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TEACHER'S REFLECTIVE THINKING MODEL IN OVERCOMING STUDENTS' PROBLEMS AT SCHOOLS THROUGH DIGITAL COMMUNICATION

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Abstract

This study aims to find "Teachers' Reflective Thinking Model in Overcoming Student Problems at School Through Digital Communication". This study is considered important considering that there are still many student problems at school that are resolved by teachers in a reactive and spontaneous manner, without involving a reflective thinking approach. So instead of being able to resolve student problems, it can actually create new problems. This study uses a research and development method, so that it focuses more on the activity of developing a product through testing to see its effectiveness and usefulness before being socialized. The subjects of this research were teachers at SMP Negeri 1 Kedung Waringin, Bekasi Regency. Data collection through interviews, surveys, questionnaires and literature studies. Data analysis techniques used quantitative descriptive analysis. The results of the study showed that the teacher's reflective thinking model in overcoming student problems through digital communication is very feasible to use or can be a reference for teachers related to the stages in overcoming student problems at school. Through this model, the teacher's attitude can be more controlled and empathetic in dealing with student problems, so that they are able to take more controlled, measurable and effective actions.
Keyword : Model, Teacher Reflective Thinking, Student Problems, Digital Communication

Abstrak

Penelitian ini bertujuan untuk menemukan "Model Berpikir Reflektif Guru dalam Mengatasi Permasalahan Siswa di Sekolah Melalui Komunikasi Digital". Penelitian ini dianggap penting mengingat masih banyak permasalahan siswa di sekolah yang diselesaikan oleh guru secara reaktif dan spontan, tanpa melibatkan pendekatan berpikir reflektif. Sehingga alih-alih dapat menyelesaikan masalah siswa, justru dapat menimbulkan masalah baru. Penelitian ini menggunakan metode penelitian dan pengembangan, sehingga lebih menitikberatkan pada kegiatan mengembangkan suatu produk melalui pengujian untuk melihat keefektifan dan kebermanfaatannya sebelum disosialisasikan. Subjek penelitian ini adalah guru-guru di SMP Negeri 1 Kedung Waringin, Kabupaten Bekasi. Pengumpulan data melalui wawancara, survei, kuesioner dan studi literatur. Teknik analisis data menggunakan analisis deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa model berpikir reflektif guru dalam mengatasi permasalahan siswa melalui komunikasi digital sangat layak digunakan atau dapat menjadi acuan bagi guru terkait tahapan-tahapan dalam mengatasi permasalahan siswa di sekolah. Melalui model ini, sikap guru dapat lebih terkontrol dan berempati dalam menghadapi permasalahan siswa, sehingga mampu melakukan tindakan yang lebih terkendali, terukur dan efektif.
Kata kunci : Model, Berpikir Reflektif Guru, Permasalahan Siswa, Komunikasi Digital

INTRODUCTION

Education is a conscious and planned effort to develop students' potential so that they have spiritual religious strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state. This expression generally involves two dimensions of the essential goals of education, namely forming character and increasing student intelligence. These two educational goals must be fully integrated in the process and results of education. However, until now there are indications that educational practices in schools still seem to focus more on the intellectual development of students, and ignore the formation of student character. Educational orientation that puts forward the development of intellectual intelligence has resulted in the mental and moral weakness of the nation's children. In various regions, many deviant behaviors are ranging from elementary school, junior high school, high school, students, and university students.[1]

Education in Indonesia, especially related to character education in schools, is still concerning, so it is interesting to analyze. One important aspect that has not been widely studied is how teachers effectively deal with student problems in schools based on character education. Teachers' actions in dealing with student problems in schools are generally still reactive and spontaneous. 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.[2]

In https://blog.kejarcita.id/7-alasan-mengapa-guru-perlu-milik-kuat-refleektif/ it is said that someone who has reflective ability tends to take longer to respond to a problem. This is because they try to think carefully about the solution that will be taken next. They have better answer accuracy than people who do not have reflective ability. It is also said by Wahyuni et al.,[3] 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 someone uses skills that are meaningful and effective for a particular context and type of thinking task.

