



(MUDIMA)



Teachers Reflective Thinking in Overcoming Student Problems Related to Character Education in Schools

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ARTICLE INFO

Keywords: Teacher Reflective Thinking, Student Problems, Character Education

Received : 2 November

Revised : 22 November

Accepted : 23 December

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ABSTRACT

This study aims to obtain data and information that can describe the teacher's reflective thinking in overcoming student problems related to character education in schools. This is considered important because there are indications that there are still many teachers who act spontaneously without going through a reflective thinking process in overcoming student problems, even tending to verbal and physical violence. This action is very contrary to the role of the teacher as an educator who should be a model to be imitated by students in schools, especially related to character education. This study uses a descriptive quantitative approach to one variable with a survey technique using a questionnaire in the form of an attitude scale. It is hoped that by obtaining data related to teacher reflective thinking in overcoming student problems, it can be a basis for recommending teacher reflective thinking development programs, so that character education in schools can be improved

INTRODUCTION

Education in Indonesia, especially related to character education in schools, so far does not seem to be in accordance with what is expected or is still concerning, so it is interesting to analyze. One important aspect that has not been widely researched and analyzed is the way teachers deal with student problems through reflective thinking or scientific thinking, especially in the context of character education. The teacher's reflective thinking is very decisive on the quality of solving student behavior problems. Expressed in <https://blog.kejarcita.id/7-alasan-mengapa-guru-perlu-memiliki-kemampuan-reflektif/>, "a person who has reflective ability tends to spend more time responding to a problem. This is because they are trying to think carefully about the solution that will be taken next. Thus, they have higher answer accuracy than people who do not have reflective abilities.

Based on this, teachers with reflective abilities will think many times in carrying out an action. He will process carefully the effects caused by his actions. Therefore, a teacher with reflective abilities can be a role model for students because he is someone who is careful in acting. Revealed by Wahyuni, et al. (2018: 2), that "reflective thinking is meaningful thinking based on reasons and goals. This type of thinking involves solving problems, formulating conclusions, calculating what will be done, and making decisions when one uses skills that are meaningful and effective for certain contexts and types of thinking tasks".

The opinion above shows that reflective thinking is very important for teachers, both in the process of solving student behavior problems more accurately, as well as in guiding students to learn to solve problems with better thinking stages. Related to this, Schon in Liakopoulou (2012) in Manurung (2020: 59) said that "reflection is the main key to becoming a professional person. Likewise with teachers, the main key to being a professional teacher is a reflective teacher".

Policies related to the obligation of teachers to conduct classroom action research are essentially an effort to encourage teachers to get used to doing reflective thinking in solving student problems at school, both in the context of learning and in the process of student self-development or character education. Sanjaya (2009) in Afandi (2014: 5) reveals that "classroom action research can be

interpreted as a process of studying learning problems in the classroom through self-reflection in an effort to solve these problems by carrying out various planned actions in real situations and analyzing each the effect of the treatment".

From the various opinions above, it shows that reflective thinking for teachers is very important and needs to be accustomed to solving student problems. This is because teachers always face various problems in the classroom both related to their role as teachers, as well as educators in the process of student self-development or character education. Kharisma (2018) in https://www.kompasiana.com/elina_kharisma/5aa4efdb5e137329ac5b09d4/sudah-saatnya-guru-berpikir-reflektif, revealed, that "in the learning process in the classroom, teachers must experience obstacles. Of course this becomes something reasonable. If the teacher feels that there is absolutely no problem in the classroom, the teacher is actually in big trouble. For this reason, every teacher must be a teacher who thinks reflectively so that he is sensitive to the condition of his class, including identifying problems that occur".

he way of thinking is very decisive for a person's attitude and behavior in responding to something or in overcoming a problem. Even a person's way of thinking can determine good or bad character, as revealed by Lickona (2013), that:

- Be careful with your thoughts because your thoughts will determine your words.
- Be careful with your words because your words will determine your actions.
- Be careful with your actions because your actions will determine your character.
- Be careful with your character because your character will determine your destiny

In the context of character education, the example of teachers in various aspects of their behavior is a key factor in the success of character education in schools. Mistakes in the teacher's way of thinking will determine the wrong words and actions in solving student problems, and this will have a fatal impact on student personality development efforts.

