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## **The Analysis of Reflective Learning Toward The Development of Students' Attitude**

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### **Article Info**

History Article:  
Recived 10<sup>th</sup> January  
2020  
Accepted 13<sup>th</sup> July  
2020  
Published  
23<sup>th</sup> December 2020

Keywords:  
Reflective Learning,  
Reflection, Students  
Attitude

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### **Abstract**

Reflective learning which is applied in SMP Kolese Kanisius Jakarta becomes the uniqueness which is integrated into the school curriculum. The objective of this study is to discover the meaning of reflection learning toward students' attitude through the structured interview within 3 groups of subject namely students, teachers and parents. The researcher found how the reflective learning has an impact to the development of students' attitude. As a result, reflective learning has good impact on the development of students' attitude, independence, and responsibilities which can be seen from the students' and parents' point of view. The teachers also get good input to increase how the teachers facilitate the students appropriately. Suitable companion from teachers and parental support are the key to success reflective learning in this school.

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**p-ISSN 2252-7001**  
**e-ISSN 2502-454X**

## INTRODUCTION

Reflection is an activity to remember things that have been passed. Making reflection means writing down anything that has been passed, learned and done in a discovery that has value. The value of reflection will become an acquisition of knowledge. Reflection also means paying close attention to an idea or material given to get a deeper meaning (Subagya, 2010: 53). Therefore, the ability to reflect is important for students in the learning process because many things are obtained when students are able to express the learning experiences that have been experienced in a reflective writing.

The ability to reflect is a competency that needs to be implanted and accustomed to students. To be able to reflect, it requires sensitivity in thinking and translating what is in the mind into a writing. Students can be said to be able to reflect means to realize what has been learned and look back on their learning experiences (ASJI, 2017: 4). When students are able to reflect and write the results of reflection means they have gone through the process of reading, listening, evaluating, and transforming what have been learned in a meaningful writing. The ability to reflect becomes a level of competency which is quite high in the learning process because from the result of students' reflection will be seen the depth of thinking, achievement of understanding, and the level of literacy of students.

Canisius College Jakarta is one of the Jesuit schools in Indonesia. Jesuit schools always have a pedagogical paradigm called the Ignatian Pedagogy Paradigm (PPI). Ignatian Educational Pedagogy Paradigm originates from four pillars namely experience, reflection, action and evaluation which are all placed in a context (Babiarz & Molka, 2013: 217). The context in question starts from the closest thing to the student and then provides an experience for the students to feel. Through the experience, students are invited to feel and rethink which at this stage is called reflection.

Canisius College Jakarta has become one of the schools that has implemented reflective

education in all learning activities in schools. Each student is trained and accustomed to write reflection on each subject obtained every day. Schools provide special time at the end of each lesson for students to reflect and write the results of their reflections. After completing the learning process, each student will precipitate what has been obtained and then write it in a reflection even after the sports lesson. Because true education happens when a student is able to find knowledge, understanding, skills, and life values (Suparno, 2015: 15).

This reflective education paradigm is a manifestation of the pattern of education that develops students into a more humane person (Kanisius Editorial Team, 2008: 39). The learning process is not just about delivering material but also makes it an experience that has an impact on the process of students finding good change in themselves. So that learning does not only aim at academic achievement but also the process of students becoming whole human beings.

## METHOD

This study is to discover how an educational model in an educational unit has an impact on the development of learner attitudes. The reflective education model that not only appears in the curriculum structure but in the place of the education unit that is the object of this study gets a sizable portion. Source of research data obtained from the direct interviews by 3 groups of subjects. Therefore, this study uses a type of qualitative research using written data and words of the subject to be the main data source.

This research was conducted at Jakarta Canisius College Junior High School, located on Jalan Menteng Raya Number 64, Central Jakarta in Academic Year 2019/2020 for the exact. Subjects were chosen not randomly but structured namely from 3 groups of subjects. The group of students were 5 subjects, the group of teachers were 2 subjects and the group of parents were 2 subjects.

The research instrument is the researcher herself by collecting data using targeted interview techniques based on a list of questions that have been prepared. The interview data obtained were analyzed with the following steps:

Data reduction is related to the process of selecting, simplifying, and transforming raw interview data. Presentation of data that describes the results of data that have been identified and classified so that it makes it easy to draw conclusions and findings. Draw conclusions from data that has been identified and verify with other data to ensure the validity of the data.

