

PROMOTING RESEARCH-BASED SCHOOL REFORM: WHAT INDONESIAN TEACHERS EXPECT

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Keyword

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Abstract

Research culturization and structurization are essential for society in the current era of information acceleration. This significance is no exception and is highly specialized in educational institutions such as formal schools. Teachers as academic actors who are directly in contact with students know the ins and outs of the challenges faced at school. This study aims to analyze teachers' expectations of research-and-innovation-based school/madrasa (Sembari) as expectations shape perception and influence the implementation. A hundred teachers from Indonesia's primary, secondary, and senior education levels became the research object by completing the MIMPI Sembari questionnaire. The teachers support the implementation of culturization and structurization of research and innovation. Their expectations are holistic by including expectations for each structure, namely teachers, students, and the school, and the implementation of Sembari at school. The findings of this study shift the paradigm of research practice at schools, which are only concerned with a culture of research competition between students. These findings support the essential culturization and structurization of research at Indonesian schools and madrasas. Teachers' expectations represent the practical needs of teachers and teachers' observation of education practice at schools. Further research about school structure and culture can be developed by exploring schools' needs from various perspectives.

INTRODUCTION

The research-based approach covers every aspect of life. Research is the fundamental basis that must be mastered to decide something correctly and accordingly. As creatures continue to grow and develop, humans become the objects of applied research (OECD, 2022). To accommodate the nature of human development, the process of growth through learning is unavoidable. The challenges and dynamics of life make research on humans a powerful tool in answering every problem and turning it into an opportunity for betterment.

Apart from research, the pressure for change has also occurred since the pandemic. The pandemic has become a valuable momentum for the world in discovering new knowledge and changing old habits. Adaptation to change is realized as necessary in every realm of life so that humans can survive. Changes in education, for example, are predicted to continue from the pandemic era onwards (Darling-Hammond et al., 2020). Changes in education include the challenge of innovations in learning practices. Schools must apply a new approach besides the usual face-to-face mode. Previous research addressing this issue is easy to find (Magomedov et al., 2020; Yadav, 2020; Selvaraj et al., 2021). However, even without a pandemic, schools must be optimized through a research-based approach because schools are in the human medium.

Schools as formal educational institutions always face many challenges. All sides, both the structure and the culture, are social research laboratories, especially in education. Previous research has associated many aspects of the school as essential factors to pay attention to. In short, these aspects are methods or practices (such as online vs. offline) and concepts of meaning

and context related to culture and language in schools (Pramodini, 2022). These aspects are widespread not only in the academic or learning fields but also in non-academic fields and other elements inside and outside school.

The importance of research, schools, and human development is a solid basis for school reform. The *reform* means the excellent practice of culturization and structurization of research and innovation, namely academic and non-academic activities entirely based on research-generated knowledge. A holistic approach to education encourages research on every aspect of schooling, learning practices, environment, and background, essentially focused on students (Miller, 2016). All aspects involved in schools can go hand in hand in line with the support of relevant research results. Previous research on schools has also confirmed that schools are organizations (Ozgenel, 2020), schools are social systems (Parsons, 2017), and schools are learning environments (Rogoff, 1998) for all of the ecosystems within them.

Ecosystems in schools consist of many elements. Teachers are the education actors closest to students and have research skills through teacher training or education before officially working as teachers (Niemi, 2015). For this reason, teachers can be the primary source of information in exploring answers to various challenges faced by schools and requiring solutions based on research results. The teacher is the leading actor who controls class instruction directly. Class instruction is the most crucial factor in schools, even defeating the leadership factor that depends on the principal (Grissom et al., 2021).

In addition to the structure, school culture is also an important aspect. Relationships between structures, behaviors, and school routines or habits are essential to the school's identity, forming its ecosystem (Darling-Hammond, 2020). Research-based culture and structure in schools is the main foundation of the research-based school approach. In this case, the researcher carries the name of a research-and-innovation-based school/madrasa (*Sembari*) to accommodate two different brandings for schools in Indonesia. *School* for schools under the auspices of the Indonesian Ministry of Education. *Madrasa* for schools under the aegis of the Indonesian Ministry of Religion.

Previous research at school has already been conducted focusing on the terms of the school (Wilson, 2017). School-based research concerns the research that will be done in the school. Meanwhile, other research studies focus more on workplace culture and how it impacts the researchers (Moran et al., 2020). As the impact on students as researchers at school, it could be implied that the research culture could increase competition. The author proposed the term research-based schools with the name research-and-innovation-based school/madrasa (*Sembari*) concerning students, teachers, and overall school structure. Previous research on research-based schools in Indonesia is still limited. Previous research emphasized structural aspects from human resource management (Baiquni, 2012) to environmental awareness (Leksono et al., 2021). A research-based, holistic school approach in all aspects of school structure and culture has not yet been found. Therefore, this study aims to analyze teachers' expectations of the culturization and structurization of research and innovation at schools and madrasas, later abbreviated as *Sembari*.

