The Critical Review to Practical Inquiries of Action Research Framework (Action Research Paradigm) THOBIAS SARBUNAN IAKN AMBON

Abstract

Action research is identical to the educational field, but on the other hand, the methodology has widespread practical values to others field of education. Moreover, to the extent of the use and the impact of action research in widespread, researcher has conceptualized the critical review of action research practical inquiries' framework cross its research paradigm, that in-depth has been stimulated and improved human resources, stakeholder problem solving, the policy of the government, and also education field. This paper has proposed the recommendation to all system in science and also a government which intend to construct research and practitioner skill, and also synthesized the nature of research and research bases to mutual development in all field of science.

Keyword: Critical Review; Practical Inquiries; Action Research Framework; Action Research Paradigms

Introduction

Science in radical system, all of the scientific were defined the system of radical as the research methodology; so forth as the foundation in general methodology, research are determined by the framework of basic and applied research (Rajagopalan, 2018). Moreover that researcher proposed the line of how is the basic technique and basic methodology were postulate; so that both grounded line can be developed as like in basic technique it covered experimental [which constructed through choose a study, compile data and interpret data], and for the theoretical [it is referred to the framework in conceptual analysis]; then for the basic methodology [it is conceptualised of Qualitative-Experience and non-numeric; Quantitative-Numerical, particularly statistical analysis; Mixed-Mixed, both qualitative and quantitative].

The paradigm of inquiring about is inborn to the researcher's belief within the world in which a needs to live. It is the theoretical faith and principles that shape the way an examiner sees the world, deciphers the world and acts in it. In the event that [we do say it characterizes the worldview of the analyst, we cruel that a worldview constitutes the theoretical convictions]. This shapes the world of a researcher, and how the world gets it and acts in it. It's through the lens which the world looks to a researcher. The researchers examine the conceptual lens through which methodological viewpoints of the research project are identified, (Kivunja & Kuyini, 2017). Additionally (Killam, 2013) said that inquire about is established in philosophical convictions almost values, concepts, and the nature of the knowledge.

Research was conceptualized on the main framework of qualitative and quantitative research design. Moreover, for the concept of qualitative research design (Abdullah, 2019) established the understanding of [QRD] as an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The aims of qualitative research are to reveal the meaning of an occurrence for people who are involved in it. In conducting a study qualitatively, researchers are concerned with identifying how people describe their own experiences, [how they construct their worlds, and what meaning they attribute to their experiences]. Offering another explanation, qualitative research [uses words as data collected and analysed in all sorts of ways]. This is different from the quantitative study which examines the relationship among measured variables to test objective theories. The quantitative study is also utilized to determine [cause and effect, predicting, or describing the distribution of some attribute among a population]. The data in a quantitative study is then analysed statistically to produce the results of the study.

The notion of action research is liable to other science disciplines, such as in the linguistic field their practitioner can develop reflective practice and also local practical inquiry, (Burns, 2015). In another side, such one of the primary science sector that used of action research in the continual - educational field, in general, have been merged to action research framework used, (Riding et al., 1995).

In the continual practice, teaching and learning process to enhance both sides, the process of action research implied the improvement of real studying in school and classroom situation which embodied to quality of activities and instruction; therefore action research preceded the pre-planned inquiry, organized, sustainable resource for all practitioners, (Jhonson, 2012).

Over decades, all of the education human resources such as educators and administrators, have been embodied onto concerned of the challenges to improve students learning through investigated current effective research-based instructional practices, (Lesha, 2014). In light, action research can be defined as a formative study which commonly inquired by the teacher in progress to education; and in core action research constructed as a spiral process that practised problem investigation, taking action, and fact-finding which compulsory in a tangible result of an action.

The Common Baseline Framework of Action Research

Action research is one of the prior qualitative research methodologies-which identic compiled to research cycle. (Siegle, 2020) stated that the assumptions of qualitative designs are deliberated to qualitative researcher is the primary instrument for data collection and analysis. Process of qualitative research is inductive in that the researcher builds abstractions, concepts, hypotheses, and theories from details.

