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Ignition Pedagogy: An Alternative to Improve Students' Competence, Conscience, and Compassion

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Abstract - In this globalization era, to be able to communicate in English is an advantage when a fresh graduate wants to apply for a job. Due to this point, UniversitasSamata Dharmas requires the students who study in the non-English Departments to pass at least B2 level of CEFR. And to be able help the students reach this level, English is taught as a compulsory subject in the curriculum. Meanwhile, sometimes it is not easy to teach English in a non-English Department. There are some factors that influence the teaching and learning process. Some of the students are not motivated to learn English or do not have enough background knowledge. Others might not be confident with their English. These conditions lead the writer to conduct a classroom action research in an English class for the non-English Department students to identify the effectiveness of Ignatian Pedagogy to improve students' competence, conscience, and compassion. Ignatian Pedagogy is developed based on the experience of Ignatius Loyola. The teaching and learning process includes the following elements: context, experience, reflection, action, and evaluation. It is expected that by applying this pedagogy the students will be able to improve not only their competence or skills in using English, but also their conscience, and compassion so that they can grow as fully human persons and be the men and women for others.

Keywords: Ignatian Pedagogy, competence, conscience, compassion

1. INTRODUCTION
1st January 2016 is a special day for Indonesian people. It was not only the beginning of 2016 but also the date when the ASEAN Economic Community was officially applied in Indonesia. Envisioning ASEAN as a single market, ASEAN Economic Community facilitates the flow of goods, services, capital, investment, and also skills. It means that there will be a chance for Indonesian workers to work in other ASEAN countries and professionals from ASEAN countries to work in Indonesia. Therefore, it is necessary for job seekers to equip themselves with high quality competence and skills. One of the required skills is the ability to speak in English.

Due to this point, UniversitasSamata Dharmas establishes a policy that requires the students to acquire English language at least B2 level of the Common European Framework of Reference (CEFR) which is established by the Council of Europe. By acquiring B2 level, it is expected that the students can be independent users of English who can understand the main ideas of complex texts on both abstract and concrete topics, can interact with a degree of fluency and spontaneity that makes interaction with native speakers is possible without any strain for either party, can produce a clear and detail text on a wide range of subjects, and can explain a viewpoint on a topical issue [1]. In response to this policy, the Indonesian Letters Study Program allocates 8 credits of English subjects for its students in order to help them reach the passing grade. The credits are distributed in four classes i.e.: Bahasa Inggris I, Bahasa Inggris II, Bahasa Inggris III, and Bahasa Inggris IV.

Meanwhile, sometimes it is not easy to realize this expectation. There are some obstacles that influence the teaching and learning process. Some of the factors that hinder the teaching and learning process are: the motivation, the background knowledge, and also the attitude toward the class.

UniversitasSamata Dharmas is a Jesuit university whose mission is to take part in improving the intelligence of Indonesian people. To be able to do so UniversitasSamata Dharmas applies a learning pedagogy named Ignatian Pedagogy. This pedagogy is developed based on the faith of Ignatius Loyola, the founder of Jesuits. This implementation aims to help students improve not only their competence or skills in using English, but also their conscience, and compassion so that they can grow as fully human persons and be the men and women for others.

Considering the expected English competency level and also the policy of the university to apply the Ignatian Pedagogy, the writer is interested in conducting a classroom action research to see the effectiveness of Ignatian Pedagogy to teach English in a non-English department class.

Pedagogy is defined as the discourse with which one needs to engage in order both to teach intelligently and make sense of teaching. Furthermore, Alexander stated that pedagogy is the observable act of teaching together with its attendant discourse of educational theories, values, evidence, and justifications [2]. In line with Alexander's opinion, Jesuit Institute stated that pedagogy is the way in which lecturers accompany learners in their growth and development. It cannot merely be reduced to methodology [3].

Father Arampé summarized that the goal of Jesuit schools is the full growth of the person so that they can be men and women for others (Ref. 4). Applying Ignatian Pedagogy is a way to realize this goal.

As stated in the document of Ignatian Pedagogy, A Practical Approach, Ignatian Pedagogy is a model of a teaching and learning in Jesuit Schools. This teaching paradigm was first introduced in 1993. Although Ignatian Pedagogy is inspired by the faith of Ignatius Loyola, it does not mean that this pedagogy is only intended for those who

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share the same faith. Those who do not share the same faith can still get the valuable experiences because this pedagogy is universal [4].

Ignatian Pedagogy strives to develop students' competence, conscience, and compassion [3]. It emphasizes the importance of collaborative processes among the lecturers and the students which will promote the personal and cooperative study, discovery, creativity, and reflection to promote life-long learning and action in service to others [4].

There are three components of Jesuit teaching. They are drawing on experience, reflecting on that experience, and the actions that follow the learning as what is described in the following figure.

