

Teacher's Professionalism Development Through Classroom Action Research Training at Islamic State Highschool (MAN) in Purbalingga

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Teacher's Professionalism Development Through Classroom Action Research Training At Islamic State Highschool (MAN) In Purbalingga

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Abstract--One of teacher's professionalism development quality is teacher's ability to conduct action research, this agenda maximizes teacher's experience, knowledge, technology literacy, and creativity in order to reach quality education. Classroom action research is conducted by the teacher that focuses on classroom problem that has a goal to improve teacher practical teaching ability to reach quality education. UNNES as teaching training institute (LPTK) have a potency and strategic role in developing teacher's professionalism by conducting training about classroom action research. The method used in this research are: (1) awareness building (2) capacity building (3) accompaniment stage (4) institutionalization stage. The target of this research are teachers in Islamic State Highschool (MAN) in Purbalingga. This community service has enriched teachers in Islamic State Highschool (MAN) knowledge in the principle, method, and model of classroom action research.

Key words: teacher, classroom action research, teacher professionalism

I. INTRODUCTION

This research is based on a partnered community service with an education institution, Islamic State Highschool (MAN) Purbalingga. Based on the information given by the school's principal and teachers, as the targeted of the research, there are some problems in terms of teacher's development, technicality, and administration in regards of their knowledge and understanding of creating a research about classroom action. They also stated that they were still not fully understand how to construct classroom action research proposal. Based on the gathered information, the situation shows that (1) in general, they are struggling in developing the logical and systematic principle in classroom action research, (2) they are not as creative in constructing classroom action research, (3) they are having a problem in crafting effective words in classroom action research, (4) their classroom action research result not focusing on the substantive and benefit of the research, but rather the width length of it, (5) the small amount of classroom action research produced regardless as a way to develop teacher's professionalism or the improvement of the learning activity.

Ahmad HP (2002:1) stated that to achieve good writing competency, there are at least five key components, they are: language use, mechanical skills, treatment of content, stylistic skills, coherency, and judgement skills. Wallace (1973) in Effendi (1987: 13-15) argued that the process of scientific activity ranged in four key information and six methods. The four key information of scientific activity are theory, hypothesis, observation, and empirical generalization and the six method of scientific activity are logical thinking, instrument construction and sample stipulation, information's simplification and measurement, concepting and prepositioning, hypothesis testing, and logical inferences.

Lewis in 1945 (Kemmis & Mc Taggart 1988:6) created the PTK ideas and he argued that the terminology of behaviour research is a form of collective self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and situations in which these practices are carried out.

Classroom action is a part of action research that is done in classroom. According to Kemmis and McTaggart (1997:5) and Anderson, Lorin W. and Robert B. Burns (1989), action research terminology have characteristic features as follows (1) Collective, (2) Self Reflective, (3) rooted from group's problem, (4) have a goal to improve group's quality, (5) to widen understanding and awareness about group's quality.

Classroom action research has 3 action's components, they are action, observation, and reflection (Kemmis & Mc Taggart 1997; Kember and Kelly 1992). Activity that are considered as behaviour research are the one that on purpose and controlled, it has critical nature or as known as critically informed. Classroom action is a research conducted in class with gradual review that consists of four phases, they are planning, action, observation, and reflection.

In other side, one of the activities in profession development program that can give great

credit for teacher is to conduct a classroom action research that focuses on the substantive of the study rather than the width and length of the study. Teacher are obliged to do varies of activity, such as teaching or enhancing their professionalism by taking profession development program. Profession development is teacher's activity that have purposed to enhance teacher's knowledge, experience, technological literacy, and creativity for their own professionalism, quality education and cultural benefit.

Because of that, the main purpose of this community service are to (1) to give information about the principle of classroom action research in school for Islamic State Highschool (MAN) in Purbalingga, (2) to give enrichment of subject matter in regards of classroom research method associated to contextual teacher for Islamic State Highschool (MAN) in Purbalingga (3) to give enrichment of subject matter in regards of classroom research model and method associated to contextual learning for Islamic State Highschool (MAN) in Purbalingga, and (4) to give training about developing a classroom action research proposal for teacher in Islamic State Highschool (MAN) in Purbalingga.

II. METHODS

Approach used for this community service is participatory action and learning system (PALS), which rooted from participatory learning and action (PLA). This method targeted the teacher (society) as the subject and object of the research from the community service by giving training, socialization, supervision and assistance, in this case, the research used teacher form Islamic State Highschool (MAN) in Purbalingga as the targeted society (Swasta *et al.*, 2011: 16). According to Mardana (2017:3), there are 4 steps and procedures of participatory action and learning system (PALS), they are: (1) awareness building (2) capacity building (3) accompaniment stage (4) institutionalization stage. This community service will use procedures of participatory action and learning system (PALS) by integrating these fours procedures. All these procedures are compiled by 30 teachers in Islamic State Highschool (MAN) in Purbalingga as the object and subject of this research.

