

Training to Improve Teacher's Competency in Developing Class Action Research Proposals Through a Participatory Training Model with Intensive Assistance

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ABSTRACT

The purpose of this service activity is to provide participants with understanding and knowledge about the importance of making classroom action research, as well as increase the enthusiasm of teachers to make CAR and implement CAR as expected so teachers do not experience problems in writing CAR reports because Classroom Action Research is seen as a form of research. the most appropriate improvement in the quality of learning. The method uses training with a participatory training model and intensive mentoring, Data collection techniques use interviews to obtain data about the difficulties of teachers in preparing CAR proposals, observations to observe the implementation of the participatory training model with intensive mentoring, and evaluation of CAR proposals to obtain data on the success of model implementation. training. The implementation of this training was attended by 65 teachers. With this training, teachers have knowledge and insight as skilled teachers because apart from being researchers, teachers also act as PBM implementers so that they know very well the problems they are facing, and the conditions to be achieved.

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INTRODUCTION

Situation Analyses

Education is a form of embodiment of a human culture that is dynamic and full of development, therefore changes or developments in education are things that should happen in line with changes in the culture of life. Changes in the sense of improving education at all levels need to be continuously carried out in anticipation of future interests. The quality of educational products is closely related to the process of implementing learning, including curriculum, education staff, learning process, facilities, infrastructure, materials, school management, environment, work, and industrial cooperation. Government Regulation Number 74 of 2008 concerning Teachers states that teachers are required to have academic qualifications, competencies, and educator certificates, be physically and mentally healthy, and can realize national education goals. Teacher competencies include pedagogic competencies, personality competencies, social competencies, and professional competencies obtained through professional education

Professional competence is the ability to master the subject matter broadly and deeply. One of the efforts that can be done by professional teachers to improve the quality of learning is through classroom action research (CAR). According to Suharsimi Arikunto, et al. (2008: 3), CAR is an observation of learning activities in the form of an action, which is deliberately raised and occurs in a class together. In CAR, various learning models are developed that are used as one of the variables to improve the quality of learning. Through CAR, educational and learning problems can be studied, improved, and resolved, so that the education and learning process takes place innovatively and obtains better learning outcomes.

CAR is increasingly getting priority for teachers, given CAR's dual benefits. First, the implementation of CAR that is well planned and controlled will improve teacher performance in managing quality learning, besides that the implementation of CAR will improve teacher competence, which is currently a major issue in improving the quality of national education. Second, solving class or learning problems will provide improvements to the quality of the learning process. Third, improving teachers' role in learning will contribute to improving the quality of education nationally. The opinion of Santyasa (2007:1) states that CAR strongly supports the program to improve the quality of learning in schools, the estuary of which is improving the quality of education.

CAR is expected to create a learning culture among teachers and students in schools. CAR offers opportunities as a performance development strategy, because this research approach places educators and other education personnel as researchers, as agents of change whose work patterns are collaborative.

However, the enthusiasm of teachers in SMK is still lacking due to limited ability and research experience. In addition, due to limited knowledge and research experience, the results of the implementation of CAR that have been carried out still do not reflect the CAR, most of the results of action research are still confused with research with statistical analysis. In addition, the reality in schools shows that there are still many teachers who do not understand CAR and have in preparing CAR proposals. This situation occurs among teachers at SMK Jakarta. The results of the author's interview with the principal at the East Jakarta Vocational School show that many teachers have difficulty in preparing CAR proposals and implementing them in class (interviews on 14 and 15 February 2020). This is due to the limited knowledge of teachers about the guidelines for preparing CAR proposals, both concerning the diagnosis and determination of problems, forms, and scenarios of action, as well as procedures for implementing CAR. Furthermore, based on interviews with several teachers at SMK Jakarta who have attended CAR training, it turns out that they are still having difficulties in preparing CAR proposals such as in preparing the background, developing a theoretical framework, and compiling learning scenarios based on predetermined action variables. Their weak ability in preparing CAR proposals is caused by their limited knowledge or understanding of CAR in practice. The classroom action research training that has been followed is only limited to providing an understanding of the basic concepts of classroom action research. teachers are not trained on how to diagnose their learning problems, find the main causes of problems, and treat their learning problems in a systematic, controlled, and programmed way. Furthermore, what the Jakarta Vocational High School teachers face, related to PTK are the reluctance of teachers to carry out CAR, the implementation of CAR has not been as expected, and teachers experience problems in writing the CAR reports that have been done. Therefore, through community development activities in the form of basic research skills training, it is hoped that teachers, especially vocational school teachers, are important to do so that PPM partners can have basic skills in conducting research whose main goal is researchers, as agents of change whose work patterns are collaborative.

