

# Development Of Teacher Competence Improvement Through Class Action Research At SMK Negeri Kokar

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## ABSTRACT

*Community service activities in the form of workshops on improving teacher competency through classroom action research are intended to provide teachers with a complete understanding of the basic concepts of CAR and conduct classroom action research guidance so that teachers can produce CAR reports through classroom action research. For this purpose, the purpose of the first service activity is to train teachers to be skilled in making scientific papers; second, training teachers to make classroom action research proposals and third, training teachers to be able to carry out classroom action research activities as an effort in developing the teaching profession. The partner of this community service activity is Kokar State Vocational School, which is known that 13 teachers of Kokar Negri Vocational School do not yet have PTK reports, so it becomes a problem for teachers to take care of rank. The dedication method used is 1) the various Lecture methods are intended so that the resource person can present training material; 2) Questions and answers are intended to provide clarity of information between the recipient and the provider of information; 3) The discussion is intended to provide opportunities for participants and resource persons to exchange information on a problem that requires a solution to solve the problem; 4) Performance is intended so that participants can immediately formulate problems and make PTK proposals with the help of directions from resource persons; 5) Guidance/Training is intended so that resource persons can provide corrective input on the formulation of the problem and the writing of PTK proposals. The results of the activity showed an increase in terms of understanding of the PTK concept as well as an increase in the skills of preparing and writing PTK scripts.*

**Keywords:** Classroom Action Research, Basic Concepts, PTK Guidance

## I. INTRODUCTION

Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers states that teachers are professional educators who have the task of educating, teaching, guiding, directing, training, assessing, and evaluating students. Since the enactment of this law, it is a concrete manifestation of the state's appreciation for the professionalism of the work of teachers and lecturers, getting better and better. Moreover, in articles 14 and 15 of the Law it is stated that teachers have the right to earn income above the minimum living necessities and social welfare guarantees, including basic salary, allowances attached to salary, as well as other income in the form of professional allowances, functional allowances, special allowances, and additions related to his duties as a teacher determined by the principle of reward on the basis of achievement.

With the provision of rights for teachers, teachers are guided to become professional teachers. One form of teacher professionalism is conducting research, as evidenced from teacher portfolio reports which require attaching their written work to in-service teacher certification (Permen PANRB Number 16 of 2009), because of that, teachers in schools must be able to research in their own class by the aim of improving the quality of learning through Classroom Action Research (CAR).

Classroom Action Research is actually a critical reflection and creativity of a teacher on the implementation of learning activities carried out in his class to obtain some information and offer solutions to increase and improve quality learning activities to achieve certain goals. Through classroom action

research educational and learning problems can be studied, improved and resolved, so that innovative educational and learning processes and better learning outcomes can be realized systematically (Tyas Asri Hardini et al., 2019). Furthermore (I Made Surat et al., 2021) revealed that to develop an academic culture in the school environment among educators so as to create a proactive attitude in improving the quality of education and learning can be done by using research activities. The same thing was conveyed (Prihantoro & Hidayat,) that the end result of CAR is solving problems and improving the quality of education and teaching.

The reality in the field shows that there are still many teachers who are not familiar with and have not conducted Classroom Action Research at all in their class, even though PTK is not difficult for teachers to carry out both in terms of time and disrupting teacher learning activities in class. This is because PTK is a study that is integrated into teaching activities so that it does not interfere with the teacher's duties as an educator. PTK is a research conducted by teachers in their own class by planning, implementing and reflecting on collaborative and participatory actions with the aim of improving their performance as teachers, so that student learning outcomes can increase (Wanabuliandari et al., 2020).

So the purpose of this workshop is to invite or motivate teachers who have not conducted research for various reasons to be able to develop the potential of students in their class. By knowing the potential of students, teachers become closer to their students, and there is an interactive process between teachers and students. Therefore, the workshop activity entitled "Classroom Action Research Training for Teachers" is one of the efforts to help increase teachers' interest in CAR in order to improve teacher quality and learning quality.