Figure 1
Qualitative & Quantitative Mode

Quantitative Mode	Qualitative mode
Assumptions <ul style="list-style-type: none"> • Social facts have an objective reality • Primacy of method • Variables can be identified and relationships measured • Etic (outside's point of view) 	Assumptions <ul style="list-style-type: none"> • Reality is socially constructed • Primacy of subject matter • Variables are complex, interwoven, and difficult to measure • Emic (insider's point of view)
Purpose <ul style="list-style-type: none"> • Generalizability • Prediction • Causal explanations 	Purpose <ul style="list-style-type: none"> • Contextualization • Interpretation • Understanding actors' perspectives
Approach <ul style="list-style-type: none"> • Begins with hypotheses and theories • Manipulation and control • Uses formal instruments • Experimentation • Deductive • Component analysis • Seeks consensus, the norm • Reduces data to numerical indices • Abstract language in write-up 	Approach <ul style="list-style-type: none"> • Ends with hypotheses and grounded theory • Emergence and portrayal • Researcher as instrument • Naturalistic • Inductive • Searches for patterns • Seeks pluralism, complexity • Makes minor use of numerical indices • Descriptive write-up
Researcher Role <ul style="list-style-type: none"> • Detachment and impartiality • Objective portrayal 	Researcher Role <ul style="list-style-type: none"> • Personal involvement and partiality • Empathic understanding

Figure 2:
Argument Supporting Qualitative Inquiry

Arguments Supporting Qualitative Inquiry
a) Human behaviour is significantly influenced by the setting in which it occurs; thus one must study that behaviour in situations. The physical setting (e.g., schedules, space, pay, and rewards) and the internalized notions of norms, traditions, roles, and values are crucial contextual variables. Research must be conducted in the setting where all the contextual variables are operating.
b) Past researchers have not been able to derive meaning...from experimental research.
c) The research techniques themselves, in experimental research, [can]...affect the findings. The lab, the questionnaire, and so on, [can]...become artefacts. Subjects [can become]...both suspicious and wary, or they [can become]...aware of what the researchers want and try to please them. Additionally, subjects sometimes do not know their feelings, interactions, and behaviours, so they cannot articulate them to respond to a questionnaire.
d) One cannot understand human behaviour without understanding the framework within which subjects interpret their thoughts, feelings, and actions. Researchers need to understand the framework. In fact, the "objective" scientist, by coding and standardizing, may destroy valuable data while imposing her world on the subjects.
e) Field study research can explore the processes and meanings of events.

Figure 3:
Contrasting Positivist and Naturalist Axioms (Beliefs and Assumptions)

<i>Axioms About</i>	<i>Positivist Paradigm (Quantitative)</i>	<i>Naturalist Paradigm (Qualitative)</i>
<i>The nature of reality</i>	Reality is single, tangible, and fragment-able.	Realities are multiple, constructed, and holistic.
<i>The relationship of knower to the known</i>	Knower and known are independent, a dualism.	Knower and known are interactive, inseparable.
<i>The possibility of generalization</i>	Time- and context-free generalizations (nomothetic statements) are possible.	Only time- and context-bound working hypotheses (idiographic statements) are possible.
<i>The possibility of causal linkages</i>	There are real causes, temporally precedent to or simultaneous with their effects.	All entities are in a state of mutual simultaneous shaping, so that it is impossible to distinguish causes from effects.
<i>The role of values</i>	Inquiry is value-free.	Inquiry is value-bound.

Figure 4:
The Model of Ethnography Interview

Research with Subjects (Quantitative)	Research with Informants (Qualitative)
1. What do I know about a problem that will allow me to formulate and test a hypothesis?	1. What do my informants know about their culture that I can discover?
2. What concepts can I use to test this hypothesis?	2. What concepts do my informants use to classify their experiences?
3. How can I operationally define these concepts?	3. How do my informants define these concepts?
4. What scientific theory can explain the data?	4. What folk theory do my informants use to explain their experience?
5. How can I interpret the results and report them in the language of my colleagues?	5. How can I translate the cultural knowledge of my informants into a cultural description my colleagues will understand?

Meanwhile, on the development of action research, it's have been used to wide areas of social situation, also this research method is drawn primary foundation since the post-war in social problem, by the time that method was inquired adopted to educational field around late year and the earlier year of (latest 60s and the earlier of 70s), and the main purpose of the origin and development of action research is to improve quality of the process and also to enhance the effective problem solving, (Riding et al., 1995b).

