

EXAMINING IN-SERVICE TEACHERS BELIEFS ABOUT EDUCATIONAL RESEARCH

by Vinta Angela Tiarani, Sekar Purbarini Kawuryan, Yoppy Wahyu Purnomo, Irfan Wahyu Prananto, Octavian Muning Sayekti, Pornsook Tantrarungroj

ABSTRACT

Educational research plays an important role in improving educational practice as it is a foundation for educational decision-making. In addition, improvement in education is heavily determined by the teacher's quality. Teachers are expected to be more responsive to research findings and implement it in their classroom practice in an effort to assist students in developing their learning skills. However, in most cases, teachers are likely to set findings from educational research aside. In other words, most teachers are resistant to change as they might consider that their approaches and selected strategies during teaching are appropriate. The study aims to identify teachers' beliefs profile about educational research and explore the demographic factor that influences teacher belief. Methodologically, this study employs cross-sectional survey to reach the research objective. Scale for measuring teachers' beliefs about educational research is refined and validated by researchers. A demographic information questionnaire, including gender, teaching experiences and educational background, was compiled. There were 212 respondents who volunteered to participate in this survey. They are selected by convenient sampling. This study's findings indicate that the teachers in this study's sample tend to think openly in research and have a positive attitude toward educational research. This is also supported by the facts that indicate that they prefer to express their disagreement with negative attitudes towards educational research. This finding is certainly a positive signal in the midst of the degradation of educational research's function and position in its application in the field. Another finding shows that participants who are still receiving undergraduate education have higher negative beliefs about the research compared to the group of teachers who are currently carrying out professional education. Discussions and implications related to the findings were elaborated in this report.

Kata Kunci: *teacher belief about educational research, cross-sectional survey, research-based practice, teacher education*