Based on the results of communication with the Kokar State Vocational School Principal on August 9 2022, information was obtained that several teachers experienced problems with promotion due to the requirements for writing teacher scientific work as stated in PERMEN PANRB Number 16 of 2009 Chapter V Article 11, namely elements of sustainable professional development activities consisting of three kinds, one of which is a scientific publication. Many obstacles encountered by teachers in making PTK include: *First*, lack of ability to identify problems; *second*, the lack of ability in finding a theoretical basis that can answer the problem; *third*, lack of assistance in the process of making PTK proposals to reporting (Tyas Asri Hardini et al., 2019).

Thus, teacher problems in carrying out classroom action research activities up to making proposals and producing PTK reports are a necessity for teachers of SMK Negeri Kokar. To overcome the problems of teachers who will apply for promotions and improve the quality of learning in the classroom, training activities are needed to improve teacher competence in relation to the introduction of basic concepts and guidance on classroom action research at SMK Negeri Kokar. This service activity was a proposal from the Tribuana Kalabahi University Theological Education Study Program to Kokar State Vocational School as a partner in implementing the Workshop activities with the theme "Increasing Teacher Competence in Writing Teacher Scientific Papers Through Classroom Action Research". This workshop aims to *First*, train teachers to be skilled in making scientific papers; *second*, training teachers to make class action research proposals and third, training teachers to be able to carry out classroom action research activities as an effort in developing the teaching profession.

## II. PROBLEM

Based on the results of coordination with the school, information was obtained that Kokar State Vocational School teachers had difficulty managing promotions because one of the requirements for promotion was a PTK report, but the teachers did not understand the basic concepts of CAR and CAR research until writing CAR reports. For that problem can be formulated as follows:

1. Kokar State Vocational School teachers do not understand the basic concepts of Classroom Action Research
2. Kokar State Vocational School Teachers Do Not Have PTK Reports



### III. IMPLEMENTATION METHOD

This service activity was carried out with partners at SMK Negeri 1 Kokar. The results of the interviews showed that most PNS teachers had not implemented PTK. Participants who took part in the workshop activities totaled 13 people, namely 12 civil servant teachers and 1 school principal. The method used in workshop activities uses training methods with tactics: 1) Various lectures are intended so that resource persons can present activity material such as the basic concepts of PTK guidance, Models in PTK Stages, Introduction to Models, learning approaches and media, KTI Writing Language Rules, Tricks for formulating PTK problems, Scientific article writing techniques; 2) Questions and answers are intended to provide clarity of information between the recipient and the provider of information; 3) The discussion is intended to provide opportunities for participants and resource persons to exchange information on a problem that requires a solution to solve the problem; 4) Performance is intended so that participants can immediately formulate problems and make PTK proposals with the help of directions from resource persons; 5) Guidance/Training is intended so that resource persons can provide corrective input on the formulation of the problem and the writing of PTK proposals.

Service activities in the form of workshops are carried out for 3 days, namely on the first day the resource person delivers material, discussions and questions and answers with a duration of 08.00 to. 17.00 WIB) on the first day. Presentation of lecture material, discussion, and debriefing was carried out for 2 hours (08.00-10.00) and the practice provided by the team was in the form of proposal preparation and preparation of PTK assessment instruments which were carried out for 5 hours (10.00 to 16.00) in class and a 90 minute break ( 12.00 – 13.30).

On the second day, approximately 8 hours (08.00 to 16.00) were focused on giving participants the opportunity to develop proposals and CAR instruments in a guided manner. Then forwarded as independent assignments outside the classroom for 4 days. After 4 days, the participants will report the results of their practice in the form of complete and correct product proposals and assessment instruments. Then the participants were given assignments for research activities for 1 month accompanied by a team from the Theology Education Study Program. The stages of community service activities are divided into several stages as follows.

#### a. Coordination

Coordination is intended to discuss and explore a number of teacher problems in carrying out PTK activities so that the service team can determine materials that are relevant to teacher needs as a problem solving solution offered to solve problems for Kokar State Vocational School teachers in carrying out PTK

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activities, writing PTK proposals and making PTC report. In addition, coordination is also intended to obtain agreement on the timing of the implementation of classroom action research workshop activities with the theme "Increasing Teacher Competence in Writing Scientific Papers through Classroom Action Research".

b. Workshop

Workshop activities are carried out face-to-face (offline), starting with the resource person explaining the material, the participants respond with questions and answers and discussion groups are formed and continued with direct performance by the participants accompanied by the resource person and ending with a percentage of PTK proposals by the workshop participants.

c. PTK Writing Guidance

At the end of the workshop activities, participants were distributed with resource persons for assistance and guidance in writing PTK proposals.