**RESULTS AND DISCUSSION**

**Overall Results**

The following classification of subject answers is based on the comparison components and subject groups can be seen at Table below

**Table of Reflection Comparison Components**

Comparison Components	Students	Teachers	Parents
<b>Reflection Understanding</b>	The da il y jo ur n al of w h at h as be en d o	Becoming a uni que nes s of the Ca nisi us Col lege 's curr icul um. Bec omi	Activity th at us ed to be do ne by ch ild re n ea ch ti m

	ne d ur in g a da y.	ng one of the dev elo pm ent of refl ecti ve lear nin g itsel f.	e th ey m ak e m ist ak e an d a ki nd of da ily jo ur na l.
<b>Reflection Frequency</b>	Every da y af te r th e en d of th e cl as s.	Every day bef ore goi ng ho me and bef ore hav ing a test whi ch dep end s on eac h subj ect teac her.	Every da y in th e da ily jo ur na l bo ok .
<b>The Goal</b>	Telling	Students	Children

	th e m ist ak es w hi ch h av e be en d o ne d ur in g a da y a n d m ak in g a n in te nt io n to n ot d o it ag ai n o	real ize thei r acti ons and und erst and whi ch one is true and not.	re ali ze ev er y m ist ak e th ey m ak e an d an y ac ti on th at ha ve be en do ne .		n th e ot he r da y.		
				<b>The Ben efit</b>	Finding o ut th e w ea k ne ss es , th e su bj ec t th at h av e n ot be en u n de rs to o d.	Teachers get inp ut fro m the stu den ts to ana lyse the diffi cult y and und erst and ing of the stu den ts itsel f.	Children ar e m or e in de pe nd ent t es pe ci all y on th eir att it ud e.
				<b>The Cha llen ges</b>	The fe eli n g	The focus and con cen trati	When in th e fa m

b	on	ily
or	of	is
ed	stu	no
a	den	t
n	ts	us
d	are	ed
th	ofte	to
e	n	ha
la	mis	ve
zi	sing	th
ne	.	at
ss	The	ki
o	stu	nd
n	den	of
m	ts	ref
ak	do	le
in	not	cti
g	do	on
re	it	.
fle	inte	
cti	ntio	
o	nall	
n.	y.	

difficulties.

**Feelings**

Feelings that arise when writing reflections of various answers from the five subjects appear feeling happy, bored, sad, tired, ordinary, and also a feeling of relief because it has revealed what is experienced in activities one day.

**Purpose of Reflection**

The five subjects said that they understood the purpose of writing reflections was to interpret the activities of the day and find good things for the next.

**Benefits of Reflection**

The benefits felt by the five subjects in the habit of writing reflection are to increase enthusiasm in learning; understand mistakes that have been made and not repeat them later; support learning; understand what the right and wrong actions of the subject are like; remembering the material that is still difficult to be deepened so that it becomes better next time; become more sensitive to yourself and the environment.

**Obstacle**

The obstacles encountered by subjects in writing reflection are boredom, fatigue because they have to write every day, sometimes do not know what is being felt and pour in writing, laziness, time to write reflection is too short, noisy environment that makes them hard to concentrate.

**Willingness to write**

Of the five subjects, all of them still wanted to be able to continue writing reflections even if they were not at school because they felt that writing reflections was good for continuous improvement.

**Student's Understanding of Reflection**

Do reflection and write reflection are two different things, but both are forms of reflective education. Doing reflection is to stop all

**Student Interview**

**Frequency**

Five subjects said that writing the results of reflection is done after carrying out the Examen activity which is done almost every day. Examen is the name for the typical reflection activities of the Jesuit Schools. Three subjects said they only wrote their reflections 3 times a week. One subject only does before and after daily tests. One subject writes reflection 2 times a week. The frequency of reflection is different but the majority of subjects reflect after a day of activities at school.

**Components**

Some components that are done in writing reflection are answered by five different subjects. Some components that appear in writing reflections are the feelings experienced when writing, what mistakes are made in activities one day at school, interesting experiences in activities one day, subject matter that is liked or that is still experiencing

activities with the direction of the guide and musical instrument so each student is doing reflection activities. While writing reflection is pouring what is obtained when doing reflection then manifested in an article or what is commonly called a journal.

