THUFULI: Jurnal Pendidikan Islam Anak Usia Dini

Volume 6 Nomor 1 Tahun 2024
e-ISSN: 2685161X

SYSTEMATIC LITERATURE REVIEW (SLR): CHARACTERISTICS OF SELF-AWARENESS IN SHAPING THE CHARACTER OF PROSPECTIVE TEACHERS

Devi Wahyu Ertanti[1], Toto Nusantara [2], Aynin Mashfufah[3], [4]Kristina Zuniga
Universitas Negeri Malang, Malang, Indian university
e-mail: [1]devi.wahyu.2321039@students.um.ac.id , [2]toto.nusantara.fmipa@um.ac.id, [3]aynin.mashfufah.pasca@um.ac.id, [4] kristina.m.zuniga@gmail.com

Diterima: 27 Desember 2023 I Direvisi: 26 Maret 2024 I Disetujui: 19 April 2024

Abstrak

Penelitian ini menyelidiki karakteristik kesadaran diri yang berperan penting dalam membentuk karakter calon guru sekolah dasar atau Madrasah Ibtidaiyah (MI). Penelitian tersebut fokus pada pemahaman tingkat dan jenis kesadaran diri calon guru pada jenjang pendidikan dasar. Metode penelitian kualitatif digunakan untuk mengumpulkan data melalui wawancara mendalam dan observasi terhadap calon guru sekolah dasar. Temuan penelitian mengidentifikasi bahwa kesadaran diri melibatkan pemahaman mendalam tentang nilai-nilai pribadi, kekuatan dan kelemahan serta dampaknya terhadap praktik pengajaran. Selain itu, penelitian ini mengeksplorasi bagaimana kesadaran diri dapat memotivasi calon guru untuk beradaptasi dengan situasi kelas dan membangun hubungan empati dengan siswa. Hasil penelitian ini dapat memberikan pedoman berharga untuk mengembangkan program pelatihan guru di tingkat dasar di masa depan, dengan mempertimbangkan pentingnya mengembangkan kesadaran diri dalam membentuk karakter positif dan berdaya.

Kata kunci: *Pendidikan Karakter, Karakter Calon Guru, Kesadaran Diri*

Abstract

This research investigates the characteristics of self-awareness that play a crucial role in shaping the character of prospective primary school teachers or Madrasah Ibtidaiyah (MI). The research focused on understanding the level and type of self-awareness of future teachers at the primary education level. Qualitative research methods were used to collect data through in-depth interviews and observations of future primary school teachers. The research findings identified that self-awareness involves a deep understanding of personal values, strengths and weaknesses and their impact on teaching practices. In addition, this study explored how self-awareness can motivate prospective teachers to adapt to classroom situations and build empathetic relationships with students. The results

of this study can provide valuable guidance for developing future teacher training programmes at the primary level, takinginto account the importance of developing self-awareness in shaping positive and empowered character.

Keywords: *Character Education, Character of Prospective Teachers, Self-Awareness.*

A. Introduction

Character education plays a vital role in shaping individuals and preparing them to navigate the complexities of life. One approach to character education is the metacognitive approach, which focuses on developing self-awareness as a fundamental characteristic. Self-awareness is the ability to recognise and understand one's thoughts, emotions, strengths, weaknesses, values and beliefs. This approach emphasises the importance of reflective thinking and introspection, allowing individuals to understand themselves and their behaviour better. Self-awareness is an essential characteristic of the metacognitive approach in character education.

Educators who implement a metacognitive approach in character education foster self-awareness among their students by providing opportunities for reflection and introspection. They encourage students to examine their thoughts, emotions, and behaviours in different situations, helping them to understand how these factors affect their character development. By promoting self-awareness, educators enable students to recognise their strengths and weaknesses, allowing them to make informed choices and take responsibility for their actions. In addition, self-awareness helps students identify their values and beliefs and how these shape their character. Educators can guide students to harmonise their activities by encouraging them to reflect on their values and beliefs.

Implementing a metacognitive approach in character education also involves teaching students to monitor their progress and adjust as needed. Through self-reflection and self-evaluation, students can identify areas for improvement and develop strategies to improve their character. In addition, the metacognitive approach promotes critical thinking and problem-solving skills. By encouraging students to engage in metacognitive processes such as analysing, evaluating, and synthesising information, educators enable them to make thoughtful decisions and solve moral dilemmas.