Figure 5:
Action Research Process

Figure 6:
The Further Distinctive Features of Action Research

- *Critical* collaborative enquiry by
- *Reflective* practitioners who are
- *Accountable* in making the results of their enquiry public,
- *Self-evaluative* in their practice, and engaged in
- *Participative* problem-solving and continuing professional development.

In applicable perspective, action research developed terminology in used to every other method of collaborative participation, the terminologies for this technique such as motion research, participatory motion research, fundamental action research, action learning participant inquiry, practitioner inquiry, and cooperative inquiry, (Burns, 2015, p. 1) explicitly the frequent aspects to variability collaborative participation of action research above such as: undertake research to convey about advantageous change and enchantment in the participants' social situation; generate theoretical as well as practical understanding about the situation; enhance collegiality, collaboration and involvement of participants who are actors in the situation and most possibly to be affected through changes; establish an attitudinal stance of persistent change, self-development and growth.

The Overview of Action Research Terminologies Structure

Participatory Action Research: this approach is embodied through collaborative action which engaged in research, education, and action that complementary in a framework of developed, analysed, constructed the pivotal information that in purpose to improve the social and environment, and also to sustainable knowledge development, Pain et al (2012). Besides, the nature of this approach is conducted to the whole community who concerned on the research field and also for particular issues. So, there are numeri's of steps which conduct in this approach.

Figure 7:
The Core Steps of Participatory Action Research

PHASE	ACTION
<i>Action</i>	Establish relationships and common agenda with all stakeholders.
	Collaboratively decide on issues
<i>Reflection</i>	On research design, ethics, knowledges and accountability
<i>Action</i>	Build relationships
	Identify roles and responsibilities
	Collectively design research processes and tools
	Discuss potential outcomes
<i>Reflection</i>	On research questions, design, working relationships and information required
<i>Action</i>	Work together to implement research and collect data
	Enable participation of all members
	Collaboratively analyse findings
	Collaboratively plan future actions
<i>Reflection</i>	On working together
	Has participation worked?
	What else do we need to do?
<i>Action</i>	Begin to work on feeding research back to all participants and plan for feedback on process and findings
<i>Reflection</i>	Evaluate both the action and reflection processes as a whole
<i>Action</i>	Collectively identify future research and impacts

Critical action research: the key role of this approach was centralized on the perspective of system and adaptive in sustainable, each system and adjusted were projected to evaluate the feedback, revise the action, and sustain the adaptive changes to students itself and additionally for learning. In-depth, each action analysis and complexness thinking had been inter-connected, in follow action research is develop the inquiry macro and microsystem which might be represented corresponding to in macro it's constructed through wide range organization and targeted to an outsized system, besides that on small it's embodied on multiple action research initiatives through a network of the local context, and to conduct each macro and micro action research is done by people and or small teams of practitioners (Patterson et al., 2010).

In the other terminology of action research, it is developed on the framework of [Action Learning Participant Inquiry] which empowered to action learning, inquiry action learning, a systematic approach that compelled to (effective, collaborative problem solving, and also organizational change are the process that improved through action learning), participatory action leaning and action research [PALAR], (Leonard & Marquardt, 2010; Marquardt, 2004; Lamont et al., 2010; Skerritt, 2015). The detail of those terminologies can be defined such as:

1. Active Learning, which has evolved in general management and management capacities, especially constructive leadership and coaching skills; instead activity training enhances Managers' capacity to create effective approaches to conflict-situations and to find solutions to conflict-related situations; the first is group processes, involving professional training, diversity, self-managed group dynamics, efficient team presentations and team-building review. Secondly, there are processes at the organizational level to ensure solutions, the

alignment and significance of the issue, support for leading decision-makers and the leveraging of corporate resources;

