

Workshop on Scientific Paper Writing for Teachers: Classroom Action Research Approach at Madrasah Aliyah Laboratorium Jambi

¹⁾Muhamad Taridi*, ²⁾Muslimahayati, ³⁾Suci Fitriani, ⁴⁾Fransisko Chaniago, ⁵⁾Sri Ramdayeni Sakunti,
⁶⁾Summiyani, ⁷⁾Yuliana Afifah, ⁸⁾Hamdan
^{1,2,3,4,5,6,7)}UIN Sulthan Thaha Saifuddin Jambi
⁸⁾Syekh Maulana Qori Bangko
Email Corresponding: fransisko@uinjambi.ac.id*

ABSTRACT

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Classroom Action Research (CAR) plays a crucial role as a benchmark in improving teacher professionalism. Through the implementation of CAR, it is expected that teachers can identify elements that can be applied to enhance the quality of the learning process, ultimately contributing to the improvement of the national education quality. This community service research method applies the ABCD approach. The purpose of this activity is to provide scientific paper writing training on CAR for teachers. The expected outcomes of this activity are, first, the teachers' ability to understand and master the formulation of CAR, and second, the teachers' ability to conduct Classroom Action Research. The implementation of this activity is expected to enhance the knowledge and skills of training participants in creating scientific works on CAR, especially in formulating Classroom Action Research proposals. Additionally, participants are expected to be able to compose CAR papers in accordance with the procedures conveyed during the training.

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I. INTRODUCTION

The quality of education reflects the progress of a nation (Nurhuda, 2022). Education, as the foundation of a nation's development, plays a crucial role in producing quality human resources, measurable through improvements in student learning outcomes. To achieve this, teachers need professionalism in teaching (Hamid, 2020). A professional teacher serves not only as a facilitator and motivator for students to achieve optimal performance but is also capable of producing relevant scientific work in their field of expertise. This can be achieved in various ways, including involving teachers in various scientific writing training sessions.

Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 18 of 2007, one component of teacher certification in office is the development of professional work. One form of professional work development is in the form of classroom action research reports. Classroom action research is not only a formal obligation carried out by teachers in the classroom but also a tool for developing teachers' critical thinking, deepening their understanding of concepts, and contributing to the improvement of education quality.

Classroom Action Research is research specifically designed to address issues that arise in the classroom (Wardani, n.d.). Classroom Action Research remains a challenging task for teachers. This difficulty arises due to teachers' lack of knowledge in composing classroom action research reports. Writing a scientific paper in the form of a classroom action research report is essential for a teacher, where teachers act as agents of change in the learning process.

Classroom Action Research consists of four stages: planning, implementation, observation, and reflection (Amri, 2013). In the planning stage, the researcher develops an action plan based on the issues encountered in the classroom. The implementation of actions involves applying the plan, typically through several cycles. Subsequently, observation is conducted to observe the activities of both teachers and students, utilizing observations of their respective activities. After completing one cycle, a reflective action is taken,

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evaluating the outcomes of the actions in the classroom, serving as a reference for planning new actions in the next cycle.

Classroom action research allows teachers to reflect on their teaching practices in the classroom. Teachers can be trained to identify challenges and seek solutions in addressing existing obstacles. Based on an initial observation conducted at Madrasah Aliyah Laboratorium, it was found that some teachers were unable to conduct classroom action research and write CAR reports in the form of articles or scientific works.

A previous study on the same subject regarding training in writing scientific papers on classroom action research was conducted by (Koro et al., 2023). They carried out Community Service (PkM) in the form of training at SDN Balfai Penfui Timur, utilizing the Drill method. The training was motivated by teachers' lack of understanding of the CAR concept and how to write CAR, emphasizing that scientific writing skills provide teachers with an opportunity to reflect on the teaching and learning process in the classroom.

Another earlier study conducted by Hindi et al., 2021)) focused on training in writing scientific papers with the aim of enabling teachers to understand the composition of scientific papers in the form of CAR. The training took place at SMA N 3 Takalar over a period of six months, covering planning to reporting. The CAR training successfully enhanced teachers' ability to compose scientific papers, especially in the form of CAR reports.

Therefore, specialized training for teachers is crucial at Madrasah Aliyah Laboratorium Jambi to enhance teachers' competence in conducting research and writing scientific papers in the form of articles on classroom action research. This training is expected to contribute to improving the quality of teachers' scientific works, creating a more dynamic and high-quality educational environment at Madrasah Aliyah Laboratorium Jambi.

