

INTRODUCTION

Teachers develop classroom skills continually throughout their teaching careers since very early. To achieve teachers' professionalism teachers required experience practices daily conducted through reflective practice, which has become the active encouragement of teachers to systematically engage (Cirocki & Farrel, 2017, & Burns, 2019). The basic premises behind reflective practice are that it helps teachers to apply theory to practice, leads to improved classroom practice and enables teachers to grow professionally by learning from classroom-related experience.

English teachers were able to provide rational cause for what occurred integrating theories, researchers and practices through video-based journaling such as writing important facts through documented footage and photovoicing through digital photography (Widodo & Ferdiansyah, 2018). These apply as tools for teachers' deep introspection and evaluation of critical incidents of before or after teaching occurrences. Additional tools are able to document inputs for reflective practice which leads to evaluating the cause to afterward results in solution avoiding reoccurring unpleasant event.

Teachers' teaching documentation supported reflective practice's capability in contributing any situation when an example as social distancing teaching has to operate for unspecified time. A new situation out of teachers' habit or routine requires learning process. Reflective practice's contribution is neither simply due to teachers' preference nor out of habit, nevertheless the oblige to conduct it in order to adapt and learn the new social distancing learning in a flash.

March 2020 marks the case of coronavirus known as Covid-19 and has crucially impacted education. Schools and institutions all around the world are obligated to transition their teaching performance into online in order to conduct social distance policy. Therefore, teachers were forced to adapt and learn Information and Communication Technology refers to ICT. It has been applied in education to assist teacher in delivering effective classroom, however the knowledge and skill are obligated to have development and extra improvement in order to apply dominantly during online learning. It is now applied thoroughly as an access possibility to genuinely continue conducting education in distance.

ICT is a scientific, technological and engineering discipline and management techniques used in handling information, its application and association with social, economic and cultural matters (UNESCO, 2018). Many technologies can facilitate universal access to education, bridge learning divides, support the development of teachers, enhance the quality and relevance of learning, strengthen inclusion, and improve education administration and governance (UNESCO, 2020). Continuing social distance education, online learning, teachers are encouraged to transmit their teaching knowledge into ICT presentable requiring additional perspective of reflective practice. To be able to conduct ICT and benefit its access, teachers crucially in need of assessment to train and apply as a guidance. ICT Competency Framework for teacher (ICT CFT) is intended for teacher training on the use of information and communication technology (ICT) in Education. Its target audience is teacher-training personnel, educational experts, policy-makers, teachers support personnel and other professional development providers (UNESCO). It is benefitting teachers to possess

targets and examples of performing teaching online and develop sets of skill professionalism through conducting reflective practice.

United Nations Educational, Scientific and Cultural Organization (UNESCO) in 2018 presented ICT CFT level of structures assessing teachers' knowledge and ability toward ICT in Education. Its level of structure possess target which teachers are able to apply as an example and teaching objective towards their ICT skill and development. ICT CFT's intention is to inform and guide teachers in training and strengthen the use of ICT in Education and by applying reflective practice to achieve it. To be able to capture the reflective practice perform during online learning to achieve ICT CFT as teachers' professionalism level, the research aims to answer the following statement of problems:

1. How reflective practice is conducted by English teachers?
2. Which level of ICT CFT have teachers positioned their practice?

Presenting reflective practice as tool and step guidance for teachers to develop and improve their performance, it requires ICT CFT to acknowledge its credibility in the field of online teaching. Acknowledging and understanding these following terms are obligated to proceed the process, assessment, and result. reflective practice is known as the stages of teaching development and ICT CFT's role is to discover ICT understanding and skill credibility.

A. Reflective Practice

Teachers reflecting self-teaching, reflective practitioners are to be able to perform various roles (Qinhua, Dongmin, Zhiying and Hao, 2016);

stated acknowledge theories and values of lifelong learning, motivated to learn, possess responsibility, continually to self-perception, self-reflection and self-assessment, present self-direction, self-adjustment and students' learning process control, be effective in performing diverse learning methods, strategies, approaches and resources for students' learning assistance and perform self-assessment to solve recent teaching problem in facilitating future learning. Conducting reflective practice achieves the possibility to present and deliver well through studied and prepared lesson plan and prevent past problem occurrences. This conduction is able to apply as a routine teaching activity to get in depths understanding of every action performed and dimensions reflected. Discovered through previous study of *Critical Reflections of English Lecturers of STBA LIA*; teachers need to make it systematic and cover all of the dimensions so that the reflective can bear the most effective solutions (Soraya, 2016). To reflect, it requires type of stages to conquer and complete by applying and considering preparation, method, resources and dimensions.

