 insights related to the personal domain, 3 insights related to the interpersonal domain, 4 insights related to the contextual domain, and 1 insight related to the critical domain.

The first domain to be discussed is the personal domain which is related to the student teachers' thoughts and actions when microteaching was conducted online. Student teachers realized the importance of being balanced between pedagogy and technology, that is why they need to master pedagogy and technology so that they can use various platforms and ways in the online teaching and learning process. Moreover, it is also stated that score was not the focus of the teaching and learning but, the importance and significance of learning that matters. Based on the interview which digs more about this matter, Teacher who has a firm belief about the significance or the importance of teaching and learning will use various ways to focus on enduring understanding rather than academic achievement, especially in online learning. This is aligned with what Brookfield (1995) said that teachers need to understand why he/she believes in something, especially regarding what they do and what they think they are.

Student teachers tried to understand deeper and adjust his/her old concepts with the new ones which then inform his/her teaching and learning. This is aligned with what Kusmawan said about student teachers' knowledge acquisition and opportunities in applying critical and reflective thinking skills more creatively and critically (2017). The student teacher who understands the importance of meaningful teaching and learning will continuously refine and define his/her understanding and practice. Microteaching can be used as a platform to initially begin this significant practice in teacher training.

The second domain in critical reflection is the interpersonal domain which covers interaction with another party. The related party meant in this context is other students who took roles as students during the microteaching online. There are some thoughts related to this context which are interaction in the online class, different needs in the digital era, and constructive feedback from a fellow teammate. Student teacher feels different context that influences student-teacher interaction. The student teacher has limitations in giving feedback, responding to students' questions directly, and many more. The teacher also needs to understand the different characteristics and needs of students during online teaching and learning.

Based on the interview, student teachers should be open towards constructive and meaningful feedback to be able to improve the student-teacher relationship in many aspects in the classroom. These thoughts are aligned with Kadir and Aziz (2021) who stated that the Teacher Education program should prepare student teachers to better in example classroom interaction, hands-on activity, technology, multiple platforms as well as ways of teaching, and many more in the online learning context. The important aspect of critical reflection is challenging your current ways of understanding and discovering different ways of thinking and living (Liu, 2015).

The third domain is the contextual domain which covers concept, theory, and method. In this domain, student teachers gave more attention to certain subject or field of study. In this study, student teachers had some concerns regarding misconceptions about

teaching and learning material. A certain concept can be shifting from the true meaning into wrong understanding which can lead to misconceptions. This is very dangerous because the concept can be kept by the students for years or in their entire lives. Online context may bring impact towards the clarity of the concept or the understanding of the students. In order to avoid misconceptions and other learning losses, it is very important that student teachers increase their skills in teaching and managing the class. It is aligned with the statement that student teachers need to master some fundamental skills such as explaining, asking questions, providing reinforcement, using variations, managing classes, and opening and closing the class in the context of online learning through online microteaching (Sarimanah, et al., 2020).

The fourth domain is the critical domain which covers ethical and social context. The point to be addressed in this domain is “What is your role in the classroom, education at large, and community? The focus of this part is related to student teachers’ contribution to improving other teammates’ ability of teaching through giving constructive and meaningful feedback in microteaching classes. The student teachers who have the role as students in online microteaching also had the responsibility to give input to their peers. It is very important to understand that peer contribution is one of the ways to be responsible as a significant member of the classroom and community. Feedback, input, or suggestions as part of the critical thinking of one teacher will give an impact towards other teachers’ previous knowledge and inform future teaching practice.

## **5. Conclusion**

Based on student teachers’ written critical reflections on their microteaching, there are some concerns related to online teaching and learning in microteaching classes. The first concern is mastery of pedagogy and technology which is related to the personal domain. Other insights which are connected to the domain of Interpersonal are interaction in online classes and different needs in the digital era. The contextual domain covers the ideas of misconception in teaching and learning material. Lastly, the critical domain addressed constructive feedback from a fellow teammate. All of these concerns are written in student teachers’ critical reflection.

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