2. The six action learning elements in which the essence of problem-solving tools to synchronize with the successful leader-team and organizational structure are described:
 - a) The issue: focuses on an issue, a mission, obstacle, opportunity, question or task in particular. The coordinated response was established and signals were identified and the study issue was urgently addressed;
 - b) Group: in particular a community of action learning, explicitly grouped by eight separate affiliations, is intended to address the critical organizational analysis issue. In addition to this learning from experience will, due to multiple viewpoints and fresh insights, reverse the effect of their research;
 - c) Question: the purpose is in what method of perceptive questioning that deserves to the reflective listening key, is sociable to influence the action learning initiative. So forth, the structure of queries area unit reticulated to the side of build cluster cohesiveness, generate innovatively and systems thinking, and conjointly enhance the educational results. It are often terminated that in plausible reasoning action learning through the strategy of questioning is that the key purpose of the accomplishment however not shall the answer;
 - d) Action: noted the action of the analysis group that capable to require the action in action learning. Therefore, the research group prompted at the same time to interact and systematised within the implementation of this analysis;
 - e) Learning: this section could be an increase of guarantee that compound of short term and long run action; a brief term action can develop their analysis values to the organization, and for the future can develop their analysis and information skill;
 - f) A coach: coach step is taken into account a part that considered the inspiration to arrange analysis group. As a result of that, the focussed of this part is to the achievement-the obstacles of research-the use method-and additionally the implication of that process.
3. A systematic approach to efficacious, collaborative quandary solving, and withal organizational change are the process that amended through action learning. Besides that, by the colleague's participation in intention to solve the quandary as the sustainable process and withal reflection are cognate to action learning framework. Moreover, the inception of action learning which developed by Prof. Reginald Revans in the 1940s has constructed the structure of action learning that drawn as formula $[L = P + Q]$ and referred to (L) as learning already procure, (P) as programmed cognizance, and (Q) as querying to gain more preponderant insight of verbally expressed erudition. In other action learning theoretical model of action learning as constructed in Kolb's experiential learning cycle as followed a participant has; a concrete experience, where simply, an experience of some sort has occurred; followed by reflective optical discernment, where the experience is critiqued or reviewed to gain divergent perspectives of the experience; then the formation of abstract conceptualizations, was learning from the experience is formalised; in the short experiential cycle is the main point of action learning, because of the participant can solve their quandary through action-oriented reflective learning;
4. Participatory action learning and action research (PALAR): the interrelationship of concepts and values; are holistic and integrative in accordance to develop participation, collaboration, communication, the community of practices, networking, and additionally synergy; in practical "it is additionally cognate to (ALAR), an integrated concept of action learning (AL, traditionally utilized in organisation and management development) and action research (AR, traditionally developed in convivial work, inculcation, and higher inculcation)". Moreover, that precedent research of (PALAR) was conceptualized: several terms of action research that constituted in numerical terminology; (PALAR) inquiry can be influences which developed the positive trends to edifying system-inculcative human resources-research value and research adeptness-and withal community-predicated research in comparison to traditional research; besides that presented the theoretical embodied which underline (PALAR).

The kindred attributes between action learning and action research afore, these two traditions were assembled for the first time at an international conference, namely, the First World Congress on Action Learning, Action Research and Process Management (ALARPM) at Griffith University in Brisbane, Australia, in 1990 with 360 delegates from across the world and from all sectors of society (including consultants from industry, regime, and business schools, and school and tertiary edifiers and university staff). A year later, we founded the ALARPM Association, now called ALARA (Action Learning and Action Research Association)¹

¹ Skerritt (2015)

5. Participatory inquiry: to this approach, practitioner and inquiry, the organized are interrelated which the system created to the stage of a specialist such as “practice starts with knowing the values, convictions and presumptions that we hold approximately what is genuine- instructors, as analysts move the worldview and positions the educator at the core of the inquiry-teacher part, is asked professional that able to blend what they do as professional into their inquiry-the benefits of professional request to the instruction set has been advertised as an approach to educating with the purposeful to make strides the life chances of youthful individuals- who set that by the professionals being at the centre of the request they are within the position to create a discernible difference to the quality of instructing and learning. Within the side of request design “the idea that how we teach may be an inside learned propensity from the way we were instructed which alter is troublesome since it requires that propensity be inner” (Jhagroo & Stringer, 2016). Kumar (2020) is utilized the term of [enquiry] is outlined professional request system. In sketching out the idea of the client of [enquiry] and [inquiry] moreover “[enquiry] is to be utilized for inquiring and [inquiry] is what constitutes ‘making a formal investigation’. In reality, in spite of the fact that the enquiry is favoured in British English, while the Americans are more comfortable with a request. It is as it were in British English that any consideration is paid to the qualification. (Scotland, 2017) Within the United State and Australian English, an inquiry has, for all practical purposes, taken over”. In concerned to professional request approach, this past education set up that approach as the proficient learning advancement approach in moved forward the capacity in proficient additionally as the pathway. The other advantage in conducted practitioner enquiry is skilful of assessment hone and also advanced the change of basic reflection level.

