

WORKSHOP ON CLASSROOM ACTION RESEARCH FOR ELEMENTARY SCHOOL TEACHERS IN SAMBAS REGENCY

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Abstract

To improve their competence and professionalism, teachers must always reflect on the learning process that they conduct, which is documented in the form of scientific papers called Classroom Action Research (CAR). The knowledge of teachers, especially elementary school teachers, regarding CAR is still very limited. Therefore, the PKM team of English Education Study Program lecturers carried out PKM activities on CAR. The purpose of this activity was to provide teachers with an understanding of the importance of CAR and how to conduct it. The activity was carried out using lecture, question and answer, and discussion methods. This activity took place for two days and was attended by 50 representatives of elementary school teachers in Sambas Regency. The results of the activity showed that the teachers were very enthusiastic and actively asked questions during the presentation and actively participated in group discussions. From the discussions and presentations, it was found that elementary school teachers in Sambas Regency were able to reflect on their classroom teaching to identify problems encountered in class, found the causes and solutions to the problems.

Keywords : Classroom Action Research, Training.

INTRODUCTION

The role of teachers in advancing education in Indonesia is crucial. The achievement of educational goals depends greatly on the quality of teachers as the driving force behind the implementation of education and learning in various educational institutions. To create cultured and knowledgeable students, teachers are expected to perform their roles well by utilizing existing resources, innovating, and motivating students. To become a professional teacher, as defined by the government through Law No. 14 of 2005 on Teachers and Lecturers, teachers are required to continually develop themselves and their professionalism as teachers, including routinely evaluating, reflecting, and developing the implementation of learning with their students. One way to do this is through Classroom Action Research (CAR). Furthermore, Minister of National Education Regulation No. 18 of 2007 states that for teachers in positions to obtain an educator certificate, they must pass a competency test which is an

acknowledgement of their competence and professionalism as teachers evaluated through a portfolio of documents, including the results of CAR reports.

CAR is a research method that considers the situation of social problems, particularly in education, to improve the quality of learning actions. Therefore, it is suitable for teachers to use in their research. In CAR, it is necessary to diagnose the problem that occurs, then plan and conduct the research. After that, the researcher conducts monitoring, playing a dual role as both educator and researcher. According to Anggraeni and Nurani (2018), "CAR is actually the implementation of the creativity and criticality of a teacher towards what is observed and experienced daily in connection with their profession to produce better quality learning and achieve optimal learning outcomes."

According to Clark et al. (2020), CAR is defined as a form of research carried out by a teacher by observing, evaluating, and improving their pedagogical mastery and learning practices in their classroom. The researchers added that CAR is a critical self-reflection regularly carried out by a teacher in their classroom. By continually evaluating problems in learning in the classroom and finding solutions to overcome them through CAR, it is hoped that teachers can develop their professionalism as learners and educators to produce quality students.

The obligation to conduct CAR has been emphasized by the Indonesian government through Ministerial Regulation (PermenPANRB) No. 16 of 2009 that for the promotion process of a teacher, one requirement for calculating credit points is the publication of CAR results. This is because of the importance of CAR as a form of developing teacher professionalism. Therefore, teachers are required to conduct CAR and publish it so that it can be read as a reference for teachers to develop their professionalism.

Regarding the implementation and reporting of CAR, many teachers still lack understanding and especially skills in designing and conducting CAR. Many teachers still do not understand the essence of CAR, how to identify problems in their classroom, reflect, and find solutions to solve learning problems in their classroom. These CAR problems are mainly felt by elementary school teachers in the area. One of the reasons is that these teachers rarely receive training or workshops related to CAR. Therefore, the PKM team of the English Language Education Program at Universitas Tanjungpura's Faculty of Education feels it is essential to provide CAR training to elementary school teachers so that they can understand and have knowledge about CAR and conduct it correctly.

IMPLEMENTATION METHOD

Community service on Training of Classroom Action Research (CAR) conducted by the PKM team of English Education Program, Faculty of Teacher Training and Education, Universitas Tanjungpura was carried out using lecture method, discussion, Question and Answer (Q&A), and presentation of workshop results. This PKM activity was attended by 50 elementary school (SD) teacher representatives in Salatiga Pemangkat District, Sambas Regency, West Kalimantan. The activity was held for two days at SD Negeri 2 Salatiga, Pemangkat, Sambas Regency. The material presented in this activity was about CAR, including understanding, objectives, characteristics, types of CAR, CAR cycle, and how to conduct CAR as well as the systematic of CAR report.