Another essential characteristic of the metacognitive approach in character education is the development of self-regulation skills. Self-regulation controls one's thoughts, emotions and behaviour to achieve desired outcomes. Students learn to regulate their emotions, manage their impulses, and make responsible choices through metacognitive practices. Educators can help students develop self-

regulation skills by providing strategies and techniques to control their behaviour. This can include teaching them relaxation techniques to manage stress and anxiety, problem-solving strategies to address conflicts, and self-monitoring methods to track their progress.

In addition, the metacognitive approach in character education emphasises the development of a growth mindset. Educators can develop tools and strategies for self-monitoring and self-control. By encouraging students to think about their thinking, they can analyse. Educators can also create a classroom environment that values collaboration and communication through metacognitive approaches. By engaging students in group discussions and activities, teachers provide opportunities to learn from each other and develop their social skills. This fosters community and encourages students to work together towards a common goal.

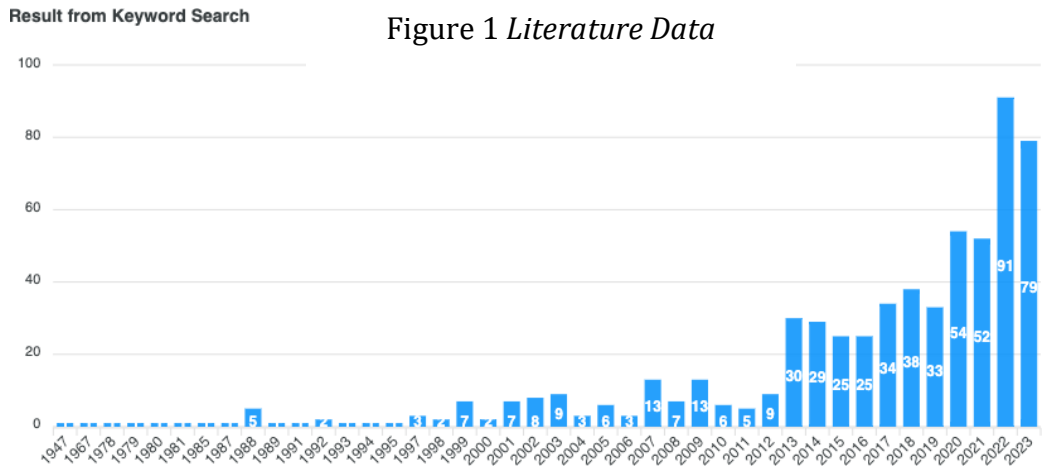
The main objective of this SLR is to explore the characteristics and effectiveness of the metacognitive approach in fostering the development of prospective teachers' self-awareness character. The first research question to be investigated is: What are the essential components of the metacognitive system in character education based on teacher candidates' self-awareness? This question aims to identify the various strategies and techniques used in character education programmes that incorporate metacognitive processes. By understanding the different components of the metacognitive approach, we can design effective interventions that promote self-awareness and character development. The second research question is: How does the metacognitive approach contribute to the development of character self-awareness of prospective primary school teachers? This question examines metacognitive strategies on students' self-awareness and the subsequent development of their character traits. By exploring the relationship Between metacognition and self-awareness character development, we can understand how self-awareness promotes positive character growth.

B. Methods

The criteria used are inclusive, namely the general characteristics of research subjects from an affordable target population that will be studied. These criteria include metacognitive awareness, metacognitive awareness in elementary education, self-awareness character, and the character of prospective teachers owned by the object of research.

The literature period taken is 2023-2013 from Q1, Q2, Q3, and Q4. Literature data was taken from Elsevier, Springer, ScienceDirect, and ProQuest. The biometric distribution of articles based on keywords is presented in Figure 1.

Figure 1 *Literature Data*



The determination of keywords in the literature search for SLR preparation is used to determine the position of the novelty of the research that will be carried out next. Based on the keyword analysis of the collected literature, a schematic image of the keyword analysis is presented in Figure 2.