RESEARCH METHODS

This research used a descriptive qualitative approach. A qualitative approach analyzes teachers' expectations of research-and-innovation-based school/madrasa (*Sembari*). Research data were collected through the *MIMPI Sembari* questionnaire, which contained a question, "Please write down your dreams/expectations/aspirations to realize a research-and-innovation-based school." Before answering the questions, the research subjects were provided with an explanation regarding the research, the importance of education research, an overview, and the implementation plan of *Sembari* at school

The subjects of this research were 100 teachers consisting of 36 teachers at the senior high school level, 34 at the junior high school level, and 30 at elementary schools. The sample distribution consists of 36 teachers in schools near the city center and 64 teachers far from the

city. The research sample was determined using a purposive technique per the teacher's initiative to respond to and complete the *MIMPI Sembari*. The teachers as the sample in this study represent Indonesian teachers in terms of educational level and geographical level.

Data in the form of questionnaire responses filled out by the teacher were analyzed per item. The teacher's response is mapped based on the structure and culture categories that exist in the school. The mapping was initially categorized by school structure. The two main actors are teachers and students. Other roles are considered to be classified into one subcategory named *school*. The *school* refers to everything that exists in the school except teachers' and students' functions, activities, or engagement. It could be directed to the principal, administration staff, and other people who shape the system of structure in the school environment. Another category is *Sembari*, which refers to teachers' expectations towards the culturization and structurization of research and innovation at school or madrasa.

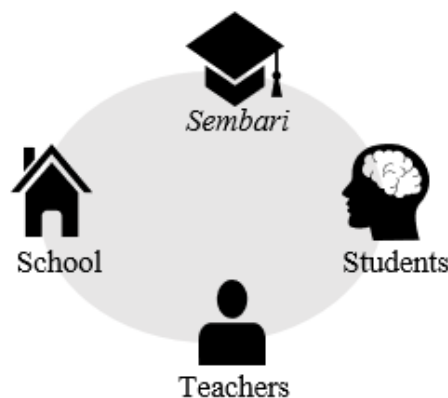


Figure 1. Research Culturization and Structurization

RESULTS AND DISCUSSION

The table below contains research results on teachers' expectations towards teachers, students, and the school. Each expectation category represents teachers' answers found through the *MIMPI Sembari* questionnaire. In writing the expectations, the author did not ask for any definite response. The teachers drew their expectations without rules or limited pictures of items that should be considered. By doing this, the holistic approach of culturization and structurization of research and innovation at schools and madrasa can be concluded.

Table 1. Teachers' Expectations of Research Culturization and Structurization

No.	School	Teachers	Students
1	<i>the existence of a research-based learning center.</i>	<i>participate in research and innovation-based learning training.</i>	<i>creative, curious, learner-spirited.</i>
2	<i>the presence of an open-source journal that can be accessed.</i>	<i>be professional problem-solvers.</i>	<i>good at keeping up.</i>
3	<i>the existence of learning facilitation outside the classroom or school.</i>	<i>have a high level of concern.</i>	<i>balanced-ethical characters.</i>
4	<i>the creation of a high research and discipline culture.</i>	<i>have a high work ethic and commitment.</i>	<i>think critically, innovatively, and scientifically</i>
5	<i>beautiful and environmentally friendly.</i>	<i>develop practical and inspiring learning.</i>	<i>physically and spiritually healthy.</i>

6	<i>safe, comfortable, and fun as a second home.</i>	<i>be able to help students develop according to their interests and potential.</i>	<i>expertise in leadership and work.</i>
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DISCUSSION

Expectations for Teachers

The expectations written by the teacher for the teacher are in line with the research objective to find teacher expectations for the culturization and research structure that exist in schools. Teacher expectations related to training, professionalism, concern, work ethic and commitment, and learning accommodate Pramodini's (2022) suggestion about the importance of education research. However, expectations about training are not in line with Niemi (2015), which states that teachers already have experience in research. Research and innovation-based learning training referred to in the first point can implement the absence of previous research experience or the need for training updates related to research and innovation-based learning. This question can be answered by directly asking the respondent for confirmation.

Meanwhile, teachers' expectations regarding professionalism, caring, work ethic, and commitment have significantly contributed to the success of learning in schools. The teacher's expectations of these aspects align with previous research on the teaching profession. A previous study revealed that teacher professionalism is influenced by the managerial competence of school principals and the social competence of teachers (Habibi et al., 2019). Teacher professionalism is also crucial in improving student learning outcomes. In its development, teacher professionalism includes multidimensional aspects not only limited to competence in teaching but also teacher attention, including assessment, research, context, and support (Sancar, 2021). In another sense, teacher professionalism also includes care, work ethic, and commitment indicators. Professional teachers have good care and work ethics and high commitment according to the teachers' expectations in this study.

