

**ENGLISH TEACHERS PERCEIVED IMPACTS OF REFLECTIVE  
TEACHING ON THEIR TEACHING PERFORMANCE  
(A Study at an Islamic Boarding School in Aceh)**

**THESIS**

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# THESIS

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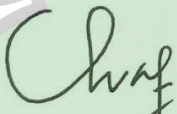
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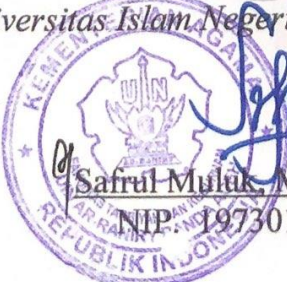
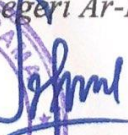
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Menyatakan bahwa sesungguhnya skripsi yang berjudul **"The Perceived Impact of Reflective Teaching on Improving Teacher Performance"** adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya sepenuhnya menjadi tanggung jawab saya.

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Saya yang membuat pernyataan



(Bella Miranda)

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In conclusion, I realize that this thesis still far from perfect. Therefore, the constructive criticisms and suggestions for the improvement of this thesis which make the thesis better in the future.

Darussalam, 13 October 2022

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## ABSTRACT

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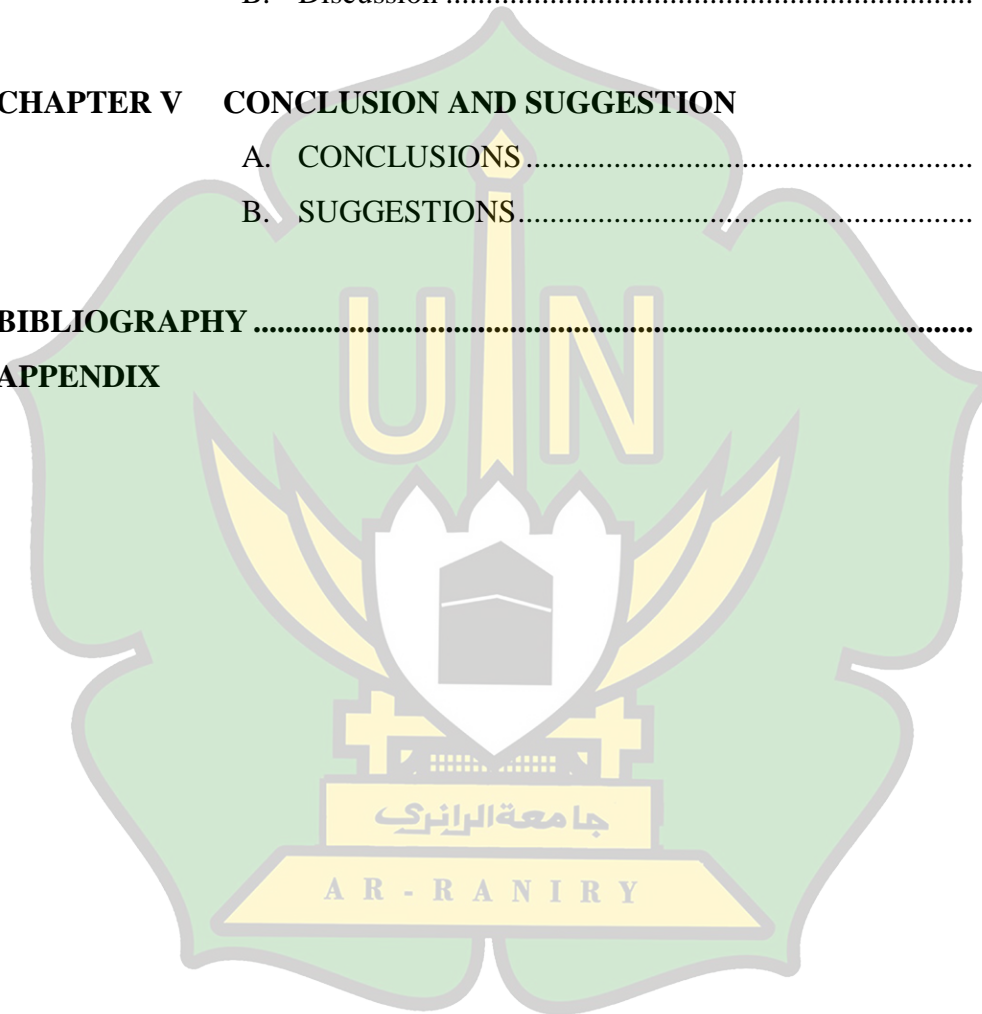
This study is about the English teacher perceive impact of reflective teaching in improving their teaching performance at an Islamic Boarding School in Banda Aceh. This study uses a qualitative method with an interview as the data collection to obtain the benefit of reflective teaching which perceived by English teachers. Total sampling technique was used to recruit participants and collected the data through applying 10 semi-structured questions of interview with six English teachers at an Islamic Boarding School in Banda Aceh. This study was conducted to explore how teachers perceived impacts of reflective teaching practice in their classroom toward their teaching performance. The result of this study showed that all participants have a positive view toward reflective teaching practice because it assists them to increase their teaching skills and positively affects their performance such as increasing teacher awareness of their teaching performance, improving teaching ability in regulating the classroom, help teacher to be a good teacher in the future and having a good understanding about their students. Based on the findings, we can conclude that reflective teaching practices improved many aspects of teachers and affected to the development of students in their learning process.

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## **CHAPTER I**

### **INTRODUCTION**

This chapter describes the background of study, research question, the aim of study, the significance of study and research terminologies.

#### **A. Background of The Study**

Teaching is a fundamental activity carried out by the teacher in elaborating understanding and skills. Amidon in Rajagopalan (2019) defines teaching as "an interactive process, primarily involving classroom talk, which takes place between teacher and pupil and occurs during certain definable activities." (p. 6). In other words, teaching is a process instructed by the teacher to transfer knowledge to students. To support the teaching process, a teacher is needed for each specific subject. English teacher is needed to teach the English language's subject.

An English teacher is a person who teaches the English language to students (Dogduney & Hockly, 2007). They help students improve their language skills, including reading, writing, and speaking. English teachers typically work in schools, but they may also work in private tutoring or language institutes. In addition to teaching, they may also be responsible for creating lesson plans, grading assignments, and providing feedback to students. They may also be involved in extracurricular activities, such as organizing school events or advising student clubs. In English teaching learning, teachers used to face some problems in their classroom no exception for English teachers.

The problems in their classrooms supported by a statement from Songbatumis (2017), he mentions that a variety of issues appears regarding to teaching and learning process, some of which were caused by students and teachers. Students have difficulties due to a lack of language knowledge, poor focus, a lack of discipline, boredom, and a trouble with communicating. Meanwhile, teachers face problems such as a lack of teacher training, a lack of language fluency, limited understanding of teaching methods, unfamiliarity with technology, and a lack of professional development. Therefore, it indicates that this is important to know how to increase teachers' competence.

