

Socialization Of Classroom Action Research

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INFORMASI ARTIKEL	ABSTRAK
Kata Kunci: Penelitian Tindakan Kelas Sekolah Sosialisasi Guru Pelatihan	Penelitian tindakan kelas sangat dibutuhkan di lingkungan sekolah sebagai upaya peningkatan mutu pendidikan dan pengajaran. Tujuan sosialisasi ini dilakukan sebagai upaya membantu civitas akademika di lingkungan MAN 2 Bungo Kota Jambi agar lebih mudah dalam melakukan penelitian tindakan kelas. Banyak instruktur yang masih bermasalah dengan PTK, terbukti dari observasi yang dilakukan di MAN 2 Bungo. Salah satu tantangan umum adalah pendidik kurang memiliki latar belakang pengetahuan yang diperlukan untuk mengumpulkan, mengolah, dan menganalisis data statistik yang relevan, serta keterampilan yang diperlukan untuk menyusun PTK, strategi, model, dan pendekatan pembelajaran yang dapat digunakan. Maka, solusi yang diusulkan oleh tim pelaksana pengabdian masyarakat, yang memerlukan pengarahannya kepada para pendidik tentang bagaimana mempersiapkan PTK dengan benar, sangat penting jika masalah tersebut ingin diatasi dan kualitas pendidikan di sekolah ingin ditingkatkan. Sosialisasi ini diikuti sebanyak 20 orang. Hasil pengabdian masyarakat ini menunjukkan bahwa para peserta menyatakan minat dan sangat membutuhkan kehadiran pelatihan yang telah diberikan oleh Tim Pengabdian Masyarakat FTK UIN Sulthan Thaha Saifuddin Jambi karena melalui pelatihan penelitian tindakan kelas ini para guru mendapat ilmu baru. Dalam hal ini, pelaksana memberikan tugas kepada setiap peserta untuk membuat karya ilmiah berupa tulisan PTK sederhana sesuai dengan kerangka tulisan yang telah disampaikan.
	ABSTRACT
Keywords: Classroom Action Research School Socialization Teacher Training	Classroom action research is urgently needed in the school environment as an effort to improve the quality of education and teaching. This socialization was carried out as an effort to help the academic community in the MAN 2 Bungo environment in Jambi City to make it easier to conduct classroom action research. Many instructors still have trouble with PTK, as evidenced by observations done at MAN 2 Bungo. One common challenge is that educators lack the necessary background knowledge to gather, process, and analyze relevant statistical data, as well as the skills necessary to prepare PTK, strategies, models, and learning approaches that may be utilized in learning. As a result, the community service implementation team's proposed solution, which entails instructing educators on how to properly prepare PTK, is essential if the issues are to be addressed and the quality of education in schools is to be raised. This outreach was attended by as many as 20 people. The results of this community service show that the participants expressed interest and really felt the need for the presence of the training that had been provided by the Community Service Team of FTK UIN Sulthan Thaha Saifuddin Jambi because through this classroom action research training the teachers received new updates in the field of classroom action research and science publications. Furthermore. In this case, executor gave task to each participant to make a scientific work in the form of simple PTK writing in accordance with the writing framework that has been submitted.

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I. INTRODUCTION

The success of every educational endeavor depends on the teacher's capacity to exercise unquestioned authority. Therefore, educators need strong competence in the art of teaching, sensitivity to the evolution of student learning outcomes, and the ability to constantly adapt and improvise in order to maximize their students' educational experiences. To fully implement Law no. 14 of 2005 about Teachers and Lecturers, it is

necessary to maintain the current level of effort to increase teacher competence and certification. This is done so that students can graduate with instructors who are not only qualified but also experts in four core areas: pedagogical knowledge, professional knowledge, social skills, and personality traits. Teachers in Indonesia are required to be able to continually improve their professionalism through reflective actions like conducting Classroom Action Research (PTK) (Permendiknas, 2007), as stated in Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning academic qualification standards and teacher competencies.