Figure 1 Ignatian Pedagogy Paradigm



Jesuit teaching also highlights the importance of knowing the context in which the teaching and learning processes take place and the need to continually and constantly evaluate the effectiveness and the impact of the teaching and learning process. Therefore, the teaching and learning processes are characterized by five stages:

Figure 2 The cycle of the Ignatian Pedagogy



The hallmark of Jesuit education is personal care and concerns for the individual. Consequently, knowing the context within with the teaching and learning processes take place is a crucial step. The lecturers are required to know who the students are. They need to know the world of the students, not only their names. It is necessary for the lecturers to know the students' knowledge and cultural background, economic condition, social interaction, friends, and other factors that may influence them to be better or worse.

Ignatius believes that experience means to taste something internally [4]. It means that experience should go beyond knowing the facts, concepts, and principles. Experience will cover any activities in addition to cognitive grasps. Experience can be categorized into two: direct and vicarious. Direct experience occurs in interpersonal

experiences. The examples of the activities that can be used in this step are: discussions, laboratory projects, field trip, social projects, participation in a particular event, etc. Meanwhile, vicarious experience can be stimulated through students' imagination, simulations, role plays, audio visual materials, and the like.

What is meant by reflection in Ignatian Pedagogy is a thoughtful consideration of some subject matter, knowledge, idea, purpose or spontaneous reaction in order to grasp its significance. At this level, the understanding, feeling, and imagination are used to capture the meaning and essential values of what is learnt. This step is to form the conscience of the students.

Reflection will not be optimal when it is not followed by actions. In this pedagogy, action means human growth based on the experience that has been reflected. There are two steps in this stage: interiorizing choices and manifesting choices. After conducting the reflection, there might occur some choices that the students can choose to make the truth their own. Thus the students need to interiorize the choices that they can identify through their reflection. In the second step, the meanings, attitudes, and values that have been interiorized impel the students to do some acts. When they are compassionate, it is expected that they will be able to open their heart to be in solidarity with the suffering of others.

The last stage is evaluation. The evaluation should be done comprehensively. It should assess not only the academic achievement but also the attitude, the growth, and also the actions of the students [4].

McAvoy stated that all learning should be situated in specific context, rooted in previous experience, deepened through reflection, made meaningful by putting the knowledge into actions, and reinforced by evaluation [5].

II. METHOD

This research is a classroom action research and is conducted in Bahasa Inggris IV class for the students of the 2015 academic year in the Indonesian Letters Department of Universitas Sanata Dharma. There are 46 students in this class and they have various cultural and knowledge background. The teaching and learning activities in this class are designed based on the Ignatian Pedagogy which involves five stages, *i.e.*: context, experience, reflection, action, and evaluation. This cycle is applied along the teaching and learning process.

There are some instruments used in this research. They are questionnaires, reflection sheets, and also an evaluation rubric. The questionnaires are used to help the writer know the context of the students. Through these questionnaires, the writer finds out the information on the students' backgrounds, their opinion toward English language, their motivation, and their feelings about the class. The reflection sheets are useful to identify the conscience and the compassion whereas the evaluation

rubric helps the writer to identify the competence that the students can achieve.

III. FINDING AND DISCUSSION

A. The Implementation of Ignatian Pedagogy

As stated in point 2, Ignatian Pedagogy aims to help students to improve their competence, conscience, and compassion by designing a course which are characterized by five processes: context, experience, reflection, action, and evaluation. The following discussion describes how those processes are applied in class.

Knowing the context of the students is an important step in the implementation of Ignatian Pedagogy. As a lecturer, it is necessary to know not only the number of the students in class or their names but also any information needed to support the teaching and learning activities such as their background knowledge, what they think about English, and the way they study. There are 46 students who take Bahasa Inggris IV in the even semester of 2016/2017. Three students have ever taken this course before and 43 students take this course for the first time. The students who join this course have different academic achievement and their achievement in the English classes is also varied from the level of fluent and accurate, accurate but not fluent, not accurate and not fluent. The following figures describe the students GPA and achievements in Bahasa Inggris I, II, and III.

Figure 3 Students' GPA

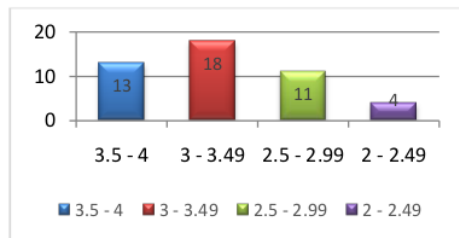
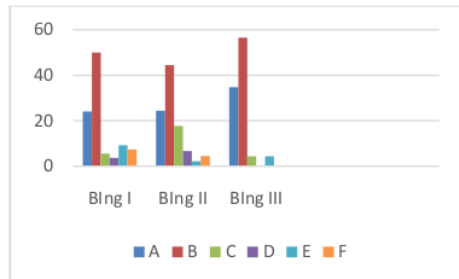


Figure 4 Students' achievement in previous English Classes



Based on the data from the questionnaire distributed on the first meeting, it can be identified that the students come from different regions in Indonesia. 2 students are from Papua,

4 from Sumatra, 5 from Nusa Tenggara, 1 from Sulawesi, 12 from Jawa Tengah, 1 from Bali, 3 from Jakarta, 2 from Jawa Barat, 2 from Kalimantan, 1 from Jawa Timur, and 13 from Yogyakarta. So, the class is multicultural.