The most common type of stages performed reflective are reflection-for action, reflection-in-action and reflection-on-action introduced by Schon (1983) through Quinn, et al. (2010). Reflection-for action is conducted before class as preparation for continuing to reflection-in-action to conduct the class assisted by teachers' knowledge thoroughly from material, students, pedagogy or sources. Teachers' focus on lesson aims, learning outcomes, teaching approaches and methods, materials,

activities and classroom management were made sure, decided and determined rationally and clearly (Schon, 1983).

What have been prepared, is then to be performed in class using significant teaching method which is decided and conducted based on both reflection for-action and during situation classroom. Explained by Cirocki & Farrel (2017) this type of reflective not only pertains to the preparation but also both positive and negative surprises that come about in the teaching learning process. Cirocki then included the teaching methods which can be categorized into four broad types; (1) Teacher-centered methods for teachers to position themselves as the expert with authority leading students, (2) Learner-centred methods for teachers to perform dual roles as teacher and learner becoming the students' resource, (3) Content-focused methods for teachers to conduct programmed learning approach fitting materials and information without any alteration exception, or (4) Interactive/Participative methods for teacher to include situational analysis performing appropriate learning while teaching still in process. During reflection-in-action, despite the next step, teachers have begun reflecting by making significant preferably documentation.

Afterward, teaching documentations are processed in reflection-on-action known as retrospective activity, teachers have gathered inputs from their personal documentation to be analyzed systematically for future teaching solutions and improved teaching. Stated by Quinn, et al. (2010) and Zeichner and Liston (1996) five dimensions of reflection for teachers

to engage, specifically in; “(1) generic reflection (thinking about work and students), (2) academic reflection (thinking about content and instruction), (3) social efficiency reflection (thinking about improving methods of instruction), (4) developmentalist reflection (thinking about student readiness), and (5) social reconstructionist reflection (thinking about equity and social justice)”. These dimensions are able to be study through various resources. Stated by the University of Edinburgh’s article in 2022 about reflective toolkits, resources such as; (1) by asking students, (2) by writing journal/blog/note, (3) by talking to the colleagues, (4) by reading ELT books/journals, (5) by browsing on the internet, or (6) other personals’ resources can be a tool for teachers to gather solution.

B. ICT CFT

The successful integration of ICT into the learning environment will depend on teachers’ ability to structure learning in new ways and merge technology appropriately. To support this, in 2018, UNESCO presented ICT Competency Framework for Teachers, structure of 18 aspects of ICT in education-related competencies divided into three levels, each with six aspects. This advantages teachers to have encouragement and adaptation to ICT teaching and apply it as an online teaching survival kit.

Aspects addressing teachers’ teaching performance professionalism is structured in UNESCO ICT CFT (2018), it is consisting of main aspects in; (1) Understanding ICT in Education Policy, (2)

Curriculum and Assessment, (3) Pedagogy, (4) Application of Digital Skill, (5) Organization and Administration, and (6) Teacher Professional Learning. ICT CFT's aspects are organized into three stages or level to categorized teachers' development ICT performance of Knowledge Acquisition, Knowledge Deepening, and Knowledge Creation.

1. Knowledge Acquisition

Teachers have achieved basic understanding of performing technology and its competencies in supporting every relevant curriculum context, however traditional methods still apply cooperating ICT. The basic knowledge includes ability in selecting and conducting appropriate technology educational tools such as tutorials, games, drill-and practice software, and web content in labs complementing standard curriculum objectives, assessment approaches, unit plans and traditional teaching methods. Teachers' Knowledge Acquisition is able to specifically complete aspects of; (1) Understand, articulate and support institutional or national policy, (2) Analyze curriculum and standards and conduct ICT pedagogically, (3) Decide proper ICT supporting its teaching methodology, (4) Identify and function the basic hardware components and common software application, (5) Organize

and ensure technology supports the learning environment, and

(6) Apply ICT for professional development.