Teachers and other education professionals who are invested in improving education do action research to learn more about effective pedagogy and student outcomes in the classroom. (Miaz, 2015)

Action research is a method of improving educational practice via the study of the researcher's own concerns in classrooms or other educational institutions. Teachers are asked to do research by considering the issue at hand, interviewing students and colleagues, conducting classroom observations, and writing up the results in the form of a report (Ahmadi, Widihastrini, Widhanarto, 2018). To put it another way, professional teaching knowledge (PTK) may be defined as "scientific activity carried out to develop innovations in learning" (Afandi, 2014) such as the use of media approaches or tactics.

Because CAR involves students in the research process, it can provide systematic feedback on learning activities carried out by teachers through the application and evaluation of an action in the classroom (Sumini, 2010). However, most Indonesian educators are far from ideal and struggle even with PTK. According to Pramswari (2016), there are a number of challenges that prevent PTK from being implemented effectively in elementary schools. These include teachers' lack of time and computer skills; students' diversity; scarce resources; contrasting approaches to report writing; a lack of relevant references; a stalemate in brainstorming possible solutions; conflicting perspectives from supervisors; sloppy typing; difficulty defining problems; and insufficient facilities and infrastructure.

Many instructors still have trouble with PTK because many teachers still use conventional methods in teaching and some teachers do not follow the development of science and technology (Herianti, H., Soe'oad, R., & Hudiyono, 2022), as evidenced by observations done at MAN 2 Bungo. One common challenge is that educators lack the background knowledge necessary to gather, process, and analyze relevant statistical data, as well as the skills necessary to prepare PTK, strategies, models, and learning approaches that may be utilized in learning. As a result, the community service implementation team's proposed solution, which entails instructing educators on how to properly prepare PTK, is essential if the issues are to be addressed and the quality of education in schools is to be raised. This socialization was carried out as an effort to help the academic community in the MAN 2 Bungo environment in Jambi City to make it easier to conduct classroom action research.

II. RESEARCH PROBLEM

Many instructors still have trouble with PTK, as evidenced by observations done at MAN 2 Bungo. One common challenge is that educators lack the background knowledge necessary to gather, process, and analyze relevant statistical data, as well as the skills necessary to prepare PTK, strategies, models, and learning approaches that may be utilized in learning. As a result, the community service implementation team's proposed solution, which entails instructing educators on how to properly prepare PTK, is essential if the issues are to be addressed and the quality of education in schools is to be raised. This is the location of the training being held:



Figure 1. Location of the training

III. METHOD

There are several stages of implementing training activities that are taken to realize solutions to problems that occur including, **The first stage is preparation**, at this stage administrative preparations, locations and activity tools are carried out. The second stage is Implementation, at this stage training and mentoring activities are carried out for participants in community service activities. At the end of the training implementation, responses were taken from the teachers, activity participants as evaluation material. Furthermore, the last stage is Closing and Evaluation at this stage, namely the closing and evaluation stage, an evaluation of the implementation of activities is carried out and compiling a final report on activities.

The training activities were attended by 20 participants, all of whom were teachers at MAN 2 Muara Bungo with different types of fields of study. The method used in this study is the method of seminars and training. The implementation team gave discussion seminars and questions and answers to participants, this aimed to provide information to participants about the nature of Classroom Action Research as a whole including in the form of; action research concept classes, innovative learning models and the use of the internet as reference source. The purpose of this activity is can add to participants' understanding of classroom action research and produce many references for writing classroom action research.

The simulation method and practice method are used for practice writing class action research. At this stage the participants were guided by the executor to develop a PTK research title. Participants are provided with how to make good scientific work starting from how to compile backgrounds, formulate problems, develop theoretical studies, develop research instruments, compile results and discuss PTK, and how to submit these articles to accredited journals. The purpose of this activity is to increase the participants' skills in writing scientific papers of classroom action research and to be able to publish them in scientific journals.

In the final stage of the evaluation, to find out the success of the PKM that has been implemented, an evaluation is carried out in the form of an assessment of the participants' understanding of the extent to which they understand and carry out classroom action research, which refers to: (1) To find out the level of understanding of the participants, a questionnaire was used to find out the response to the training material, (2) To see the extent to which the participants' ability to carry out research was calculated based on the total percentage of titles submitted.

