

SELF REFLECTION OF THE TEACHER IN PROFESSIONAL DEVELOPMENT

by Rosita Endang Kusmaryani, M.Si., Kartika Nur Fathiyah, M.Si, Venny Hidayat, M.Psi

ABSTRACT

This study aimed to evaluate the professional development be the consequences in the improvement of the professional code for teachers based on teachers' level of reflection. This research is descriptive quantitative research using psychological questionnaires as data collection techniques. The Questionnaire of exploration self reflection in Professional Development, which consisted of open-ended questions on four aspects, namely professional development skills, social skills, self integrity and productive behavior. The subjects in this study are 44 teachers in Yogyakarta, taken with incidental technique. Research data were analyzed by quantitative analysis techniques percentage. Our research found that: 1) Based on the reference level of self-reflection of teachers, professional development of teachers more focused on efforts to improve the ability to educate and teach and materials science of teaching teachers, the ability to interact with others, and behavior based on the value -value noble and moral, 2) at all levels of reflection, aspects of teacher expertise is able to achieve the majority of teachers with good value, but at most at the level of description of aspects of social skills (68%). In addition, the majority of teachers considered quite at the level of generalization of social skills (48%), and considered less level of metacognition aspects of self integrity (84%) and productive behavior (82%).

Kata Kunci: *SELF REFLECTION, TEACHER, PROFESSIONAL DEVELOPMENT*