

**PROMOTING TEACHER AUTONOMY USING REFLECTIVE
PRACTICE: A CASE STUDY OF SECONDARY EFL TEACHERS**

A DISSERTATION

Submitted in partial fulfilment for Doctor's degree in English Language
Education Study Program



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Promoting Teacher Autonomy using Reflective Practice: A Case Study of Secondary EFL Teachers

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APPROVAL PAGE

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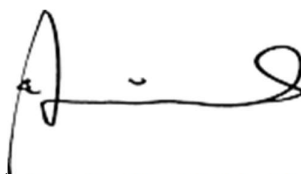
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DECLARATION OF AUTHORSHIP

Hereby, the writer declares that this dissertation, entitled *Promoting Teacher Autonomy using Reflective Practice: A Case Study of Secondary EFL Teachers*, submitted in partial fulfillment of the requirements for the Doctoral Degree in English Education, is an original work of the writer under the supervision of Prof. Dr. Nenden Sri Lengkanawati, M.Pd, and Ika Lestari Damayanti, M.A., Ph.D. Any ideas or statements from various sources used in this dissertation are properly acknowledged.

Bandung, Agustus 2025

The writer,

A handwritten signature in black ink, appearing to read 'Intan Septia Latifa', with a stylized, cursive script.

Intan Septia Latifa

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Abstract

Reflective practice and teacher autonomy are interrelated concepts crucial for professional development and pedagogical effectiveness. However, although previous research has highlighted the importance of reflective practice in fostering teachers' personal and professional growth, there has been limited empirical focus on its role in promoting professional autonomy, particularly within the Indonesian EFL context. In this regard, the purpose of this study is to explore EFL secondary teachers' reflections through reflective practice, not only as a tool for personal development but also as a strategic approach to promoting teacher autonomy. In conducting this study, a qualitative case study was employed. While undertaking this study, five EFL secondary teachers from a public senior high school in Serang, Indonesia, participated. Data were gathered through questionnaires, reflective journals, classroom observation, and semi-structured interviews. The collected data were then analyzed using a content analysis technique, where the raw data were coded into thematic classifications. Based on the data, the findings revealed that participant teachers exhibit different levels of autonomy, notably higher autonomy in course content, classroom management, assessment, and teaching methodology. In comparison, less autonomy was found in instructional material, lesson planning, and school curriculum. Furthermore, the study showed that progressing through the four stages of reflective practice, initial reflection, self-reflection, critical reflection, and action planning, highlighted reflective journal writing in self-reflection as the most influential medium for promoting teacher autonomy. Consistent and structured journaling proved particularly effective in transforming implicit experiences into conscious instructional choices, enabling teachers to exercise greater control over their teaching. However, the findings also revealed some challenges that limit the potential of reflection to enhance autonomy, vague learning objectives, and excessive administrative workloads. These structural limitations hindered deep reflection and restricted teachers' ability to exercise their autonomy. The study suggests that schools and policymakers should create structured opportunities for teachers to engage in guided reflection, alleviate administrative burdens, and integrate reflective writing into professional development programs to foster greater autonomy and enduring instructional improvement.

Keywords : EFL Secondary Teacher, Teacher autonomy, Reflective Journal, Reflective practice

Abstrak

Praktik reflektif dan otonomi guru adalah konsep yang saling terkait dan penting untuk pengembangan profesional dan efektivitas pedagogis. Meskipun penelitian sebelumnya telah menyoroti pentingnya praktik reflektif dalam mendorong pertumbuhan pribadi dan profesional guru, masih terdapat keterbatasan fokus empiris terhadap peran refleksi dalam mendorong otonomi profesional, khususnya dalam konteks pengajaran Bahasa Inggris di Indonesia. Berdasarkan latar belakang tersebut, penelitian ini bertujuan untuk mengeksplorasi perkembangan refleksi guru-guru Bahasa Inggris di jenjang Sekolah Menengah Atas (SMA) melalui praktik reflektif, tidak hanya sebagai sarana pengembangan diri, tetapi juga sebagai pendekatan strategis untuk mempromosikan otonomi guru. Penelitian ini menggunakan pendekatan studi kasus kualitatif, dengan melibatkan lima orang guru Bahasa Inggris dari salah satu SMA negeri di Serang, Indonesia. Data dikumpulkan melalui kuesioner, jurnal reflektif, observasi kelas, dan wawancara semi-terstruktur, kemudian dianalisis dengan teknik analisis isi dan dikategorikan ke dalam beberapa tema utama. Hasil temuan menunjukkan bahwa para guru menunjukkan tingkat otonomi yang beragam. Otonomi yang tinggi terlihat dalam aspek konten mata pelajaran, manajemen kelas, penilaian, dan metodologi pengajaran, sedangkan otonomi yang lebih rendah ditemukan dalam pengembangan materi pembelajaran, perencanaan pembelajaran, dan perumusan kurikulum sekolah. Selanjutnya, penelitian ini menyoroti pentingnya empat tahap praktik reflektif, yakni *initial reflection*, *self-reflection*, *critical reflection*, dan *action planning*. Dari keempat tahap tersebut, penulisan jurnal reflektif pada tahap *self-reflection* ditemukan sebagai sarana yang paling berpengaruh dalam mempromosikan otonomi guru. Penulisan jurnal yang dilakukan secara konsisten dan terstruktur terbukti mampu mentransformasi pengalaman implisit menjadi keputusan instruksional yang lebih sadar, sehingga memungkinkan guru untuk memiliki kendali yang lebih besar atas praktik mengajarnya. Namun demikian, hasil penelitian juga mengungkapkan adanya tantangan struktural yang signifikan, seperti ketidakjelasan tujuan pembelajaran dan beban kerja administratif yang berlebihan. Hambatan-hambatan ini membatasi kedalaman refleksi serta mengurangi ruang bagi guru untuk menjalankan otonominya secara maksimal. Oleh karena itu, studi ini merekomendasikan agar pihak sekolah dan pembuat kebijakan menyediakan ruang reflektif yang terstruktur, meringankan beban administratif guru, dan mengintegrasikan penulisan reflektif ke dalam program pengembangan profesional sebagai langkah untuk mendukung otonomi guru dan peningkatan kualitas pembelajaran yang berkelanjutan.

Kata kunci: Autonomi guru, guru bahasa inggris tingkat menengah, jurnal refleksi, praktek refleksi,

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