IV. RESULTS AND DISCUSSION

The implementation of Community Service activities (PKM) with the theme Class Action Research Writing Training (PTK) has been carried out according to a predetermined schedule. This training was attended by 20 Muara Bungo 2 State Madrasah Aliyah (MAN) teachers from various fields of study. Activities are carried out by applying a seminar model with a simple project as well as a question and answer discussion. The expected goal of this PTK writing training is as an effort to improve the understanding and skills of MAN 2 Muaro

Bungo teachers in writing class action research well, besides that it is also hoped that participants in community service activities, namely MAN 2 Muaro Bungo teachers can continue to be consistent in writing scientific papers Classroom Action Research (CAR).

The importance of socializing classroom action has of course been stated by many previous researchers, one of which is (Tampubolon, 2016), the results of this study state that it is very important to socialize classroom action research especially to teachers because there are still many teachers who do not really understand action research. This is also in line with other researchers who stated that many teachers experience difficulties with one of the conditions for promotion to class, namely writing scientific papers based on classroom action research so that the form of outreach about classroom action research really helps them to facilitate the completion of class action research. (Tyas., 2019)

Furthermore, the teacher is enthusiastic and satisfied with the socialization of classroom action research. In addition, the teacher also wants to write articles after the socialization event by applying interesting learning applications and media. (Didit Wahyu Putra, Yusak Hudiyo, Herianti Herianti, Widyatmike Gede Mulawarman, 2023). In addition, research by (Ginting, 2019) shows that there is an increase in teachers' writing scientific papers in classroom action research after being given socialization. In addition, research from xx has increased the enthusiasm of participants to publish scientific articles that are reputable both nationally and internationally. (Suadiyatno, T., Sumarsono, D., Muliani, M., Arrafii, M. A., & Bagis, 2020).

1. Preparation phase

The initial stage carried out by the service team in carrying out the Classroom Action Research Writing Training (PTK) was to take care of licensing and initial coordination with MAN 2 Muaro Bungo, based on the results of the discussion between the service team and the school, the school welcomed and gave permission to carry out these activities with enthusiasm. The school also conveyed the problems faced by teachers in compiling scientific work, especially classroom action research, several things that were mutually agreed upon including the time for carrying out community service activities, all the requirements and conditions needed when carrying out community service, as well as the flow and process of how to carry out the activities to be carried out so that goes well.

After coordinating with the school, the next step is to form an internal community service team. The results of the internal coordination of the Service Team produce materials that will be given to the participants. The material provided in the Community Service activities was prepared by the Community Service Team and agreed to include: 1. The nature of PTK basically includes (understanding, objectives, benefits, characteristics, principles, instruments, advantages and disadvantages, and knowing how the stages and cycles of Classroom Action Research (PTK), 2. Steps to write a Classroom Action Research (PTK) scientific paper and how to submit articles and journals. The presenters in this service activity are: Ahmad Ansori, M.Pd, while for MC, moderator, recipient visitor,.

2. Implementation Stage

Training activities were carried out on Thursday May 24 2023. The start of the activity was opened directly by the Principal of MAN 2 Muaro Bungo School. All trainees in community service activities have confirmed their attendance. The opening ceremony was attended by the Community Service Lecturer Team, the Principal and all MAN 2 Muaro Bungo teachers as training participants. In the opening session, the aims and objectives of holding community service activities were explained through remarks by the Head of Community Service Implementation, Mr. Bobby Syefrinando, M. Si, followed by remarks by the Principal of MAN 2 Muaro Bungo School, Mrs. Hj. Wati Olivia, LC. The principal of the school said that this activity gave new hope to the training participants, they hope that the presentation of material on the concept of CAR can be refreshing and inspiring to be able to carry out classroom action research in the future. In general, the training participants did not understand correctly about matters related to PTK. It is hoped that this activity will be able to provide understanding and improve the ability of participants in writing scientific papers Classroom Action Research (PTK) for teachers to increase credit scores for teachers.

a. Material Presentation 1

In explaining PTK material, the presenter begins by explaining the first material, namely an explanation of the basic nature of Classroom Action Research (PTK), several concepts such as meaning,

purpose, benefits, characteristics, principles, instruments, advantages and disadvantages, as well as the stages involved in PTK is explained in conclusions drawn from several opinions of experts regarding the concept.