2. Knowledge Deepening

Teachers develop their basic knowledge to prioritize students of different abilities, ages, genders, and socio-cultural and linguistic backgrounds applying to society and everyday life. In this level, teachers are crucial to interpret the curriculum in order to identify and design the proper dynamic classroom and select teaching methods. Learner-centred is conducted to apply collaborative projects. The key is for teachers' design enable students to have visualizations in science, data analysis tools in mathematics, and role-play simulations in social studies. Teachers' Knowledge Deepening is able to complete specific aspect of; (1) Design, modify and implement classroom supporting institutional or national policies, (2) Integrate and create conducive ICT-enhanced learning environment supporting curriculum standards, (3) Design and facilitate ICT into implement and monitor project plans and solve complex problems, (4) Blend variable digital tools and resources for students' level of thinking and problem-solving skills, (5) Apply digital tools for collaborative learning, managing students and administer

students' learning process, and (6) Apply technology for support in developing professional development.

3. Knowledge Creation

Developed teachers' ability to interpret and design proper dynamic curriculum standardized classroom is upgraded into lifelong learning creation and innovation. Teachers are able to invent and develop programs contributing school environment and beyond. From their knowledge, teachers initiatively create learning goals and plans to assess personal strength and weakness to prevent failure and encourage peer-learning community for life-long educations. Teachers' Knowledge Creation has completed the aspects of; (1) Contribute critique, suggest revisions and design improvement regarding institutional or national policy development, (2) Determine the proper student-centred and collaborative learning in supporting multidisciplinary curriculum standards, (3) Encourage students to apply self-management and collaborative learning, (4) Design knowledge communities and apply digital tools for pervasive learning, (5) To be leadership in learning organization designing a technology strategy for school's life-long teaching, and (6) Consistently develop, experiment, coach,

innovate, and encourage best performance for institution or school's best served by technology.

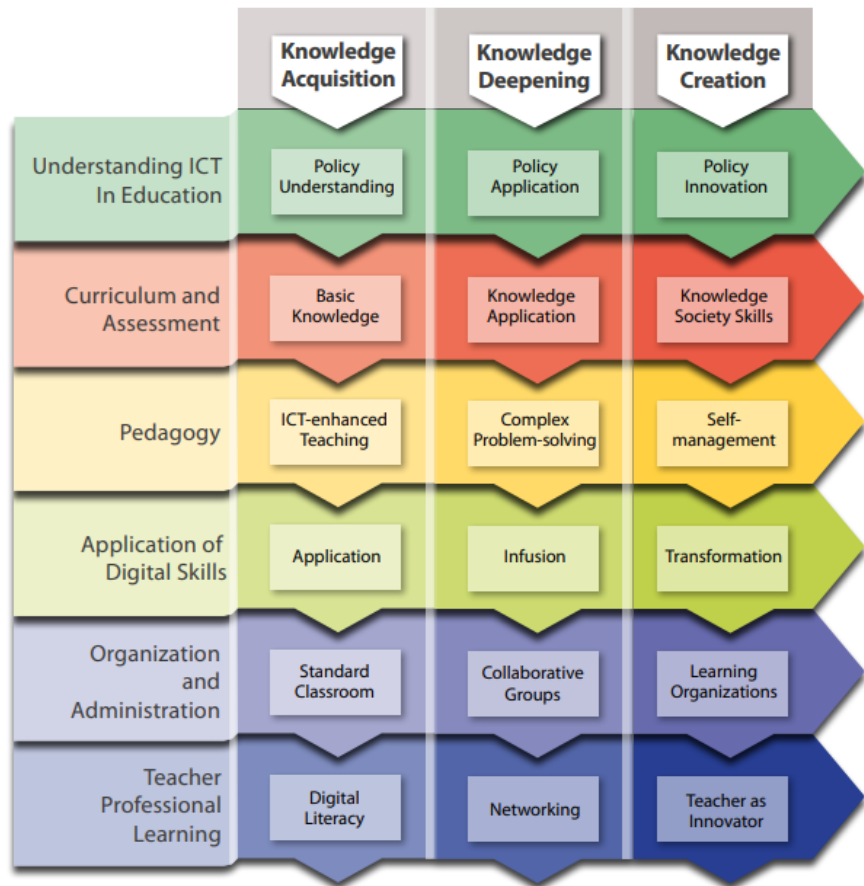


Figure 1: The UNESCO ICT Competency Framework for Teachers