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[1] M. I. Suhifatullah, Sutarman Sutarman, and Mastur Thoyib, "Character Education Strategies in Improving Students' Spiritual Intelligence," *International Research Journal of Management, IT and Social Sciences* 8, no. 2 (February 12, 2021): 155–62, https://doi.org/10.21744/irjmis.v8n2.1350.

[2] Mastur Thoyib Kesi and Muhammad Iskandar Suhifatullah, "Teachers' Reflective Thinking in Overcoming Student Problems Related to Character Education in Schools," in *Jurnal Multidisiplin Madani (MUDIMA*, 2022, 2808-5639.

[3] Fina Tri Wahyuni, Arnetta Thalia Arthamevia, and Danang Haryo, "Berpikir Reflektif dalam Pemecahan Masalah Pecahan Ditinjau dari Kemampuan Awal Tinggi dan Gender," *Jurnal Pendidikan Matematika* 1, no. 1 (2018).

The above statement shows that reflective thinking is very important for teachers, both in the process of solving student behavioral problems more accurately, and in guiding students to learn to solve problems with better stages of thinking. According to Bowman (1989), self-reflection is a key element of professionalism. Reflecting on teachers' professional practices, especially learning and teaching, is an important factor in the formation of innovation and revolution in classroom learning.[4,5]

However, the facts show that various student problems in schools are generally solved in a reactive and spontaneous manner, without involving a reflective thinking approach. Various acts of verbal and nonverbal violence against students still color the news both on television media and on other social media . So instead of being able to solve student problems, it can actually create new problems. The research conducted In SMAN Kota Surakarta found that there are still various forms of violence committed by teachers in several schools, both verbal and nonverbal violence. The most frequent violence is verbal violence, namely students are shouted at and teased, while the form of nonverbal violence, based on the data that has been analyzed, is that students are often beaten.[6] Likewise, the results of research at SMPN Kota Surabaya showed that the forms of verbal violence experienced by the subjects included being scolded with the words 'you're lazy' by 13.5%; 'you're stupid' by 16.9%; 'you're rude' by 1%; and others by 1%.[7]

The above facts show that teachers' reflective thinking skills in overcoming student problems are still low. They generally take reactive or spontaneous actions without going through a series of reflective thinking steps as a characteristic of more professional actions. In fact, in the current era of information technology, teachers can solve student problems through digital communication.

The existence of this gap condition is between the normative and theoretical demands which are ideal (das sol l en) with the findings of the very concerning facts above (das science), encourages the author to conduct research related to the methods or models of effective teacher actions in overcoming student problems in schools based on character education through digital communication. An effective action is theoretically closely related to the ability to think systematically in solving problems or what is called reflective thinking. On that basis, this problem

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[4] J.J. Loughran, *Developing Reflective Practice: Learning about Teaching and Learning through Modelling* (Bristol: Falmer Press, 2005).

[5] Bujang Rahman, "Refleksi Diri dan Peningkatan Profesionalisme Guru," *Jurnal Paedagogia* 17, no. 1 (2014), http://jurnal.fkip.uns.ac.id/index.php/paedagogia.

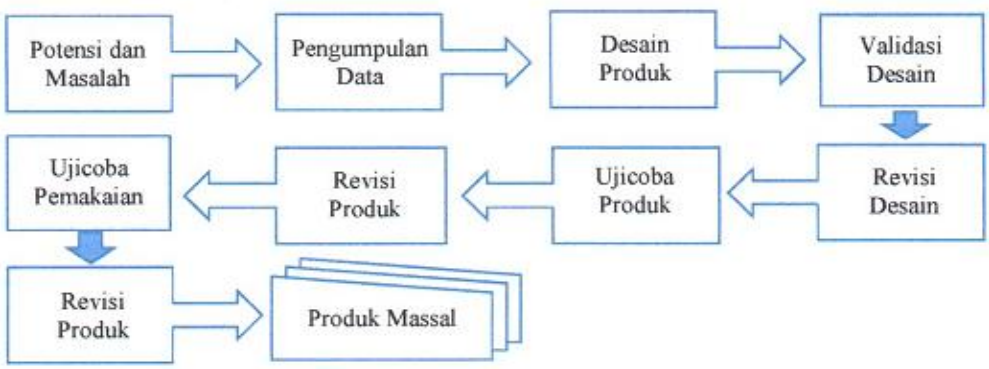
[6] Anari Wahyu Utami, "Studi Mengenai Tindak Kekerasan Verbal dan Nonverbal oleh Guru terhadap Siswa SMA Negeri di Surakarta Tahun Ajaran 2014/2015," in *Sosialitas: Jurnal Ilmiah Pendidikan Sosiologi-Antropologi. P-ISSN*, n.d., 2252–8407.