RESULTS AND DISCUSSION

The implementation of Community Service (PKM) activities on Classroom Action Research for Elementary School Teachers in Sambas District, West Kalimantan, started with coordination carried out by the PKM team of English Education Study Program, FKIP, Universitas Tanjungpura and the Head of the Primary School Teacher Association (MGMP) of Sambas District. This activity received a very positive response and was attended by 50 elementary school teachers from Sambas District. The activity started with an opening speech delivered by the PKM team, the MGPM Head, and the Headmaster of SDN 02 Salatiga, Pemangkat, Sambas District. Then, the PKM team presented the material on Classroom Action Research (PTK). On the first day, the focus was on presenting the PTK material, such as the definition, objectives, benefits, characteristics, and cycle of PTK, as well as how to conduct PTK and the presentation of the systematic preparation of PTK reports, including the parts and information that should be included in the PTK report. Afterwards, a discussion and Q&A session related to the presented material was held. On the second day, the PKM team continued the activity by providing guidance to the teachers in group discussions. Participants were divided into eight groups consisting of 6-7 participants. The groups were divided based on the classes taught by each teacher. For example, group 1 consisted of all participants who taught in class 1. The discussion focused on identifying learning problems faced by the teachers in their respective subject areas, the causes of the problems, and alternative problem-solving strategies. The participants were very enthusiastic and active in the discussions. Afterwards, the participants presented the results of their work and discussions. During the discussions, the teachers identified various problems in the learning process. The results of the participants' discussions can be seen in table 1.

Table 1 Problem Identification, Causes of Problems and Alternative Solution

Group	Problem Identification	Causes of Problem	Alternative solution
1	4th grade students' learning outcomes are still low	- Teaching methods used by the teacher are less varied -Teacher do not use teaching method optimally	Teacher should use various teaching methods such as demonstration, group discussion, and etc.
2	Students do not understand yet on "Circle" material in Math.	-Teacher does not use teaching media - Teaching methods used by the teacher are less varied	Teacher should use appropriate teaching media
3	-Students lack of understanding "Imperative Sentences" in Indonesian language.	-Teacher uses monotonous teaching models, less teaching and learning sources, and less teaching media	Teacher should use appropriate teaching models -Teacher should design teaching materials - Teacher should design teaching media.

4	6 th grade students have Low learning achievement in math on “Fraction” material.	- Teacher uses less teaching media -The teaching is more on Lecture model of teaching (Less varied teaching method)	Teacher should use demonstration model and Realistic mathematics Education. (RME)
5	- Grade 1 students cannot pronounce consonant letters and cannot distinguish letters with the same shape.	The method and learning media used by the teacher are not appropriate.	Teacher should use songs, demonstrations, and interactive picture/letter media.
6	Students lack understanding and are not active in learning about “The Human Body's Movement Organs.	Focused method on lecturing, not using electronic media (media is still traditional).	Using demonstration method and using electronic media.
7	7 Out of 20 third grade students, are not fluent yet in reading.	Inappropriate teaching method	Differentiation method
8	Grade 2 students cannot read fluently.	Not using learning media.	Using card media

From the table above, it can be seen that the average problem faced by teachers in teaching is the weakness or lack of students' ability to understand the material delivered by teachers due to limited teaching media and inappropriate and less varied teaching methods. This PKM finding is in line with the results of PKM activities that have been conducted by Ermiana, Affandi, and Kusuma (2019) who stated that one of the causes of students' lack of focus in understanding learning material is the limited teaching media. The presentation of one of the groups found that one solution that teachers can do to improve students' ability to recognize letters and read is by using pictorial media and using cards. This is in line with the findings of research conducted by Nail (2021) which states that the use of letter and picture cards can improve the reading ability of elementary school students. After each group representative presented their work, other groups were given the opportunity to provide feedback and suggestions. Participants also received feedback and suggestions from the PKM team. From the work done by the elementary school MGMP teachers in Sambas District, it can be stated that they were able to conduct classroom action research well, where they could identify learning problems in the class, found the causes of the problems that arise, and found appropriate solutions to solve the problems.

This Community Service activity was held for two days. The first day focused on delivering PTK materials and the second day was a group discussion and presentation of participants' work. The documentations of the activity can be seen in figures 1,2, and 3.



Figure 1. Delivery of material of “Classroom Action Research (PTK).



Figure 2. Group discussion on identifying problems, causes, and alternative solutions.



Figure 3. Presentation of group discussion results by participants.

CONCLUSION

The Community Service Program (PKM) activity of Training on Classroom Action Research conducted by the PKM Team of the English Education Program, Faculty of Teacher Training and Education, Universitas Tanjungpura, ran smoothly and successfully. The teachers were very enthusiastic during the activity and actively participated in the discussions. From the discussions and presentations, it can be concluded that the elementary school teachers in Sambas Regency have been able to identify learning problems in their classes, found the causes of the problems, and found the solutions to the learning problems.

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