Teachers' competence is needed for teachers on their teaching performance, especially in language learning. It is due to multiple challenges teachers confront in achieving the objectives of the language learning process. Teachers, as one of the actors in the teaching mechanism, must be sensitive to support learning quality. Thus, the development of teaching style continues to evolve. One of the ways to improve teaching competence is by employing reflective teaching.

According to Dewey in Zulfikar (2017), reflective teaching is a strategy used by teachers to examine their quality of teaching consciously and regularly. Ferdowsi and Afghari (2015) stated that teachers who critically reflect on their own teaching develop improvements in attitudes and knowledge that they believe will assist their professional growth as teachers and the type of support they offer their students.



Many researchers have conducted on reflective teaching research. For example, the study conducted by Shalabi, Sameem and Almuqati (2018) this study conducted by choosing lectures as the participant of study. The finding of this research is reflective teaching is a useful step used by teachers in reflecting on their classroom system with the purpose to obtaining and analysing the specific information which has the possibility to improve. This study described the importance of the strategy which can be a stimulant for teachers to find out several problems that must be addressed.

A study carried out by Fatemipour and Khani (2014) which examined 120 female intermediate students, and 10 EFL teachers at a university in Iran. found that the use of a reflective teaching technique has a substantial impact on the abilities of teachers and adjusted their teaching preferences and investigated alternate activities to increase their teaching efficacy. English language teachers should be encouraged to reflect on their interests, experiences, and types of learners to develop their full teaching potential. To shape and face the different obstacles that language teachers face in the classroom, an ongoing process of reflection, examination, and restructure meant of the teaching instruction, students' learning styles and interests, the teaching context, and the real issues and problems of the educational system, in general, is required.

A study conducted by Slate et al (2019) which examined teachers candidate learning. The finding of this study found some benefits of conveying reflective teaching strategies in the classroom. Those benefits contained by the strategy influenced teachers' education preparation in various ways, increase

teachers' knowledge, skills and dispositions and develops students' ability in mastering knowledge and skills. Concerning to this finding, reflective teaching strategy become a proper way for teacher to develop their teaching ability and influences their students as well.

The previous studies show some English teachers perceived impact of reflective teaching. Most of study conducted their research at university by examining lectures and students. Meanwhile, this study chooses Islamic boarding school with English teachers as participants. I want to conduct a study on reflective teaching in a boarding school setting because I believe that the unique environment of a boarding school, with students living and learning together for extended periods of time, provides an interesting and valuable context for studying the effects of reflective teaching practices.

#### **B. Research Questions**

Concerning the background of the study explained above, how do English teachers perceive the impact of reflective teaching in improving their performance at Islamic Boarding School?

#### **C. Research Aims**

In accordance with the research questions above, the aim of this research is to analyse the perception of English teachers about the impact of reflective teaching in improving their performance at Islamic Boarding School.

#### **D. Significance of the Study**

It is expected that the results of this study benefit all parties such as English students who will be English teachers in the future, lectures, and other researchers. It helps the students of English student department to familiarize themselves with teacher reflective teaching. The result of the study intended to assist the lectures to teach reflective teaching both theoretically and practically. Last but not least, the finding of the study can be used as references for other researchers conducting the related research.

#### **E. Research Terminologies**

The discussion of terminologies is needed to explain in detail the words used by me in the title of this study, which aims to avoid misunderstandings and unclear interpretations. Based on the title of this research, “The Perceived of Reflective Teaching on Improving Teachers’ Performance” The terminologies that need to be discussed are as follows:

##### **1. Teacher Performance**

Teacher performance is everything related to the personality or style applied by teachers when teaching. All forms of interaction, methods, and strategies are also included. In addition, teacher performance can also be defined as teaching habits and things attached to the teacher’s teaching procedures.

## 2. Reflective Teaching

Reflective teaching is a development strategy carried out by teachers to improve teaching performance, increase students' abilities, and train them to become professional teachers.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter describes the theory used in this research. It includes a brief discussion of reflective teaching, the importance of reflective teaching, the benefits of reflective teaching, and teacher performance.

#### **A. Reflective Teaching**

##### **1. Definition of Reflective Teaching**

Reflective teaching is a strategy applied by a teacher to reflect their performance during the teaching process. Zahid and Khanam (2019), explained that reflective teaching is a strategy applied by the teachers to examine their teaching development before, during and after class activities. This strategy can also be a guide for teachers to get to know more about the situation of students while achieving learning targets. Niones (2018) stated that reflective teaching can establish an effective teacher. In another statement, the awareness of reflective teaching believed to have an impact that is exceptionally influential on teachers' classroom. Therefore, reflective teaching can be defined as an effort by teacher to reflect on their performance in front of students and help teachers overcome their shortcomings.

Teachers encounter problems in their classrooms and then attempt to devise strategies and solutions to those problems through careful consideration and observation to improve their teaching based on their classroom experience



(Maulid, 2017). It is not only to reflect on daily activities as an instructor, but also to decide and put that idea into practice in order to improve teaching actions truly, gain knowledge from experience as a teacher, and promote students' studying (Trujillo, 2015)

Taggar and Wilson (2005) clarified that teachers who reflected in a contextual perspective can understand concepts, contexts, and theories for classroom practices, and they assess the implications of their actions and beliefs. It meant that the teacher who reflected in this manner understood what they need to do concerning their teaching practice and realize their belief in teaching.

Throughout every teaching situation, the teacher must be able to adapt to the students' circumstances quickly. Each classroom contains a diverse range of students, and teachers frequently face challenges in their daily lives. Adopting reflective teaching can demonstrate the process of controlling teaching procedures to the teacher's character so that each teacher, aside from teaching students, teacher also begins to study themselves.

## **2. The Importance of Reflective Teaching**

According to Maulid (2017), teaching is a prolonged life activity since the person chooses to be a teacher. Improving teacher practice is a duty decision that teachers must fulfil to upgrade the teaching performance, and reflective teaching is recognized as the method that can be a template for them to determine their teaching abilities. As stated by Usakli (2009, p. 183) "reflective teaching is very significant for teachers. Teachers pay attention to everything in the classroom

during their instruction". Additionally, this strategy plays an important value in teaching development.

Language teachers need opportunities to reflect on how they have been teaching and recognize that they do not have to make a decision simply because a problem arises. Alternatively, there must be an action plan in place to identify potential issues and a backup plan. Teachers should engage in continuous phases of reflection in order to identify what is happening in the classroom as an opportunity to improve their management styles. As explained by Grave (2002), reflection is one of the most powerful tools a teacher can use to investigate, comprehend, and redirect their practice. Learning to see and understand what is seen is what reflection is all about. It is more than just being able to identify problems and frame solutions, though both are necessary.

