

# 50. Eko Yuliyanto\_INselDEA 2018\_English 309-311

by ekoyuliyanto

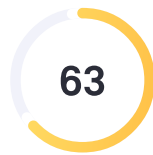
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## General metrics

<b>10,343</b>	<b>1,503</b>	<b>158</b>	<b>6 min 0 sec</b>	<b>11 min 33 sec</b>
characters	words	sentences	reading time	speaking time

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## Score



This text scores better than 63%  
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## Writing Issues

<b>113</b>	<b>42</b>	<b>71</b>
Issues left	Critical	Advanced

## Plagiarism

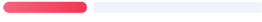

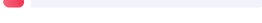

















**12**  
sources

18% of your text matches 12 sources on the web  
or in archives of academic publications

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## Writing Issues

<b>58</b>	<b>Correctness</b>	
8	Misspelled words	
6	Comma misuse within clauses	
2	Faulty tense sequence	
12	Determiner use (a/an/the/this, etc.)	
1	Text inconsistencies	
3	Incorrect noun number	
11	Punctuation in compound/complex sentences	
4	Confused words	
5	Improper formatting	
1	Faulty subject-verb agreement	
2	Wrong or missing prepositions	
1	Incomplete sentences	
2	Mixed dialects of english	
<b>25</b>	<b>Engagement</b>	
25	Word choice	
<b>30</b>	<b>Clarity</b>	
7	Wordy sentences	
13	Passive voice misuse	
8	Intricate text	
2	Hard-to-read text	

## Unique Words

Measures vocabulary diversity by calculating the percentage of words used only once in your document

**28%**unique words

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## Rare Words

Measures depth of vocabulary by identifying words that are not among the 5,000 most common English words.

**31%**rare words

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## Word Length

Measures average word length

**4.9**characters per word

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## Sentence Length

Measures average sentence length

**9.5**words per sentence

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# 50. Eko Yuliyanto\_INselDEA 2018\_English 309-311

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DOES REFLECTIVE PEDAGOGY MAKE  
ENVIROMENTAL<sup>2</sup> LACTURER<sup>3</sup> BE BETTER?

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Abstract

Environmental education is an aspect of education<sup>4</sup> for students who are important<sup>5</sup> to support life in the future. In the learning process<sup>6</sup> there are several factors that influence<sup>7</sup> success in learning. One of them is the ability factor of teaching from a teacher include material, method and<sup>8</sup> learning media. However,

116 there are important factors that need to be considered, namely the ability of  
117 teachers to reflect themselves during the learning process. Therefore it is  
necessary for the research to know the reflection of teachers in the learning  
process. This study aims to determine the effect of teacher reflection on  
student learning outcomes. The study involved as many as 15 students of  
English education. Data obtained in the form of student reflection data,  
questionnaire value of pro-environment attitudes. The data obtained were  
analyzed using Paired Samples T-Test. The results showed that the process of  
reflection that has not been optimal can't improve the quality of learning.

Keywords: pro-environment, reflection of paradigm pedagogy, lecturer, learning

## Introduction

118 Lecturer are an important profession in the advancement of an education. One  
of them is a chemistry lecturer. In the field of chemistry there is a topic that  
focuses more on the environmental field, namely environmental education.

Environmental or pro-environment education has a strategic role in fostering  
environmental insight. The presence of qualified environmental educators will  
help students in understanding the application of pro-environment.

The current environmental topics are a very important part to be developed,  
given that Indonesia's environmental conditions are getting worse and this is  
not balanced with the quality of teaching on the environmental midwife. Pro-  
environment topics include several aspects: transportation behavior,  
consumption behavior, reforestation, recycling, green industry and openness  
thinking Schultz, PW & Zelezny, LC (1998), Openness to Experience, Markowitz,  
EM, Goldberg, LR, Ashton, MC, and Lee, K. (2012).

Pro-environment<sup>35</sup> learning process is certainly done<sup>36</sup> as the learning process of other topics that include:<sup>37</sup> preparation of learning tools, learning implementation, learning evaluation and<sup>38</sup> learning development. One of the pro-environmental learning that is applied<sup>39</sup> in Chemistry Education University of Muhammadiyah Semarang University is the introductory subject of environmental chemistry and environmental chemistry. During the last 4<sup>41</sup> years, the results of on-field<sup>42</sup> evaluation in campus living are still many students who have not yet significantly addressed the pro-environment<sup>43</sup> attitudes. This<sup>44</sup> makes the researcher interested to evaluate the learning process.

