

Technology-Based Reflective Practice for English Teacher Professional Development

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Abstract

This community service activity aimed to support English teachers' professional development through technology-based reflective practice. Conducted in 2025 at Taman Mulia Private High School, Kubu Raya Regency, Indonesia, the activity involved 30 English teachers from junior high, senior high, and vocational high schools. The program addressed the need for accessible professional development opportunities that accommodate teachers' teaching responsibilities and other school-related duties. The workshop was facilitated by lecturers in English Language Education and comprised presentations, focused discussions, and hands-on practice. Participants explored the concept and importance of reflective practice and learned to use digital tools to record, analyze, and evaluate their teaching and learning activities. Practical sessions provided opportunities to integrate technology into reflective processes and consider its application in their school contexts. The activity was evaluated using attendance records, observation checklists, observational notes, and a post-event questionnaire. Success criteria included a minimum attendance rate of 80%, at least 80% positive responses regarding the suitability and usefulness of the materials and overall training, and evidence of active participation and engagement. Evaluation results indicated that the workshop was successfully implemented, with active interaction and positive participant perceptions of the training's relevance and usefulness. Future community service activities should include regular training, intensive mentoring, coaching clinics, and professional sharing sessions to support the sustained implementation of technology-based reflective practice. This initiative highlights the potential of digital technology to facilitate practical and continuous professional development for English teachers.

INTRODUCTION

In education, teachers' roles are crucial to the success of the learning process. Teachers serve not only as transmitters of material but also as facilitators, guides, and developers of students' potential (Fitriyani & Novalia, 2024). Therefore, teacher quality is a key factor in improving the national education system, in line with the demands of pedagogical, social, and professional competencies (Fatemipour, 2013). The importance of teachers' role underscores that there is no education without teachers, emphasizing the need for teachers to fully realize national education goals (Cahyani et al., 2021). One

approach proven effective for improving the quality and professionalism of teachers is reflective practice, in which teachers reflect on their learning to critically assess, analyze, and improve their teaching practices (Yanto et al., 2023). Through reflection, teachers can identify strengths and weaknesses in their teaching and design better strategies to achieve learning objectives (Lutfiana, 2021). Reflection also allows teachers to learn from experience, innovate, and adapt to changing student needs, thereby continually improving their professionalism (Prayoga et al., 2024).

However, the application of reflection in teaching practice remains a challenge, especially in areas with inadequate access to professional development, which can hinder the comprehensive improvement of teacher human resources (Leonard, 2016). In Kubu Raya Regency, West Kalimantan, many secondary school English teachers still lack a deep understanding of the concept of reflection in their teaching. Furthermore, the lack of relevant, ongoing training hinders the implementation of reflective practices in the field, even though teacher reflection has been shown to improve pedagogical and professional competence (Rozimela et al., 2025).

In the digital era, many sectors of people's lives have been affected. In the economic sector, for example, digitalization has been applied in micro, small, and medium enterprises (Rochadiani et al., 2024). Similarly, in the educational sector, digitalization has also affected how schools can share information on social media (Pamela et al., 2025). In a similar vein, information and communication technology has provided great opportunities to support and strengthen teachers' reflective practices (Baporikar, 2016). The use of technology can help teachers document, analyze, and share their learning practices more effectively. Various platforms such as Google Classroom, Notion, and Gform, as well as artificial intelligence-based applications like ChatGPT, can be used to create digital reflective journals, provide automated feedback, and create collaborative learning communities.

Despite the significant potential of technology to support and strengthen teachers' reflective practices, as previously outlined, its integration into teachers' practice remains far from optimal, particularly in areas such as the Kubu Raya Regency. This is primarily due to a lack of adequate skills and understanding among most teachers in using technology to facilitate reflection on their teaching. Furthermore, the transformative potential of technology for reflection has not been systematically and comprehensively explored among educators in the region, leaving many teachers unaware of its benefits (Purnasari et al., 2024). Research shows that while AI has great potential in education, its implementation is often hampered by the digital divide and inadequate teacher preparedness (Sukini et al., 2025; Susanti et al., 2020).

Considering that many English teachers in Kubu Raya Regency still do not understand the concept of reflection and lack relevant training, and that they have limited skills in utilizing technology for reflection, training on the application of technology-based reflection is highly relevant and urgent. This activity is expected not only to address the gap in teachers' competency in conducting critical and innovative reflection on learning, but also to directly equip them with a deep understanding of the importance of reflection and practical skills to optimize various technology applications that support the continuous reflective process. Thus, this training is crucial for teacher professional development.

