

Teachers' Outlooks on Social Citizenship Behaviour Learning Model:

A grounded theory

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Abstract—This grounded study on teacher experiences while implementing the new designed learning strategies, A Social Citizenship Behavior Learning Models, revealed a 6-stage of contemplative processes. The eight diverse teachers in this study described their experiences from a precipitous intervention to well-planned and well-organized teaching and learning processes. A conceptual model illustrating the grounded theory of contemplative process is presented.

Keywords—teachers outlooks; social citizenship behaviour; learning model

I. INTRODUCTION

The implementation of learning innovation is a professional demand for teachers. Trying out a new learning strategy certainly requires teachers to have adequate competence, skills, and knowledge to construct a meaningful implementation. A meaningful and growing learning process can be done by balancing between teachers' action and reflection, in the realm of individuals or communities [1]. The teachers are in an equilibrium; a position which can support their professional efforts in improving their quality.

Considering the actual conditions and learning needs at schools, academics at the university certainly need to develop new strategies in order to achieve the implementation of quality improvement and positive impacts for students, including requiring the teachers to come up with innovations. Academics as conceptual and practical developers of learning models certainly consider many things in processing the development. With the aim of helping teachers in their professional roles, helping students to optimize their potential, and helping stakeholders improve the quality of education, the consideration of quality improvement surely requires actual data. The data should ideally be obtained through appropriate methodologies and strategies. At present, the studies are still limited, especially regarding how teachers apply perceptions, implementations, and reflections in trying new learning models. So far, teachers are still focused more on improving teaching than learning [2], even though the innovations must be in line with the reflective learning [3]. In many cases, this condition requires professional intervention [4-6]. Studies discussing the teachers' feelings, perceptions, objectives, and understanding throughout their experiences, especially in the

context of implementing new models, are still limited. Therefore, this study aims to fill the gap and to construct an ideal situation in an actual and contextual manner, by reflecting what is interpreted by the research team on teachers' experiences.

In its implementation, the full handover of power certainly needs to consider the freedom that teachers need to have in a project. The opportunities for instructional learning for beginner teachers in an in-service framework are placed in the formal structure of school organizations [7,8]. If done successfully, teachers' experience and meaning can be shared fully, and it will not result in de-professionalization, unlike what usually happens in a Scripted Instruction [5].

The objective of this exploration is also to become a reference for developers in conducting optimal and efficient implementation of the learning model development, because each teacher's experience must transform into a suggestion to perfect the invention. In a limited way, this study portrays the experiences of teachers with regard to the development of Citizenship Social Behavior (PrSKn) model developed aiming to optimize the role of games as a vehicle as well as a basis for learning in schools [9,10]. Therefore, this study's urgency to support the university's mission focuses on reliable research-based teaching development.

II. LITERATURE REVIEW

A. Perception, Reflection and Implementation: A Review of Teachers' Experience in Learning

Having a paradigm that learning must be student-centered is not enough. The current urgency lies in how to develop higher-order thinking skills from the perspective of the students [11]. Learning can be interpreted as an improvisation process, according to the experience of the music teacher's students in the study by Westerlund et al. [12]. Both studies suggest that in the development of education, the perspective of the user needs to be the stepping stone as well as the spearhead at the same time, so that the flexibility of implementation and significant positive impact can be realized.

According to previous studies, the development of the Learning Model of Citizenship Social Behavior (PrSKn)

originates from the current practices in the field and the latest developments in education [9,10], particularly the relation between reflection and action [1], both individual and collaborative [13], in instructional design.

Based on previous experiences, and seen from the sociocultural lens, Scripted Instruction design that governs teachers to teach and speak according to standardized scripts, actually make them de-professionalizing rather than functioning as catalysts to develop their professional competencies [5]. In fact, the success of improving teachers' professional competence can be achieved through the development of learning supported by the principal aspects of instructional leadership and teacher learning [3]. Supporting these arguments, in the context of prospective teachers, McMahon and MacPhail [4] state that socialization by professionals affect the knowledge and abilities of teacher candidates in teaching. The teacher candidates can use two types of team teaching models, including Parallel Teaching and Sequential Teaching, both of which have advantages and disadvantages. However, what is important is the preparation to carry out their new role as a teacher [14]. Both types of models reflect and facilitate two learning styles, including individual learning, and individual learning & collaborative activities [13].