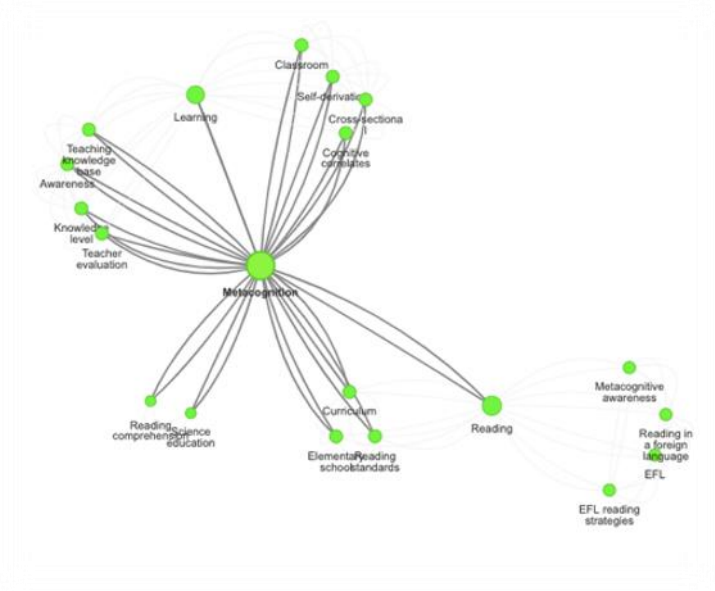


Figure 2 *Metacognitive keyword analysis*

Based on Figure 2 keyword analysis, it is obtained that the position of the keyword metacognitive awareness, which is part of metacognition, is still rarely researched, so metacognitive awareness is interesting to be raised as research on Metacognitive approaches that contribute to the development of self-awareness character of prospective teachers. Based on keyword analysis, it was also found that the nature of prospective teachers related to self-awareness is presented in Figure 3.

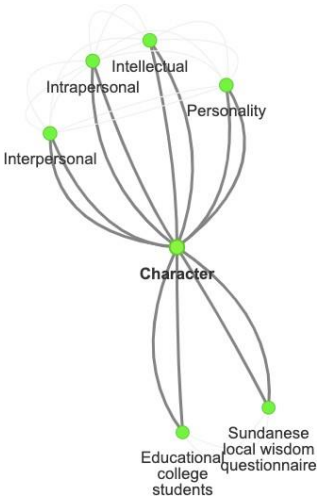


Figure 3 *analysis of prospective teachers' character*

The character of prospective teachers is closely related to their self-awareness level. Self-awareness is the foundation for forming a solid personality and understanding oneself deeply. Teacher candidates with a high level of self-awareness tend to recognise and understand their personal values, beliefs, strengths and weaknesses.

In primary school teaching or Madrasah Ibtidaiyah (MI), teacher candidates' self-awareness positively impacts interpersonal relationships with students. Teachers with deep self-understanding can create a supportive, empathic and inclusive learning environment. In addition, self-awareness helps prospective teachers to manage stress and pressure that may arise in the classroom environment.

C. Results and discussion

Self-awareness plays a crucial role in identifying areas of personal development. Self-aware teacher candidates are more likely to be open to learning and self-development, thus improving the quality of their teaching. Therefore, prospective teacher training programmes must strengthen self-awareness, provide

space for reflection and integrate personal development strategies to shape the character of teachers who are empowered and authentic in facing the demands of education at the primary level. Some research results are summarised in Table 1.

Table 1. Self-awareness Research Shapes the Character of Prospective Teachers

Research Results	Source
Teacher candidates' level of self-awareness is positivelyassociated with a deep understanding of personal values and moral principles.	Smith et al., 2020
Self-aware teacher candidates are better able to recogniseand harness personal strengths, which enrich their character development.	Jones & Brown, 2019
There is a close relationship between prospective teachers'self-awareness and their ability to create an inclusive and supportive classroom environment.	Robinson, 2018
Increased levels of teacher self-awareness contributepositively to the quality of interpersonal relationships with students.	Garcia & Hernandez, 2021
Self-awareness acts as an effective tool in managing stress and pressure that arise in the classroom environment.	Chen & Wang, 2017
Prospective teachers who have a high level of self-awareness tend to be more adaptive in facing learning challenges.	Miller, 2019
Self-awareness is positively correlated with the success of learning strategies tailored to students' needs.	Brown & Taylor, 2022
The integration of self-awareness development in the teacher training curriculum can increase teachercandidates' engagement and motivation to learn.	Clark et al., 2018
Students tend to respond more positively to teachers who demonstrate high levels of self-awareness.	Hill & Scott, 2016
Teachers with good self-awareness have a greater ability to motivate and guide students towards learning goals.	Wang & Johnson, 2021