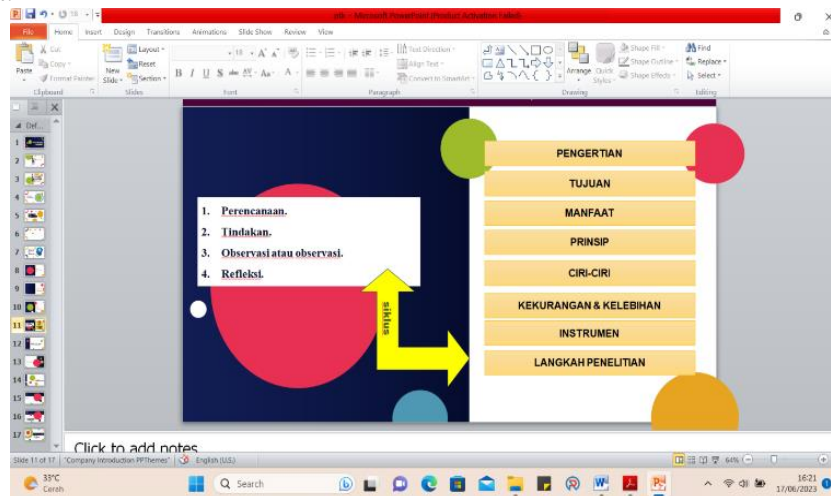


Figure 2. Class Action Research Materials

In this activity, through the material that has been delivered, teachers are trained to design classroom action research designs in accordance with the standards and standard procedures of implementing Classroom Action Research. The training participants were asked to see how the class was during the learning process, this is what will potentially become a research topic in classroom action research. Furthermore, participants were guided to describe the problem in the form of a classroom action research background, exploring theoretical studies related to the background. Then, finally, the participants were guided on how to design a good CAR implementation method.

It is hoped that the material explanations from the resource persons above can strengthen the trainees' understanding of classroom action research. During the question and answer discussion session, several questions arose, this proved that the training participants focused on paying attention and listening to the presentation of the material.

B. Presentation of Material 2

After delivering material on the nature of the concept of classroom action research (CAR), then the material that will be explained to the training participants is the steps for writing scientific papers and how to submit journals. The indicators of the material to be delivered are regarding the selection of research titles to be published, abstract creation and analysis of journal templates from various journaling institutions. In addition, participants were provided with material on various types of accredited journal institutions in Indonesia. In this training, the participants were given techniques to publish in order to be accepted by journalism institutions.

Classroom Action Research scientific work must be published in a Journal, because this scientific work can be a credit point for teacher promotion. For this reason, the preparation of Classroom Action Research (CAR) scientific paper articles must be in accordance with the template of a journal. From the explanation of the material and instructions given by the trainers to the training participants, it can be seen that all participants were very enthusiastic in carrying out the various instructions given by the team of instructors from FTK UIN Sulthan Thaha Saifuddin Jambi. When the training took place it was also interspersed with question and answer activities, especially in educational issues, curriculum implementation. In addition, many training participants submitted background issues and PTK titles that were submitted and accepted and directed by the coordinator, although they were still limited to a number of aspects.

Based on the results of observations during the activity, the participants expressed interest and really felt the need for the presence of the training that had been provided by the Community Service Team of FTK UIN

Sulthan Thaha Saifuddin Jambi because through this classroom action research training the teachers received new updates in the field of classroom action research and publications science.

V. CONCLUSION

There is an increase in the participants' understanding of writing Classroom Action Research, this can be seen from the title plans proposed by the participants and can be developed by the participants into good scientific work. The form of an assessment of the participants' understanding of the extent to which they understand and carry out classroom action research, which refers to: (1) To find out the level of understanding of the participants, a questionnaire was used to find out the response to the training material, (2) To see the extent to which the participants' ability to carry out research was calculated based on the total percentage of titles submitted.

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