In this context, scholars surely need to adopt practice methods that explain the causes (explanatory causality) and reciprocal influences of the three subsystems: teachers, schools and learning activities [15]. The constellation must consider opportunities for instructional learning for beginner teachers, for example in an in-service framework, which is found in the formal structure of school organizations [7]. Nevertheless, we need to understand that in-service teachers do have a tendency to absorb more by learning through their experiences in class, and most of them, are not ready for learning outside their epistemology [8]. These considerations should not be underestimated to create effective developments for teachers.

According to the Kolb's Experiential Learning Approach, the teachers' experiences in innovating, learning and teaching can be translated into a relationship-centered process for its anti-intervention nature, also known as laissez-faire. Thus, complexity and wealth of teaching and learning experience can then be formed [16]. The research was supported by the measurement from Educator Role Profile instruments, showing that teachers will tend to teach students how to learn. Therefore, it is important to maintain the process learning-centered [17]. The learning-centered concept is the essence in building the professional character of prospective and professional teachers [18]. On the other hand, teachers need a supportive professional environment to improve their performance [6], so they do not always have to engage in a self-regulated learning, and can focus more on their teaching practices [2]. Such meaningful experiences are needed for the development of learning design in general, and we also need to see and record how their perspectives are described as a whole and empirical scheme, in particular.

III. MATERIAL AND METHODOLOGY

A. Data

The qualitative data in this study were obtained through observation, in-depth interviews and study of the course outline documents made by the teacher. The data is then analyzed using a grounded theory mechanism developed by Strauss and Corbin [19], Glaser and Strauss [20] and Creswell [21]. Data analysis includes open coding, axial coding, and selective coding, to obtain a representative theory to accurately describe the conditions.

B. Method

This study uses grounded theory as the research method. This research method with a qualitative approach is used to construct and classify teacher's perceptions of the process of activities that they experience when recognizing, implementing and evaluating the learning model. In this case, it is the Model of Citizenship Social Behavior. There are at least eight teachers involved in this data collection as the informants as well as verifier of information obtained by researchers. The participants involved are those who have tried out the aforementioned learning model. Experience, recorded documents and course outline are analyzed to understand the extent to which the learning model can be understood and help teachers improve the quality of learning process.

IV. RESULTS AND DISCUSSION

A. Result

The tracks of teachers who had implemented the Civic Social Behavioral Learning Model were reflected in their experiences told in the interviews and Focus Group Discussions, and the analysis of documents used to plan the learning and assessment. From the data processing, the researcher team identified a pattern which was then abstracted through the following data analysis.

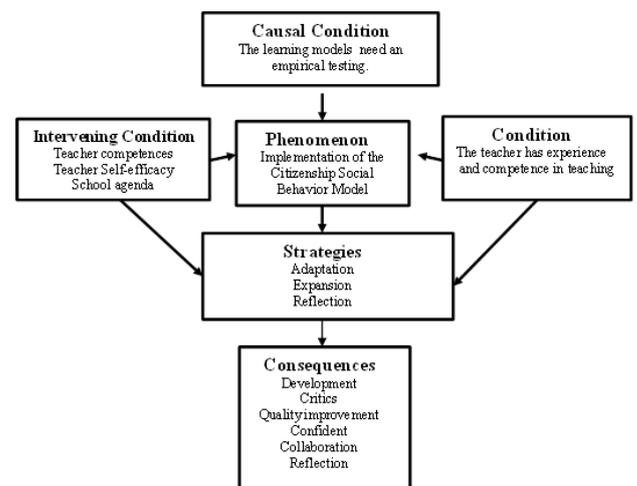


Fig. 1. Analysis of implementation processes.

The chart indicates that there is a causal condition of this implementation process, suggesting the need for a field trial of

learning models that result from under development innovations. Hence, the role of the teachers in the field as the user of the invention is obligatory. Then the researcher team asked for subjective and contextual feedback from the teachers. The teachers involved certainly had experience, qualifications and competence. This helped convince the researcher team that the teachers' jobs were in accordance with their respective expertise and field. Despite the intervention, the teachers still uphold their competence, self-efficacy, and the school agendas, as they are factors which can either improve or inhibit the implementation process.

The school agenda, referred to as the inhibitor of the implementation of the model, was then observed by the representatives of the research team. It was concluded that there was the need for a regular schedule, to keep the implementation from obstacles. So far, the obstacles are solved by implementing an integrated strategy or by providing a more appropriate scheduling.