Teachers are supposed to recognize their role as contributors to their students' learning improvement. As a result of using this approach, teachers may gradually become more aware of their weak spots, which might lead to improved achievement in their teaching. As a direct consequence, teachers can reflect on their performance and conduct self-evaluation by implementing a reflective teaching procedure. According to Mesa (2018), the concept in which teachers reflect on their performance not only to change their daily teaching routines in the classroom but also to recognize the difficulties, should become a current belief for language teachers.

Zalipur (2015) stated that reflective practice in teaching is intended for teachers who are inclined to consider their teaching techniques and are willing to

put reflective practice into action. The reflective practice challenges teachers who have unquestioned assumptions about what constitutes effective teaching and encourages them to examine themselves and their practices in order to improve continuously. In other words, this kind of teaching approach can assist teachers in re-educating themselves about the needs of their students and the teaching techniques they employ. The further teachers recognize the significance of this self-evaluation behaviour, the more considerable the change in the language learning process will be.

Based on these explanation, teachers' self-reflection can provide a new perspective for their teaching ambience that every teaching obligation they convey is to evolve and compete with the times. This practice must have a sufficiently significant impact on the existence of a school where students who perform best also have a relationship with the teachers' performance.

### **3. The Benefits of Reflective Teaching**

Reflective teaching has benefits for teachers and students alike. Leonhenri (2022) mentions 5 benefits of reflective teaching which perceived by teachers after conducting reflective teaching in their classroom. Those benefits consist by:

#### **a. Professional Growth**

Reflective teaching can help teachers grow as individuals. By reflecting teachers' abilities, which include both strengths and weaknesses, it directly assists teachers in learning more about their potential and identifying ways to improve their ability for a better teaching experience.

Teachers are permitted to conduct simple self-reflection on their teaching performance, such as planning and then identifying their class session. After recognizing some goals met or issues encountered, teachers can use the information to modify their teaching routine, revise teaching techniques, and improve their strategies for addressing the teaching learning process.

**b. Enhance Innovation**

Reflective teaching is not a difficult practice to implement. They used to prepare and keep track of the lesson as an organized teacher. Teachers advised taking a few minutes during that time to assess their teaching situation. As a result, teachers must constantly update and broaden their professional knowledge base, as well as improve or revise their practices, in order to meet the learning needs of their increasingly diverse students.

**c. Facilitate Teaching**

Teaching can be a challenging task. It can be difficult to plan lessons, teach classes, and then manage and evaluate your students' progress. Successful teachers strive to learn all their students' names while also providing a safe and secure learning environment. They also try to ensure that all students are following along and staying on track with the program. Reflective practice will ensure that each student gets the most out of the learning experience. Motivation is essential for both the student and the teacher to have a successful learning environment.

**d. Boost Student-Teachers Relationship**

Teachers place a high value on their interactions with their students. It is critical to cultivate positive individual relationships with their students if teachers want to help them understand the teaching methods. Reflective teaching practices enable teachers to consider each student as an individual learner with distinct needs. Using different reflective teaching strategies can help teachers analyze your students' performance, behavior, and needs, as well as learn more about their personalities and traits.

**e. Enhance Problem Solving**

Experienced teachers would agree that an important part of teaching involves strong coping skills. Learning to solve problems and face challenges effectively and efficiently is of the utmost importance. Reflective classroom practices can help teachers improve their problem-solving and challenge-solving skills. For example, a teacher can use their past teaching experience (their own or that of a colleague) to find solutions for students who are facing learning problems.

Further, Minott (2011) defines Reflective teaching can have many benefits for teachers and students. Some potential benefits include:

- a. Improved teaching skills: Reflective teaching can help teachers develop a deeper understanding of their teaching practices and identify areas where they can improve.



- b. Enhanced student learning: By considering the effectiveness of their teaching methods, teachers can develop more effective approaches to teaching that can help students learn more effectively.
- c. Increased professional development: Reflective teaching can provide teachers with an opportunity to continue learning and growing as professionals, which can lead to increased job satisfaction and professional advancement.
- d. Better classroom management: Reflective teaching can help teachers identify and address challenges in their classrooms, such as managing students' behaviour or creating a positive learning environment.
- e. Stronger teacher-student relationships: Reflective teaching can help teachers develop a better understanding of their students' needs and challenges, which can lead to stronger, more positive relationships with their students.

## **B. Teacher's Performance**

### **1. Definition of Teacher Performance**

In human resources, a person's performance is exceptionally influential on a person's existence. A person's performance at work can affect the results of their hard work. Everyone who carries out a job is expected to get a satisfactory result, including a teacher. Teacher performance can be defined as the demonstrated job performance or teachers' competence to carry out learning in

schools in line with the process criteria established in order to attain the quality of educational results in schools (Rostini, Ahmad & Syam, 2022). Teachers with good performance create a successful generation capable of mastering knowledge.

Satisfactory performance can be displayed in various ways by teachers. Objective evidence can indirectly become an indicator in the educational environment that the teacher has successfully educated their students. The skills displayed by the teacher can measure the ability of the teacher in delivering lessons, mastering the class, and educating all students into character-driven and knowledgeable figures.

Khalis (2019) explained that an effort to improve the quality of education requires material support, and the teaching staff is the most important thing to be produced. It is well known that teachers are prominent supporters of education and have become a highlight to measure a student's ability. Therefore, teachers' performance must get more attention to support a more competitive education that can compete with education systems worldwide.

Teacher performance can also be defined as the teacher's efforts to share the knowledge they have mastered. This achievement includes several aspects related to the elements of the learning process, such as lesson planning, evaluation, and maintenance of personal relationships between students and teachers (Supriyanti, 2017). The teacher's performance can be seen from their ability to become a facilitator who can create an effective learning atmosphere and guide their students in mastering the learning materials and skills and their creativity level in creating learning support media (Zuhriah, 2015).

Alawi (2019) also added that teacher performance is guided by a work management system established to mediate between an institution's goals and learning objectives. This effectiveness is believed to achieve common goals correctly and become a benchmark for comparing the results achieved and its efforts.

From the statements above, it can be understood that a teacher's performance can significantly affect a learning process. In a classroom, the teacher becomes a role model for students to follow, and apart from that, the materials delivering procedures can also affect the student's ability to master the science.

## **2. The Factors Affecting Teacher Performance**

Teacher performance is a variety of things displayed by the teacher during the teaching and learning process. Behind the performance shown, several factors significantly influence the teacher's performance process, they are:

### **a. Work Motivation**

According to Börü (2018) people are motivated to behave in order to achieve their goals and make efforts toward their objectives. Chiresa and Sumba in Gemeda (2015) stated that the motivated teachers are able to run the class properly and inspire the students to show a better performance in the classroom.

### **b. Experiences**

According to Tanggae and Ferlin (2018) several elements can influence teacher effectiveness, including the duration of teaching experience, which frequently attends training, and job motivation, whether intrinsic or extrinsic, which will develop competent learners. Thus, the experiences teachers have a good potentiality to leads their students to achieve the purpose of learning.