### **Challenges According to Students**

One subject can explain the difference between doing reflection and writing reflection. Understand reflection in depth understanding and be able to describe the benefits obtained in writing reflections. The subject can choose one important thing that is experienced in a day then reflect on what is memorable and has important meaning for the good of self. But there is also an impression of formality from some teachers who do not support an environment conducive to reflection.

### **Other Benefits According to Students**

Reflection is not only to write good things but the subject recognizes that writing all incidents that are not pleasant or even mistakes, deficiencies and things that are not good to be contemplated so that the next will not happen again and can be well received. In addition, there is one subject who feels that the habit of writing reflections can map out what factors make themselves better or *vice versa*.

### **Teachers Interview Results**

Reflective education is a characteristic of the College School Curriculum that emphasizes the awareness of students in every behavior and activities carried out at school. Reflective education is explicitly in the Education Unit Curriculum by the Government but in Canisius College Jakarta has a quite special portion. Students are accustomed to reflecting daily with the musical and prayer guidance commonly referred to in this school as *examen* activity. In addition to being done every day before going home from school, students also do every time they finish doing school activities, daily tests, or even when violating school rules. The reflection treatment is the method chosen by this school to

instill awareness (self-awareness) in students to understand each behavior carried out.

Teacher could get the benefit from the reflective journal since it becomes the important input for teacher's understanding of each student. The result of the learning itself could be the alternative parameter to teacher identifying the students' ability and understanding (Reigeluth, 1999). The result of reflective journal can be also known as the result of students' description about how far they understand the process of learning already.

This reflective education process according to the teacher's subject is inseparable from the challenges and obstacles encountered in the field, for example the boredom of students, laziness, and some students who do not understand the meaning of this activity so they do not do it seriously. Another challenge mentioned is to condition the students to be ready to do reflection because sometimes when there is no music guide the students become unfocused and perform improperly while when there is a music guide it is not uncommon for some students to become sleepy and instead do not do well. The teacher's subject explains that it cannot only be done in the classroom but reflective education also integrates with the daily relationships between the teacher and students. Reflective education is not only a method but also a paradigm that guides teachers to pay attention to the development of students' attitudes and behavior even outside the classroom.

### **Parents Interview Results**

According to the subject, both parents understood this reflection but did not really understand the form of the practice. Parents only understand that it is true that every day children will reflect and write it in their journals. Because reflection is also not a school assignment that requires parents to sign the results of the reflection, the two subjects have never physically seen the results of their children's reflections. But both subjects understand that the purpose of this reflection is very good for their children. Because they feel

the development of children's attitudes and behaviors after going to school at Canisius College, especially with the education methods provided.

The impact felt by both parents on the reflection that is often done by their children is independence and initiative. The independence that arises varies for each child, but the two parent subjects say that their children become more responsible for their duties without the need for much direction from parents.

Based on the results of interviews conducted can be described regarding reflective education that occurred in Jakarta Canisius College Junio High School as follows:

### **Reflective Learning Has an Impact on Behavioral Development**

Reflective learning carried out at Canisius College Jakarta has a noticeable impact on the attitudes and behavior of students. The reflection activity carried out is not only a guideline that is integrated into the curriculum but is indeed carried out and becomes a habit for all school members. The meaning of reflective is not only limited to reflection journals written by students every day but also becomes a direction that is always instilled in students in every activity in school.

The core of this reflective learning consists of four elements which are context, experience, reflection, and action. Those four elements are interrelated one to another as a cycle (Hartana, Setyosari & Kuswandi, 2016). Reflection becomes the most important part in the cycle which emphasize the deep meaning of students' learning experiences. Students could understand the value of its learning process which is placed by the context of the learning itself.

The ability of reflection that is grown not with a daily journal written every day by every student but also becomes a direction for each student to always be aware of the actions taken whether right or wrong. This reflection ability has an impact on the development of the behavior of students who are increasingly accustomed to reflecting on their actions.

Education that teaches students to always be responsible for the action taken whether it becomes an action that is valuable or not (Makmurtomo, 1989: 23-24). Learners are also able to see more deeply what is done in school and what benefits are obtained from these activities. Students become more independent, have more responsibility to themselves and have an awareness of the tasks that should be done.

