

Conference Paper

Teachers' Perception on Classroom Action Research

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Abstract

This research explores teachers' understanding toward classroom action research. The study applied descriptive research method employing information from primary data related to teachers' knowledge and perception on classroom action research in East Java Indonesia. The findings showed that about 84% teachers have tried to conduct classroom action research in their classroom, mainly because it is mandatory for them in order to improve their careers. Other than that, the curriculum changes in Indonesia forced them to conduct this kind of research to adjust to those changes. At a glance, they did not do this type of research voluntarily, but it turned out to be beneficial for their classes. The benefits are to solve classroom problems such as lack of critical thinking skill, low motivation, and lack of activities. It also improves students' achievements in learning economics. Moreover, teachers feel more confident because they know how to use classroom action research to find out if students are learning from their lessons. However, the problems occurred in implementing classroom action research such as identifying the problem, proposing literature review and analyzing the data.

Keywords: classroom action research, teachers' perception, teaching and learning

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1. Introduction

In Indonesia context, to be a professional teacher, we must have four basic competencies including pedagogical, professional, personal, and social competence. Professional refers to a teacher that has a formal recognition based on the teaching certificate given by the ministry of education. Professional competence includes expertise in their fields, namely mastery of the material that must be taught along with the method, a sense of responsibility for their duties and a sense of togetherness with other teacher colleagues. Moreover, as professional teacher, they should deeply understand about learning materials, comprehensively recognize toward basic competencies in syllabus, creatively enhance neither teaching models nor learning materials and continually develop their sustainability professionalism by doing reflection act.

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Implication of improving professionalism addresses to obtain teachers' credit point in achieving better career. Teachers' credit point refers to the unit of value for each activity item and accumulated by teacher in the context of their career. Classroom Action Research is one of component that must be fulfilled in promoting teaching career and it is supported by government law of Ministry of Administrative and Bureaucratic Reform No. 16 of 2009. Classroom action research is a scientific project conducted by teacher or lecturer using particular method in order to capture the phenomena in classroom (O'Connor et al., 2006). It plays critical role in obtaining learning, teaching process and its problems (Hong & Lawrence, 2011). In more specific, teachers undergo classroom action research as prior knowledge can propose model in resolving the problems (Kunlasomboon et al., 2015; Narmaditya et al., 2017).

The research conducted by teachers toward learning practice is definitely helpful in encouraging the learning quality itself. It has collaborative characteristic because it carried out by a teacher and students in a class, by a teacher with the help of one or more colleagues, or by a team consisting of a group of teachers, principals, and academics. Various studies reveal that the implementation of classroom action research encourages positive changes in the form of improving teacher competency, self-reflection, and overall learning improvement that improves the process and results of classroom learning practices (Rossouw, 2009; Hine, 2013).

Numerous studies proposed the matter of classroom action research (Dimiyati, 2009; Khasinah, 2013; Afandi, 2014; Hathorn & Dillon, 2018). Dimiyati (2009) remarked that classroom action research has two purposes. First, classroom action research is an effort to improve teachers' professionalism. This goal can be achieved by doing reflection and systematically provide alternative learning models that could solved the problems. Second, it develops teachers' skills in facing actual problems. Khasinah (2013) mentioned that classroom action research plays role in problem solving that occurred in the classroom. In addition, through classroom action research, teacher or lecturer could apply new methods and propose an innovative learning. In the economics subject, there are many problems that usually occurred in teaching and learning process. Wulandari & Narmaditya (2017a) mentioned that economic issues particularly related to macroeconomics data is difficult to understand therefore teacher should try to use suitable methods to overcome the issues.

Even though research is believed to play a central role in the development of learning practices, most teachers looking at research as an activity outside their regular work. The majority of teachers only focus on teaching activities and assume that even the idea of participating in research into the teacher's professional assignments is unrealistic.

Dealing with this issues, only few research related teachers' perception on classroom research. Pramswari (2017) focused on elementary school teacher toward classroom action research but there is no previous research for economics teachers. Therefore, this research is highly needed to be conducted due to the importance of classroom action research for teachers.

2. Method

This research applied qualitative descriptive research in order to understand comprehensively the teacher perception toward classroom action research. The data conducted by giving a questionnaires and in-depth interviewing, while the instrument of the research adopted from Hollingsworth (2005). In more detail, instruments cover questions such as how many times teacher conducted action research in the classroom, does classroom action research solve the classroom problem, have you tried to implement new method, experience after implementing action research, their willingness in conducting classroom action research, identifying problems in implementing classroom action research etc. This research was conducted in several cities such Mojokerto, Kediri, Malang and Jombang, East Java, Indonesia. The sample was about 143 teachers that categorized as member of economics teacher forum. After collecting data, further step is analyzing, describing, and proposing conclusion. Further, in analyzing step, this article undergoes qualitative technique due to the data containing a bundle of information.

3. Results and Discussion

3.1. Demographic of respondents

Personal characteristic of respondent is identified by gender, age and education. The total of respondent is 143 participants of economics teacher in senior high school. The findings showed that about 84% or 120 teacher have tried to conduct classroom action research in their classroom. The first reason, it is mandatory for them in order to improve their careers. Secondly, most teachers consider the implementation of research to require funds and energy that are many long time periods. Table 1 illustrates total of 120 respondents that conducted classroom action research, which consists of 42 males and 78 females. In general, the teacher which conduct classroom action research was age between 36 to 40 years old, whilst the smallest percentages was about 11.6% in age category under 30 years old. This caused by the number of young teacher is quiet small.