[7] Tamsil Muis, Muhammad Syafiq, and Siti Ina Savira, "Bentuk, Penyebab, Dan Dampak Dari Tindak Kekerasan Guru Terhadap Siswa Dalam Interaksi Belajar Mengajar Dari Perspektif Siswa Di SMPN Kota Surabaya: Sebuah Survey," *Jurnal Psikologi Teori Dan Terapan* 1, no. 2 (February 20, 2011): 63–74, https://doi.org/10.26740/jptt.v1n2.p63-74.

is formulated as follows; " How to Think Reflectively Teachers effectively in Overcoming Student Problems in Schools Through Digital Communication ".

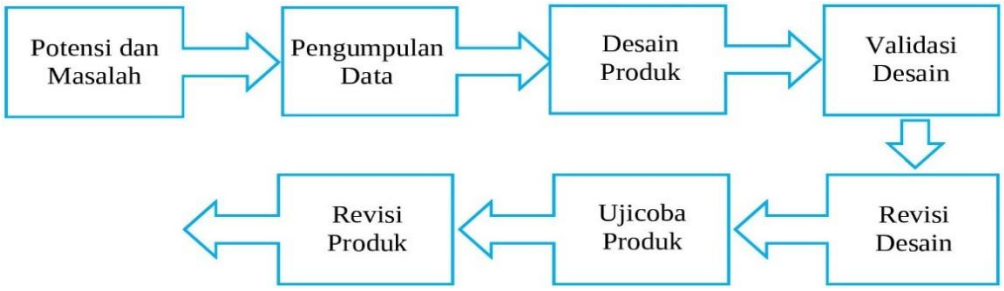
RESEARCH METHOD

This study uses the research and development method or *Research and Development* . The concept of *Research and Development* is more emphasized on the activity of developing a product through testing to see its effectiveness and usefulness before being marketed to the public. According to Borg & Gall (1983) in Assyauqi,[8] the development steps have a relatively long series because there are ten implementation steps. The ten steps referred to are as shown in Figure 2 below.



Picture 1: Langkah-langkah Penelitian dan Pengembangan Borg & Gall

The stages in this research and development are adjusted to the stages of the *Research and Development* model of Borg and Gall above. However, according to Borg and Gall, it can be done more simply to adjust to the interests of the objectives of this research into 7 steps, as in Figure 3 below.



Picture 2: Langkah-langkah Penelitian dan Pengembangan Borg & Gall yang disederhanakan

[8] Moh Iqbal Assyauqi, *Model Pengembangan Borg and Gall* (Yogyakarta: Institut Agama Islam Negeri, 2020).

The following is an explanation of the research and development steps as follows:

1. Potential and Problems

   This research was raised from the potential for a more effective way of reflective thinking of teachers in overcoming student problems at school through digital communication. Therefore, it needs to be actualized through a reflective thinking model that is relevant and adaptable to the situation and conditions of the education process. The identified problem is that there are still deviations made by teachers in overcoming student problems, namely by spontaneous actions followed by verbal and physical violence.