Additionally, technology-based reflection also contributes significantly to teachers' ongoing professional development and career advancement (Annisa et al., 2020). Teachers can build comprehensive digital portfolios, including reflective journals, instructional videos, and documentation of good practices, which serve as tangible evidence of competency development and professional growth (Novoa-Echaurren et al., 2025; Trevisan et al., 2024). Furthermore, collaborative reflection supported by digital platforms can foster

collaborative networks between teachers (Zou & Wang, 2024) and encourage the exchange of experiences, constructive feedback, and the creation of a dynamic professional learning community (Novoa-Echaurren et al., 2025). Leveraging artificial intelligence in the platform can further personalize reflective support for teachers, providing in-depth analysis of teaching performance and strategic recommendations for ongoing professional development (Lubis et al., 2024).

Taking real-world needs into account, this training is highly relevant and crucial to a collective effort to improve the quality of education through sustainable, technology-based teacher empowerment. It is hoped that this activity will mark the beginning of a broader, more sustainable reflective movement among teachers in Kubu Raya and other areas. This training aims to bridge this gap by providing understanding, skills, and hands-on practice in applying technology-based reflective learning effectively in English language learning.

IMPLEMENTATION METHOD

This community service activity was carried out to address the problem of English teachers in Kubu Raya Regency lacking knowledge of reflective practices and of how to use technology to support reflective practice. This activity took the form of training conducted by lecturers from the Master of English Education Study Program at the Faculty of Teacher Training and Education, Tanjungpura University. Each resource person presented a different yet interrelated topic on reflective practice in the context of English teaching. In each session, participants had the opportunity to discuss and ask the resource person questions directly, thereby establishing two-way interaction.

The target audience for this activity was English teachers in Kubu Raya Regency at the junior high, senior high, and vocational high school levels. 32 participants registered for the training, comprising 21 senior high school teachers and 11 junior high school teachers. 30 teachers attended the training. Participants demonstrated high enthusiasm throughout the activity, particularly when learning about the application of technology in reflective practice.

The activity was implemented through training, encompassing three main stages: preparation, implementation, and monitoring and evaluation. During the preparation phase, the implementation team conducted a teacher needs survey to map competencies and challenges faced in implementing technology-based reflection. Next, coordination was conducted with the Kubu Raya Regency English Language Teachers' Group (MGMP), and training modules were developed to meet the participants' needs.

The implementation phase includes several core activities: an introduction to the concept of reflective practice and its importance in the teaching process; training in the use of various supporting technologies such as Google Docs, Notion, and Google Forms to create digital reflection journals; and independent practice, where teachers create reflective journals and share them on a shared platform. In the final phase, monitoring and evaluation are conducted through observation during the implementation of the activities and through a post-event questionnaire. The success of community service implementation is measured across several aspects, as elaborated in Table 1.

Table 1. The indicators of the success of the training

No.	Aspect	Specific Success Indicator	Data Source	Success Criterion
1	Participant attendance	Teachers attend and participate in the training	Attendance/observation	≥ 80% of registered participants attend
2	Participant engagement	Participants actively follow presentations and practical sessions	Observation checklist	The majority of participants observed at "Good/Very Good"
3	Active interaction	Participants ask questions, respond to facilitators, and participate in discussions	Observation checklist	Active interaction observed during the sessions
4	Practical participation	Participants participate in hands-on activities using digital tools	Observation checklist	The majority of participants actively participate
5	Material suitability	Participants perceive the training theme and materials as relevant to their needs	Post-event questionnaire	≥ 80% positive responses
6	Perceived usefulness	Participants perceive the training as useful for their professional development	Post-event questionnaire	≥ 80% respond "Yes"
7	Technology-based reflective practice	Participants demonstrate engagement when learning to use technology for reflection	Observation checklist	Positive engagement observed during technology practice
8	Overall activity achievement	Training objectives are considered achieved based on participant responses and facilitator observations	Both instruments	The majority of indicators meet the predetermined criteria
9	Overall implementation	Participants perceive the overall training as good/very good	Post-event questionnaire	≥ 80% positive responses

Source: Authors and ChatGPT suggestion

RESULT AND DISCUSSION

The training was held in the first week of September 2025. The face-to-face session was held on Tuesday, 2 September 2025, at Taman Mulia High School, Kubu Raya Regency, from 08.00 to 14.00 WIB, and continued with independent practice by the teachers for a week. The face-to-face session began with an opening session hosted by MC Juni, S.Pd. The

event began with remarks from the Chairperson of the English Language MGMP of Kubu Raya Regency High Schools, Asih Sauramanda, M.Pd., who emphasized the importance of improving teacher competency through reflective activities. The next remarks were delivered by the Coordinator of the English Language Education Master's Study Program, FKIP, Tanjungpura University, Dr. Yohanes Gatot Sutapa Yuliana, M.Pd., who expressed his appreciation for the collaboration between universities and the teacher community in the region. The opening activity concluded with remarks from the Taman Mulia High School Principal's representative, the Vice Principal for Curriculum, who also officially opened the training activities. The event then closed with a prayer and a photo session with all participants, speakers, and the organizing committee.