The main phenomenon observed in this study is how teachers' assessments and perceptions relate to the Citizenship Social Behavior learning model. There are also assessments including feasibility, ease of implementation, and the effectiveness of the model in the development of behavior within the social framework of citizenship. The following is one of the participants' story:

"From the beginning, I was interested in this model. From the initial presentation by the research team, I felt that for our persisting problems, with regard to teaching adulthood, independence, and character development to children, this could be implemented at once."

Based on that statement, the learning process is identified as illustrated in the following:

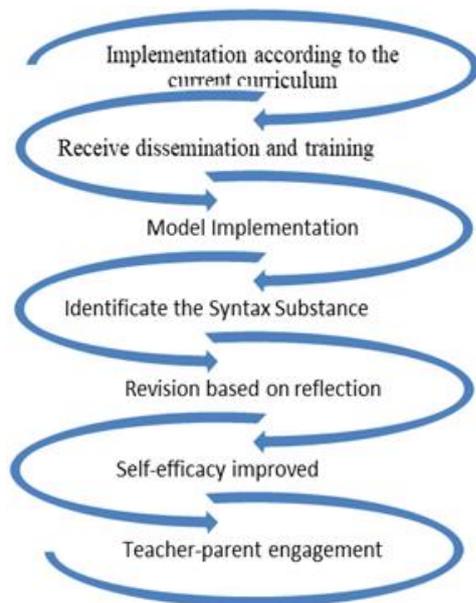


Fig. 2. Stage of contemplative processes.

In the initial process, the teacher conveys his/her experience and his/her optimism in using the model introduced

to him. Although at the beginning the teacher acknowledges that he/she has previously taught in a go-with-the-flow and mainly curriculum-based method. However, along the implementation, the teacher who has been trained realizes that the syntax they have been conducting was in a random order, and that it has to be in order now. After that, the teacher becomes gradually more aware that there is the need for ideas to revise or improve the model. The teacher then increases his/her self-efficacy from there. The process of contemplation eventually results in an argument that this learning process will not be successful if done by the teacher alone, because it requires good relations and cooperation between the teacher and parents at home. A deep reflective process then takes place, and the process will repeat itself. Innovations can then actually happen, with the help from professionals or researchers.

B. Discussion

Teachers' process of contemplation as the party who apply and innovate is associated with previous studies. As stated by Opfer and Pedder [15], with regard to the need to adopt methods that can explain the causes and reciprocal effects of the three systems at once, and in the context of this study, teachers integrate them as a consideration in the implementation of the model. In addition, the research process and implementation of the PrSKn model have surely included aspects of the principal instructional leadership and teacher learning [3] in their field implementation. This aims to make teachers realize his professionalism improving as the implementation being sustainable. This side of self-efficacy appears after the reflection stage. Practically, this Learning Model provides a phase of reflection for students where teachers can get feedback from them. We are confident to say that this model also develops higher-order thinking skills from the students' perspective, as Lee and Lai stated that a learning process being student-centered is not enough [11].

This model is originated from the practices encountered in the field, which are implemented or still a discourse [9,10]. By adapting reciprocal reflections [1] and facilitating individuals and being collaborative [13], teachers and students ultimately need complementary subjects for learning by asking the parents to be involved in the learning process.

Such involvement is certainly a challenge in social and managerial practices. Schools need to consider how to make the concept not burdening the parents, students, and teachers. The concept must be concocted as a relationship-centered [16], learning centered [17] paradigm [14], with two types of team teaching models, including Parallel Teaching and Sequential Teaching. With these two strategies, the process of developing the learning model through implementation in the field can be done optimally, because involvement, feedback and reflection will impact the overall process simultaneously. The experience of teachers in the implementation of this model will be used as study materials and development, to realize a learning approach to the model, which can improve teacher competency, quality of learning and learning achievement of students in a continuous education activity.

V. CONCLUSION

Based on this article, it can be concluded that teachers can become excellent learners once they get the right stimulus from the right professionals, environment, and learning model. Their professional awareness will increase as well. Through the seven steps of contemplation constructed from the teachers' experiences above, it can more or less be concluded that the development of professional competence can be done through familiar stimuli and in a field that frees teachers to reflect properly. Thus, the recommendation for researchers for the development of instructional design in education concerns the need to consider the empirical and epistemological areas of teachers, including their needs and habits

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