II. PROBLEM

Writing a scientific paper by a teacher through the classroom action research approach may encounter several challenges or issues (Amalia & Wilis, 2021). Here are some problems that teachers may face in the process of writing scientific papers using this approach:

1. **Time Constraints:** Teachers often have busy schedules with teaching assignments, extracurricular activities, and other administrative tasks. Time limitations can be a hindrance in composing a scientific paper using the classroom action research approach, which requires considerable time and dedication.
2. **Resource Limitations:** Lack of resources such as books, journals, or research software can be a constraint in developing and supporting the theoretical aspects of classroom action research.
3. **Research Skills Limitations:** Not all teachers have the skills or experience in designing and conducting classroom action research (Noor & Syah, 2016). These limitations may include understanding research methodology, data analysis, and composing research reports.
4. **Difficulty Obtaining Valid Data:** Obtaining valid and relevant data in an educational context can be challenging. Sometimes, the data collection process involves interaction with students, requiring careful consideration to ensure the data truly reflects the classroom situation.
5. **Difficulty Communicating Findings:** Scientific writing requires good communication skills. Teachers may experience difficulty in clearly and effectively conveying research findings, especially if they lack prior experience in writing scientific papers.
6. **Resistance or Lack of Support:** Some teachers may face resistance from the school or colleagues regarding the implementation of classroom action research. Lack of support can be a barrier to overcoming challenges.
7. **Limited Understanding of Statistical Concepts:** If the research involves statistical data analysis, teachers may struggle if they lack adequate understanding of statistical concepts and how to apply them in the research context.

To overcome these challenges, teacher can seek assistance by participating in training conducted by the Community Service team to acquire the necessary support and resources. It is essential to have patience, determination, and dedication to overcome these obstacles and produce high-quality scientific papers.



Figure 1. Madrasah Aliyah Laboratorium Jambi

III. METHOD

The researcher utilized the Asset-Based Community Development (ABCD) approach as the method in this community service activity. The Asset-Based Community Development approach was employed as a strategy in implementing community service. This strategy aims to develop the potential of teachers at Madrasah Aliyah Laboratorium Jambi by giving special attention to them. The primary goal is to nurture the potential of teachers to enable them to overcome various challenges. In its implementation, this strategy emphasizes community service activities, focusing on expanding knowledge, providing access for maximizing potential, and providing facilities to utilize these potentials (Maulana, 2019)

The training activity on Scientific Paper Writing for teachers used the Classroom Action Research (CAR) method with the ABCD Approach. The main objective of this training is to empower and optimize the potential of teachers participating in the training at Madrasah Aliyah Laboratorium Jambi. With this approach, it is expected that teachers will not only be able to plan, implement, and report research results but also have the ability to disseminate the final research results through scientific publications in the form of articles in accredited national journals. This is expected to make a significant contribution to the development of knowledge (Pratama et al., 2021). In connection with this, the community service activity is carried out through the stages of discovery, dream, design, define, and destiny (Rinawati et al., 2022).

1. *Discovery*

The evaluation of the participants' potential in this training was conducted through an initial observation stage, aiming to identify training targets that meet the established criteria. Teachers at Madrasah Aliyah Laboratorium Jambi have significant potential to enhance both the quantity and quality of scientific publications in the form of classroom action research to accredited national journals. This is due to the obligation of teachers to plan, implement, and report research results as an integral part of the requirements for career advancement.

2. *Dream*

The formulation of training objectives is based on the potential of teachers at Madrasah Aliyah Laboratorium Jambi. The primary goal of this training is to enhance their knowledge and skills in writing scientific papers and publishing research results, meeting the required standards for accredited national journals.

3. *Design*

The planning process for training activities is carried out with reference to the training objectives. The training activities are designed with the primary focus of guiding teachers in presenting the final results of scientific paper writing and submitting them for publication in accredited national journals, with the hope of making a sustainable contribution to the field of science.

4. *Define*

The process of reaffirming the planned training objectives involves several steps, such as communicating with Madrasah Aliyah Laboratorium Jambi, drafting a cooperation letter for the community service team with partners, and conducting socialization related to the training.

5. *Destiny*

The implementation and execution of the training activities take place over one day, involving 35 teachers from Madrasah Aliyah Laboratorium Jambi. This scientific paper writing training employs various methods, including lectures, simulations, discussions, and evaluations.