**c. Organization Culture**

Organizational experience often becomes a guideline or values held by a person and influence the behaviour and actions of members of the organization, and this principle have an impact on someone in the world of work as well (Robbins and Coulter, 2010). Furthermore, Colquitt et al (2015) stated that organization culture is where organizational culture, in the form of rules, norms, and values, may impact workers' attitudes and work habits, and where behavioural standards and values lead the company.

**d. School Policy**

Policies can be defined as written values that have been mutually agreed upon and are binding. This regulation is a medium for regulating members' behaviour to strengthen the guidelines and display good values in society (Fikri, 2018). In schools, policies are created to regulate all actions that originate from teachers and students. The policy leads to a

goal that has been agreed upon by the relevant parties and becomes one of the factors affecting teachers' teaching skills.

**e. Schools' Environment**

The school environment includes school's scope, such as facilities, teachers, students, and employees (Hasanah, 2020). Welfare facilities can affect teacher achievement in educating students because the delivery and absorption of material will be more accessible, and the availability of teaching materials will also affect student performance in understanding the material.

**C. The Impact of Reflective Teaching toward Teacher Performance.**

Reflective teaching is the essential strategy in improving teacher performance. Its beliefs could assist teacher and learner development in many factors such as solving the problem, decision-making and enhance critical thinking skills (Ferdowsi and Afghari, 2015). Teachers can initiate a reflective process in a various of circumstances, and by using reflective teaching, they can determine to do something differently and dynamically. It helps them to grow and improve their teaching effectiveness. As a result, reflective teaching is a beneficial practice that leads to professional development for teachers.



Farrell (2008) stated that reflective practice allows teachers to have a better grasp of their subject material, examine their professional growth, make more informed decisions, and become more proactive and confident in their teaching. As a result, teachers who adopted reflective teaching technique in their classrooms were more effective.

As reflective teaching practice is a self-evaluation method in teaching, EFL teachers can benefit from this innovative method widely. Considering the various tools to conducting the reflective teaching, teachers can choose the most appropriate and convenient tools according to their personality and their needs. This frequent evaluation helps them to develop in their professions.

#### **D. Relevant Studies**

This topic has been discussed by several researchers. Several researchers have similar material and include different experiments conducted on similar subject.

Kheirzadeh and Sistani (2018) in their research found that the results suggest that teacher reflection may have an impact on students' success. It was shown that among the degrees of reflection, pedagogical reflection had the strongest link with student achievement. According to these findings, students benefit from more successful instructors because reflective teachers reach better levels of accomplishment.

Research conducted by Gheith and Aljaberi (2018) shown that teachers' attitudes toward professional self-development were significant and positively

connected with teacher reflective practices, implying that teachers' attitudes guide their conduct toward reflecting on classroom practices and improving performance. Teachers who have more positive attitudes regarding teaching may have gained knowledge.

Furthermore, Nian (2020) to some extent, reflection may abstract and filter experience, removing the illogical or invalid components of experience and assisting in the development of the body's knowledge and belief system. Teachers attempt to reflect appropriately and logically before and after instruction in order to assist teachers complete their professional growth and accumulate good professional development of teacher beliefs.



### **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents the description of research methodology. It covers research design, participants, methods of data collection, and techniques of data analysis.

#### **A. Research Design**

In conducting the research, I used qualitative data method. Qualitative data method seeks to understand and interpret the meaning of an event of behavioural interaction of human certain situations (Gunawan, 2013). Therefore, qualitative research is conducted in the purpose to describe systematically about the fact and characteristic of the subject.

I use qualitative method because I believed by applying this method, I can get deep and open information by asking teachers to explain their views and thoughts on a topic without giving them much direction regarding what they should say to get a clearer view of English teachers perceived impacts of reflective teaching on their teaching performance. Therefore, this research also does not need to give the treatment to the object of the research. Then, I interviewed all teachers about the impacts they got after implementing reflective teaching in fact as clear as possible without manipulation.

## B. Participants

The participant of this study is six English teachers in schools in Banda Aceh. The school chosen as the population for this study was Islamic Boarding School in Banda Aceh. In investigating the data, I interviewed six English teachers in the school regarding their experiences of reflective teaching and its impact on teacher professionalism.

In this research, I used the total sampling method while choosing the participants. Total sampling is a sampling technique which took whole members of a population are sampled. Census-based research on populations under 100 should be conducted, to ensure that all members of the population are sampled as subjects studied or as respondents providing information (Sugiyono, 2018:140). Consequently, the participants of this research are all English teachers at an Islamic boarding school in Banda Aceh.

The six participants are described in the table below:

Table 3. 1  
*Data Participants*

Name	Age	Duration of teaching	Subject
TT	49	14 years	English
MR	35	10 years	English
NK	27	5 years	English
LS	26	4 years	English
RZ	27	4 years	English
RT	50	20 years	English

### **C. Method of Data Collection**

In this study, I did a face-to-face semi-structured interview, and the duration of the interview was between 20-30 minutes. Semi-structured interviews fall somewhere between structured and unstructured interviews. Even though researchers normally have predetermined questions and topic, the ordering is flexible and is determined by the issues that arise in interviews. An in-depth approach to semi-structured interview encourages this flexibility because it covers a sequence of themes and yet is flexible in design and responsive to participants' individual funds (Kvale, 1996).

I provided ten questions that teachers should respond to, and I also designed several questions related to the topic, and the participants was free to answer but should not be far from the theme of this research. The purpose of this interview was to have a deeper understanding on the experience of teachers in self-reflection during the process of teaching English and the perceive benefits of reflection on the teacher's development in teaching. I allowed the participant to share their experience regarding the topic during the interview session.

Additionally, I also used a digital voice recorder to record the interview session a in order to ease the data analysis process.

### **D. Method of Data Analysis**

Data analysis in this study used thematic analysis techniques, which according to Boyatzis (1998) thematic analysis is a way of identifying patterned

themes in a phenomenon. Data analysis was carried out after the data in the field had been successfully collected and well organized. This was done after the researcher got the verbatim results of the interviews and the organization of the data was easier to do and understand.

The analysis was carried out by chronologically recording important and relevant events and critical incidents based on the sequence of events and explaining the processes that occurred during the interviews as well as important and important interview issues consistent and relevant in research. According to Hayes (in Indrayanti et al, 2008) the process of thematic analysis is information sorted by number of themes that refer to ideas and topics obtained in material analysis and produce more than one group of data. The same theme is described by different words, in different contexts, or expressed by different people.

The stages of carrying out the thematic analysis from Hayes (in Indrayanti et al, 2008) are as follows:

- a. Prepare data to be analysed by grouping
- b. Identify certain specific sentences that are relevant to the topic of study
- c. Sort data based on the similarity of themes
- d. Testing the similarity of themes and formulating them in a certain category
- e. Check out to each theme separately and test carefully return each transcript of answers that have the same theme



- f. Using all materials related to each theme for create a final theme containing a category name and its shared meaning with supporting data and selecting relevant data to be made into illustrate and report each theme.



## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter features the results of this research. It consists of findings and discussions.