The explanation above shows that reflective thinking in both normative and theoretical review is very important for teachers in solving student problems, especially in the context of character

education or student personality development. However, until now in various regions in Indonesia there are still many events that show the low habit of reflective thinking of teachers in dealing with student problems. Many teacher actions are more spontaneous and reactionary in dealing with problematic students. As a result, instead of being able to solve problems, it can even cause new problems.

Various acts of physical and verbal violence against students are still coloring the news both on television and on other social media. Utami (2015) revealed that "from the research that has been done, regarding acts of physical and non-physical or verbal violence by teachers against students at SMAN Surakarta City, it was found that there are still some acts of violence committed by teachers. Various forms of violence starting from verbal and non-verbal forms still occur in some schools. The form of violence that most often occurs is verbal violence, where students are shouted at and ridiculed, while in the form of non-verbal violence, based on the data that has been analyzed, namely frequent beatings of students.

Similarly, the results of research at SMPN Surabaya by Muis, et al. (2011: 67) it was revealed that "the forms of verbal violence experienced by the subjects included being scolded with the words 'you are lazy' by 13.5%; 'stupid you' by 16.9%; 'insolent you' by 1%; then others by 1%. Other forms of verbal violence include being called by their parents' names and calling them by other names that do not match their real names. 33% said they had never experienced this form of violence. Furthermore, about 34% of the subjects did not respond to this item. In addition, the above research also reveals that "about 11% of students have experienced psychological violence in the form of neglect or being ignored; about 14% of students reported having been threatened, while almost 35% said they had never experienced this form of violence. The remaining 40% of the subjects did not respond to this item".

The facts above show that the teacher's reflective thinking is still low in overcoming student problems. They generally react or act spontaneously without going through a series of reflective thinking steps as a characteristic of more professional actions. The existence of this gap condition, namely between ideal normative and theoretical demands (das sollen)

and the findings of the very concerning facts above (das sein), arouses the curiosity of the author towards more real conditions related to the teacher's reflective thinking in overcoming student problems. Because it is considered important and interesting to study so that accurate data is obtained and can describe the condition of the problem mentioned above. The data obtained is considered important to be the basis for the author to recommend a coaching program and or training for reflective thinking for teachers as an effort to improve the quality of character education in schools.

METHODS

This study seeks to describe the teacher's reflective thinking in overcoming student problems related to character education in schools. Then specifically seeks to describe each indicator of the teacher's reflective thinking in dealing with student problems, which include:

1. The teacher's sensitivity to problems in student behavior
2. The teacher's efforts in understanding and formulating problems that exist in students
3. The teacher's efforts to think deductively in formulating hypotheses related to student problems
4. The teacher's efforts to evaluate the hypothesis before it is used in solving student problems.
5. The teacher's efforts to apply the way he has believed in dealing with student problems.

Furthermore, this research also seeks to obtain related information:

1. Teachers' obstacles in overcoming students' problems through reflective thinking.
2. The importance of reflective thinking training for teachers in overcoming student problems.
3. The willingness of teachers to take reflective thinking training in overcoming student problems

In connection with these objectives, this study used a quantitative descriptive method with survey techniques, while the data collection tool used a Likert attitude scale questionnaire, with a score of 5 as the highest score and 1 as the lowest score. Respondents in this study involved teachers of public junior high schools in the city of Tangerang with a population of 181 teachers from four state junior high schools which were determined based on ranking clusters, namely; SMPN 3, SMPN 5, SMPN 8, and SMPN 14. Then determining the number of samples

using the slovin formula with a 5% margin of error, so that a total sample of 124.61 is obtained which is rounded up to 125 teachers.

The conceptual definition of reflective thinking variable is "a way of thinking that focuses on the clarity of the problem, then tries to formulate assumptions seriously and carefully with the support of relevant knowledge as a basis for making conclusions and actions". While the operational definition of this variable is the respondent's answer to the questionnaire questions related to the teacher's reflective thinking in overcoming student problems which refers to the indicators above.