The lecture method used by the community service team focuses on the direct delivery and guidance regarding the classroom action research approach, scientific publication, criteria for scientific publication, the structure of scientific writing according to national standards, and strategies for selecting accredited national journals relevant to the research discipline.

After the lecture session, the community service team applies the simulation method as hands-on practice in creating scientific papers using the classroom action research approach, involving comprehensive steps in publishing scientific papers in accredited national journals. The training concludes with an evaluation session, involving a two-way discussion by the community service team to ensure participants' understanding. Additionally, participants are asked to fill out a questionnaire as a measurement tool for the success of the training.

IV. RESULT AND DISCUSSION

The implementation of this training activity is a form of community service conducted by the team at Madrasah Aliyah Laboratorium Jambi. The training took place in a single session in December 2023. Approximately 35 teachers attended the training, including both civil servant (ASN) and honorary teachers.



Figure 2. Welcoming Address from the Head of MA Laboratorium Jambi

The aim of this training activity is to provide comprehensive understanding to teachers about classroom action research at Madrasah Aliyah Laboratorium Jambi. In the initial stage, the pre-activity, teachers were given several questions related to their understanding of the initial overview of Classroom Action Research (CAR) and the procedures for implementing CAR. The results of the pre-activity revealed several points: a) teachers are not very familiar with the procedures for implementing classroom action research, b) teachers have not been able to find solutions to challenges faced in the classroom, c) teachers have not been able to formulate titles for classroom action research, and d) teachers do not yet understand how to formulate research problems and conduct theoretical reviews.



Figure 3. Opening of the Classroom Action Research (CAR) Training by the Head of the Community Service Team

Based on these results, it is evident that teachers' understanding of Classroom Action Research (CAR) is still very minimal. In general, teachers can describe several problems in the classroom, such as students' lack of interest in lessons leading to a noisy atmosphere, students consistently getting low grades in a particular topic, or students having difficulty understanding the lesson material.

From the pre-activity results, it was found that teachers still lack understanding of the procedures for conducting classroom action research and the systematic preparation of CAR reports. Another challenge is that teachers are unable to formulate classroom problems into an interesting CAR title.

The training process is divided into several stages: an overall introduction to Classroom Action Research (CAR) covering the goals and benefits of CAR, its strengths and weaknesses, and most importantly, the stages involved in CAR. Teachers are provided with a comprehensive understanding of the cycles in research, which consist of planning, implementation, observation, and reflection.

Furthermore, the facilitator details the substance of the general systematics of writing a CAR proposal and the elements encompassed in CAR, such as the research subject and object, research design, data collection instruments and techniques, data analysis, and criteria for the success of a classroom action research.



Figure 4. Presentation of Classroom Action Research (CAR) Material by the Team

In the material presentation, the training team provides examples of CAR titles derived from the problems and solutions faced by each teacher. Each teacher is asked to outline the issues they encounter in the classroom, along with possible solutions, typically in the form of teaching methods. From these issues, teachers are guided to develop research problem formulations, along with theories related to the research. Afterward, the presenter provides an overview of how to collect data and develop the research cycle.

Teachers receive comprehensive guidance on composing CAR proposals. Additionally, the training by the team also covers how to write CAR articles based on the CAR reports created by teachers. Thus, teachers are not only able to write research reports but also capable of composing articles that can be published later on.



Figure 5. Group Photo of Training Participants

The training activity has been fairly successful in providing teachers with an understanding of classroom action research. This is evident from the fact that three teachers have submitted draft CAR articles to the team

for subsequent submission to accredited journals. However, the success of teachers in writing these articles has not met the team's target, as there are still several challenges. Obstacles observed include a lack of interest among teachers in writing, insufficient skills among teachers in composing scholarly works, and a shortage of time for teacher guidance by the training team.

V. CONCLUSION

Based on the presentation of the evaluation results, it can be concluded that the Classroom Action Research (CAR) writing training has had a positive impact on teachers. The participants, who are teachers in various subjects at Madrasah Aliyah Laboratorium Jambi, have been able to conduct classroom action research and correctly compose their research reports in the form of CAR reports. The CAR training has successfully enhanced the skills of teachers in writing CAR articles and publishing them in journals. This conclusion reflects the achievement of answers to the hypothesis and objectives of the community service, summarizing the scientific findings obtained from this training.

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