



## CLASSROOM ACTION RESEARCH TRAINING TO REALIZE TEACHER PROFESSIONALISM AT PRIMARY SCHOOL STATE 60 BUTON DISTRICT

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### Abstract

The goal of this community activity is to encourage teachers in the 60 Buton state elementary education unit, which is located in East Lambusango Village, Kapontori District, Buton Regency, to increase their understanding about classroom action research and to realize professionalism. This activity method involves giving presentations, engaging in question-and-answer sessions, taking direction on creating classroom action research proposals, and getting mentoring on proposal preparation. The event took place in public room of the elementary school state 60 Buton. The program's outcomes demonstrate that, in general, the execution of training activities up to mentoring goes without a hitch. Through the use of draft proposals created by teachers who participated in the training, it was determined that the training activities had increased the knowledge of teachers on classroom action research. Additionally, the response from the participants was quite encouraging; they appeared to be very passionate about taking part in the training session, and they expressed a wish that this activity would continue on a constant schedule.

**Keywords:** Classroom Action Research, Training, Teacher.

### INTRODUCTION

Topic of certification has always taken center stage in practically every conference or seminar which teachers had attended since the launch of the teacher certification program. According to article 16 of the UUGD, teachers with educator certificates are eligible for a professional allowance equal to one times their salary (Permendiknas, 2018). Moreover, as long as they fulfill the conditions, such as holding an educator credential, the professional allowance is granted equally to public and private teachers.

Furthermore, (Permendiknas, 2016), in service teacher certification has been managed by PLPG, and starting in 2011, it has been managed by PLPG and PPG. This Government Regulation requires the teacher to have educational qualifications, competencies, educator certificates, to be physically and mentally healthy, and to be capable of accomplishing national education goals. The academic qualification requirements for the teacher are S1/D-IV, as evidenced by a certificate based on the type, level, and unit of formal education at the place of assignment. Mastery of pedagogic, professional, personality, and social competencies is needed of teachers, as evidenced by educator certificates obtained through certification.

According to Minister of National Education (Permendiknas) Regulation No. 18 of 2007, certification for in-service teachers is completed through a competency test to obtain educator certification (Permendiknas, 2017)

PPG is implemented to conduct the competency test. According to data available at the Buton District Education Office, the Buton District Office has currently recruited 1,299 elementary school teachers. The Buton Regency government has provided opportunities for elementary school teachers to continue their education, both through an equalization system and a regular system, in order to achieve the qualifications mandated by Government Regulation Number 19 of 2005 and to improve teacher professionalism. Meanwhile, in order to implement Minister of National Education Regulation No. 18 of 2007, the district government of Buton has socialized the certification mechanisms and procedures to teachers through the District Education Office.

According to observations of interviews with several primary school teachers in Buton regency, the most of the teachers were constrained by their rank in class IVa. This is due to the fact that if any proposal to Group IVb must be accompanied by evidence of scientific work in the form of research. On the one hand, teachers have difficulty conducting research activities because of their limited of classroom action research knowledge. Efforts by the Buton district government also include training in classroom action research, but the results of interviews with several elementary school teachers in the Kapontori sub-district showed that many teachers still have no knowledge and skills in classroom action research. Teachers need classroom action research training. Considering the facts, it appears to be necessary to engage in an activity that could increase teachers's understanding and skills in the field of professional development work, especially classroom action research.

Since they are unable to conduct scientific or research activities, the majority of teachers are stuck in class IVa. In view of the above, it is necessary to provide elementary school teachers in Buton Regency training in the form of training activities on classroom action research knowledge and skills, especially elementary school teachers in East Lambusango Village, Kapontori sub-district, so that teachers have knowledge and skills in conducting classroom action research. Further, it is hoped that teachers will be able to apply classroom action research, improve the learning process, and propose promotions to a higher level because to their expertise and knowledge. classroom action research can be summarized as a type of reflective study done by those who do activities in order to improve their activities more rationally stable while carrying out tasks, gain a deeper understanding of those actions, and improve the circumstances in which learning practices are carried out. To accomplish this goal, classroom action research is conducted as a cycle assessment process with 4 stages: planning, acting, observing, and reflecting. classroom action research's main objective is to find solution to practical problems that happen in the classroom.

Classroom action research is implemented in order to continuously enhance and/or improve learning methods, which are essentially connected to the teacher's professional academic goal (Wulandari *et al.*, 2019). Classroom action research is a technically sound means for teachers to improve and/or enhance educational services that must be held in the context including in learning. The main goal of classroom action research is to improve learning in general and program implementation in schools in particular. The holding of classroom action research allows the improvement and enhancement of teacher professional

services in the context of learning, a related research objective development of teacher professional offerings also be accomplished (Meesuk, Sramoon and Wongrugs, 2020).

