

CHAPTER I

INTRODUCTION

1.1 Background

Philip Phenix stated that education is actions which lead to discovering essential meanings (as cited in Greene, 1998). Yet, to achieve the meaningful education, it is important for every educator to know who the human is really means. Christian education believes that human is *Imago Dei*, which means image of God where all man is genuinely created as a God's image bearer which entrusted to bring God's glory on the earth (Pazmino, 2003). Specifically, Augustine stated that man is created in the image of Triune God (as cited in Simango, 2016). This concept of Triune God depicts the concept of relationship aspect in human life either with God or with human fellow. God as a relational being creates human in His own image which inherit His characteristics as relational being. In addition, men are also given free will from God which separate them from other creations. God gave it to them as their moral attribute, which make them have capacity to make decision which is also has been given from God.

After He created them, God blessed them and commissioned them to subdue and have dominion over other creations, which means that God has set men to be his coworkers to maintain His creation with Him. Von Rad mentioned that it is the result of being the image of God (as cited in Simango, 2016) who is the ruler of everything. So as His image, men are also given the privilege to contribute in it. God created men and women with distinguished characteristics to subdue and have a dominion over other creations together. It implies that either men or women they should give their mutual contribution to work together in harmony. Their

contribution as a community is a part of their design as image of God. Ultimately, at the end of the Genesis 1, specifically on verse 31 “*God saw everything that He had made and behold, it was **very good***”, it is indicating the beauty and perfection of the all of God’s creation and it is beautifully concluded by the creation of the man as God’s representative on earth.

Ideally, education should be a state where God and human have an enjoyable beautiful relationship in God’s glory projected in the harmonious relationship among every person in the school. It means that unity is needed in the classroom which every person in the class should have a contribution to the learning success of others (Van Brummelen, 1998). In addition, Van Brummelen emphasized that the aim of Christian education is to discover God’s law and apply them in obedient response to God with humble dependence on God (p. 12) while Pazmino stated that education as its best must be God-centered, seeing God as the source (2003, p. 31). In conclusion, the ideal education is supposed to be the state where God as the source of the knowledge is glorified and it is projected from the relationship between every person in the classroom who give contribution to discover God’s law and effortfully apply it as obedient response to God through teaching and learning process.

In contrast, God’s wonderful plan was destroyed when the crafty serpent deceived men to disobey God so that they can be like God (Genesis 3:4-5). At this point, serpent as a father of lies (John 8:44) twisted the fact that human created in God-likeness by deluding it, and unfortunately, men fell into sin. As a consequence, all aspects of their life are distorted and as a result, human is completely separated from the most intimate relationship with God, their self-image distorted, also their

relationship with fellow human and other creations are destroyed. This fact affects the way men implement the mandate that God gave to them. It also affects the way men interact with each other. Education no longer becomes a state where human willingly contribute in it to discover God's law and apply that law as an obedient response.

However, as God is love, it is impossible for Him to disavow His nature as love. He never did anything that contradicted what He said, because what He said, and He did were one (Gangel & Hendricks, 1998, p. 14). This why He does not abandon His creation. He initiates the work of salvation through His Only Son, Christ (John 3.16). Because of this, the human has the ability to choose not to sin. Nevertheless, all those abilities are come by God's help through the work of reconciliation that He is doing every day. Importantly, education is one of the ways that God use to reconcile Himself with men.

As education itself affected by the distortion of sin, it affects the relationship between student and teacher, between teachers, also between students. The researcher found that there are some findings in the classroom where the researcher observed. Most of the students tend to obey and engage in the learning process if the teacher reminds them verbally more than once. If the students are not reminded, they will be busy with their friends, wiggling on their square, or even busy with things that they found interesting around them. They do not really pay attention to the lesson, they tend to blurt out during the class discussion. Besides, there are some students who found that they are dominating the discussion while few of them found do not talk at all. There is imbalance participation during the class discussion when the researcher delivers the lesson. It might also be caused by either the researcher

has not found the best way to enforce the classroom rules and clear expected behavior. Then based on these behaviors the researcher finds a literature reviews whiche were related to it. The result is students' behavioral engagement. To see if it is the identified issue, the researcher makes a checklist with some questions generated from the indicator that categorized into positive conduct and tangible behavior of contribution.

Based on the result of the checklist it is seen that it is only few students who were engaged during the lesson (see **Error! Reference source not found.**). From the whole class, it is only 31% of them who show positive conduct which characterized by how the follow the classroom rules, procedures, and instructions, also how the behave in the class whether they behave positively or not. In the other side, based on the checklist result, it presented that none of them show tangible behavior of contribution because the result of the checklist for this indicator is 0%. The tangible behaviors of contribution which expected in the class are how they contribute in the class discussion by asking or answering questions, and convey their thought toward the discussion topic. Based on the result, students talk in the classroom but not in the expected way. They are talked about things that out of the discussion context. Also, in the mentor feedback was written that the researcher needed to improve and emphasized the expected behavior from the students to help creating the supportive learning which would help students to learn effectively.

