

INTRODUCTION

Pandemic covid-19 has changed the pattern of education. Initially, the teaching and learning process was carried out face-to-face. However, during the pandemic situation, teaching and learning process applied distance learning by utilizing the internet network, as well as information and communication technology (ICT). In terms of benefits, the implementation of learning on distance learning has forced this country towards digitalization. On the other hand, it also created the obstacles. Some areas were experiencing internet access constraints and the absence of a device due to the low economic level of the community. For distance learning, it was quite challenging to do.

According to the decision of the Minister of Education and Culture of the Republic of Indonesia regarding to Circular Letter Number 4 of 2020 by concerning the implementation of education policies in the emergency period for the spread of Covid-19. There were various initiatives which taken to ensure that learning activities continued even in the absence of face-to-face sessions using smartphones, and laptops to support the distance learning.

The teachers were required to be creative in delivering method through online learning. It needed to be adjusted to the level of education suitable for the needs. The impact will cause physical and psychological (mental) pressure (Arifa, 2020). Therefore, there are positive, creative and innovative thinking which can help overcome various problems in the distance learning process by applying online learning media, to have in quality learning outcomes. In online learning, the media use expected the students in their class to be able to use and take part in maximum

learning, so that the teacher need to be reflect teaching to help them be more experience how to get self-assessment in learning process, (Jaelani, 2020),

Reflection is a process critical reviewing of a teacher's performance in an activity. In reflective thinking, a teacher can also serve as a tool of observation for learning, when the students places themselves by asking, "Why did he/she do that?" (Shree, 2019). This is how teachers get their students to realize by drawing life experiences in teaching not only something to take places in a classroom.

Reflective teaching skill is one of an attainable way of promoting student learning in a realistic while developing the types of skills, knowledge, and abilities of higher education (Hinett, 2002). In reflective teaching, the teachers also need to be flexible and creative, particularly for online learning. For example, the teacher can make a creative video learning to share the matherials and they can be flexible in giving assessment and submitting the task on the application.

Reflective provides the meaning of experience which make learning followed by the present experience, hence and it becomes the preparation in individual training (Fine, 2014). The teachers also need to start their command over classroom management and they have the capability of problem solving. From a practical viewpoint, the reflection of teaching occurs when teachers take time to think what they are doing, what benefit they get from the method, how they evaluate the method, and also how to solve the problems.

Dewey (1933) said that identified reflection as one of the modes of thought: "active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the future conclusions to which it tends." (p. 7). Schön (1987) said it made the term "reflective thinking" an

important theme in teacher education. Reflective thinking as a popular term of teacher education was a mode of thinking which would be used correspondingly with modes of thinking. It was like metacognition, critical thinking, analytical thinking, and creative thinking among modern education approaches during education process (Gurol, 2010). The most important factor for teacher in reflective thinking are a solution interpreting, deferring, translating, comprehending the issues, and how to make prediction for future learning process.

Dymoke and Harrison (2008) has noted that there are five reflective thinking skills which are competent in professional skills to all stages of teacher learning. Those are (1) Observation skills (it's about observation by noticing and recording activity), (2) Communication skills (it's about asking by critical incident), (3) Judgement skills, (4) Decision making skills, and (5) Team working skills.

a. Observation Skills

Observation skills are the tools to take account of noticing, marking, and recording activity based on teachers feeling and behavior. There are various ways in which teachers might do are drawing, through writing, recording video and audio, dan taking a photo. Those are the fact products of teaching.

b. Communication Skills

This is the tool in relation of teaching through keeping of a personal learning journal. This tools is also supported by a system of formal tutorials with a mentor, Dymoke and Harison (2008). Communication skills using one of these ways recording by asking critical incident such as : *What I have been doing? What is happening? What happend in the class? What am I doing?*

c. Judgement Skills

Judgement skill is the tool to analyze a classroom, event or situation, teachers should try to be absolutely clear of what happens during the class can be problematic as well. The teachers might combine the details with their judgement from students, then they have to make solutions to get better teaching English in the class. As a judge in the class, it is important to find the best idea and not wait for the perfect idea (Dymoke and Harrison, 2008).

d. Decision Making Skills

Decision making skills has been defined as selecting a course of action to achieve a desired purpose. In decision making skills, using different types of reflective practice strategies are important and they allow teachers to see, and cope better with, the complexities of teaching and teachers make decisions for further actions. The strategies help teachers to probe the strength and weakness of a lesson more deeply through dialog and critical reflection on practice.

e. Team Working Skill

The teacher in this skill will find themselves working in a team from teaching, such as a curriculum team or a particular team which has trust issues, such as personalized learning and the aspects of assessment. (Dymoke and Harrison, 2008). Co-teaching, collaborative practitioner enquiry, and action research are tools that prop team working skill of teachers.

Based on those five skills, the first thing needs to start at the level of general concern, also the problem in the class, Richards (1996).

In order to get the portrait of reflective thinking skill for junior high school in pandemic situations, the researcher aims to answer the following statement of

problem: What reflective thinking skills were applied by the teachers in reflective practice.

RESEARCH METHODS

The method used in this research is qualitative. The researcher took this type of research by reasons for describing and presenting data about teachers' reflective practice, during online learning because of pandemic Covid – 19 at the junior high school's level. The data of this research were gathered from the interviews with the teachers on zoom meeting or google meet to confirm the answers on google form and to get further information about reflective practice. To get the data of teacher action, the researcher used the instrument observation.

After collecting the data, the researcher start to analyze the instrument that used to identify by observation sheets and also interview. The researcher start to analyze data by the result of interview with small sample to understand specific situations or for validating information delivered by the teachers (Rubin, 1995). The interview started from asking the reason based on questionnaire and let the teachers tell more information of teaching process. This interview based on reflective thinking skills including observation, communication, team work, judgement, and decision-making skill. The third step to analyze is the interview by the teachers. The fourth step is drawing conclusion based on the data.

RESULT AND DISCUSSION

The data are taken from three teachers using questionnaire on Google Form, then the teachers answered that questions clearly. After all question was answer by