#### IV. RESULTS OF ACTIVITIES

Community service activities in the form of workshops were carried out for 3 face-to-face days involving PNS teachers and principals of Kokar State Vocational Schools and 6 FKIP lecturers at Tribuana Kalabahi University (Theology Education Study Program, English Language Study Program and PGSD Study Program). With the material presented in the workshop activities sequentially, namely:*First*, PTK Basic Concepts and Guidance;*second*, Evaluation Models in PTK;*third*, Introduction to Learning Models, Approaches, Methods and Media;*fourth*, KTI writing rules;*fifth*, Tricks for Formulating PTK Problems;*sixth*, Draft and Scientific Article Writing Techniques. For the purposes of writing this article it is limited to training material on the Basic Concepts and Guidance of PTK while other training materials will be written in other service articles.

The presentation of the basic concept material and PTK guidance was carried out on the first day with 13 participants. This material is presented in two parts, the first part contains the basic concept of CAR which consists of the definitions, goals, objectives, benefits and characteristics of PTK. This material was delivered with the intention that the workshop participants understood the basic concepts of CAR and the benefits of classroom action research for teachers.

On this occasion, the resource person explained that PTK is an action research conducted by the teacher in the classroom during the learning process with the aim of improving the quality of learning both in terms of process and results. Therefore, the purpose of PTK is to improve the implementation of learning with the principles of not interfering or hindering learning activities in class, not interfering with the teacher's duties as an educator, data collection procedures are carried out by the teacher himself. Therefore PTK is different from other studies so that the characteristics of PTK depart from learning problems that actually occur in class so as to fix problems directly, PTK has special characteristics, namely a continuous reflective attitude and collaboration with other teachers.



Figure 1. Presentation of material by resource persons (19/12/22)

The second part of the resource person explains how to make a PTK report. This section deals with technical explanations along with examples of writing reports starting from CHAPTER 1 to CHAPTER V. This section will write down what was conveyed to the workshop participants.

Background describes ideal expectations, real conditions, causes and consequences and alternative solutions and research titles. The formulation of the problem is adjusted to the research variables, the more variables the more the problem formulation. The purpose of the research is to adjust the formulation of the research problem. CHAPTER 2 contains a literature review and relevant previous research studies which are included as a comparison of research and differences in research that has been carried out previously. CHAPTER 3 describes the research setting, research design, data collection, data analysis and performance indicators. Chapter 4 describes the pre-cycle, cycle 1 and cycle 2 and how to write a discussion containing a summary based on the results of the research in the pre-cycle, cycle 1 and cycle 2 while Chapter 5 explains the conclusion is the answer to the formulation of the problem that has been defined in the introductory section, therefore the conclusion must refer to the formulation of the problem and research results while suggestions should consider three things, namely referring to the benefits of research that has been written in the introduction; according to the conclusions and objectives must be clear.

This technical explanation is intended so that participants get a complete picture of how to write a PTK report, because based on the results of the initial coordination not all participants understood the concept of writing a CAR report and of course they also did not yet have a PTK report draft to be perfected in accordance with the writing and systematics according to the rules for writing PTK manuscripts. .



Figure 2. Display of PTK Workshop Paper Samples (19/12/22)

### Activity evaluation

Based on the results of the implementation of the PTK workshop activities which were carried out at Kokar State Vocational School for three days starting from 19-21 December 2022, the enthusiasm and active participation of the participants were seen in responding to the material presented either through debriefing with speakers, group discussions to presentation of drafts PTK manuscript according to the research title of each teacher.