2. Data collection

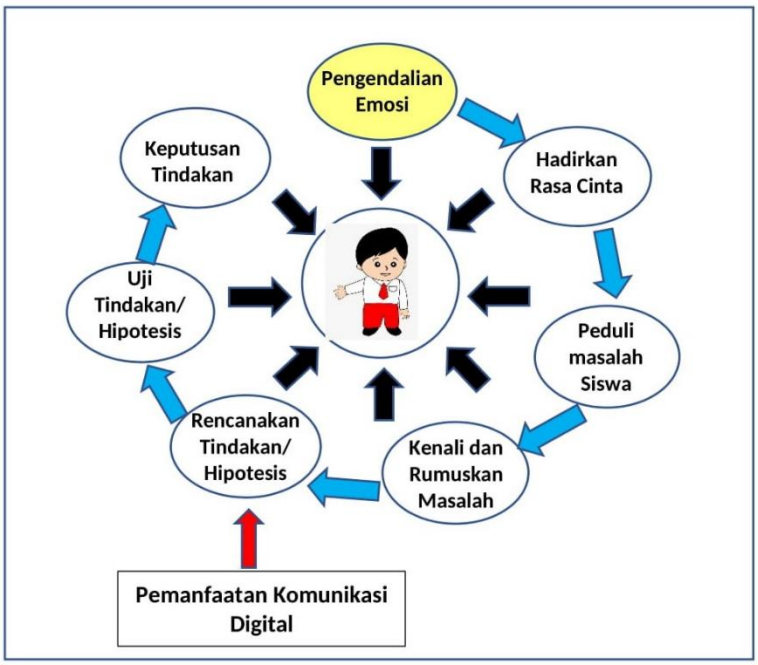
   Collecting various information that can be used as material for planning a model that is expected to overcome the problem. For this stage, a questionnaire has been distributed to 50 teachers in Tangerang City.

3. Product Design

   Create a model design with a rational and logical concept so that it is easy to understand. ***The model that will be produced is a reflective thinking model of teachers that is effective in overcoming student problems in schools through digital communication.*** However, this model design is hypothetical because its effectiveness must still be proven through trials.

   The stages carried out by researchers in designing product designs include:

   a. Reviewing literature related to the concept of reflective thinking in solving problems. Among them is John Dewey's theory of reflective thinking.
   b. Identifying various aspects that are urgent and relevant to teachers' efforts in overcoming student problems at school, as material for developing Jon Dewey's reflective thinking model in the setting of the Character Education process.
   c. Formulate the concept of developing a reflective thinking model that can be used by teachers in overcoming student problems at school. The design of the teacher's reflective thinking model in overcoming student problems that will be validated has indicators as shown in the following picture.



Gambar : Model berpikir reflektif guru dalam mengatasi masalah siswa Sebelum Uji Validasi

Picture 3: Model Berpikir Reflektif Guru Dalam Mengatasi Masalah Siswa Sebelum Uji Validasi

4. Design Validation

   After the teacher's reflective thinking model in overcoming student problems is designed, validation is carried out by experts to test its effectiveness in terms of rationality, logic, urgency and relevance to efforts to overcome student problems in schools by utilizing digital communication. This assessment is only from the aspect of rationality, because it has not been tested in the field .

5. Design Revision

   After knowing the strengths and weaknesses of the model. The researcher made improvements to the model design, so that it can be a model that is suitable for use by teachers in solving student problems.

6. Model Testing

   After the model is finished, a model trial is conducted to determine its feasibility and effectiveness. The trial was conducted on several junior high school teachers in Bogor to determine their response to the product.

7. Model Revision

   The trial results, then a revision of the model is carried out based on the responses of SMPN Kota Tangerang teachers who tried the model. If it is considered feasible, then

the product has been developed. However, if the model is considered not feasible, then a revision or improvement of the product will be carried out.

In relation to the trial of this reflective thinking product or model, the elements are described as follows,

1. Design Testing

   Product design trials need to be conducted to determine the success of a product being developed, whether it is good or needs to be improved.

2. Test Subjects

   The test subjects in this research and development were 50 teachers at SMPN 1 Kedung Waringin, Bekasi Regency.

3. Data Types

   The types of data taken in this study are divided into two types, namely qualitative and quantitative data. Quantitative data uses a Liker scale. Data collection is carried out through interview, observation and questionnaire techniques.

Data analysis techniques use quantitative analysis with mathematical calculations through Linkert Scale calculations. This Linkert scale uses a score of 1 as the lowest score and a score of 5 as the highest score.[9]

Product validity data analysis was conducted by expert sources in their fields to assess the teacher's reflective thinking model in overcoming student problems that had been developed. The feasibility assessment includes: aspects or indicators of reflective thinking stages, rationality and urgency, and design. Validity assessment was measured using a linkert scale with categories as in table 1. The results of this assessment will later be used as a reference for revising the developed product.

Table 1. Likert Scale Assessment Criteria

Score	Information
5	Strongly agree
4	Agree
3	Doubtful
2	Don't agree
1	Strongly Disagree

[9] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2013).