There are several ways to improve the recommended learning process, namely<sup>45</sup> the method. One way to improve<sup>46</sup> learning<sup>47</sup> process, teachers can do reflection<sup>48</sup>. Reflection can be done<sup>49</sup> by teachers or also students, so that will be treated conditions during the learning process. One of the improvements that has been<sup>50</sup> done<sup>51</sup> is by changing the method, Socio-Science Texts Based on Local Potential (Eko Yuliyanto, 2016).

Based on several studies stated that,<sup>52</sup> reflection<sup>53</sup> can improve the teacher's ability to teach, but it can also increase teacher creativity. As in general, reflection<sup>54</sup> can be done<sup>55</sup> by asking teachers and students to include "What has been gained<sup>56</sup> from the learning process?", "What values are obtained when the process is taking place?" And "What will be done next (implementation)?".

There are several advantages of reflection<sup>57</sup> as suggested by John Dewey (1933)<sup>58</sup> argue that learning from experience can enrich knowledge by reflection<sup>59</sup> and<sup>60</sup> Donald A. Schön (1987) states that reflection training reflects how important it is to improve professionalism in teaching.<sup>61</sup> Jack Mezirow, (1991, 2000) states<sup>62</sup> that reflection can<sup>63</sup> make<sup>64</sup> more care in learning<sup>64</sup> where in<sup>64</sup> interpreting reality and

interpreting every action and behavior. Therefore <sup>65</sup> in this case <sup>66,67</sup> it is necessary to hold activities and ways of reflection on pro-environment learning to help improve professionalism in <sup>68</sup> learning.

## Method

This study uses research with a pretest-posttest group design. This research uses <sup>69</sup> sample (n = 15). The data used in this research are lecturer reflection and student's pro-environment attitude. The data obtained <sup>70</sup> were processed by Paired Samples T-Test analysis

## Results

In Reflective Pedagogy Paradigm, every learning process consists of several stages of context, experience, reflection, action, and evaluation. The learning process began when all instruments existed. The model lecturers made the learning process <sup>71</sup> and the results of the <sup>16,72</sup> lecturer's mentoring <sup>73</sup> are presented in Table 1.

Table 1. Results of <sup>16</sup> Lecturer's reflection

Context

Experience

Reflection

Action

Evaluation

3

2.25

3,5

2

Pre-test = 126.9

Post test <sup>74</sup> = 130

p=0.170

During the pre-test and post-test learning process, the pro-environmental attitude data is obtained<sup>75</sup> as follows:

Table 1. Pro-environmental attitude

Pre

Post

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After obtained by research data in the form of lecturer reflection and pro-environment attitude hence conducted analysis to the data.<sup>76 77,78</sup> Results Paired Samples T-Test obtained data that.<sup>79 80</sup>

Tabel 2. Paired Samples Correlations

N

Correlation

Sig.

Pair 1

Pre &amp; Post

15

.740

.002

While the analysis results Paired<sup>81 82</sup> Samples Test obtained Sig. (2-tailed) .170

Discussion

The results of lecturer reflection obtained by the data as follows, context: 3, Experience: 2.25, Reflection: 3,5, Action: 2 and evaluation: p = 0.170. Reflective Pedagogy Paradigm (RPP) was able to improve the performance of lecturers in teaching, to enhance the readiness of lecturers in teaching, to make the students able to reflect on the learning process and to be more active (Yosef Wijoyo, 2016).

It is in line with: Learning From Experience Is Enriched By Reflecting On Experience (Dewey, J. (1933). And Represents The Reflective Practice An Important Factor To Improve Professional Activity (Schön, D.A., 1983). Reflection Is A Central Role In Learning Because Through It We Become Aware Of The Ways In The Which We Interpret Reality And Give Meaning To The Actions And Behavior (Mezirow, J. 1991).

The repair process of learning is not only centered on the teachers, but there are a lot of things to do. However, there are important things owned by a teacher who is doing the learning directly in the classroom. It is in line with the following statement.

119 | "The most powerful, durable, and effective agents of educational change are  
120 | not the policymakers, the curriculum developers or even the education  
authorities themselves; they are the teachers (Sellars, M., 2012)

So, improvements in the learning process for a lecturer is very important. In the learning process. In environmental learning that has been done has applied reflection by applying several stages, namely context: 3, Experience: 2.25, Reflection: 3.5, Action: 2 and evaluation: p = 0.170. Based on the results of the reflection obtained very diverse data, and it shows that reflection has been done, but the results are still low. So the possibility of learning process has not

been satisfactory. However, in line with the improvement of reflection and action, new actions will arise in improving learning.