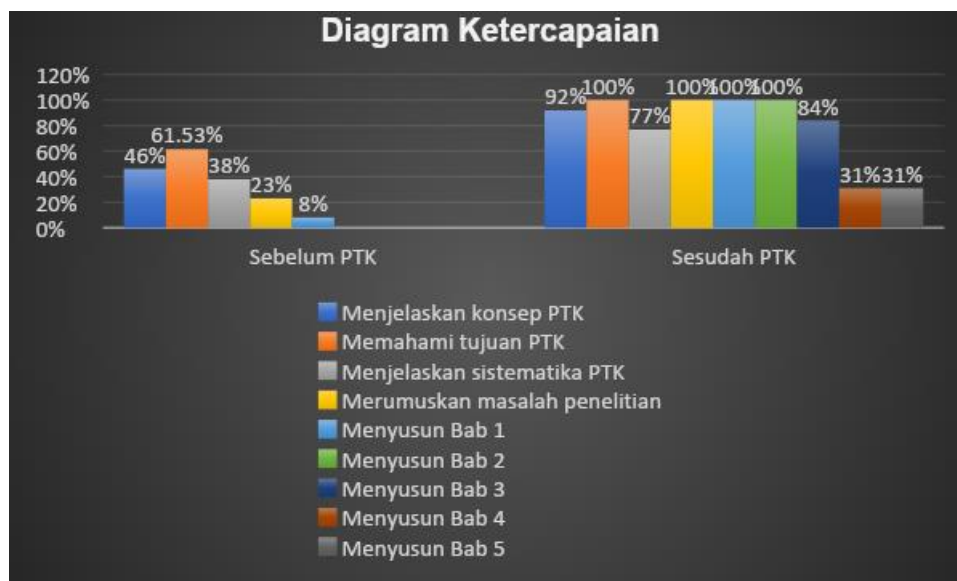


Figure 3. Source: Dissemination of instruments in CAR workshops (19/12/22)

Based on the diagram above, it can be seen that the Kokar State Vocational School teacher's understanding of the basic concept of PTK has increased by 46%; Understanding CAR objectives increased by 47%; Explaining the systematics of CAR, there was an increase of 39%; teachers can formulate research problems increased by 77%; there is an increase in the ability of teachers to prepare proposals in Chapter 1 by 92%; Teachers can arrange Chapter 2 up by 100%; The increase in the preparation of Chapter 3 proposals is an increase of 84%; teachers who are able to compile PTK scripts to completion in chapter 4 and chapter 5 are 31%.

In connection with teachers' understanding of the basic concepts of PTK which is still limited because most teachers do not read and discuss PTK, they know about CAR when they were still in college and PTK workshop activities conducted by the school and the education office. (Mayang Risqi Putriani, 2016) explained that the existence of a culture of lack of reading, especially in books supporting PTK, can cause difficulties for teachers to carry out CAR, especially in preparing theoretical studies. As for the ability to design and compile PTK manuscripts, besides not reading enough, teachers are still weak with the ability to write scientific writing, resulting in low teacher motivation to carry out classroom action research and produce PTK manuscripts. As expressed by (Risya Pramana Situmorang, 2018) that teachers still have difficulties with language in stringing words that are in accordance with scientific principles in making CAR reports. Therefore, teachers need to increase reading and writing activities so that they can help teachers write PTK scripts, one of which is by continuing to participate in training activities that can support teacher competence.

#### ***Follow up activities***

Based on the results of the implementation of PTK workshop activities, it can be seen that there is an increase in teachers' understanding of the basic concepts of CAR as well as an increase in skills in making PTK scripts, it is suggested that schools can continue to carry out similar activities that can improve teacher competence both through PTK training activities and CAR guidance for State Vocational High School teachers Kokar. Particularly in systematizing CAR, writing PTK reports in Chapters 3 to Chapter 5, for this follow-up to this activity schools can communicate with partners so they can assist teachers online in writing PTK scripts.

#### **V. CLOSING**

##### ***Conclusion***

The service activities carried out by the Untrib Kalabahi Theological Education Study Program together with Kokar State Vocational School went well because there was an increased understanding of PTK concepts and skills in writing PTK scripts by workshop participants, although some components did not meet activity implementation indicators such as proposal writing systematics, PTK chapter proposal writing 3, Chapter 4 and Chapter 5.

##### ***Suggestion***

1. It is hoped that there will be PTK workshop activities conducted by schools, especially on PTK systematics material and PTK script writing.
2. It is suggested that schools can coordinate with service activity partners to continue assisting in writing PTK scripts to publishing articles for teachers online.
3. Teachers can independently and collectively continue to improve teacher competence through training activities or independently improve the quality of reading and practice writing skills.

#### **THANK-YOU NOTE**

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