Following the opening session, the event continued with keynote presentations by two keynote speakers. The first speaker, Dr. Yohanes Gatot Sutapa Yuliana, M.Pd., presented on the concept of Reflective Practice and its benefits for teacher professional development as shown in Figure 1. He emphasized that reflection is a crucial tool for teachers to analyze and continuously improve their learning practices.



Figure 1. Presentation of Material by Resource Persons
(Source: Riyanti, 2025)

The second resource person, Dwi Riyanti, M.A., Ph.D., as shown in Figure 2, provided practical training on creating a digital teaching journal in Google Docs and Notion, recording reflection videos, and designing student feedback instruments in Google Forms. This material provided participants with practical insights and hands-on experience on how technology can be effectively utilized to support the reflection process in learning.



Figure 2. Presentation of Material by Resource Persons
(Source: Yuliana, 2025)

The training was attended by 30 participants, all of whom were English teachers from junior high, senior high, and vocational high schools. Throughout the training, participants appeared enthusiastic and actively participated in both the presentation and practical sessions. Interactive discussions also took place during the question-and-answer session, where teachers raised critical questions, including the difference between reflection and feedback and how to maintain consistency in the use of digital tools to support reflective learning.

The results of the Technology-Based Reflective Practice Training for English Teachers in Secondary Schools in Kubu Raya Regency, as part of the Community Service program, showed a very good level of success. This conclusion is based on the results of a monitoring and evaluation conducted during and after the activity, including direct observation, field notes, and data from participant evaluation questionnaires. In general, the entire series of activities ran smoothly, participant participation was high, and the activity objectives were achieved as planned.

The evaluation process was conducted continuously throughout the program through comprehensive monitoring of each session. The implementation team recorded key findings regarding both the speakers' presentations and participants' responses. This monitoring enabled the team to ensure the effectiveness of the training and identify areas for future improvement. Based on the evaluation questionnaire completed by 19 participants, the data showed that most teachers found the program very beneficial and relevant to their daily learning needs. They appreciated the interactive, hands-on approach to the training, particularly because the speakers provided not only theoretical explanations but also direct guidance on the reflective application of technology-based practices.

The evaluation results revealed several key findings. The first finding was that the teachers listened attentively listening to the source persons in the material delivery stage. The second finding showed that the teachers paid attention to the demonstration stage, where one of the source persons showed the use of three digital tools (Notion, Google Form,

and Google Doc). The teachers' enthusiasm in the training was also shown by the questions that they raised during the discussion section.

From the results of the evaluation questionnaire distributed to participants via Google Form, as indicated in Figures 3, 4, and 5, it was found that the participants of the community service had a positive view of the program.

What do you think about the suitability of the theme to the material presented in the training?

19 jawaban

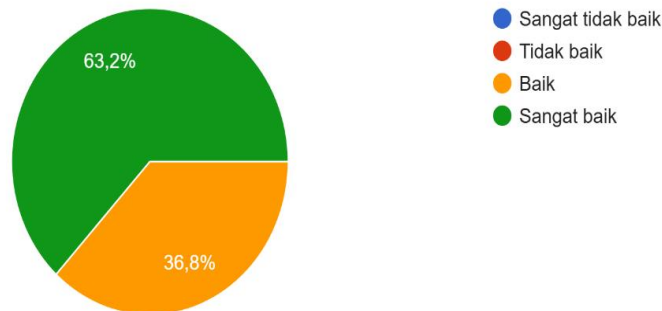


Figure 3. Participants' opinion related to the suitability of training material and its theme.
(Source: Questionnaire Result)

From the perspective of the suitability between the theme and the training materials, the participants assessed the Technology-Based Reflective Practice Implementation Training for English Teachers in Kubu Raya Regency as falling within the good-to-very-good category, as shown in Figure 3. This finding indicates that the training themes and materials presented were considered relevant to the needs and professional context of the participating teachers.

What do you think about the overall training activities?