The validation results are then analyzed to calculate the percentage of product quality using the following formula.

$$\mathbf{P} = \frac{\sum \mathbf{X}}{\sum \mathbf{Xi}} \mathbf{x\ 100\%}$$

Information:

P : Presentation

x : Total value of respondents' answers in one item

xi : Number of ideal values in an item

Based on the results obtained, the validator's response criteria for the product that has been developed can be seen through the predetermined categories, so that it can be concluded how feasible the product is that has been developed. These categories can be seen in the following table.

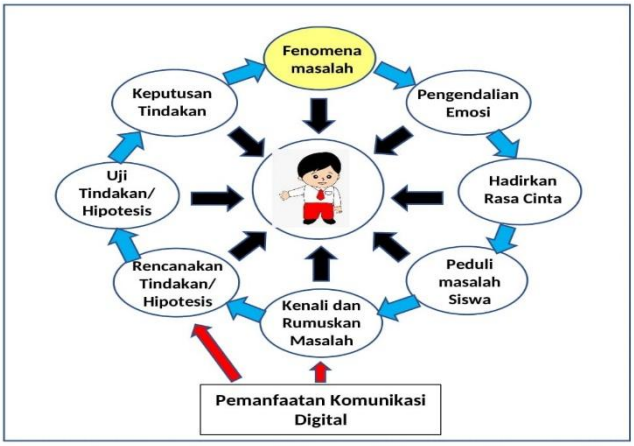
Table 2. Product Criteria

Interval	Criteria
81 – 100	Very Worth It
61 – 80	Worthy
41 – 60	Quite Decent
21 – 40	Not feasible
0 – 20	Totally Unworthy

Furthermore, processing the data from the questionnaire with teacher respondents was carried out using the same steps and formulas as the product validation analysis above.

RESULTS AND DISCUSSION

After the design was validated for its rationality and meaningfulness through discussions with expert resource person Prof. Dr. Mustofa Kamil, very important input was obtained by adding one indicator at the beginning of the teacher's reflective thinking process in overcoming student problems at school, namely the problem phenomenon indicator. So that the design image or model after the revision is as follows.



Gambar : Model berpikir reflektif guru dalam mengatasi masalah siswa Setelah Uji Validasi

The image above shows the cycle of stages of teacher reflective thinking in overcoming student problems at school, which includes: 1) see the phenomenon of problems in students; 2) efforts to control emotions; 3) present a sense of love; 4) care about student problems; 5) recognize and formulate student problems through digital communication; 6) plan actions (hypotheses) through digital communication; 7) test actions (hypothesis testing); 8) make action decisions. Furthermore, the action decisions that have been used in overcoming student problems will become experiences that can be used as assumptions in understanding other student problem phenomena by following the reflective thinking process above.

After the model is finished, a model trial is conducted to determine its feasibility and effectiveness. The trial was conducted on 50 teachers of SMPN 1 Kedung Waringin, Bekasi Regency to determine their response to the product. The quantitative results of the trial can be presented as follows.

Based on the results of the calculation of the scores for each sub-indicator, the sub-indicator scores for each indicator are then accumulated, the results of which are as follows.

Table 3. Teachers' Reflective Thinking Model in Overcoming Student Problems at School Through Digital Communication

No.	Indicator	Number of Respondents	Total Value	Average Value	%
1	Seeing the phenomenon of student problems	100	447	4.47	89.40
2	Emotional Control	100	448	4.48	89.60
3	Bringing a sense of love	100	453	4.53	90.60
4	Care about student problems	100	455	4.55	91.00
5	Recognizing and Formulating Problems	100	452	4.52	90.40
6	Action Planning (Hypothesis)	100	449	4.49	89.80
7	Testing Actions/Hypothesis Testing	100	450	4.50	90.00
8	Action Decision	100	450	4.50	90.00

The data in the table above relates to the results of the trial of the teacher's reflective thinking model in overcoming student problems at school through digital communication, each indicator or aspect can be interpreted as follows.