*“The most effective instruction frameworks... contribute in creating their instructors as reflective, finished and enquiring experts who able to lock in completely with the complexities of instruction and to be key on-screen characters informing and driving instructive change”.*²

6. Cooperative inquiry: the reason of this approach is pointed to upgrade the activity to find the procedure which cultivated intergenerational plan in groups of what is the current activity, what is the suggestion and envisions on the future. So also, cooperative inquiry recast clients as members of working bunch improvement groups who lock in activities throughout the setting of plan objectives; arranging ventures and making choices to guarantee the ultimate plan meets potential clients "needs" (Druin, 1999).

Figure 8:

Refereed articles measuring the impact of balanced action learning

Lead author (year)	Design type	Major findings
Acker-Hocevar (2002)	Qualitative/Confirmatory	AL (action learning): (1) helps leaders deal with ambiguity, (2) build community, (3) reinforces managerial, transformational, political and professional aspects of leadership, and (4) promotes application of previous academic learnings to real problems.
Butterfield (1999)	Qualitative/Exploratory	Thought-provoking questioning is most effective in promoting learning; AL has long-term impact on improving questioning skills.
Choi (2005)	Quantitative and Qualitative/Exploratory	AL improved in all eight coaching skills examined – relationship building, setting and communicating clear expectations, observational skills, analytical skills, listening skills, feedback skills and creating a supportive environment.
Davey (2001)	Quantitative and Qualitative/Exploratory	AL is an excellent method for developing new ways of interacting and taking action as well as developing business contacts.
de Haan (2006)	Quantitative/Exploratory	AL teams learn more during than after AL sessions and learn primarily by exploring issues in depth and receiving personal feedback.
Hii (2000)	Quantitative/Confirmatory	AL develops increases the increases the preference for integrative, win/win solutions.
Kim (2002)	Quantitative/Exploratory	Learning coaches are an important success factor for AL.
Kim (2007)	Quantitative/Exploratory	Identifies two success factors: team processes and organizational support systems.
Kim, S. (2003)	Quantitative/Confirmatory	Found little consistent evidence that AL develops transformational leadership skills.
Kim, U. (2003)	Quantitative/Confirmatory	Found no over-all increase in transformational leadership behavior but did note increases in follower-centered and visionary leadership.
Kim, Y. (2003)	Quantitative/Exploratory	Support of participant manager is an important success factor for AL.
Knox (2000)	Qualitative/Exploratory	Identified six success factors: (1) set the context, (2) timely organizational sanctioning, (3) involve key decision makers, (4) develop a follow-up plan, (5) conduct periodic team debriefs, and (6) leverage leadership resources.
Kueht (2009)	Qualitative/Exploratory	AL provided transformative learning experiences for middle-aged professionals.
Lee (2005)	Quantitative and Qualitative/Exploratory	AL is an effective leadership development approach for a broad array of leadership skills including communication, visionary leadership follower-centered leadership, confident leadership.
Marquardt (2003)	Qualitative/Exploratory	AL developed global leadership competencies for Boeing executives.
O'Neil (1999)	Qualitative/Exploratory	AL coaches 'mental models' for learning and changes influence their intentions.
Raudenbush (2003)	Quantitative/Confirmatory	AL improved performance on nine of 10 leadership skills.

² (Scotland, 2017)

Figure 8b:
Continued

Lead author (year)	Design type	Major findings
Roh (2003)	Qualitative/Exploratory	'Why' questions seen as more useful than 'what' questions; practical action seen as more useful than theoretical proposals; best reflections: (1) objective -- emphasizing analytical and logical discussions that test validity of ideas, (2) subjective -- providing personal meaning and interpretation of individual differences, and (3) intersubjective -- encouraging consideration of issues from different perspectives or frameworks.
Tushman (2007)	Quantitative/Exploratory	AL programs for executive education enhance both individual and organizational outcomes.
Van Schuyver (2004)	Quantitative/Exploratory	AL results better with teams that are unfamiliar with problem; some individuals are more suitable to AL than others; stress, anxiety and frustration can facilitate learning; and breakthrough learning is common and critical to the success of AL.
Waddill (2006)	Qualitative/Confirmatory and Exploratory	Demonstrated that an on-line implementation of AL was feasible. However, this approach did not foster learning communities as expected.