Based on those data, the researcher decided to use Talking Kit to help enhancing students' behavioral engagement. The talking kit itself is consisted of three tools which are talking chips, talking stick, also talking chart. Talking kit itself were inspired by talking chip which created by Spencer Kagan. If the Kagan

developed talking chips to find the solution for equal participation of the team discussion, so there will be no dominator in the discussion (Kagan & Kagan, 2009, p. 6.11) so for this class researcher use the talking chips to limit the students who dominate the classroom discussion and enforce the student who less active to talk at least as much as the amount of talking chips given. Besides, teacher also uses talking stick. It is created to show the entire class who are the person which is allowed to talk, there is only one person at a time to talk, so by creating the talking stick students are expected to listen to the one who are given the right to talk. These tools are created as a physical model to represent the values and the knowledge that wanted to be enhanced (Marzano, Pickering, & Pollock, 2001).

In this case, researcher wanted to enhance students' behavioral engagement by using these tools where it limit the amount of students participation and encourage to participate also enforce the student to respect other's right to talk by using talking stick as it's sign. As an addition, reasearcher also uses talking chart as a reinforcement for students' effort. These tools are created after consideration of some identified aspects which of the classroom environment such as teacher-students relationship, instructional approaches, and physical school environment (Finn & Zimmer, 2012). Furthermore, Finn and Zimmer (2012) explain that it is important for the teacher to be supportive and to respect the student as an individual by giving clear and consistent expectation for students' behavior. They also added that it is essential for the teacher to give instructional approach that required students to interact through cooperative learning.

Equally important as the consideration above, the researcher found that it is important for the student to be engaged. Expert found that student behavioral

engagement is one of the most consistent indicator which caused high school drop out (Rumberger & Rotermund, 2012) which means if it do not be enforced since the young age it may caused negative effect on students later study. Besides, it is better to teach student how to behave since they are young as a preventive action, rather than fixing their misbehave later. As important as that, as Christian community, one of the main goal of education is to build true community. It is mean teacher and students participate together in learning process with mutual respects (Graham, 2009).

Based on the consideration above, the researcher decided to use Talking Kit which has been modified based on the condition that researcher found on the field. So, researcher decided to conduct a classroom action research which entitled The Implementation of Talking Kit to Enhance Behavioral Engagement of K3 Students of Christian Kindergarten in West Jakarta.

1.2 Research Question

Based on the background of the study, the researcher formulates the research questions as below:

1. Does the implementation of "Talking Kit" enhance behavioral engagement of K3 students of Christian Kindergarten in West Jakarta?
2. How does the implementation of "Talking Kit" enhance behavioral engagement of the K3 students of Christian Kindergarten in West Jakarta?

1.3 Research Purposes

Based on the research questions above, here are the purposes of the research:

1. To know whether the implementation of "Talking Kit" enhance behavioral engagement of K3 Students of Christian Kindergarten in West Jakarta.
2. To find out how the implementation of "Talking Kit" enhance behavioral engagement of K3 Students of Christian Kindergarten in West Jakarta.

1.4 Explanation of Terms

This section will provide a brief explanation from both variables, which are students' behavioral engagement and talking kit.

1.4.1 Student Behavioral Engagement

Based on Fredricks and colleagues (2004) also Blumenfeld and colleagues (2004) (as cited in Mahatmya, Lohman, Matjasko, & Farb, 2012) student behavioral engagement is the idea of involvement either in academic, social or even extracurricular activities that divided into three ways which are positive conduct which comes together with the absence of disruptive behaviors, involvement in school activities that requires effort, persistence, concentration, attention, asking questions, and lastly, participation in school-related activities.

Along with it Cooper (2014), Fredricks (2004), and Yazzie-Mintz & McCormick (2012) (as cited in Nguyen, Cannata, & Miller, 2016) stated that students behavioral engagement is related with their enthusiasm toward the educational assignment and it reflected towaes their desire to contribute in the classroom activity which generate tangible behavior.

Specifically for early education context, some experts like Bierman (2008), Liew (2008), and Luo (2009) stated that behavioral engagement shown from the way children pursue the classroom regulation and how they keep on their task (as cited in Mahatmya, Lohman, Matjasko, & Farb, 2012).

In conclusion, for this research the researcher will focused on the positive conduct which reflected on how students follow the rules, procedures, and perform positive behaviors also contribution in school activities, specifically in the students' contribution to the class discussion.

1.4.2 Talking Kit

The talking kit is tools which consist of talking chips, talking stick and also talking chart. Talking chips was created by Spencer and Miguel Kagan (2009) where the purpose of this method is to create equal contribution in a group discussion. While talking stick is a modified stick which purposefully created to be a sign of giving the same opportunity for the student to play, learn, and develop (Curtis & O'Hagan, 2005), it is mean the opportunity to express their thought also. So, this stick is created to give a sign for the whole class that the one who holds the stick is the one who is allowed to talk.

Furthermore, talking chart is purposefully modified with the principle of reinforcement of Pavlov theory, if the student demonstrates the successful achievement or response right and appreciated it tends to be repeated (Curtis & O'Hagan, 2005). This is the reason why the chart is used, it gives a visual presentation of students' positive achievement which expectedly will encourage students to repeat the expected behavior in the class. In conclusion, these tools are

created as visual models of the values and the knowledge that wanted to be enhanced.

Based on Kagan (2009) theory, researcher then make the procedures for the use of Talking Kit, which divided into three big steps below:

1. Teacher prepares the students to be ready to learn by recall the classroom procedures.
2. Students use their talking kit according to the talking kit rules.
3. Students get recognition after they use all their chips.

