

STUDENT TEACHERS' PERSPECTIVE ON THE CONDUCT OF CLASSROOM-BASED ACTION RESEARCH

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ABSTRACT: *This study investigates the perspectives of student-teachers regarding the implementation of Classroom-Based Action Research. The study used descriptive-quantitative and qualitative research design. The results regarding the respondents' perspectives indicate that conducting classroom-based action research reflects a high level of understanding and appreciation for the methodology as part of their professional development and teaching training. In analyzing the difficulties experienced by the respondents, the results showed a moderate level of difficulty, with specific parts of the process presenting greater challenges. Overall, this highlights the importance of conducting classroom-based action research to facilitate and enhance their teaching and learning.*

Keywords: Perspective, action research, classroom-based action research

1. INTRODUCTION

CHED Memorandum Order No. 30, also known as CMO 30, implemented standardized policies for student teachers. It aims to ensure that student teachers can keep pace with the demands of global competition. This memorandum embraces the integration of fundamental, theoretical, and methodological knowledge derived from various teaching and learning experiences within the curriculum. The Field Study (FS) is one of the components of the curriculum which aims to provide practical teaching and learning experiences for student teachers inside the classroom [3]. These experiences are considered the final stage for the students in pursuing the education program. According to Otara [4], teacher training is considered a comprehensive classroom experience that helps student teachers acquire and refine their skills and competencies. About the experiences of student teachers in the teaching and learning process within the classroom, insights have emerged regarding the problems faced by teachers concerning teaching strategies and other factors related to enhancing teaching and learning. However, Ugalingan [5], mentioned a positive perspective on lesson management and planning, offering a deeper understanding of actual classroom experiences. Based on the problems encountered by teachers, there's a need to take steps to address these issues, and one such step is the implementation of Action Research. Action Research is a method for discovering solutions to problems, particularly those within the classroom [6; 7]. The goal of Action Research is to enhance teacher's ability to teach in their chosen field and to improve and develop their professional competencies [8]. As a form of study, Action Research has the potential impact on the student's teachers, it enhances and develops teachers' teaching skills [9], and it focuses on conducting critical self-reflection on one's practices [9]. Additionally, Perines [10], agrees that conducting Action Research provides significant implications for teacher training programs and practical training.

According to Sebullen *et al.* [11], one of the main challenges in conducting Action Research is the lack of sufficient knowledge and skills, which hinders teachers' ability to plan and implement effective research. Additionally, limited support from the administration poses a significant issue; many teachers lack access to the necessary resources or time to conduct their research, leading to feelings of doubt and stress. Furthermore, selecting an appropriate topic for action research is also a challenge. Many teachers struggle to identify issues or

problems that should be addressed, resulting in ineffective research that can cause uncertainty and disinterest in the research process.

From the identified challenges faced by student teachers regarding their teaching experiences and learning in the classroom, the lack of knowledge about the practical implications of research, the proper framework for conducting Action Research, and the lack of time to carry out Action Research resulted in the development of a study on the Perspectives of Student Teachers on the Conduct of Classroom-Based Action Research (CBAR). This research was conducted to assess the perspectives of student teachers on implementing CBAR.

The objectives of the study include: determining the perceptions of Student teachers on the conduct of CBAR, the challenges encountered and the solutions that they applied.

2. MATERIALS AND METHODS

The study used descriptive-quantitative and qualitative research design. The researcher identified a total of 97 student teachers who participated in this study. The researcher employed a Total Population Sampling method in selecting all respondents. In analyzing the data, the Mean and Standard Deviation were used to determine the level of perspectives of Student Teachers, while thematic analysis was applied to the data from the open-ended questions to identify the challenges and experiences of the respondents in conducting Classroom-Based Action Research (CBAR). The researcher considers the welfare of the respondents as part of the data collection process. An assent form was provided to the respondents before distributing the questionnaires.

3. RESULTS AND DISCUSSIONS

The data presents the analysis and interpretation of data gathered from the participant's scores. The order of presentation follows the arrangement of the problems

Table 1: Perception of Student Teachers

Indicators	SD	Mean	Description level
CBAR is an important method for improving teaching and learning.	1.16	4.13	Agree
CBAR is an important method for enhancing the knowledge of student teachers.	1.13	4.18	Agree
Learning through CBAR is important in the teaching and learning process for me as a student teacher.	1.09	4.16	Agree
Learning through CBAR is essential in the teaching and learning process in the classroom.	1.06	4.15	Agree
CBAR has a positive impact on student learning	1.15	4.11	Agree
Through the implementation of CBAR, I am helping myself as a future teacher.	1.15	3.85	Agree
Total	1.12	4.10	Agree

identified in the study.

