

PHENOMENOLOGICAL STUDY OF PHYSICAL EDUCATION TEACHER EDUCATION STUDENTS' PEDAGOGICAL REFLECTION

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ABSTRACT

Reflection and experience of pedagogical learning in physical education hold important role in shaping teachers' professionalism. Despite researchers have long focused on students' reflexivity, little is known in the literature about their pedagogical experience and reflexivity. This research aimed at exploring students' pedagogical experience and their reflection in doing peer-teaching. A number of 41 students from PETE department have been recruited as the participants of the study. Data were collected through document study and interviews. Data analysis followed procedures in phenomenological analysis including horizontalization, textural and structural descriptions, and essence. Quality of the study was achieved through maintaining trustworthiness criteria such as credibility, dependability, conformability, and transferability. Results showed that there was weaknesses and errors in their first teaching practice, this included their planning, management, and instruction. With the reflection about effective teaching, they could learn about their own teaching performance. Improvement was apparent in their second round of teaching practice.

Kata Kunci: *experience, reflection, PETE students, physical education pedagogy*