Furthermore, to analyze the data in this study was carried out through the following steps:

The first step, the data obtained in the form of the respondent's achievement score for each item in the questionnaire from each indicator is processed through the following formula.

$$Pr = \frac{F}{N} \times 100\%$$

Explanation:

Pr = Total percentage of respondents for each alternative answer

F = Totality of respondents' answers

N = Totality of respondents

100 % = Fixed percent number

The second step, to find out the data related to the score of each indicator is calculated by accumulating the results of the achievements of each item from each indicator. Meanwhile, to find out the achievement of the total score of the variable in this study or the data about the teacher's reflective thinking in overcoming student problems, it is calculated by accumulating the scores of each indicator. The formula used to get the score for each indicator is as follows:

$$Pr = \frac{SC}{SI} \times 100\%$$

Explanation:

Pr = Total Percentage of score for each indicator

SC = The total score of the achievements in each item of questions

SI = Ideal score total (respondent total multiplied by the highest number of alternative answers).

100% = Fixed percent total

Furthermore, to interpret data on the level of attainment of the score of each item, the score of each indicator and the score of the teacher's reflective thinking variable in solving student problems, is done by interpreting the data obtained from the results of percentage calculations with reference to the opinion of Sugiono (2012 : 133) as follows:

Table 1. Interpretation of Respondents' Answer Scores

No.	Results	Category
1	20% – 35,99%	Very Low
2	36% – 51,99%	Low
3	53% – 67,99%	Moderate
4	68% – 83,99%	High
5	84% – 100%	Very High

RESULTS AND DISCUSSION

After tabulating the data on the results of calculating the score for each item for all indicators, then calculating the score for each indicator is carried out by adding up the score for each item in each indicator, in order to obtain the following results :

Table 2. The Achievement of Each Teacher Reflective Thinking Indicator in Overcoming Student Problems Related to Character Education in Schools

Indicator	Number of Respondents	Total Score	Average Score	%
The teacher's sensitivity to problems in student behavior	375	860	2,29	45,87
The teacher's efforts in understanding and formulating problems that exist in students	375	842	2,25	44,91
The teacher's efforts to think deductively in formulating	375	866	2,31	46,19

hypotheses related to student problems				
The teacher's efforts to evaluate the hypothesis before it is used in solving student problems.	375	837	2,23	44,64
The teacher's efforts to apply the way he has believed in dealing with student problems	375	869	2,32	46,35

The data in the table above shows that the condition of the teacher's reflective thinking in overcoming student problems related to character education is on average in the low category. In the aspect of sensitivity to problems in student behavior, the achievement was only 45.87%, which was in the low category. In the aspect of the teacher's efforts to understand and formulate student problems, the achievement was only 44.91% in the low category. In the aspect of the teacher's deductive thinking in formulating hypotheses to overcome student problems, the achievement was only 46.19% in the low category. In the aspect of evaluating hypotheses

before being used in solving student problems, the achievement was only 44.64% in the low category. And in the aspect of the teacher applying a way that has been believed in overcoming student problems, the achievement is only 46.35% which is also in the low category.

Furthermore, to find out the percentage achievement data regarding the teacher's reflective thinking in overcoming student problems related to character education in schools, the achievements of each indicator are accumulated, with the following calculation.

$$\text{Variable Achievement Percentage} = \frac{4274}{9375} \times 100\% = \mathbf{45,59\%}$$

The results of the calculations above show that the teacher's reflective thinking in overcoming student problems related to character education at Tangerang City Public Middle School only reaches 45.59%, which is in the low category. This achievement has not shown the conditions expected to realize quality student character education in schools. This is because character education is

closely related to teacher behavior which is controlled by its ability to think reflectively.

Then to find out the constraints of teachers thinking reflectively in overcoming student problems, the data can be seen in the following table.