The first aspect about the importance of teacher behavior in seeing the phenomenon of problems in students, the achievement is 89.40%, which means it is included in the category of very worthy to be used as an initial stage in actions to overcome student problems in schools through digital communication. The second aspect about the importance of controlling emotions in dealing with student problems, the achievement is 89.60%, which means it is included in the category of very worthy to be used as the second stage in actions to overcome student problems in schools through digital communication . The third aspect about the importance of presenting a sense of love for students, the achievement is 90.60%, which means it is included in the category of very worthy to be used as the third stage in actions to overcome student problems in schools through digital communication. The fourth aspect about the importance of caring about student problems in schools, the achievement is 91.00%, which means it is included in the category of very worthy to be used as the fourth stage in the action of overcoming student problems in schools through digital communication. The Fifth Aspect on the importance of recognizing and formulating student problems, the achievement is 90.40%, which means it is included in the category of very feasible to be used as the fifth stage in the action of overcoming student problems in schools through digital communication. The Sixth Aspect on the importance of making action plans (Action Hypotheses) in overcoming student problems, the achievement is 89.80% which means it is included in the

category of very feasible to be used as the sixth stage in the action of overcoming student problems in schools through digital communication. The Seventh Aspect on the importance of testing actions/hypothesis testing in overcoming student problems, the achievement is 90.00% which means it is included in the category of very feasible to be used as the seventh stage in the action of overcoming student problems in schools through digital communication. The Eighth Aspect on the importance of measurable action decisions in overcoming student problems, the achievement is 90.00% which means it is included in the category of very feasible to be used as the eighth stage in the action of overcoming student problems in schools through digital communication .

Furthermore, to find out the percentage data related to the results of the trial of the reflective thinking model of teachers in overcoming student problems at school through digital communication, the achievement of each indicator or aspect above is accumulated, with the following calculation.

$$\text{Persentase Capaian Variabel} = \frac{3604}{4000} \text{ x } 100\% = 90{,}10\ \%$$

The calculation results above show that the results of the trial of the teacher's reflective thinking model in overcoming student problems at school through digital communication achieved 90.10%, which means that overall the aspects of the teacher's reflective thinking stages in overcoming student problems at school through digital communication are in the category of very suitable for use.

Teachers are substitute parents while children are at school who must be able to serve and care about every condition and behavioral change that occurs in students at school. Teachers are required to be responsive to every phenomenon or symptom of problems that occur in students, through a reflective thinking process. This means that teachers must avoid spontaneous or reactive actions to events that occur in students at school, because spontaneous or reactive actions instead of being able to solve student problems, can actually bring new, more complicated problems.

Teachers should be part of an academically cultured society, whose actions always begin with a scientific thinking process or reflective thinking, not prioritizing their mouths and hands emotionally in dealing with student problems. Ahmadi and Supriyono[10] said that "thinking is a dialectical process, which means that while we are thinking, in our minds there is a question and answer session to be able to place the relationships of our knowledge correctly". This means that thinking is essentially carrying out an intrapersonal communication process or communication with oneself in dealing with an object from the process of recognition, understanding to making decisions. Meanwhile, according to Dewey (1933) in Fuady[11], "thinking is a process that produces

[10] Abu Ahmadi and Widodo Supriyono, *Psikologi Belajar* (Jakarta: PT Bineka Cipta, 2012).

[11] Anies Fuady, "Berpikir Reflektif dalam Pembelajaran Matematika," *Jurnal Ilmiah Pendidikan Matematika* 1, no. 2 (2016).

new mental representations through the transformation of information involving complex information between various mental processes, such as assessment, abstraction, reasoning, imagination, and problem solving".

Regarding reflective or scientific thinking, Dewey in Fuady[12] proposed 5 (five) stages, namely:

1. *The felt need* , someone feels the difficulty of adjusting the tool to the goal they want to achieve. It can also be when someone tries to find the characteristics of a newly recognized object. And it can also be to explain an event that occurs unexpectedly, or predict something that will happen in the future.
2. *The problem,* someone tries to identify, localize or limit understanding of the core of the problem and formulate it in the form of a question sentence that must be answered with empirical data.
3. *The Hypothesis,* a person tries to find temporary answers based on the knowledge or beliefs that he already has.
4. *Collection of data as evidence is* when someone collects data that is related to a problem or to test a hypothesis, so that evidence is obtained in the form of verified data.
5. *Concluding belief,* a person based on verified empirical data evidence draws a conclusion to become a belief.