Figure 9:
The Research Structure of PALAR

Figure 10:
The Underline Theories of PALAR

Figure 11:
The Comparison of PALAR & Traditional Research

PALAR	Traditional education
Learner centred	Teacher centred
Process and project based	Content and curriculum based
Interdisciplinary, problem oriented	Disciplinary, departmentalised
Located in real life/work	Located in classroom/laboratory
Inclusive, accessible to all, aimed at social justice	Exclusive, elitist, social justice not a conscious priority
Informal, self-directed learning	Formal education, policy based
Based on contemporary cultural context	Based on dominant Western values and worldviews
Communities of learning, AL sets	Mainly individualised learning
Collaboration, cooperation	Competition (e.g., in assessment system)

Figure 12:
Team Project Design-Strategic Plan Guideline

Figure 13:
The Terminology of Action Research

Acronym	Key features and references
AL	Action learning means: asking fresh questions; learning from and with one another in sets or support groups; working together collaboratively on solving complex problems of mutual concern; sharing experiences, ideas, feelings; and critically reflecting on what works and what does not, how and how not, and why or why not. It aims to improve or change work practices and to create knowledge or understanding (Brockbank & McGill, 2007; Dotlich & Noel, 1998; Marquardt, 1999; McGill & Brockbank, 2004; Pedler, 1997, 2008; Revans, 1982).
LAL	Lifelong action learning integrates the concepts of action learning and lifelong learning. Active and transformational learning for life and not confined to childhood or the classroom, it is voluntary, self-motivated learning from our daily interactions with others, therefore ongoing. It enhances inclusion, active citizenship and personal, professional, and organisation or community development (Zuber-Skerritt & Teare, 2013).
AR	Traditional or practical action research involves solving social problems individually or collaboratively, using a spiral of action research cycles (plan–act–observe–reflect) and making the results public. It integrates research and action, theory and practice, research and development, creating knowledge and improving practice (Lewin, 1946, 1948, 1951; McNiff, 2013; Reason & Bradbury, 2008, 2013; Stringer, 2013).
ALAR	ALAR is an integrated concept of inquiry, using AL processes and AR principles, following the same philosophy, paradigm, and methods in ALAR programs or projects. ALARA (www.alaraassociation.org) is the ALAR association of international practitioners and scholars from diverse fields and sections of society (Zuber-Skerritt, 2009). ALARA publishes the <i>ALAR Journal</i> (http://journal.alara.net.au) and a series of monographs.
EAR	Educational AR aims to improve learning, teaching, curriculum, and administration at the primary and secondary school levels and in higher education, especially teacher, pre- and in-service training (Altrichter et al., 2000; Noffke & Somekh, 2009). The <i>EAR Journal</i> is available online at http://www.tandfonline.com/loi/react208.U7VQV7G4Nsl
CAR	Collaborative AR is conducted by a group of people (not an individual) who work with or without a facilitator or educational researcher. CAR includes EAR but is also used in the health sciences, community development, and other fields (Goodnough, 2011). CARN (www.mmu.ac.uk/carn) is the international CAR network.
PAR	Participatory AR is like CAR but is always aiming at inclusion, social justice, and equality of participants in the research. PAR originated in developing countries but then spread across the world. PAR is also an international network of scholars and practitioners from diverse fields and sections of society (Fals Borda, 1998; Fals Borda & Rahman, 1991; Freire, 1972; Hunter et al., 2013; Koch & Kralik, 2006; Reason & Bradbury, 2013).
CPAR	Critical participatory AR aims at social justice and participants' emancipation—from a critical theorist perspective. It distinguishes between technical, practical, and critical AR (Carr & Kemmis, 1986, 2005; Kemmis et al., 2014).
PALAR	PALAR is an integrated concept of ALAR and PAR and lifelong learning, aiming at positive social change for a just and better world for all human beings. Action leadership can be developed through PALAR (Wood & Zuber-Skerritt, 2013; Zuber-Skerritt, 2011; Zuber-Skerritt & Teare, 2013).
AS	Action science is a combination of mainstream science and action research, improving practice through collaboration and reflective dialogue (Argyris et al., 1985; Helskog, 2014; Raelin, 1997).
AI	Appreciative inquiry is a collaborative approach to studying and changing social systems such as groups, organisations, communities (Bushe, 2013; Cooperrider et al., 2008).