The evaluation of pro-environment attitudes shows no significant difference between pre-test pro-environment attitudes and post-test pro-environment attitudes. This expectation is still far from the goal of learning so that students have a much better pro-environment attitude<sup>98</sup>. This<sup>99</sup> is the important<sup>100,101</sup> reflection of learning by lecturers to improve the learning process and improve student achievement.

### Conclusion

The lacturer<sup>102</sup> had already been able to apply the teaching strategies based on Reflective Pedagogy Paradigm, so they can actually<sup>103</sup> apply<sup>104</sup> the real learning in the classroom, but can't<sup>105</sup> improve the quality of student learning and pro-environmental behavior.

### Acknowledgement<sup>106</sup>

We thank the Directorate of Research and Community Services, the Directorate General of Higher Education, the Ministry of Research, Technology, and Higher Education of Indonesia which<sup>107</sup> had funded the research.

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1.	<del>INselDEA</del> → inside	Misspelled Words	Correctness
2.	<del>ENVIROMENTAL</del> → ENVIRONMENTAL	Misspelled Words	Correctness
3.	<del>LACTURER</del> → LECTURER	Misspelled Words	Correctness
4.	<del>education</del> → school, culture	Word Choice	Engagement
5.	<del>important</del> → essential	Word Choice	Engagement
6.	process,	Comma Misuse within Clauses	Correctness
7.	several factors influence	Wordy Sentences	Clarity
8.	, and	Comma Misuse within Clauses	Correctness
9.	<del>important</del> → essential	Word Choice	Engagement
10.	<i>be considered</i>	Passive Voice Misuse	Clarity
11.		Intricate Text	Clarity
12.	the research must know	Wordy Sentences	Clarity
13.	<del>obtained</del> → collected	Word Choice	Engagement
14.	<del>can't</del> → couldn't	Faulty Tense Sequence	Correctness
15.	a reflection, or the reflection	Determiner Use (a/an/the/this, etc.)	Correctness
16.	<i>lecturer; lecturer's; Lecturer's</i>	Text Inconsistencies	Correctness
17.	<del>Lecturer</del> → Lecturers	Incorrect Noun Number	Correctness
18.	<del>an important</del> → an essential, a vital	Word Choice	Engagement
19.	<del>an education</del>	Determiner Use (a/an/the/this, etc.)	Correctness

20.	<del>a</del> chemistry	Determiner Use (a/an/the/this, etc.)	Correctness
21.	<del>lacturer</del> → lecturer, lecture	Misspelled Words	Correctness
22.	chemistry,	Comma Misuse within Clauses	Correctness
23.	<del>field</del> → area	Word Choice	Engagement
24.	<del>environmental</del> → ecological	Word Choice	Engagement
25.		Intricate Text	Clarity
26.	<del>environmental</del> → ecological	Word Choice	Engagement
27.	<del>environmental</del> → ecological	Word Choice	Engagement
28.	<del>a very important</del> → an essential, a vital, a significant, a crucial	Word Choice	Engagement
29.	, and	Punctuation in Compound/Complex Sentences	Correctness
30.	<del>and this</del> → . This	Hard-to-read text	Clarity
31.	<i>is not balanced</i>	Passive Voice Misuse	Clarity
32.	<del>environmental</del> → ecological	Word Choice	Engagement
33.	<del>consumption</del> → consumer	Confused Words	Correctness
34.	Ashton ,	Improper Formatting	Correctness
35.	The pro-environment	Determiner Use (a/an/the/this, etc.)	Correctness
36.	<i>is certainly done</i>	Passive Voice Misuse	Clarity
37.	<del>that include</del>	Wordy Sentences	Clarity

38.	, and	Comma Misuse within Clauses	Correctness
39.	<del>that is</del>	Wordy Sentences	Clarity
40.	is applied	Passive Voice Misuse	Clarity
41.	<del>4</del> → four	Improper Formatting	Correctness
42.	the on-field, or an on-field	Determiner Use (a/an/the/this, etc.)	Correctness
43.	<del>the</del> pro-environment	Determiner Use (a/an/the/this, etc.)	Correctness
44.	This	Intricate Text	Clarity
45.	namely,	Punctuation in Compound/Complex Sentences	Correctness
46.	<del>improve</del> → enhance	Word Choice	Engagement
47.	the learning	Determiner Use (a/an/the/this, etc.)	Correctness
48.	a reflection	Determiner Use (a/an/the/this, etc.)	Correctness
49.	be done	Passive Voice Misuse	Clarity
50.	<del>has</del> → have	Faulty Subject-Verb Agreement	Correctness
51.	been done	Passive Voice Misuse	Clarity
52.	<del>that,</del>	Comma Misuse within Clauses	Correctness
53.	<del>can</del> → could	Faulty Tense Sequence	Correctness
54.	<del>reflection</del> → meditation, thinking, consideration, observation	Word Choice	Engagement