In Ignatian Pedagogy Book: A Practical Approach (ICAJE, 1993) stated that experience is a key of learning because from the experience students can find the true meaning of the learning itself and lead the students to have a new discovery of their understanding. The role of the teacher in the process of reflective learning is quite important because the teacher becomes a companion who directs the purpose of this reflection pattern to students. The teacher not only directs the reflection activities carried out in daily journals but also applies in daily relationships in school both in learning in the classroom and also outside the classroom. Students in junior high schools will not be able to explore the purpose of this reflection if there is not enough good assistance from the teachers.

The ability of reflection is an important competency for students, one of which is to develop the spiritual power of a human being. It is necessary to develop spiritual power so that students will not become human beings who become victims of the situation or reactive to the situation but are able to think, feel, consider and finally decide on their will to face the situation. This level of ability is not naturally possessed by students but there is a need for education to condition that ability to be trained (Covey 1989: 66-77). Accustomed to reflect correctly a student can go beyond seeing, listening, concluding, analyzing, and writing competencies in a reflective journal. So that reflective learning does not only aim at the development of student behavior but is also able to make a competency that is comprehensive enough for students to become more complete human beings.

### **Supporting Factors for Reflective Learning**

The process of implementing reflective learning certainly does not happen automatically in Canisius College Middle School, but there are several factors that support it. There are three factors supporting the implementation of reflective learning, namely the right teacher assistance, conditioning the environment around the right students and full support of parents. Teacher assistance is an important factor so that reflective learning can occur as expected. The teacher needs to direct, create a conducive classroom environment and guide so students understand what the correct reflection process is like.

The teacher not only carries out the role of a companion in the classroom when carrying out reflection but also keeps close relationships with students continuously outside the classroom so that the culture of reflection is truly embedded in the learners well. Therefore, students' attitude can be developed comprehensively including competences, conscience and compassion (Witfelt, 2000; Richard, 1998)

The next supporting factor is the conditioning of the environment around the students which not only occurs in the classroom but also other parties besides the teacher namely other educational employees. According to Winkel (1991) students can have higher motivation during the learning process just because teacher have the ability to motivate and inspire the students better. Not only teacher but all parties support the occurrence of a good environment for the occurrence of the process of reflection for students for example at the time of reflection applied all activities in the environment both teachers, educational staff all stopped. All parties support by creating an appropriate environment for the students' reflection process and it is carried out continuously so as to foster awareness in students of the importance of the reflection process itself.

The last factor is the role of parental support entrusting students to the school. Even though parents are not directly involved in the

reflection process because students experience it directly at school, parents still show support by knowing the purpose of the activity. Understanding and support given by parents is very helpful because students feel that this reflection activity is an important activity for students' self-development.

### **Inhibiting factors for Reflective Learning**

Even though it has been going well, there are still those who feel that the reflective learning process has not been maximized due to several factors, namely the role of the teacher which is only a formality and the internal condition of the students. Some teachers felt they still had not optimized the role of assisting students well in the reflection process. The role that occurs is only limited to formalities to carry out routine reflection activities carried out every day. The teacher has not played a role to provide appropriate direction so that students realize the importance of increasing the ability of reflection for students themselves.

Internal factors of students such as boredom, feeling lazy, less motivated also make this reflection process less optimal for students themselves. Students realize that the purpose of this reflection is good for the students themselves but it is still recognized that sometimes boredom and laziness are also felt by the students. The internal obstacles of these students certainly also hinder the purpose of the process of reflection itself.

### **CONCLUSION**

Reflective learning carried out at Canisius College Junior High School has an impact on the development of student's attitudes. Reflection activities that become routine activities carried out at school increase the awareness of students about each action taken. This can be seen from the results of interviews with students who feel an increase in the attitudes of students. In addition to being felt by students, the impact of these developments is also felt by parents and teachers who get input from every reflection conducted by students.



However, some students still experience the internal challenges of their own, that is defeating the feeling of laziness and boredom to continue to carry out reflection. The suggestion for teachers is to make the reflection activity not just a formality but to guide students seriously so that students can do the reflection activities appropriately and with the students' own awareness.

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