Figure 14:
The Sample of Implementation Practitioner Enquiry Framework in Scotland by Scotland Educational

Figure 15:
The Flow Inquiry of Practitioner Enquiry

Figure 16:
The Systematic Evaluation of Research Data

The Origin of Action Research

The outline of action research was grounded on the persistent framework of proficient advancement, which ordered to the common of practice in a movement that reflected a developmental consider, the inalienable action research process was developed within the stage of issue examination, taking activity, and fact-finding of activity inquire about the result. In reason to highlight the structure of action research, back to the chronicled foundation within the way of inquiring about the plan, by the mid of nineteen seventies (1970s), the inquire of that design was decided and created through four plan additionally this past inquire about displayed the demonstrate of action research. (Yasmeen, 2018):

1. Traditional design: which applied in the ground of organizational development, quality of working life, socio-technical system (information system), and organizational democracy;
2. Contextual: It stresses that participant's act as project designers and co-researchers;
3. Radical: it has a strong focus on emancipation and the overcoming of power imbalances;
4. Educational traditional action research: the idea of this research design was construct back in (the 1920s and 30s), the idea believes that professional development was nurtured in concerned to community problem-solving.

Figure 17:
Action Research Model

Figure 18:
The Element of Action Research Model

The Nature of Classroom Action Research

Classroom action research is sole to the educational system in practical and also theoretical research body of teacher or educator. (Mettetal, 2015). To this scholar [CAR] was defined as: For [what] term, it is represented of (CAR) definition which classroom action research synthesized as: An action that practice teacher skill in purpose to empower their skill and also improved students learning competence; For [why] term, classroom action research is a significant research method to the educational area which afford to the improvement of teaching area and also to the side of students comprehension assessment; For [how] term, it is reflected the practical inquiry of classroom action research which as the general framework can be designed into seven phases of research inquiry such as first identifies an equation or problem.

Figure 19:
Classroom Action Research Rubric

	Needs Improvement	On Target	Exemplary
Goals	Goals are not clearly identified.	Goals are identified and relate to teaching and learning.	Goals are clearly stated, relate to teaching and learning and will inform action.
Background Information	No reference to previous research or theory.	Two to three references to relevant research or theory.	Integrates and synthesizes four or more sources of relevant research or theory.
Methods	Less than three sources of data.	Three sources of data from current classroom.	Many sources of data from current classroom (case study) or data that are compared with data from another relevant source (i.e., last year's class, another class in the school, state data).
Results	Results are not communicated in an appropriate manner.	Communicate results through themes, graphs, tables, etc.	Results identify key findings. Communicate results clearly and accurately through themes, graphs, tables, etc.
Reflection	Little or no relevant discussion of teaching and learning related to one's own classroom.	Discusses how results affect one's own teaching and learning in classroom.	Discusses how results affect own teaching and learning in classroom and implications for teaching setting (i.e., other classroom, schools, district, etc.). Also, identifies future research questions.
Presentation	<ul style="list-style-type: none"> Paper not clearly written Results are not shared with other audiences. 	<ul style="list-style-type: none"> Paper clearly written Results shared with a local colleagues 	<ul style="list-style-type: none"> Paper is clear, insightful, and comprehensive Results are shared with a wider audience.

Figure 20:
Classroom Action Research Model

Conclusion

Moreover, the construction of [AR] was developed in several designs, which synthesized to the systematic, yet the terminologies that holistic grounded to action research have assured the achievement and sustainable development to the scientific disciplines and also its human resources in conducting action research as the fundamental research design. The researcher is recommended to the future research from the side of government policy from the level of basic to senior high school-teachers and school administrator are considered to foster their educational knowledge in practice all the action research paradigm such as in monthly and or annual workshop program.

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