Most of them want to learn English because they think that it will be useful for their future but they stated that they are not confident to use it to communicate with others. They rarely use English in their daily lives. The main problem that the students have is they cannot express themselves in English because they are afraid of making mistakes. They do not have adequate mastery of English vocabulary and grammar.

The data gathered from the context analysis is used to determine the objectives of the course, to design the materials that will be discussed, to select the methods that will be used to deliver the materials, and also to determine the way to evaluate the course effectively. Knowing the context of the learners is important so that the objectives, the activities, and the methods can be in line with the students' capacity and experience.

To start every session, the students are given some questions related to their conditions such as how they feel, what activities they do to prepare for the class, their expectation, and what they think about some recent events or situations. Their physical conditions are also observed to help the lecturer select the most appropriate activities.

Based on the context, the materials and activities are designed to help the students recall their previous life experiences and find new experiences to improve their competence, conscience and compassion. In the teaching and learning process, the students are encouraged to find, to express, to use, and to relate their experiences with the topics which discussed in class. The experience in this stage can be either in the form of direct experiences and indirect experiences. The direct experiences are those that the students directly experience in their lives. Meanwhile, the indirect experiences are the ones that the students get from their observation on the society.

In order to make the teaching and learning processes run smoothly, each meeting is divided into three stages: appetizer, main course, and dessert. The appetizer aims to prepare the students to discuss the main material. At this stage, the students are given some meaningful inputs in the form of questions, cases, or short movies. They are also asked to tell their experience related to the topic being discussed. The appetizer stage is useful in identifying the recent context of the students and to recall students' previous experience.

The main course is the stage where the students are encouraged to identify new experiences. At this stage the students do some discussions in groups and present their ideas either to their friends in group or to the whole class.

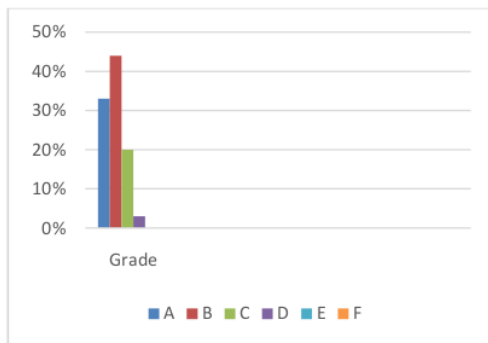
Meanwhile, at the dessert stage, the conclusion is drawn and the students are asked to reflect the knowledge and the value of life they have learnt. The reflection is conducted to internalize the knowledge and the values that the students can grasp and identify through the teaching and learning activities. It is expected that the students will be able to take action for others.

The evaluation to measure students' competence is conducted through the progress tests, assignments, and final performance. Questionnaires are used to observe students' conscience and compassion. Periodical evaluation on the teaching and learning process is also taken to identify the some obstacles related to the method applied in class.

B. The Effectiveness

To develop students' competence, the students are taught how to describe people, places, and processes, to give instruction, to make comparison and contrast, to express opinions, to make suggestions, and also to narrate. They practice their skills by reading articles, writing some stories, having discussion, presenting ideas, and performing a role play. At the first meeting, there were only less than 15 students who would like to speak in English. Most of them used Indonesian most of the time. After the third meeting, 60 % of the students always tried to speak in English although sometimes they made errors in terms of diction and grammar. The result of the evaluation taken from the 1st assignment, 1st progress test, and 2nd progress test is as follows:

Figure 5 The Evaluation Result



To improve students' conscience, i.e. their ability to discern the rightness and goodness of an action, the students are exposed to some contextual phenomena so that they can internalize and cultivate a spiritual life. Some examples of the activities used to improve students' conscience are the use of short movie about the life of Nick Vujicic, life map, and an article about friendship. From the reflection form given to the students it can be identified that the students recognize some values such as the importance of being persistent and conscientious, the importance of respect to diversities, and the need to be more prepared.

The influence of the implementation of Ignatian Pedagogy toward students' compassion can be observed from their attitude in class. At the beginning of the semester, it was hard to ask the students to speak in English. When they had to work in a group, they spoke in Indonesian. After they watched the short movie about Nick Vujicic they did not complain when they had to use English in class. They also help and

support each other when they had to work with those whose achievement is weak.

IV. CONCLUSION

There are two conclusions that can be drawn from the implementation of Ignatian Pedagogy in Bahasa Inggris IV at the Indonesian Letters Department of Universitas Sanata Dharma. The first is that this pedagogy can help students to improve not only their competence but also conscience and compassion. It also helps the lecturer to be more prepared and to conduct properly. The second is to be able to get optimal results, the teaching and learning cycle: context, experience, reflection, evaluation, and action should be implemented appropriately so that the teaching and learning activities can be meaningful and can touch the humanity dimension.

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