Issue Formulation

Based on the analysis of the situation described above, there are partner problems in this PPM activity, including:

1. The enthusiasm of teachers to make CAR is still lacking due to limited ability and research experience
2. The implementation of PTK has not met expectations
3. The teacher has problems writing the CAR report

Objective

The purpose of this service activity is to equip participants to have an understanding and knowledge about the importance of making Classroom Action Research, as well as increase the enthusiasm of teachers to make CAR and Implement CAR as expected so teachers do not experience problems in writing CAR reports.

Advantage

The expected benefits of this activity are:

1. The ability of teachers to increase in terms of increasing their knowledge about CAR
2. The ability of teachers to increase in terms of skills in preparing Action Research proposals
3. The ability of teachers to increase in improving professional competence

This service activity will provide skills to teachers in East Jakarta

LITERATURE REVIEW

Before the training was carried out, the teachers stated that they still had difficulties in compiling a CAR proposal as a preparation stage in implementing CAR according to the guidelines for preparing proposals both in terms of content and language/sentence. The difficulty in preparing the CAR proposal covers all aspects from Chapter I to Chapter III. Aspects of Chapter I include formulating the research title, problem background, problem formulation, research objectives, and the benefits of research results. Aspects of Chapter II include the presentation of theoretical/library studies, frameworks of thought, and action hypotheses. Aspects of Chapter III research methods include the description of the type, location, and research subjects; research procedures from each cycle from planning, action, observation, reflection, and research schedule; data sources, data collection methods, instruments, and data processing; and indicators of research success. The difficulty in preparing this proposal is because the teachers do not have a clear understanding of CAR and how to prepare the correct CAR proposal, and do not dare to try for fear of being wrong.

After training using a participatory model with classical intensive assistance (action in cycle 1), the teachers began to be able to prepare CAR proposals according to the guidelines for preparing proposals from both content and linguistic/sentencing aspects although with different assessment criteria. At the beginning of the training, teachers were first given and explained material on the concept of CAR and how to prepare a CAR proposal by experts/trainers using participatory learning methods, not only lectures but more emphasis on questions and answers, discussions, and providing applicable examples. Then proceed with the activity of preparing an initial CAR plan and CAR proposal with group/classical guidance/assistance from the trainer, until the CAR proposal prepared by the teacher is ready to be presented. During the process of preparing the CAR proposal, efforts are still being made to establish interaction between teachers and between teachers and their assistants in the form of

discussion, question, and answer, direction, and motivation. All participants seemed enthusiastic, serious, diligent, and actively participated in the training activities until they succeeded in compiling a CAR proposal. This was shown by all teachers as trainees who succeeded in compiling CAR proposals from Chapter I to Chapter III according to the guidelines for preparing CAR proposals, although there were still deficiencies or errors in certain parts/aspects of Chapter I, Chapter II, and Chapter III. However, when compared to the initial conditions before the training action was carried out where the teachers stated that they still had difficulties in preparing proposals, it turned out that after being given training with a participatory model and intensive mentoring, it showed that teachers had started to have a fairly good understanding of CAR proposals so that they were able to prepare proposals. CAR is by the guidelines for the preparation of proposals, although with different assessment criteria, namely good, sufficient, and lacking. The assessed aspects include 10 aspects with each aspect consisting of four descriptors, namely the background of the problem, problem formulation, research objectives, benefits of research results, theoretical/library studies, the framework of thinking, action hypotheses, research methods, research schedule, and bibliography. Three teachers scored an average of 3.9; 3.8; 3.7 with good criteria. The aspects that are lacking are theoretical/library studies that have not presented relevant previous research results and show their contribution to the research carried out, and the bibliography does not only list sources that are referenced and there are reference sources that are not written. Furthermore, two teachers got average scores of 2.6 and 2.2 with sufficient criteria. The aspects that are lacking are: (1) the background of the problem that has not explained the choice of actions supported by library sources and the explanation of the problem analysis until the action has not been systematic; (2) problem formulations that have not been formulated briefly and clearly state the problems and proposed actions; (3) research objectives have not been formulated briefly and clearly by the problem; (4) theoretical/library studies that have not presented relevant theories and relevant previous research results; (5) the framework of thinking has not been presented in the form of a chart; (6) the research schedule only contains the time of the research; and (7) bibliography has not been included. Then one teacher got an average score of 1.8 with fewer criteria. The aspects that are lacking are: (1) the background of the problem that has not explained the choice of actions supported by library sources and the explanation of the problem analysis until the action has not been systematic; (2) problem formulations that have not been formulated briefly and clearly state the problems and proposed actions; (3) research objectives have not been formulated briefly and clearly by the problem; (4) theoretical/library studies that have not presented relevant theories and relevant previous research results; (5) the framework of thinking has not been explained at all; (6) the action hypothesis is formulated beyond the problem; (7) the research schedule only contains the time for conducting the research; and (8) bibliography has not been included. For the formulation of the research title, everything is correct both in terms of content and sentence.