#### **A. Findings**

This chapter attempts to discuss how English teachers' perceptions and perceive benefits impact of reflective teaching at Islamic boarding school in Banda Aceh. There were six (6) teachers has been chosen as the participant in this research. This study implied semi-structure interview in collecting the data. They answered 10 questions to describe about their knowledge or opinion toward the topic. Each teacher takes approximately 20-30 minutes to explain their answers and to add the appropriate point in strengthening their ideas. Participant of this study were called as teacher-1, teacher-2, teacher-3, teacher-4, teacher-5, and teacher-6. The interview results classified into various topic. The result clarifies as the following below:

##### **1. Teacher's Perceived Impacts of Reflective Teaching**

In this part, I explain about the teacher's perceived impact after conducting reflective teaching in their classroom. This stage includes the teacher's perception of reflective teaching, increase teachers' motivation in developing their teaching style, increasing teachers' awareness of their teaching performance, improving

teachers' ability in regulating classroom, help teachers to be good teachers in the future and having a good understanding about their students.

#### a. Teachers' Perception on Reflective Teaching

This study conducted to examine the teachers perceived, knowledge and opinion of reflective teaching. In the beginning of the interview, I asked them to give a brief description of this strategy because most of them have experienced in the teaching learning process.

In accordance with the answers during the interview, each of them mostly has a similar opinion. Yet, they explained the same ideas about reflective practice. They perceived reflective teaching is a good strategy to measure strength and weakness and its belief could develop their teaching ability as stated by Teacher-4 below:

**It is a good strategy to assess my strength and weakness as the teacher,** by knowing my ability made me realize what activity I can do or don't in the class and also it helps me to manage the class in every situation.

Another statement also explained by Teacher-6 below:

**For me it really important when I realize as a human being, we need to reflect our behavior in daily life and so do a teacher.** A good teacher is who have a good understanding of the way she teaches, have a curiosity on teaching development and create a good interaction between teacher and students.

The statements above agree that reflective teaching is a good strategy to improve teaching effectivity. Thus, teacher-6 also mentions several criteria of a good teacher consist of smart teacher, have a good

view about teacher development and create a good communication between teacher and learners.

The same view on the perception of reflective teaching revealed by Teacher-5, there are an additional opinion regarding to this strategy. as noted by Teacher-5 below:

Reflective teaching also known as teacher strategy to measure their ability, improve our performance and give **impact to our student's quality**. A teacher who are able to explain material properly can develop students understanding of learning material. In other hand, it improves their quality.

Teacher-5 also claimed that the strategy also influences students' ability to understand the material affected teachers' awareness toward their teaching development.

Current explanation which mentions previously, it showed understand that teachers have a clear perspective, knowledge and ideas about reflective teaching and its impact for them. By implementing this strategy, most of them recognize the importance of teaching development to improve their quality and affected the students itself.

**b. Increase teachers' motivation in developing their teaching style**

Reflective teaching involves critically evaluating one's own teaching practices and strategies and can help teachers identify areas for improvement. This process can be motivating for teachers, as it allows them to see their own progress and success and can provide a sense of accomplishment and fulfilment. Reflective teaching can also help teachers

stay current on best practices and new methods for teaching, which can increase their motivation to continue learning and growing as educators. Additionally, engaging in reflective teaching can help teachers feel more connected to their profession and to their colleagues, as it allows for the sharing of ideas and feedback within a supportive community. Teacher-2, for instance, mentioned in implementing this strategy is to enhance her teaching ability and realizing not only students need to develop their potential but also the teachers. As Teacher-2 noted below:

**I am inspired to continue to develop on my capabilities.** I also realized that it was not just students who needed to improve their skills, but also myself. If I am too lazy to evaluate myself, I will never be able to notice my own flaws.

The same argument, reflective practices could increase their motivation toward their shortcomings in teaching. In another word, this strategy could stimulate teachers to develop themselves in the present and future time, as noted by Teacher-3 in the following:

**Well, there are many such things that influences me by doing reflective teaching to develop my teaching ability, firstly because I saw myself full of lacking,** I feel that student somehow cannot understand what I am talking about, and I feel that sometimes students are lazy to follow my class. That make me feel curious what is lack of mine. So that's why I am doing reflective teaching strategy. Secondly, this strategy also leads me to be better in preparing myself in the next meeting.

In addition, Teacher-4 explained that her motivation comes from the situation of students. For her, teachers should know their students well, such as their capability. Once this identified, the teacher will know what

aspects the teacher needs to apply in order to raise the level of teachers and students, as stated by Teacher-4 below:

Because as the teacher my reality is not only teach but also, **I need to understand about my students and so that's why I need to evaluate** or to know about their strength and weakness like I told you before.

Based on teacher-2 and teacher-3 explanation, they assumed that reflective teaching potentially to assess their own capabilities. Meanwhile, teacher-4 added that if this strategy also can help them to know their students better. Both of the answers are different, but it has a similar purpose to have a reflection and create a better performance.

#### c. **Increasing Teachers' Awareness of Their Teaching Performance**

Teaching is a repetitive process of information sharing and explaining materials in which take a place between teachers and students. Due to teaching learning process, teachers frequently confronted with a variety of classroom scenarios, and it stimulates teacher to enhance their awareness toward teaching innovation.

Teachers frequently reflect on their teaching which aims to develop their abilities as they adjust to the demands of their students. As said by Teacher-1:

**With this method, I am becoming more conscious that reflective teaching is an effort to enhance my teaching effectiveness.** When I encounter numerous things that are not in



accordance with my expectations, I immediately do a self-evaluation in which aims to change the class atmosphere

Then, Teacher-6 also said:

**This is an importance point to make since we as humans, including me as a teacher, frequently engage in introspection.** We all recognize that we are far from perfect, and the urge to assess implies that we wish to fix all our flaws. This might also be a response to my queries regarding what my students require, the interaction patterns I use, and so on.

Based on the statement above, both of them are agree if reflective teaching is an important strategy to overcome the factors which are not conducive in the classroom, therefore it will ease them to evaluate, as added by Teacher-4 below:

**Reflect on our teaching style its important and absolutely we must. We can say it will establish or to maintain about our education system or we always need to improve our teaching skill.**

I can say that these statements concerning on the importance of reflective teaching held by teachers and the strategy beliefs have the strong impact not only to improve teachers teaching ability but also on educational system. Additionally, it develops almost all aspects in continuity of education.

#### **d. Improving Teachers' Ability in Regulating the Classroom**

Apart from teaching, one of the abilities a teacher must acquire is the ability to manage the classroom's environment. It aims to navigate the classroom to be conducive. The teacher is a role model who participates in

class; thus, if any circumstances occur in the class are the teacher's responsibility. Teachers needed to improve themselves in purpose to increase their teaching performance. Their performance is an important element that must be displayed by teachers in the classroom. The performance includes body language during teaching learning process, teacher preparation before the class starts, the ability to handle the situation in the classroom, and explaining material properly. As said by Teacher-1:

For example, if I notice students becoming sleepy or losing excitement, **it is immoral to allow them to fall asleep while learning is taking place. At the time, I needed to figure out how to cope with situations like that.**

To support the opinion above, teacher-2 described that:

During my teaching, I frequently encountered situations that exceeded my expectations, such as the unexpected removal of learning material, students' altering emotional states, and so on. **I need to discover a way to restore normalcy to the classroom quickly** and make sure this condition would not be happened in the next time.