Table 3. Teachers' Obstacles in Reflecting Thinking in Overcoming Problems Student at School

No	Alternative Answer	f	%
1.	Haven't understood the correct way of reflective thinking	44	35,20
2.	Are accustomed to acting spontaneously in responding to events that occur to students	51	40,80
3.	Often involves more emotions than thoughts in overcoming student problems	10	8,00
4.	Busyness and limited time for reflective thinking in overcoming student problems	14	11,20
5.	More answers	6	4,80
Jumlah		125	100

Source: Specific Question No. 1

The data in the table above shows that, 40.80% or almost half of the respondents stated that they were accustomed to acting spontaneously in responding to events that occurred to students, 35.20% or almost half of the respondents stated that they did not understand the correct way of reflective thinking. The rest each is a small part, 11.20% of respondents stated that they are busy and have limited time for reflective thinking in dealing with

student problems, 8.00% stated that they often involve emotions more than thoughts in solving student problems, and 4.80% stated that there are other obstacles.

Furthermore, to find out the urgency of reflective thinking training for teachers in overcoming student problems, the data can be seen in the following table:

Table 4. Urgency of Reflective Thinking Training for Teachers in Overcoming Student Problems at School

No	Alternative Answer	f	%
1.	Very urgent	59	47,20
2.	Quite urgent	54	43,20
3.	Doubtful	12	9,60
4.	Not urgent	-	-
5.	Very Not Urgent	-	-
Jumlah		125	100

Source: Specific Question No. 2

The data in the table above shows that, 47.20% or almost half of the respondents stated that it was very urgent to organize reflective thinking training for teachers in overcoming student problems, 43.20% or almost half of the respondents stated that it was quite urgent to organize reflective

thinking training for teachers. . The rest is a small part, 9.60% of respondents expressed doubts.

Meanwhile, to determine the level of teacher willingness to participate in reflective thinking training in overcoming student problems, the data can be seen in the following table.

Table 5. Teacher Willingness to Participate in Reflective Thinking Training in Overcoming Student Problems at School

No	Alternative Answer	f	%
1.	Very ready	78	62,40
2.	Ready	35	28,00
3.	Doubtful	12	9,60
4.	Not willing	-	-
5.	Very unprepared	-	-
Jumlah		125	100

Source: Specific Question No. 3

The data in the table above shows that, 62.40% or more than half of the respondents stated that they were very willing to take reflective thinking training in overcoming student problems. Then 28.00% or almost half of the respondents stated that they are willing to take reflective thinking training in overcoming student problems. The rest is a small part, 9.60% of respondents expressed doubts.

The findings above indicate that in general the teacher's actions in overcoming student problems at school are not carried out through a reflective thinking process. They generally act spontaneously or act reactively to events that occur to students, without trying to understand the real problem that is happening. Many viral facts on social media and mass media show, that the teacher's actions in dealing with student problems prioritize their hands and or mouth (as physical and or verbal violence) rather than their thought processes. Actions like this of course are not only ineffective in overcoming student problems, but can also lead to new, more complicated problems.

The teacher's behavior should be familiar with thinking activities, not accustomed to spontaneous and emotional reactions, especially in dealing with student problems. Ahmadi and Supriyono (2012: 31) say, that "thinking is a dialectical process, which means, as long as we think, in the mind there is a question and answer to be able to put our knowledge relationships correctly". This means thinking is

essentially doing the process of intrapersonal communication or communication with oneself in dealing with an object from the process of recognizing, understanding to making decisions. Meanwhile, according to Dewey (1933) in Fuady (2016: 104), that, "thinking is a process that produces new mental representations through information transformation involving complex information between various mental processes, such as judgment, abstraction, reasoning, imagination, and problem solving.”.

Likewise Wasty Soemanto in Imam, et al. (2013: 42-43) argues, that "basically thinking activity is a complex and dynamic process. The dynamic process of thinking includes three stages, namely the process of forming understanding, the process of forming opinions, and the process of forming decisions. So, thinking is a person's mental activity when facing a problem by conducting questions and answers with himself or intra-personal communication while utilizing the knowledge and experience that is in his memory to establish a decision as a basis for action.