In line with Dewey's thoughts, expressed by Lipman (2003) in Fuady[13], that "the ability to think reflectively is the ability to think with attention to assumptions (hypotheses of known elements) and their implications based on reasons or evidence to support conclusions". Likewise, Leung and Kember in Suharna[14] said that "reflective thinking is a thinking process that involves four stages, one of which is reflective thinking which is a thinking activity that links information about the problem faced with the experience possessed when solving the problem".

The stages of thinking above are a person's mental activities when facing a problem by conducting questions and answers with themselves or intra-personal communication while utilizing the knowledge and experience in their memory to determine a decision as a basis for action. However, the thinking process in Dewey's view, the results of thinking based on knowledge or assumptions, are not considered true before being proven through verified data. Wasty Soemanto in Imam, et al.[15] said that "basically the activity or activity of thinking is a complex and dynamic process. The dynamic process in thinking includes three stages, namely the process of forming understanding, the process of forming opinions, and the process of forming decisions".

[12] Fuady.
[13] Fuady.
[14] Hery Suharna, *Teori Berpikir Reflektif dalam Menyelesaikan Masalah Matematika* (Yogyakarta: Deepublish, 2018).
[15] Muhammad Imam, *Psikologi Pendidikan* (Yogyakarta: Ar-Ruzz Media, 2013).

According to Krulik in Anwar and Sofiyan,[16] thinking can be divided into four categories, as shown in the following image.

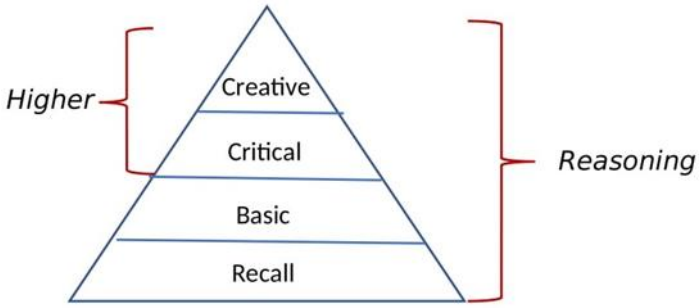


Figure 5: Higher Level Thinking

Human thinking activities fall into the category of low-level thinking (low order thinking). and higher order thinking categories. According to King in Suharna, et al.,[17] that "Higher order thinking skills include critical, logical, reflective thinking, metacognitive, and creative thinking". Included in high-level thinking skills are critical, logical, reflective thinking, metacognitive, and creative thinking. So reflective thinking is included in the high-level thinking category. According to Resnick[18] in http://www.kangmisbah. web.id/kuat-berfikir-tingkat-tinggi-atau-hots-apaan-tuh/, that "high-level thinking skills are complex thinking processes in describing material, making conclusions, building representations, analyzing and building relationships by involving the most basic mental activities".

According to Ahmad[19] in https://ahmadbinhanbal.com/berpikir-reflektif-reflective-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 that refers specifically to the process of analyzing and making judgments about what has happened". Meanwhile, according to Dewey Fuady[20] that, "reflective thinking is an active, persistent, and careful consideration of any belief or supposed from of knowledge in the light of the grounds that support it and the conclusion to which it tends ". That reflective thinking is an active, persistent, and careful consideration of any belief or supposed from knowledge in a clear scope and supports the drawing of a conclusion.

[16] Anwar and Sofiyan, "Teoritik Tentang Berpikir Reflektif Siswa dalam Pengajuan Masalah Matematis," *Jurnal Numeracy* 5, no. 1 (April 2018).

[17] Suharna, *Teori Berpikir Reflektif dalam Menyelesaikan Masalah Matematika*.

[18] Resnick, "Kemampuan Berfikir Tingkat Tinggi atau HOTS, Apaan Tuh?," 1987, http://www.kangmisbah.web.id/kemampuan-berfikir-tingkat-tinggi-atau-hots-apaan-tuh/.

[19] Ahmad, "Berpikir Reflektif (Reflective Thinking," 2018, https://ahmadbinhanbal.com/berpikir-reflektif-reflective-thinking/.

[20] Fuady, "Berpikir Reflektif dalam Pembelajaran Matematika."

Based on several 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.