From the excerpts above, both of them found the good impact after doing reflective teaching. They can handle any kind of problems when they suddenly appear in the classroom. In addition, it would make teacher be more prepared when the same case happens in the next occasion. Therefore, reflective practices will lead teacher to run the class properly. As noted by teacher-6 below:

**The most obvious positive change that I experienced was that this strategy made me more structured in managing the class.** A systematic learning atmosphere makes students more focused and much more enthusiastic. but I have to adapt various ways so that students don't feel bored.

It is believed that to enable of assisting teachers in creating organized learning. A structured and planned learning environment may help to stimulate students' interest in learning and even improve their excitement for studying.

**e. Help Teacher to be a Good Teacher in the Future**

The six teachers who contributed to this study believe that reflective teaching strategy feed them benefits to develop their teaching performance. They used this strategy to evaluate themselves on purpose and to train them to be a professional teacher in the future. Therefore, teachers are expected to be able to show their best performance to achieve the goals of the learning and the teacher can innovate to become a better teacher and it indicate them to do reflective teaching. As stated by Teacher-2 below:

My teaching shows **its improvement** that I got after doing teaching reflection, the improvement concluding the way I teach, understand how student's learning style and so on. Teachers need to practice this strategy in purpose to increase their skill to become a better instructor.

Teacher-2 claimed that teacher self-evaluation affects several aspects in performance. The improvement mostly shows a change in teaching style implied by teacher and developing teachers understanding

the in classifying student's need. It also improves teacher understanding toward reflective teaching. The similar answer also explained by teacher-3 in the following:

There are a lot of advantages, the one which really impacts me is **my skill in teaching are improve and the teaching method which I used in the class show its improvement.**

Teacher-5 added,

after implementing reflective teaching, **I feel more confident** to teach my student.

Based on three answers mentioned above, there are three similar explanations toward the impact of reflective teaching for teachers. Those points cover teacher self-awareness toward teaching innovation, developing teaching style, making teacher feel more confident and engaging teacher knowledge on selecting the suitable method to deliver learning material.

**f. Having a Good Understanding about their Students**

Based on other benefits obtained by teachers changes that appear in their students. As described by teacher-5 below, the effect of reflective teaching that occurs on students can be seen from the development of how they understand a learning material. As stated by Teacher-5 stated below:

Since I did reflective teaching, I see a lot of my students **are better in understanding** the material given by me.

Then, Teacher-4 also stated that:

Previously I taught students using full English. **I see students have difficulty understanding my explanation. Then I tried repeating the explanation in Indonesian and this gave a big change** where the children became more content with the material and instructions, I gave.

The explanation above shows the impact of reflective teaching in developing students understanding. In another word, reflective teaching not only impact teachers teaching ability but also decrease students' quality in learning.

Moreover, reflective practice also considered to increase students' scores. The students could improve their scores by having a good teacher who always prepare appropriates performance for them. As stated by Teacher-3 below:

“Yes of course, I feel it and I agree **it increased my student's score** by doing reflective teaching.”

The same explanation also added by Teacher-1:

Sometimes the score just shown a small increasing, but for us as the **teacher it always makes us feel blessed and satisfied.**

Improving the quality of students includes in increasing their grades. The improvement of their scores affected by the best performance applied by the teacher in the classroom, to enable with which students absorb the material taught and development their enthusiasm for learning English.

The changes shown by the students also gave satisfaction to each teacher. Therefore, they are increasingly believing that the innovations applied successfully provide a good innovation for all teachers.





## B. Discussion

The purpose of studying the benefits of reflective teaching is to understand how this practice can improve the teaching and learning process. By examining the impact of reflective teaching on teachers and students, researchers can gain insights into how this approach can help educators to develop their skills and improve their effectiveness in the classroom. Additionally, studying the benefits of reflective can enhance understanding the benefits of reflective teaching can inform educational policies and practices, and can help to support the ongoing growth and development of teachers and learners.

The interview result revealed that a majority of participants explained that reflective teaching such a necessary strategy in developing teachers' ability. The benefit which perceived by teachers consist of first, increasing teacher awareness of their teaching performance, it means that the participant felt helpful because by doing this strategy they become more accessible in identifying their strength and weakness toward their performance in the classroom. So, it makes them easier to solve the problem which occurs in the class, and it would create them to be a better teacher continuously.

Second, this strategy is able to improve teachers' ability in regulating the classroom. Normally, teachers encounter many cases in the classroom and sometimes it suddenly appears and for teachers who have a better skill in identifying their potentiality it would be effortless for them in controlling teaching learning process and make it conducive. Furthermore, reflective teaching practice enhance teachers' ability in selecting the appropriate method in delivering

learning material, increase teacher understanding to managing the classroom and create a better interaction between teacher and students in the class.

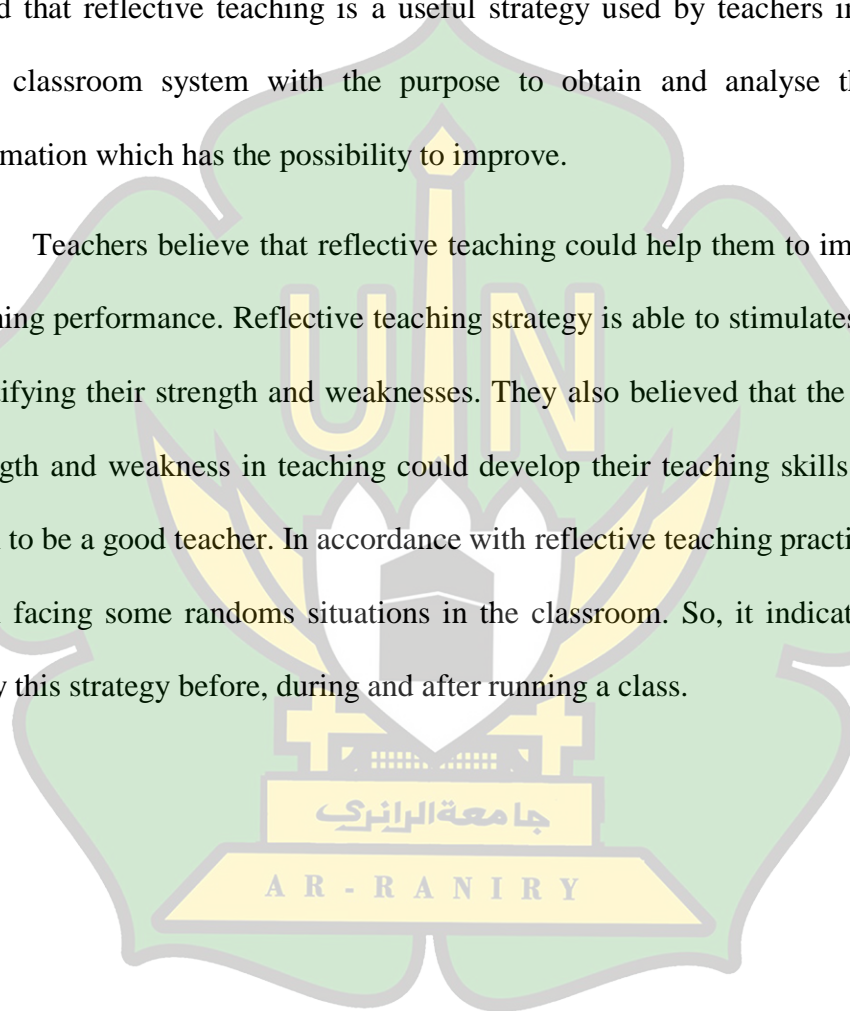
Third, to help teacher to be a better teacher in the future. Teachers assumed that reflective teaching could be an instrument to improve their competence on purpose to be a good future teacher. After conducting reflective teaching, teachers found several aspects that should be avoided by teachers, by knowing their strength and weakness it helps teachers to avoid the same mistake in the future. By doing the strategy, teachers also become more aware of their actions, more skilled, more well-informed, and more well-prepared.