In general, there are human thinking activities that fall into the category of low-order thinking and higher-order thinking. According to Krulik (2003) in Anwar and Sofiyon (2018: 93) states that thinking can be divided into four categories, as shown in the following figure:

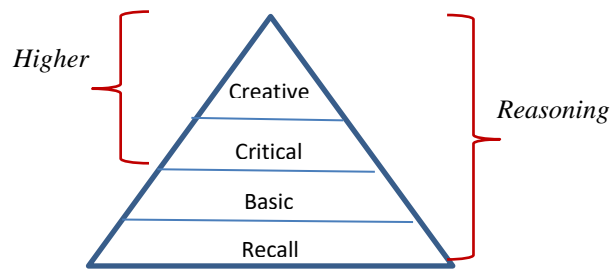


Figure 1. Higher Order Thinking

According to King in Suharna, et al. (2013: 280) that, "which is included in the ability to think at a high level is critical, logical, reflective thinking, metacognitive, and creative thinking". So reflective thinking is included in the category of higher order thinking. According to Resnick (1987) in <http://www.kangmisbah.web.id/kemampuan-berfikir-tingkat-tinggi-atau-hots-apaan-tuh/> that, "high-level thinking skills are complex thinking processes in describing material, making conclusions, build representations, analyze and build relationships by involving the most basic mental activities.

According to Ahmad (2018) in <https://ahmadbinhanbal.com/berikir-reflektif-reflexive-thinking/> that, "reflective thinking is a different way of thinking that is more advanced than critical thinking. Critical thinking and reflective thinking are often used synonymously. Reflective thinking, on the other hand, is part of the critical thinking process which refers specifically to the process of analyzing and making judgments about what has happened". Meanwhile, according to Dewey (1933) in Fuady (2016: 105) that, reflective thinking is an energetic, unyielding and unhurried calculation of any beliefs or knowledge assumptions within a clear scope and supports the drawing of a conclusion.

In line with Dewey's thoughts, expressed by Lipman (2003) in Fuady (2016: 105), that "reflective

thinking ability is the ability to think with attention to assumptions (hypotheses of known elements) and their implications are based on reasons or evidence to support conclusions. " Likewise, Leung and Kember in Suharna (2018) say that, "reflective thinking is a thinking process that involves four stages, one of which is reflective thinking which is a thinking activity that relates information about the problems encountered with the experiences they have when solving problems".

Based on some of the opinions above it can be concluded, that reflective thinking is a way of thinking that focuses on the clarity of the problem, then tries to formulate assumptions seriously and carefully with the support of relevant knowledge as a basis for making conclusions and actions..

Reflective thinking is a systematic thinking activity and goes through a series of stages. According to John Dewey (1933) in Fuady (2016: 105), that the reflective thinking process carried out by individuals will follow the following steps:

1. Individuals feel the problem.
2. Individuals localize and limit understanding of the problem.
3. Individuals find the relationships of the problem and formulate a solution hypothesis on the basis of the knowledge they already have
4. Individuals evaluate the specified hypothesis, whether to accept or reject it.

5. The individual applies the problem solving method that has been determined and selected, then the result is whether he accepts or rejects the conclusion

Meanwhile, according to Surbeck, Han and Moyer (1991) in Noer (2008: 275) identify there are three levels of reflection, namely reacting, elaborating, contemplating. The three levels of reflection are explained in more detail as follows:

1. Reacting (thinking reflectively for action), in this level the things students must do: (1) mention what is known, (2) mention what is being asked, (3) mention the relationship between the question and what is known, (4) is able to explain whether what is known is sufficient to answer the question asked, (5) mentions or explains what method is considered effective for solving the problem.
2. Comparing/elaborating (reflective thinking for evaluation), at this level the things students must do: (1) explain the answers to the problems obtained, (2) connect the problems asked with problems that have been encountered, (3) relate the problem asked with the problem that has been faced.
3. Contemplating (thinking for critical inquiry), at this level the students must do: (1) determine the purpose of the problem, (2) detect the truth in determining the answer, (3) detect if an error occurs in determining the answer, (4) correct and explain if there is an error from the answer, (5) make conclusions correctly.

In <https://blog.kejarcita.id/7-alasan-mengapa-guru-perlu-memiliki-kemampuan-reflektif/>, it is revealed that there are 5 stages (a modification of John Dewey's opinion), when a person uses his reflective thinking ability, that is:

1. The presence of a problem

A person's reflective thinking ability will be used if he finds a problem that he must solve.

2. Understand the existing problems

The next stage when a person thinks reflectively is that he will try to understand the problem he is facing. He also tries to explore knowledge that is suitable to solve the problem.