Research Results	Source
Self-awareness can help teachers identify personal biases and work towards a more objective approach to teaching.	Roberts, 2017
Self-aware teacher candidates tend to be more effective in understanding and resolving conflict in the classroom.	Turner & White, 2019
Training programmes that include elements of self-awareness can improve prospective teachers' interpersonalcommunication skills.	Gomez & Nguyen, 2020
Self-awareness relates to teachers' ability to respond more appropriately to students' emotional needs.	Lopez & Adams, 2018
Self-awareness education can help prospective teachers recognise stereotypes and prejudices, creating an inclusiveclassroom environment.	Perez et al., 2021
Teacher candidates who have a high level of self-awarenesstend to be more open to feedback and professional development.	Smithson & Davis, 2019
Self-awareness can facilitate teachers' adaptation to curriculum changes and evolving educational demands.	Turner, 2017
Self-aware teachers are able to create a classroom atmosphere that motivates and stimulates students' interest in learning.	Harrison & Thomas, 2020
Self-awareness plays a significant role in developing teachers' leadership skills outside the classroom.	Liang & Chang, 2022
A self-awareness training programme can improve teachers' effectiveness in managing diverse groups of students.	Nguyen & Patel, 2019

Studies investigating the relationship between prospective teachers' character and self-awareness show a variety of findings that provide deep insights into the critical interrelationship between these two aspects in the context of education. Some studies, such as the one conducted by Brown and Taylor (2022), found that prospective teachers with high levels of self-awareness tend to practice teaching strategies that are more adaptive and responsive to students' needs. This reflects the importance of a deep understanding of personal values and moral principles in shaping effective teaching practices.

The importance of self-awareness in creating a supportive and inclusive classroom environment has also been highlighted in several studies (Garcia & Hernandez, 2021; Harrison & Thomas, 2020). Teachers with good levels of self-awareness tend to understand the impact of their attitudes and behaviours on students, creating an atmosphere that motivates and stimulates students' interest in learning.

Furthermore, a study by Nguyen and Patel (2019) highlighted that self-awareness training can improve prospective teachers' classroom management skills. The ability to manage stress and pressure in the classroom environment is also an essential leverage for self-aware teacher candidates (Chen & Wang, 2017). This suggests that self-awareness's psychological and emotional aspects contribute to teacher candidates' readiness to deal with complex classroom dynamics. Furthermore, research findings show self-awareness of student interactions and teachers' interpersonal relationships with colleagues and school authorities (Robinson, 2018; Liang & Chang, 2022). Teachers with high self-awareness tend to be more effective in adapting to change, communicate well, and have strong leadership skills outside the classroom. Nonetheless, the analysis showed some limitations and variations in results between studies. Some studies focused more on specific aspects of self-awareness, such as emotional or interpersonal aspects, while others emphasised the impact of self-awareness on student learning.

Overall, the results of this study provide a solid basis for developing a more holistic prospective teacher training strategy. Training programmes need to strengthen aspects of self-awareness in the context of character development, considering its impact on various aspects of teachers' professional and personal lives. Integrating the concept of self-awareness in the teacher education curriculum can significantly improve the quality of education at various levels.

D. Summary

From an in-depth analysis of the relationship between teacher candidate character and self-awareness, it can be concluded that these two aspects are closely related in shaping effective and empowered educators. Self-awareness helps prospective teachers understand their values, strengths, and weaknesses, which, in turn, affects their teaching practices and interactions with students. Research results show that self-aware teacher candidates tend to be more adaptive, responsive to students' needs, and able to create a supportive classroom environment.

In addition, self-awareness also plays a vital role in classroom management, stress management, and teacher interpersonal relationships. Self-awareness training is an effective strategy for improving prospective teachers' professional

skills and shaping positive character traits. In conclusion, the integration of self-awareness concepts in teacher training programmes needs to be strengthened to improve teacher candidates' readiness to face complex educational challenges. By recognising and developing self-awareness, teacher candidates can become more effective agents of change in guiding and educating the next generation with a holistic and empowered approach.

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