19 jawaban

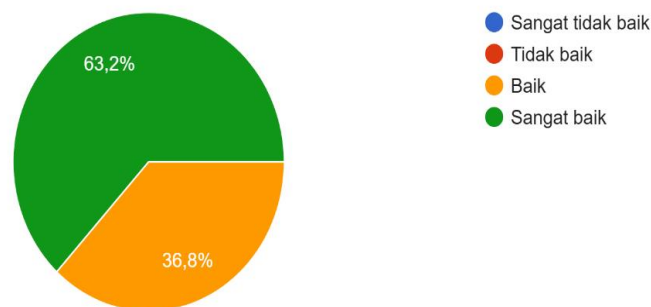


Figure 4. Participants' opinions regarding the overall training activities
(Source: Questionnaire Result)

As shown in Figure 4, the training received ratings ranging from good to excellent. This reflects the participants' appreciation and positive response to the training and their assessment of it as beneficial for developing their professional competencies.

6. Was this event useful for you?

19 jawaban

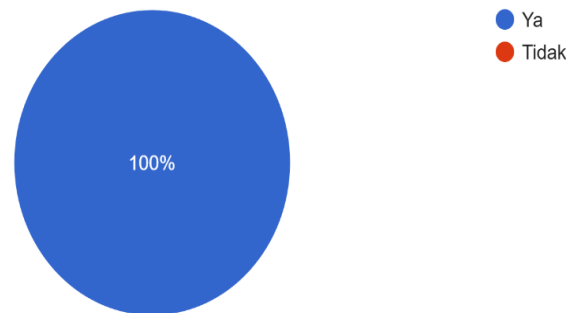


Figure 5. Participants' opinions regarding the usefulness of the training activities
(Source: Questionnaire Result)

As shown in Figure 5, the activity was deemed to have provided significant benefits for the participants. This indicates that the activity successfully contributed to the development of English teachers' professional competence, particularly in Kubu Raya Regency.

The findings of this community service activity demonstrate that the technology-based reflective practice training has broadened English teachers' understanding of reflection and equipped them with practical skills for integrating digital tools into reflective teaching. The positive responses from participants, as indicated by the observation results and questionnaire data, suggest that the training addressed an important need among secondary school English teachers in Kubu Raya Regency. This outcome aligns with previous studies emphasizing that teacher quality plays a central role in improving learning outcomes and the overall effectiveness of the education system (Fatemipour, 2013; Fitriyani & Novalia, 2024; Silwana & Subaidah, 2025).

The high level of participant engagement observed during the training sessions indicates that teachers were highly motivated to learn about reflective practice and its practical implementation. Active participation through discussions, questions, and hands-on activities demonstrates that teachers recognized the relevance of reflection to their professional development. Reflective practice enables teachers to critically evaluate their instructional decisions, identify strengths and weaknesses in their teaching, and continuously improve their pedagogical strategies (Lutfiana, 2021; Yanto et al., 2023).

The findings of the community service also highlight the importance of structured training programs in addressing gaps in teachers' digital literacy and reflective competence. Previous studies have shown that although technology and artificial intelligence have considerable potential to support teaching and learning, their implementation is often constrained by limited teacher preparedness and the digital divide (Sukini et al., 2025; Susanti et al., 2020).

Furthermore, the training encouraged teachers to view reflective practice as a sustainable professional habit rather than a one-time activity. The participants' commitment to implementing technology-based reflective practices in their respective schools suggests the potential for long-term impact beyond the program's duration. Continuous reflection, supported by digital tools, may also contribute to the development of professional learning communities, in which teachers share experiences, exchange

feedback, and collaboratively improve teaching practices (Novoa-Echaurren et al., 2025; Zou & Wang, 2024). Such collaborative networks are essential for fostering ongoing professional growth and innovation in teaching.

CONCLUSION

The community service program on the implementation of technology-based reflective practice for English teachers was carried out in accordance with the planned stages: preparation, implementation, and evaluation. This program was systematically organized and supported by relevant stakeholders, including the organizing institution and the English Language Teachers' Groups (MGMP) at the junior and senior high school levels. The program demonstrated clear indicators of success, particularly through high participant engagement and enthusiasm during both theory and practical sessions. Teachers actively participated in discussions and hands-on activities using technology for reflective practice, demonstrating the relevance of the training to their professional needs.

Given the importance of reflective practice for teacher professional development, teachers should be able to use technology to document their reflective practice and manage their busy lives. Therefore, it is recommended that similar training activities be held more regularly in the future. Ongoing training will help teachers stay motivated, update their knowledge, and improve their skills in implementing technology-based reflective practice. Furthermore, it is recommended that follow-up activities be conducted after this training, such as intensive mentoring, coaching clinics, or sharing sessions. These follow-up activities are expected to ensure that the training outcomes are fully implemented in teachers' work environments and have a lasting impact on improving the quality of learning in schools.

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