Fourth, having a good understanding about their student. The result of the interview show that the teachers believed reflective teaching strategy could increase teachers understanding toward their students. This finding agreed with a study conducted by Kheirzadeh and Sistani (2018) studies suggest that teacher reflection may impact student achievement it showed that among the degrees of reflection, pedagogical reflection had the strongest link with student achievement. Reflections helped teacher to recognize their students' needs and leads students to achieve their objective of learning. It also enables teachers to find the proper strategy for getting the attention of their students, preparing the fit strategy for their students and make the atmosphere of the class more enthusiast.

The same results obtained by previous study. Zahid and Khanam (2019) also stated that reflective teaching is a practice used by teachers to analyze their own teaching progress both during and after class. The method can also help teachers understand more about their students' situations while meeting learning

objectives. Fatemipour and Khani (2014) found the utilization of a reflective teaching style has a significant impact on teachers' abilities and has altered their teaching preferences and examined alternative activities to boost their teaching efficacy. Other's research conducted by Shalabi, Sameem and Almuqati (2018) stated that reflective teaching is a useful strategy used by teachers in reflecting their classroom system with the purpose to obtain and analyse the specific information which has the possibility to improve.

Teachers believe that reflective teaching could help them to improve their teaching performance. Reflective teaching strategy is able to stimulates teacher in identifying their strength and weaknesses. They also believed that the sensible of strength and weakness in teaching could develop their teaching skills and create them to be a good teacher. In accordance with reflective teaching practice, most of them facing some randoms situations in the classroom. So, it indicates them to apply this strategy before, during and after running a class.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter provided conclusions and suggestions based on finding and discussion. I described numerous conclusions based on the finding of the study. Then, provided some suggestions that might be useful for the teachers, students, lectures, readers and for the future researchers.

#### **A. CONCLUSIONS**

In accordance with the finding mentioned in the previous chapter, teachers believed that reflective teaching strategy is a necessary instrument can be practiced by teachers to identify their potentiality in teaching including the strength and weakness in teaching and stimulate them to improve their performance to become a better teacher continuously. They also perceived that reflective practice has assisted them as teachers to recognize their teaching conditions and increase their awareness in developing their teaching ability. Teacher explained that all teachers need to evaluate themselves in purpose to enhance their understanding on managing classroom such as selecting suitable learning method, finding proper strategy to explain the learning material, and many more.

The teachers also pointed out the benefits perceived after conducting reflective teaching practice. The benefits consist of increasing teacher awareness toward teaching development, improving their ability in managing the classroom,

helping them to be a better future teacher and having a good understanding toward their students. Teacher considers that several aspects from them getting better than before after practicing this kind of strategy. They mentioned that reflective practice not only affect their performance but also increase their students' quality.

## **B. SUGGESTIONS**

According to research finding, I would suggest that readers who interested in conducting reflective teaching as well as for the future researchers. The follow suggestions:

For teachers, it is hope that they should apply reflective teaching as a step to evaluate their teaching performance. In short, it showed that the reflective teaching is beneficial for teachers in identifying teachers' strength and weakness in managing the classroom. It also increases teachers' understanding in solving various problems that might occurs in the class. Furthermore, the teachers who have applied this strategy trained to be more well-prepared and well-informed toward their performance.

For readers who are seeking for the information of reflective teaching practice and its benefit, hopefully this research can help them to understand more about reflective teaching related to the perception of teachers who practice this strategy in daily life teaching in purpose to improve teaching performance or to gain more knowledge toward the relates issue.

For other researchers, I hope that there is more related research to come conduct the issue of the reflective journal is bounded exclusively in domestic research. Due the imperfection of this study, I expect that there will be another research that will dig deeper this theme thoroughly. Hopefully, future researcher will find much more impacts that perceived by teachers toward reflective teaching.





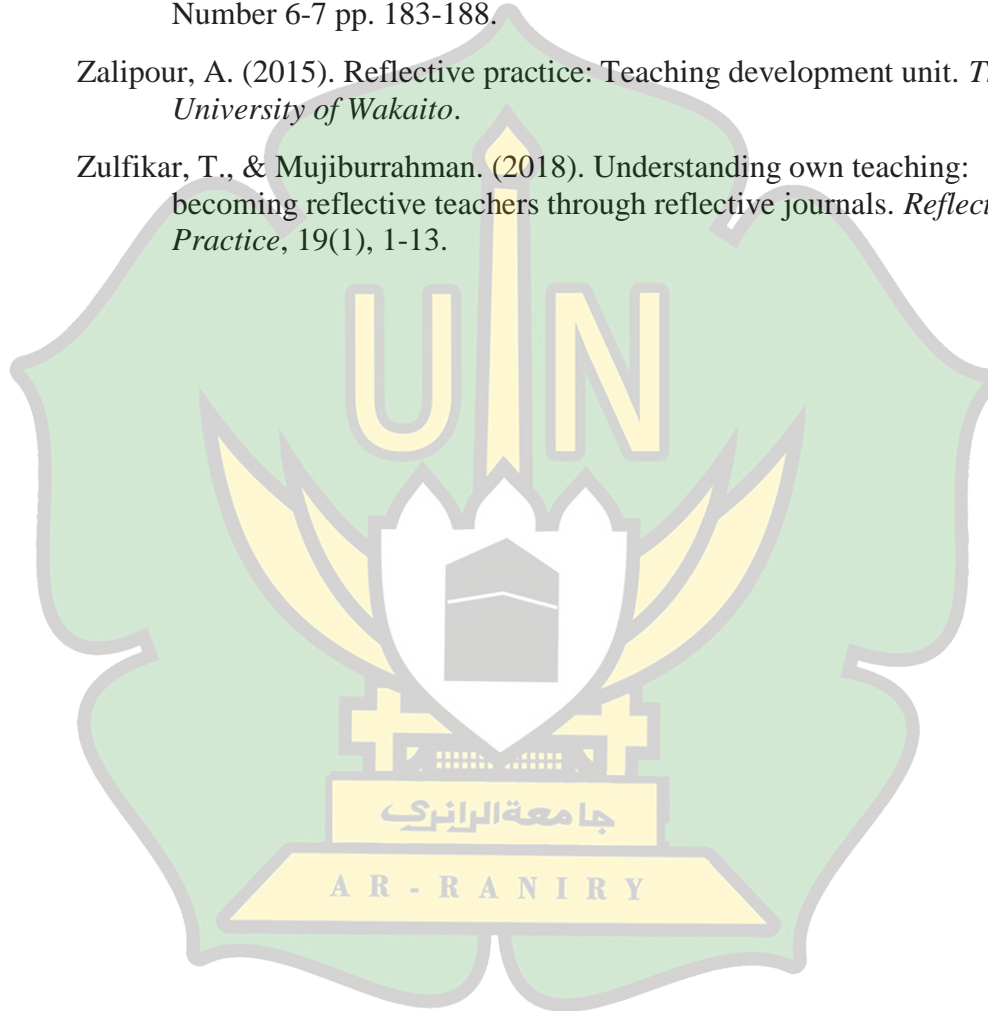
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## APPENDIXES