3. Connect the knowledge you have with the problem

After he guesses what field of science is appropriate, he will try to find a line connecting science with the problem to be solved. He will try to formulate a solution hypothesis on the basis of his knowledge.

4. Evaluate the hypothesis

After determining the hypothesis, someone who is thinking reflectively will try to evaluate the hypothesis he made. He must be able to determine whether the hypothesis can be executed or not.

5. Applying the selected troubleshooting method

If he is sure of his knowledge hypothesis to solve existing problems, then the next step is to apply the problem solving method. After being applied, he will re-evaluate whether the conclusions obtained are appropriate or not.

From the various opinions above it can be concluded that the stages of the teacher's scientific thinking in overcoming student problems related to character education include the following aspects.

1. The teacher's sensitivity to problems in student behavior
2. The teacher's efforts in understanding and formulating problems that exist in students
3. The teacher's efforts to think deductively in formulating hypotheses related to student problems
4. The teacher's efforts to evaluate the hypothesis before it is used in solving student problems.
5. The teacher's efforts to apply the way he has believed in dealing with student problems.

The habit of reflective thinking is very important to be cultivated in schools, because it has

great benefits both for the development of the teacher's professionalism itself and in building good relationships with students. Dewey in Suharna (2018) says that, "there are two roles for the teacher in reflective thinking. First, the teacher must become an observer of students in the class by understanding various situations that have the potential to be better or worse. Second, the teacher must know how to organize the environment to support student learning. By knowing what is best for their students, reflective teachers can increase their professionalism".

Cartee, et al in Wuisan (2015) revealed that "a reflective teacher is a teacher who always tests his reactions to students and his actions aim to understand students more closely through activities in the school environment, discussing them and reading books to improve their professionalism".

The two opinions above show that by reflective thinking, teachers can build better relationships with students, can understand student problems more accurately, can determine the right solution to overcome them, and can also improve their professionalism. Schon in Liakopoulou (2012) in Manurung and Listiani (2020:60) says that "reflection is a major key to becoming a professional person. Likewise with teachers, the main key to being a professional teacher is a reflective teacher. This opinion strengthens, that reflective thinking for teachers is very beneficial, namely it can increase their professionalism".

In character education in schools, teachers are important or decisive figures, because they have a tremendous influence on their students. Teachers who are accustomed to reflective thinking will be more careful in their actions when dealing with problematic students. The teacher will remain calm and not cause fear to the students. This kind of

teacher will be a model that is obeyed and imitated by students and becomes a measure of the good and bad of an action. Related to this, Fadjar (1998:211), revealed, that "teachers are figures who carry out the task of teaching, educating and guiding. If these three qualities are not inherent in a teacher, then he cannot be considered a teacher. Likewise Henry Adam in Fadjar (1998:212), says "A teacher effects eternity, he can never tell where his influence stops".

The results of the research findings and theoretical analysis on the importance of reflective thinking for teachers in overcoming student problems above, serve as a warning to all parties who have responsibility related to the implementation of quality education, especially in efforts to build student character. This is because the results of the study show that teachers' reflective thinking habits in dealing with student problems at school are still relatively low.

CONCLUSION

Based on the findings and discussion above, it can be concluded that Reflective thinking for teachers in overcoming student problems is a professional imperative. The habit of teachers acting spontaneously and emotionally in dealing with student problems is an unproductive action, especially in character education, because it will lead to educational malpractice. Related to this, it means that teachers must have the competence to think reflectively or think scientifically, and must be cultivated in schools. Then, The results showed that the ability of teachers to think reflectively in overcoming students' problems was still low. This is partly because they do not understand and are not used to doing reflective thinking. They are generally more accustomed to acting reactively and spontaneously in responding to problems that occur to students. In addition, they are too busy with administrative activities, so they don't have much time to think reflectively in an effort to solve student problems. After That, the implications of the findings and analysis above require various parties who have the authority or responsibility to carry out various

efforts to develop teachers, especially those related to reflective thinking competence in overcoming student problems. In addition, there is a need for policies that reduce the administrative duties of teachers, so that teachers have more time to think reflectively in dealing with student problems.

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