The results of research and development related to the teacher's reflective thinking model in overcoming student problems, are actually a development of John Dewey's reflective thinking model which has been modified and adjusted to the stages of teacher behavior in overcoming student problems at school. Aspects in the stages of teacher reflective thinking in overcoming student problems that have been tested, include the following.

1. Seeing and realizing the existence of problem phenomena in students
2. Teachers carry out emotional control or efforts to control emotions so as not to act reactively spontaneously.
3. Bringing a sense of love towards students is part of his responsibility.
4. Teachers are empathetic or sensitive to problems in student behavior.
5. Teachers' efforts to identify, understand and formulate problems that students have
6. Teachers' deductive thinking efforts are based on the knowledge they have in formulating hypotheses related to student problems.
7. Teachers' efforts to evaluate hypotheses before they are used to solve student problems
8. Teachers' efforts to apply methods they believe in to overcome student problems.

The habit of reflective thinking is very important to be cultivated in schools, because it is very beneficial both for the development of the teacher's professionalism itself and in building good relationships with students. Dewey in Suharna[21] said that, "there are two roles of teachers in reflective thinking. First, teachers must be observers of students in the classroom by knowing all the conditions that can make conditions better or worse. Second, teachers must know how to organize the environment to support the student's learning atmosphere. By knowing what is best for their students, reflective teachers can improve their professionalism

Cartee, et al. in Wuisan[22] stated 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 his professionalism. "

Both of the above opinions show that by thinking reflectively, teachers can build better relationships with students, understand students' problems more accurately, determine the right solutions to overcome them, and also improve their professionalism. Schon said that reflection is a key to becoming a professional person. Likewise with teachers, the main key to becoming a

[21] Suharna, *Teori Berpikir Reflektif dalam Menyelesaikan Masalah Matematika*.

[22] P.I. Wuisan, "Menjadi Guru Reflektif melalui Program Pengalaman Lapangan," in *Malang: Proceedings from Seminar Nasional Pendidikan Biologi 2015* (Universitas Muhammadiyah Malang Press, n.d.).

professional teacher is a reflective teacher. This opinion confirms that reflective thinking for teachers is very beneficial, namely it can improve their professionalism.[23,24]

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 thinking reflectively will be more careful in acting when dealing with problematic students. Teachers will remain calm and not cause a reactive attitude towards students. Teachers like this will be a model that is obeyed and imitated by students and become a measure of good and bad actions. Teachers who are able to appear as models will have a positive influence and will always be missed and remembered by students. Henry Adam in Fadjar[25] said, " A teacher effects eternity, he can never tell where his influence stops. " (The teacher has an eternal impact, he never knows where his influence stops).

CONCLUSION

Reflective thinking ability is one of the characteristics of a professional teacher, therefore it must be an important element in teacher competence. Teachers who have reflective thinking ability will avoid reactive and spontaneous behavior in dealing with student problems, or in dealing with other problems. Not a few teachers have been caught up in legal cases in schools lately, generally as a result of the still low ability of teachers to respond to student problems through adequate reflective thinking steps.

The results of this research and development show that the steps of reflective thinking of teachers in overcoming student problems at school through digital communication include: 1) problem phenomena; 2) emotional control; 3) present a sense of love; 4) care about student problems; 5) recognize and formulate problems; 6) plan actions (hypothesis); 7) test actions/hypothesis tests; and 8) action decisions, the achievement is 90.10% or almost all respondents stated that they strongly agree. This means that all aspects of the steps of reflective thinking of teachers in overcoming student problems at school through digital communication are included in the category of very feasible to use, because it can be a guide for all teachers in the stages of overcoming student problems.

[23] Maria Liakopoulou, "The Professional Competence of Teachers: Which Qualities, Attitudes, Skills and Knowledge Contribute to a Teacher's Effectiveness?," *International Journal of Humanities and Social Science* 1, no. 21 (December 2011).

[24] Santy Yesica Manurung and Tanti Listiani, "Menjadi Guru yang Reflektif melalui Proses Berpikir Reflektif dalam Pembelajaran Matematika," *POLYGLOT: Jurnal Ilmiah* 16, no. 1 (January 2020): 58–83, https://doi.org/10.19166/pji.v16i1.2262.

[25] A.Malik Fadjar, *Visi Pembaruan Pendidikan Islam* (Jakarta: LP3I, 1998).

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