55.	<i>be done</i>	Passive Voice Misuse	Clarity
56.	<i>been gained</i>	Passive Voice Misuse	Clarity
57.	, as	Punctuation in Compound/Complex Sentences	Correctness
58.	<del>reflection</del> → observation, thought	Word Choice	Engagement
59.	, and	Punctuation in Compound/Complex Sentences	Correctness
60.		Intricate Text	Clarity
61.	<del>Mezirow,</del>	Punctuation in Compound/Complex Sentences	Correctness
62.	<del>states</del> → says	Word Choice	Engagement
63.	<del>make</del> → take	Confused Words	Correctness
64.	<del>where in</del> → wherein	Confused Words	Correctness
65.	, in	Punctuation in Compound/Complex Sentences	Correctness
66.	<del>in this case</del> → ,	Wordy Sentences	Clarity
67.	case,	Punctuation in Compound/Complex Sentences	Correctness
68.	<del>learning</del> → education, knowledge	Word Choice	Engagement
69.	<del>sample</del> → samples	Incorrect Noun Number	Correctness
70.	<i>were processed</i>	Passive Voice Misuse	Clarity
71.	, and	Punctuation in Compound/Complex Sentences	Correctness
72.	<del>lecturer's</del> → lecturers, lecturer	Incorrect Noun Number	Correctness

73.	<i>are presented</i>	Passive Voice Misuse	Clarity
74.	<del>Post test</del> → Post-test	Misspelled Words	Correctness
75.	<i>is obtained</i>	Passive Voice Misuse	Clarity
76.	an analysis, or the analysis	Determiner Use (a/an/the/this, etc.)	Correctness
77.	<del>conducted analysis to</del> → analyzed	Wordy Sentences	Clarity
78.	<del>to</del> → of	Wrong or Missing Prepositions	Correctness
79.	<del>obtained</del> → collected, got	Word Choice	Engagement
80.	<del>that.</del>	Determiner Use (a/an/the/this, etc.)	Correctness
81.	results,	Punctuation in Compound/Complex Sentences	Correctness
82.	Paired,	Punctuation in Compound/Complex Sentences	Correctness
83.	<del>teaching</del> → education	Word Choice	Engagement
84.		Intricate Text	Clarity
85.	).	Improper Formatting	Correctness
86.	. Reflection	Improper Formatting	Correctness
87.		Intricate Text	Clarity
88.	<del>important</del> → essential	Word Choice	Engagement
89.	<del>effective</del> → active, practical	Word Choice	Engagement
90.	<del>very important</del> → significant	Word Choice	Engagement
91.	<del>-In</del> → in	Incomplete Sentences	Correctness

92.	<i>been done</i>	Passive Voice Misuse	Clarity
93.	, and	Comma Misuse within Clauses	Correctness
94.	<del>reflection</del> → meditation, thinking, thought, consideration	Word Choice	Engagement
95.	<i>been done</i>	Passive Voice Misuse	Clarity
96.		Intricate Text	Clarity
97.	the learning	Determiner Use (a/an/the/this, etc.)	Correctness
98.	<del>attitude</del> → stance, position, view, approach	Word Choice	Engagement
99.	<i>This</i>	Intricate Text	Clarity
100.	<del>the important</del> → an important	Determiner Use (a/an/the/this, etc.)	Correctness
101.	<del>important</del> → critical, crucial	Word Choice	Engagement
102.	<del>lacturer</del> → lecturer	Misspelled Words	Correctness
103.	<del>actually</del>	Wordy Sentences	Clarity
104.	<del>apply</del> → use, affect	Word Choice	Engagement
105.	<del>, but can't</del> → . Still, they can't	Hard-to-read text	Clarity
106.	<del>Acknowledgement</del> → Acknowledgment	Mixed Dialects of English	Correctness
107.	, which	Punctuation in Compound/Complex Sentences	Correctness
108.	.(	Improper Formatting	Correctness
109.	<del>Gandes</del> → Ganges	Misspelled Words	Correctness