Materials and Methods

The training activities are carried out using a method with a participatory training model with intensive assistance, with the intention that the material can be practiced by the participants well, and assisted in making proposals. The types of activities that will be carried out in the context of this activity include 1) the training stage. It means that teachers are given initial training in the form of material exposure (Seminar) on how to make a CAR proposal; 2) product manufacturing stage which means to realize the PTK proposal, intensive assistance was held where the committee divided into seven groups consisting of 7 teachers.

Results and Discussions

The service activity began with an opening by the Master of The Ceremony, Rizki Firdausi Rachma Dania, SE, MSM briefly conveyed the series of events and the objectives of the event as well as the expected final results of this implementation. The first event was the opening remarks of the activities by the group leader, Prof. Dr. Corry Yohana MM. This service begins with a question-and-answer activity to find out if they know about CAR. Throughout the training, there is a quiz for each discussion and at the end of the training, there is an evaluation of the results of the work. This training emphasizes the success of participants in absorbing material, especially through interactive question-and-answer sessions between participants and resource persons. The first resource person was brought by Dr. Corry Yohana, Dr. Mardi MSi, Prof. Dr. Sri Indah Nikensari SE. MSE, and Susan Febriantina, S.Pd., M.Pd. The results obtained from this activity are very useful. Based on observations of the process of this activity, important things can be conveyed as follows:

1. This training is seen from the indicators of success that it can be implemented properly. This training was attended by 65 participants
2. This training was well received by the participants and received a very high response, this was evident from the level of attendance and following the activities from start to finish. and the resulting proposals
3. This activity was responded to by the participants. The trainees stated that they gained additional knowledge and greatly benefited from this training.
4. This practical training still needs to be continued. Evaluation is carried out in the training process, in progress. This makes it easier to assist so that participants can absorb the material obtained from questionnaires filled out by participants.

Conclusions and Recommendations

Based on the results of the training that has been carried out, the following conclusions are obtained: (1) Teachers at SMK in Jakarta have difficulty in preparing CAR proposals starting from the formulation of the problem background, problem formulation, research objectives, benefits of research results, theoretical studies/ literature, thinking frameworks, action hypotheses and research methods from both content and linguistic/sentence aspects because teachers do not yet have a clear understanding of the CAR concept and its application in the preparation of CAR proposals, (2) The application of participatory training models with intensive assistance can improve competence in compiling CAR proposals from teachers in SMK, which can be seen from the work of teachers, namely CAR proposals, all of which are rated in the good category.

With the conclusions obtained, it can provide the following suggestions:) For schools, to carry out similar training as a follow-up to improve the competence of teachers in SMK in implementing CAR and compiling CAR reports in the form of journals, which are beneficial for improving the quality of learning and teacher professionalism. (2) For teachers, so that the CAR proposals that have been prepared are implemented in research in their schools/classes, the reports are compiled in the form of journals so that they are useful for increasing the rank or functional position of teachers. Besides, it is hoped that teachers will become accustomed to compiling CAR proposals and implementing them in research in their classrooms as the implementation of their professional duties and transmitting these abilities to teachers of other subjects, (3) For other schools, the results of this study can be used as material/input to carry out training with a similar model to improve the competence of teachers in doing CAR.

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