

Classroom Action Research in Theological Colleges

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Abstract. The current article discusses efforts to develop the competence or quality of lecturers in theological colleges through classroom action research efforts. This paper aims to explain the importance of classroom action research as an effort to improve the process and learning outcomes in theological colleges. The classroom action research approach strengthens the teaching of lecturers in the classroom in addition to other approaches that are normally carried out by lecturers in the classroom. If classroom action research is carried out by teachers in schools, perhaps even by lecturers in public tertiary institutions, theology colleges lecturers need to implement a class action research approach in the classroom learning process.

Keywords: classroom, research, Theological Colleges

1. Introduction

The quality of human resource, in particular lecturers, is an important focus in producing qualified graduates, ready for employment, highly competitive and have strong endurance in the world of work or ministry. Therefore, lecturers at theological colleges should put effort in continuously equipping and developing themselves with various required competencies. There are at least four areas of competence required of lecturers to be able to carry out teaching assignments in theological colleges, namely pedagogical, personality, social and professional competencies (Hasugian, 2016). The demand for these competencies are non-negotiable in an increasingly advanced era, especially in the era of the industrial revolution 4.0. In other words, if lecturers are not able to show maximum performance in his teaching assignments, it will have an impact on the quality of college graduates.

The performance of lecturers in teaching theological college students is reflected in the models or learning patterns implemented in class. In the classroom, we can find teaching patterns that tend to be rigid or monotonous, for example lectures that maintain one-way channel (one way communication) (Hasugian, 2016). The rigidity of teaching can negatively impact student learning outcomes or achievements. There are several responses from students in the learning process if such teaching patterns are used in class, including students not being able to master the material delivered thoroughly, lack of respect for lecturers, deteriorating of student interest or motivation to study, and poor student participation in the learning process. Realizing the need to improve the quality of students is crucial in improving such teaching patterns. Efforts of improvement or updating of teaching patterns will gradually positively transform the classroom, where classes become increasingly active, creative, fun and having overall quality.

Awareness as mentioned above is the attitude or action to solve problems in the learning process in class. The solution to the problems of learning in class can be done with a variety of approaches or efforts, one of which is by conducting classroom action research (henceforth called CAR). The following section will explain more clearly the nature of CAR and how policies created by theological colleges with the aim of cultivating CAR as an approach to solving learning problems in class.

2. Classroom Action Research

Essentially, conducting research is an integrated part of tertiary education responsibilities apart from education and community service. Research is a process of inquiry into a phenomenon that is carried out in a planned, systematic and scientifically responsible manner. Research is intended in order to find solutions or problem solving for phenomena that occur in the community, with the hope that the results of the research have a meaningful contribution to the community. CAR is also intended so that educators find answers to problems encountered in the learning process. In general, what distinguishes CAR from general research (in this case quantitative formal research) is as follows: CAR aims to solve problems of local concern while quantitative formal research aims to develop and test theories and produce general knowledge for a large population. CAR is conducted by educators while quantitative formal research is carried out by researchers who are usually not involved in the local situation. CAR uses purposive sampling and researchers' selective opinions can be considered as data while in formal quantitative random sampling research is preferred and selective opinion researchers are never considered data (Sani, et al, 2018).

Aqib, et al, 2016 defines CAR as a reflective study conducted by educators targeted towards the improvement of performance and consequently increasing student learning outcomes. Meanwhile, Sani, et al, 2018 explained that CAR is a study conducted by one or several people or groups with the aim of solving practical problems or to obtain information that is useful for the improvement or improvement of professional practice. Thus, we can state that CAR is a study through which educators, in this case lecturers at the Theological College get input or feed back to improve or enhance their teaching in class. Because the teaching of lecturers has a direct impact on their students, improvement or improvement in the quality of learning is also a major concern so that we expect graduates who have quality achievements. The improvement or improvement is carried out by the lecturer along with other research members (stakeholders) through a thorough research process.

Lecturers as researchers should properly understand the stages or procedures in conducting CAR. Kunandar, 2008 suggests several steps that must be considered by researchers, including identifying and analyzing problems, formulating problems, formulating action hypotheses, making action plans and monitoring, implementing actions and observing them, processing and interpreting data, analyzing data, conducting data validation and research credibility. class actions and report research results.

3. Cultivating Classroom Action Research in Theological Colleges

The achievement of learning objectives in theological colleges must be focused. Moreover, theological tertiary institutions now have to struggle to follow the development of higher education policies, especially in terms of quality assurance of higher education. Therefore, in order for this class action research to become a culture that characterizes the life or management of theological colleges, it is necessary to take concrete actions as follows:

1. Giving room in theology college curriculum at each level with a higher percentage of the practice weight. CAR is very likely to be included in the theology colleges curriculum and thus students can be equipped with such research skills, which in turn can be applied when graduates become educators in school or in Sunday school.
2. Making CAR a primary alternative to student scientific work that they must submit as a requirement for graduation from theological colleges. This can be seen in the Director General of Higher Education Circular regarding the Publication of Scientific Work Number.152 / E / T / 2012 and the Circular Letter of the Director General of Belmawa regarding the Publication of Scientific Work Number B / 323 / B.B1 / SE / 2019.
3. Facilitating students in conducting CAR exercises in the form of workshops involving experts or consulting institutions in the field of educational research.
4. If the method of the research project conducted by the Theological College lecturer uses CAR, the lecturer can involve students in the research. The opportunity to conduct joint research allows students to be trained and master the mechanisms in CAR.

4. Conclusion

Overcoming pedagogical problems in class using a traditional way will only produce mediocre teaching. The demands of an increasingly dynamic era require lecturers to develop their teaching more quality by utilizing potential sources and taking approaches that are dynamic and scientifically accountable. CAR is an approach based on self-evaluation conducted by lecturers through various stages or procedures that are systematic and involve other educators. If then CAR contributes positively to the teaching and learning process in theological colleges , the teaching problem solving approach should be given an important place and then continuously applied in learning in theological colleges , especially by lecturers who teach in the classroom. What cannot be ignored is the acculturation of CAR for the learning community at the Theological College which should continue to be strengthened so that the quality of human resources in the colleges can be more optimal.

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