110.	<del>on</del> → of	Wrong or Missing Prepositions	Correctness
111.	pro-environmental	Misspelled Words	Correctness
112.	<del>behaviour</del> → behavior	Mixed Dialects of English	Correctness
113.	<del>Reflective</del> → Reflective	Confused Words	Correctness
114.	<i>International Seminar on Education and Development of Asia</i>	Garuda - Garba Rujukan Digital <a href="http://garuda.ristekbrin.go.id/autor/view/290147">http://garuda.ristekbrin.go.id/autor/view/290147</a>	Originality
115.	<i>Abstract Environmental education is an aspect of education for students who are important to support life in the future. In the learning process there are several factors that influence success in learning. One of them is the ability factor of teaching from a teacher include material, method and ...</i>	Garuda - Garba Rujukan Digital <a href="http://garuda.ristekbrin.go.id/autor/view/290147">http://garuda.ristekbrin.go.id/autor/view/290147</a>	Originality
116.	<i>attitudes. The data obtained were analyzed using Paired Samples T-Test. The results showed that the process of reflection that has not been optimal</i>	Garuda - Garba Rujukan Digital <a href="http://garuda.ristekbrin.go.id/autor/view/290147">http://garuda.ristekbrin.go.id/autor/view/290147</a>	Originality
117.	<i>improve the quality of learning. Keywords: pro-environment, reflection of paradigm pedagogy, lecturer, learning</i>	Garuda - Garba Rujukan Digital <a href="http://garuda.ristekbrin.go.id/autor/view/290147">http://garuda.ristekbrin.go.id/autor/view/290147</a>	Originality
118.	<i>In the field of chemistry there is a</i>	"Synthesis and Catalytic Evaluation of Novel C-alpha ... <a href="https://aquila.usm.edu/dissertations/1413/">https://aquila.usm.edu/dissertations/1413/</a>	Originality
119.	<i>The most powerful, durable, and effective agents of educational change are not the</i>	(PDF) Teachers and Change: The Role of Reflective Practice <a href="https://www.researchgate.net/publication/257716941_Teachers_and_Change_The_Role_of_Reflective_Practice">https://www.researchgate.net/publication/257716941_Teachers_and_Change_The_Role_of_Reflective_Practice</a>	Originality

- |      |  |   |             |
|------|--|---|-------------|
| 120. | <i>the curriculum developers or even the education authorities themselves; they are the teachers</i>                             | (PDF) Teachers and Change: The Role of Reflective Practice<br><a href="https://www.researchgate.net/publication/257716941_Teachers_and_Change_The_Role_of_Reflective_Practice">https://www.researchgate.net/publication/257716941_Teachers_and_Change_The_Role_of_Reflective_Practice</a> | Originality |
| 121. | <i>Based on the results of the reflection obtained</i>   | Implementation of CTL Approach to Increase Understanding ...<br><a href="https://iiste.org/Journals/index.php/JEP/article/download/38879/39979">https://iiste.org/Journals/index.php/JEP/article/download/38879/39979</a>   | Originality |
| 122. | <i>Dewey, J. (1933). How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process. Boston:</i>    | (PDF) Teachers and Change: The Role of Reflective Practice<br><a href="https://www.researchgate.net/publication/257716941_Teachers_and_Change_The_Role_of_Reflective_Practice">https://www.researchgate.net/publication/257716941_Teachers_and_Change_The_Role_of_Reflective_Practice</a> | Originality |
| 123. | <i>Schön, D.A. (1983). The Reflective Practitioner: How Professionals Think in Action.</i>                                       | Becoming a learning professional  | Originality |
| 124. | <i>Jossey-Bass. Mezirow, J. (2000) Learning as transformation: Critical perspectives on a theory in progress. San Francisco:</i> | Transformative Learning (Jack Mezirow ...<br><a href="https://www.instructionaldesign.org/theories/transformative-learning/">https://www.instructionaldesign.org/theories/transformative-learning/</a>  | Originality |
| 125. | <i>Procedia - Social and Behavioral Sciences 55: 461-469</i>   | (PDF) Teachers and Change: The Role of Reflective Practice<br><a href="https://www.researchgate.net/publication/257716941_Teachers_and_Change_The_Role_of_Reflective_Practice">https://www.researchgate.net/publication/257716941_Teachers_and_Change_The_Role_of_Reflective_Practice</a> | Originality |