### Appendix II : SK Skripsi

**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
Nomor : B-12815/Un.08/FTK/KP.07.6/09/2022

**TENTANG**  
**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-5879/Un.08/FTK/KP.07.6/5/2022 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;

2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;

3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;

4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;

5. Peraturan Menteri Keuangan RI Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;

6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;

7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI

8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;

9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;

11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Maret 2022

**MEMUTUSKAN**

Menetapkan : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-5879/Un.08/FTK/KP.07.6/5/2022 tanggal 12 Mei 2022

PERTAMA

KEDUA : Menunjuk Saudara:

1. Prof. Dr. T. Zulfikar, M. Ed Sebagai Pembimbing Pertama

2. Dr. Muhammad Nasir M. Hum Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Bella Miranda

NIM : 180203256


Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Perceived Impact of Reflective Teaching in Improving Teachers Performance

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 06 September 2022  
Dekan,  
  
Safrul Muluk

**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);

2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;

3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;

4. Mahasiswa yang bersangkutan;

### **Appendix III : Interview Protocol**

#### **Interview Protocol**

**Project : English Teachers Impact Perceived of Reflective Teaching on Improving Their Performance**

**Time of Interview :**

**Date :**

**Place :**

**Interviewer : Bella Miranda**

This research is about English teachers perceived benefit of reflective teaching in improving their performance at an Islamic boarding school in Banda Aceh. The purpose of this study was to dig deeper toward some reflective teaching benefit received by teachers after conducting reflective teaching in their classroom. The data taken in this study were obtained from the interview process which is semi structured. The researcher will ask questions that have been prepared previously as well as additional questions during the interview process. The research data was taken with help a voice recorder and a small note which was only used for the purpose of this study to protect the privacy of the respondents. The interview will take about 20-30 minutes.

#### **Questions**

#### **How do English teachers perceive the impact of reflective teaching in improving their performance at Islamic Boarding School?**

1. Do teachers need to evaluate their teaching performance?
2. What is your opinion toward reflective teaching strategy?
3. How often do you do reflective teaching in your classroom?
4. What methods do you use when evaluating your teaching? Why?
5. What challenges do you confront while conducting reflective teaching?
6. What are the advantages of performing reflective teaching?
7. What are the differences did you see after conducting reflective teaching?
8. Does reflective teaching affect the learning process of students?
9. Does reflective teaching develop students' quality?
10. Does reflective teaching lead you to become a better teacher



## Appendix IV : Surat Penelitian



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-7001/Un.08/FTK.1/TL.00/06/2022  
Lamp : -  
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Kepala Sekolah SMP ISLAM YPUI Banda Aceh
2. Kepala Sekolah MTs Darul Ulum Banda Aceh
3. Kepala Sekolah MAS Darul Ulum Banda Aceh

Assalamu'alaikum Wr.Wb.  
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **Bella Miranda / 180203256**  
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris  
Alamat sekarang : Jln. T Nyak Arief, Lr. Baru, Gampoeng Rukoh, Kec. Syiah Kuala Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***The Perceived Impact of Reflective Teaching on Improving Teaching Performance***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 20 Juni 2022  
an. Dekan  
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 20 Juli 2022

Dr. M. Chalis, M.Ag.

## Appendix IV : Surat Konfirmasi Penelitian



**YAYASAN PEMBANGUNAN UMAT ISLAM BANDA ACEH  
SEKOLAH MENENGAH PERTAMA (SMP) ISLAM YPUI  
BANDA ACEH**



Alamat: Jl. Syiah Kuala No. 5 Telp (0651) 21580 Jambh Tape Banda Aceh Kodepos 23123

### **SURAT KETERANGAN PENELITIAN**

Nomor : 421 /SMPI/391/2022

Yang Bertanda tangan di bawah ini Kepala SMP Islam YPUI Banda Aceh, menerangkan bahwa :

Nama : BELLA MIRANDA  
NIM : 180203256  
ALAMAT : Jl. T. Nyak Arief Lr. Baru Gampong Rukoh Kec.  
Syiah Kuala Banda Aceh

Benar mahasiswa yang tersebut diatas telah melakukan penelitian di SMP Islam YPUI Banda Aceh dengan judul “ **The Perceived Impact of Reflective Teaching on Improving Teaching Performance**”.

Demikianlah surat keterangan penelitian ini kami buat untuk dapat dipergunakan seperlunya.

Banda Aceh, 15 Agustus 2022.

Kepala Sekolah,



Fatmahan, S.Pd

NIP.19641231 198512 2 012

AR - RANIRY

## **Appendix V**

## **: Autobiography**

### **AUTOBIOGRAPHY**

#### **Personal Identity**

Name : Bella Miranda  
Place of Birth : Simpang Balik, 20 Maret 2000  
Sex : Female  
Religion : Islam  
Nationality : Indonesia  
Marital Status : Single  
Occupation : Student  
Address : Jalan Takengon-Bireuen, Lorong Hamzah,  
Simpang Balik, Bener Meriah  
Email : 180203256@student.ar-raniry.ac.id

#### **Parents**

Father's name : Fachrizal Fahmi MD  
Mother's name : Armalina

#### **Educational Background**

Primary : SDN Kebun Baru (2006-2012)  
Junior High School : SMP Islam YPUI Banda Aceh (2012-2015)  
Senior High School : MAS Darul Ulum (2015-2018)  
University : UIN Ar-Raniry (2018-2022)