In relation to learning, research on appropriate and appropriate approaches is still developing on an ongoing basis. The teacher's expectation to create a fun learning atmosphere and to be able to help students develop according to their interests and potential is closely related to practical and inspiring learning, as expected by the teacher in this study. In general, the learning approaches developed in educational research are contextual and adapt to the conditions and background of each subject. In Indonesia, learning like this is known as differentiated learning (Pusmendik, 2021). Research on differentiated learning has been studied about students' cognitive development (Sapturi et al., 2023) and its practices related to identifying student learning styles (Hadi, 2023). Teachers' expectations for practical and inspiring learning in the classroom can be carried out based on research relating to differentiated learning in schools in Indonesia.

Expectations for Students

The teacher's expectations of students are contextual. The teacher's expectations in this study also capture the condition of students in the schools that are the subject of research. Teacher expectations regarding character, knowledge, skills, and habits represent education's more commonly used brandings: cognitive and non-cognitive. In Indonesia, many previous studies on these aspects have been carried out. Kahfi (2022) links student character with the implications of the project for strengthening the profile of Pancasila students in schools in Indonesia. In the aspect of knowledge, research on student knowledge has been linked to learning with a STEM approach (Sumarni et al., 2019), teaching media (Indriyani, 2019), and its relationship to roles other than teachers in schools such as parents (Mahmudi et al., 2020). According to the findings in this study, the embodiment of teacher expectations for students can be done by continuing to develop research in schools related to students.

Meanwhile, concerning diligence in literacy, previous research on literacy has been carried out in Indonesia. These include a systematic review of more specific types of literacy skills (Limilia and Aristi, 2019), an analysis of factors that influence ability (Fuadi, 2020), and strategies for improving it (Abidin et al., 2021). Students' literacy habits and skills generally continue to

develop according to changes in the current digital era. Several studies have focused on differentiated literacy with practical and inspiring learning approaches (Puzio et al., 2020). Teachers' expectations regarding literacy can be realized by carrying out research that aligns with the flow of research development in literacy and education.

Expectations for School

The teachers' expectations for schools found in this study are closely related to the facilitation that schools can provide in simultaneously supporting the culturization and structurization of research as an active objective. The teacher's expectations represent adaptive learning practices in the current era of information openness. Previous research on effectiveness and improvisation emphasized several characteristics, including the perception of schools as providers of various resources or facilitation (Bamburg & Andrews, 2022). Further research related to the role of schools in this regard can continue to be developed to support the educational process in schools.

Teachers' expectations for schools are also related to curriculum and digitization. The teacher expects a curriculum that is adapted to the interests and potential of students (does not have many subjects) and (5) is adaptive to changing times (digitalization). This expectation is related to the learning aspect, which in the discussion of this research has been explained together with the teacher's expectations of the teacher. In addition to differentiated learning, the curriculum applied in Indonesia has been directed at adjusting the interests and potential of students. However, research on the structure of subjects in schools in Indonesia is yet to be found. The research trends related to curriculum relate to relevance (Indarta et al., 2022), adaptation (Baharuddin, 2021), and curriculum implementation (Angga et al., 2022) in schools.

In addition, the teacher's expectations for the school are also related to (6) the creation of a high research and discipline culture. This idea aligns with the aim of Sembari to inculcate the culturization and structurization of research and innovation in schools. Concerning the environmental conditions at school, teachers expect to create a school that is (7) religious, (8) beautiful and environmentally friendly, and (9) safe, comfortable, and fun as a second home. This expectation supports the flow of climate in schools. This expectation also endorses the emphasis on the role of schools: school as an organization (Ozgenel, 2020), school as a social system (Parsons, 2017), and school as a learning environment (Rogoff, 1998) for all the ecosystems within it. The teacher's expectation of the school is also closely related to the teacher's expectation of being active, which is explained in detail in the next section below.

Expectations for Sembari

These three expectations are related to human resources in schools. The categorization of teacher expectations for teachers and students discussed is still associated with this expectation. Concerning the organizational structure in schools, previous research emphasized leadership in schools, which pays attention to the school structure and the relationships between systems within it (Norqvist & Arlestig, 2021). How school principals understand the role of organization and organize the schools is an integral part of the school structure and culture dynamics.

The critical point in the findings of this study is that teachers expect that by implementing Sembari, they can (6) help find the best solutions for each problem and (7) make schools able to provide solutions to the issues that exist in Indonesia. This expectation is related to the purpose of this study in looking at teacher perceptions in research-based school reform. As previously explained, education research is applied analysis (OECD, 2022), whose results directly relate to the social dynamics in schools and influence educational policies and practices within them. The findings of this study shift the paradigm of research-based schools, which are only concerned with a culture of research competition between students. These findings also show that the culturization and structurization of research in schools and madrasas are very important. These research findings represent the practical needs of teachers during their careers as educators in schools.

CONCLUSION

Teachers have their expectations in culturing and structuring research in schools. This study found that these expectations are comprehensive, including school culture and structure aspects. School growth and development towards an ideal school can work with structure and culture based on research and innovation in every policy, program, and school activity. Teachers can apply research results that are relevant and according to learning needs to improve the quality of education. Thus, the culturization and structurization of research can encourage various learning innovations while at the same time reforming school management practices. As a recommendation for further research on education in Indonesia, further study about school structure and school culture can be developed by exploring schools' needs from various perspectives

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