The results showed an overall mean of 4.10, indicating agreement among the respondents regarding the implementation of CBAR. This suggests a high level of understanding and appreciation for CBAR among the respondents. The findings align with the belief of [8] that conducting CBAR aims to enhance a teacher's ability to teach in their chosen field and also seeks to improve and develop their professional competencies. Furthermore, the implementation of CBAR is a method of study that has the potential to enhance and develop teacher's teaching skills [9]. Consequently, the observation of classroom activities significantly contributes to the appreciation and development of CBAR. Perines [10] agrees that conducting CBAR provides meaningful implications for teacher training programs and practical training. This is related to the results of the current study, which showed that the Student Teachers strongly agreed with all indicators, of great importance to them as student teacher. By providing open-ended questions, key challenges faced by the Student Teachers in conducting CBAR emerged. From the overall responses, the following results regarding the challenges experienced by the respondents were revealed.

Table 2. Challenges of the Student Teachers

Themes	Sub-Themes
Additional workload and lack of time	<ul style="list-style-type: none"> Additional workload as a student and lack of time for the implementation. Difficult tasks and loss of focus on the subject.
Insufficient knowledge regarding CBAR	<ul style="list-style-type: none"> Encountering problems in the overall process of the conduct of CBAR. Lack of knowledge regarding the implementation of CBAR. Insufficient internet connection. Lack of instructions on how to conduct CBAR.

From the results presented in Table 2, the challenges faced by the Student Teachers in conducting CBAR, as well as the possible solutions they implemented for specific challenges, can be inferred. This is supported by the perspectives of the respondents. Here are the challenges they experienced. The data collected revealed the challenges experienced by the respondents. According to Nagibova [12] there is a lack of theoretical knowledge among student teachers in conducting CBAR. Teachers often struggle to understand the concept of Action Research, which leads to a lack of motivation to engage in research activities. Additionally, Ulla [14] noted that the additional workload posed a challenge for teachers, as conducting research increases their responsibilities. Ulla et al. [15] supported the notion that teachers have a positive outlook on conducting research and interest in research; however, they face challenges such as lack of time, insufficient knowledge about research, and the additional workload that complicates the research process.

Table 3: Solution Applied to the challenges encountered

Experiences	Solutions
Additional workload and lack of time	<ul style="list-style-type: none"> Sought motivation Proper balance in managing tasks Strong and independent as students <ul style="list-style-type: none"> Positive mindset and discipline in time management Patience and understanding in work
Insufficient knowledge regarding CBAR	<ul style="list-style-type: none"> Effort and seeking related studies Asking for help from teachers Division of tasks among group members Consulting with the CBAR advisor

The results revealed the challenges faced by the participants regarding additional workload, lack of time, and insufficient

knowledge in conducting research. Here are the possible solutions. From the mentioned possible solutions to the challenges experienced by the participants, the researcher reflected on the steps that need to be addressed regarding the challenges and solutions presented by the participants.

CONCLUSION AND RECOMMENDATION

The study presented quantitative results that address the objectives of the current research. The results indicate that respondents agree with the indicators regarding their perspectives on conducting CBAR. This suggests that CBAR significantly contributes to expanding their knowledge about strategies that can be applied to the development of teaching skills and student learning. The findings also help identify the challenges faced by the participants, which can inform potential solutions. Additionally, it allows staff within the institution, especially curriculum developers and planners, to determine whether CBAR contributes to students and teachers. As a recommendation, conducting CBAR is a means of expanding knowledge in research and enhancing a teacher's ability to teach and recognize classroom experiences. CBAR is highly beneficial for both the theoretical and methodological aspects of teaching for educators and students alike. Therefore, it is crucial to revisit and review the guidelines related to internships to prevent them from becoming challenges for students enrolled in education programs. It is also essential to examine the syllabus of specific subjects to determine if conducting Classroom-Based Action Research is included as a requirement.

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