Furthermore, (Arikunto, 2021) identified six important principles that teachers must keep in mind when engaging in the correct type of classroom action research. (A) Since a teacher's main responsibility is teaching, applying research findings shouldn't obstruct or impair classroom activities. (b) Data collection techniques should not take a lot of time so that the teacher's main responsibility is not ignored. (c) Because of the methodology's high level of dependability, the teacher can confidently formulate hypotheses and design strategies that are customized to the issues and circumstances surrounding the class. (d) The issue brought up must be one that the teacher has experienced personally and is indeed one that the teacher can address through classroom action research. (e) It must pay attention to research ethics and generally acknowledged standards, such as publishing the findings and maintaining the confidentiality of the research subjects. (f) Research activities should essentially be a movement because it can be challenging to improve and develop over time. The development of a research culture, which is a natural result of consistently implementing classroom action research, has a number of benefits which collectively can be categorized as educational innovation because teachers are given more autonomy to pursue different professional initiatives in an increasingly independent manner.

The primary issue to be answered through this community service activity (PKM) is "How to provide classroom action research knowledge and abilities, so that teachers have the ability to develop and execute classroom action research," based on the identification of the issues outlined above. The main objective of this activity is to strengthen the teacher's knowledge and proficiency in classroom action research, which is in keeping with how the problem was formulated above.

## **IMPLEMENTATION METHOD**

The problems in the field were then identified, and the main issues that needed to be addressed immediately were found, namely the teacher's lack of understanding of classroom action research, which was one of the major obstacles to proposing a promotion. Regarding a literature review, an alternative solution to the issue was found, namely classroom action research training to increase teachers' knowledge and ability to do. The method chosen to achieve this goal was a presentation from the facilitator followed by questions and answers, discussion, and practice in preparing classroom action research proposals.

Eventually, in order for students to have the necessary skills and abilities to carry out classroom action research, the following steps must be taken: (1) provide examples of how to carry out classroom action research, (2) provide lessons on how to carry out classroom action research, (3) present the results of the lessons, and (4) provide feedback in the classroom (Holo *et al.*, 2022). To determine whether or not the task is complete, an evaluation is carried out at the end of the task. The indicator used as a criterion for program success is the ability to rank proposals for classroom action research based on the results of the survey that was completed by the participants.

## RESULTS AND DISCUSSION

Classroom action research training for elementary school teachers was held On October 7, 2022, in East Lambusango Village, Kapontori sub-district, Buton Regency. The activities began at 07.30 and ended at 17.00 WITA. Through their respective school principals, the organizers invited 17 teachers from four schools in East Lambusango Village, Kapontori sub-district. The appointment of participants is left to the school's principal; it is suggested that the appointed teachers are those who have difficulty advancing in the scientific work component. The response of teachers and schools to the activity's implementation was very positive, as illustrated by their enthusiasm from the beginning to the end of the activity. The draft proposals produced during the training were used to assess the participants' ability to prepare classroom action research proposals. According to the data analysis results, the average value of the teacher's ability to prepare classroom action research proposals proposals was 76 points in the good category.

Considering the above achievements, it can be said that the implementation of classroom action research proposals training went well, provided benefits to participants, and was on target. The participants' response was positive, as demonstrated by participants' enthusiasm for participating in the training, and many questions arose during the discussion. Participants' questions included: 1) How to classify problems in learning from schools that only used the 2013 curriculum?, 2) When is the ideal to conduct classroom action research proposals?, and 3) Does the difference in material in each cycle affect classroom action research proposals results? All questions raised by participants were addressed adequately by resource persons as well as community service activity (PKM) implementers. Regarding the lectures and discussions, the practice of preparing classroom action research proposals proposals is continued. The participants briefly struggled to begin composing sentences, but with the guidance of the implementing team, the difficulties were overcome. Following the proposal preparation exercise, one of the participants was chosen to present the resulting draft proposal. Other participants were given an opportunity to make a contribution.

The participants took part in the training with great enthusiasm, as evidenced by the various questions and problems raised during the discussion. During the practice of making classroom action research proposals, the participants were very serious in group discussions. It was demonstrated that each group was capable of producing draft proposals that were rated as good in a relatively short period of time. Teachers are well aware of the importance of having knowledge and skills in classroom action research.

Results of classroom action research, both unpublished (stored in the library) and published in scientific journals, can be used as promotion credit. Classroom action research findings can also be used to compete in scientific work competitions. As a result, related agencies must provide assistance to teachers based on their abilities in order to motivate them to do classroom action research. According to the results of the interviews with the participants, some of the expectations expressed by the training participants are as follows: first, the frequency of activities to increase knowledge and skills about classroom action research is increased, and it is carried out on an on-going basis; second, institutions should also seek sources of funding, so that participants can remain free of charge; and third, this community service activity (PKM) should be given to teachers outside the Kapontori sub-district; fourth, please provide more training time so that they can carry out more intensive

guidance on the preparation of research proposals, and teachers also need training on assessment.



**Picture 1. Training**

Source: training documentation

## CONCLUSION

The conclusions that can be drawn from the results of this community service activity, are:

1. Teachers recognize the importance of continuing professional development.
2. Classroom action research training can assist participants improve their knowledge and skills in classroom action research.
3. Some participants have developed good classroom action research proposals that are ready for implementation.

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