In this research most of teacher graduated bachelor degree and only small amount that having postgraduate degree. Moreover, approximately 40.5% teachers have conducted classroom action research as much as 2-4 times, while about 5% of teachers have implemented classroom action research as much as 6-8 times.

TABLE 1: Demographic characteristic of respondent.

Variable		Total	Percentages
Gender	Male	42	35%
	Female	78	65%
Age	Under 30	14	11.60%
	31–35	35	29.20%
	36–40	50	41.60%
	41 and above	21	17.50%
Education	Diploma degree	0	0%
	Bachelor degree	102	85%
	Postgraduate degree	18	15%
Conduct Classroom Action Research	Under 2 times	43	35.80%
	2–4 times	49	40.80%
	4–6 times	22	18.40%
	6–8 times	6	5%
	8 times and above	0	0%

3.2. Classroom action research to solve the classroom problem

The next questions proposed in this research associates to the role of classroom action research in solving problem in the classroom. Based on the findings, we found approximately 43% of teacher stated that they are agree and 36% stated strongly agree by doing classroom research helps to overcome the classroom issues such as improving critical thinking skill of students, engaging learning motivation, enhancing the learning achievement and obtaining students more active in the classroom. This is reasonable that classroom action research is carried out by a systematic review of the problem. In the process of implementing a plan that has been prepared, then an observation and evaluation is carried out which is used as input to reflect on what happened at the implementation stage.

The results of this reflection process then underpin the encouragement efforts and improvement of the next action plan. The stages above are repeated and continuous until a certain quality of success can be achieved. However, about 21% remarked by doing classroom action research causes new problem in the classroom like students

tend to communicate each other out of the topics. The result of the study showed that more than three quarters of teachers using classroom action research to implement new methods in their classroom. They believe that it is an effective way in exploring neither teachers and students to achieve learning goal. In addition, to teach students according to their learning ways, things that can be achieved optimally are various learning models. In practice, the teacher must remember that there is the most appropriate model for all conditions. Therefore, in choosing the right learning model, they must pay attention to the condition of students, the nature of teaching material, the availability of media facilities, and the condition of the teacher itself. In economics, they often use new learning methods particularly in difficult topics in economics such as in capital market subject they applied simulation method (Wulandari & Narmaditya, 2017b). Further, the result of this research supports previous research conducted by Wati (2013); Mullainathan & Spiess (2017).

3.3. Perceived difficulty in classroom action research

The first step in conducting classroom action research was to identify the problem. This step consists of describing problem situations, planning to overcome the problem, and proposing into research questions. In this step almost all respondents can provide their own classroom issues. Only few of respondents need a guidance to propose their problems. Even though the problem looks similar to each other, they have already completed their first step in conducting classroom action research.

The second step is create an action plan. In this part, teachers can propose several plans in solving problems by themselves or group of teachers. In this step, we found that 78% of teacher can provide the action plan but the other feel difficult in this step. The next problem that emerged in the research was proposing literature review and references. Sources of theoretical studies are increasingly diverse, improving the quality of research because of the support of various theories and/or research results of others. Use the lecture module book as quite a lot. However, in the good manuscript should consists of sources from published manuscript in journal. Journal articles as one of the primary sources in supporting research, because of its very new nature as a result of research, requires considerable access facilities. There are still rare scientific journals that can be accessed by teachers, especially in the regions.

The next issues in classroom action research was analyzing data. In this step we found that as much as 82% respondent having problem in statistical understanding particularly in quantitative data, while analyzing that qualitative data was easier. The

last component in classroom action research is report the results. It was the most critical issues in research

3.4. Implementation of classroom action research and teacher performance

Referring question about teachers' experience in implementing classroom research, it shows that slightly higher than a half teacher stated strongly agree if their teaching improve remarkably. However, about 12% of respondents revealed that there is no difference changes after doing classroom action research. For first reason, it is understandably that teacher received new knowledge in particular method. Moreover, It allows the teacher to develop their knowledge in terms of problem identification, mastery of material, choosing strategies and learning models that are appropriate for a particular topic, choosing teaching methods, making learning instructional, implementing learning, observing students, reflecting learning outcomes.

The teachers feel more confident after conducting classroom action research. From this research, Most teacher tends to agree and strongly agree about that statement. It was about 34% of teacher stated strongly agree and 52% teacher stated agree. However the rest of teacher argued that classroom action research does not has an impact on the confidence of teachers. The other question we also asked that classroom action research is valuable to the teaching and learning process or not. Based on the research, most of teachers stated agree and strongly agree. In more detail, approximately 92% of respondents definitely stated agree and strongly disagree, while the rest remarked disagree about the statement.

The implementation of classroom action research is not only affecting the teacher but it also gives the impact to the students. From the findings, it can be found that students are better in learning than they did before it was implemented. According to the question, about 34% teacher remarked that they strongly agree and 57% stated agree, whilst 9% of teacher disagree about that statement. Moreover, when we asked to them that classroom is valuable for teaching and learning students, they mentioned 96% of teachers stated agree and strongly agree.

4. Conclusion

Classroom Action Research is highly needed in improving teaching and learning both for students and teachers. Meanwhile, the teacher tends to implement classroom action

research due to the mandatory for them in order to improve their careers. Firstly, teacher did not do classroom action research voluntarily, but it turned out to be beneficial for their classes such improving critical thinking skill, motivating students, increasing student activities and enhancing students' achievements in learning economics. After implementing classroom action research, teachers feel more confident because they know how to use classroom action research to find out if students are learning from their lesson. However, the problems occurred in implementing classroom action research such as identifying the problem, proposing literature review and analyzing the data.

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