III. RESULTS AND DISCUSSION

Based on the teacher and lecturer constitution number 14, 2005, teacher is a profession that are obliged to have academic competency, education certificate, spiritual and physical wellbeing, fulfil national education goal. Because of that, teacher's professionalism is upgraded and teacher should be able to apprehend such standards by attending teacher's training and development program. The goal of teacher training and development program is to increase teacher's quality and professionalism to maximize their responsibility.

This implies that professional teacher is obliged to join this training and development programme as a way to maximize their ability in doing their duty and responsible. One of a way to achieve this is to write a scientific article about classroom action.

Based on four problem's priority given by the institution, it implies that most teacher from Islamic State Highschool (MAN) in Purbalingga are not fully aware and understand how to conduct classroom action research and it draws an assumption of their incapability in reaching the maximum potential of their professionalism. The community service team provides three solution, they are (1) giving information about the principle of classroom action research in learning activity at school for teacher in Islamic State Highschool (MAN) in Purbalingga, (2) enriching their knowledge in classroom action method that associates with contextual learning for teacher in Islamic State Highschool (MAN) in Purbalingga (3) to give enrichment of subject matter in regards of classroom research model associated to contextual learning for Islamic State Highschool (MAN) in Purbalingga, and (4) to give training about developing a classroom action research proposal for teacher in Islamic State Highschool (MAN) in Purbalingga. These solutions were rationalized with a systematic problem-solving framework as follows:

Table 1. Institution Problem Solution

Problems	Solutions
Teacher in Islamic State Highschool (MAN) in Purbalingga not having understanding and knowledge about classroom action research	Giving information about the principle of classroom action research for teacher in Islamic State Highschool (MAN) in Purbalingga
Teacher in Islamic State Highschool (MAN) in Purbalingga not having understanding and knowledge about classroom action research method	Enriching their knowledge in classroom action research method that associates with contextual learning for teacher in Islamic State Highschool (MAN) in Purbalingga
Teacher in Islamic State Highschool (MAN) in Purbalingga not having understanding and knowledge about classroom action research model	enriching their knowledge in classroom action model that associates with contextual learning for teacher in Islamic State Highschool (MAN) in Purbalingga
Teacher in Islamic State Highschool (MAN) in Purbalingga not having knowledge about crafting classroom action research proposal	Giving training about the crafting of classroom behavior research proposal for teacher in Islamic State Highschool (MAN) in Purbalingga

3.1 Awareness Building

Awareness building program consists of an understanding upon the principles of classroom action research in school learning for teachers of MAN Purbalingga. The speaker of this program is

Prof. Dr. Fathur Rokhman, M. Hum. The teachers of MAN Purbalingga are still finding difficulties in differentiating formal research and classroom action research.

Kemmis and McTaggart (1997) mentioned that classroom action study is a form of collective self-reflection conducted by the subject (researcher) in a social situation in order to increase cognitive and social practices. According to Borg (1993 in Andreas Priyono 2008), the differences between a formal research and action research are the following:

Table 2. The Core Differences of Formal Research and Classroom Action Research

Aspect of difference	Formal Research	Classroom Action Research
Required competence	Competences in procedure and inferential statistics are required	Specific competences in research procedure and statistics are not required
Research goal	Producing knowledge that could be generalized	Producing directly applicable knowledge
Research problem	Problems are identified from previous researches. Research problem is not related to field of work.	Research problem is "on-the-job", which means that the problem relates to the field of work.
Literature review	Literature review is done carefully and deeply on the primary literature. Literature review is used to obtain a higher understanding of the researched problem.	Secondary sources are enough to obtain the general picture of the researched problem.
Sampling techniques	Sampling is done carefully to obtain a representative sample.	Sampling techniques are not needed. All students are used as research subjects.
Research design	Research is designed carefully to control external variables that might disrupt the research. For example, the differentiation of controlled group and treatment group.	Research are loosely designed because the researcher is directly participating.
Measurement procedure	Measurement should be valid and reliable.	Standard measurements are utilized.
Data analysis	Complex data analysis, significance and inferential statistics test are utilized.	Data analysis is much simpler, descriptive statistics is utilized and prioritizes the signification of practice rather than theoretical or statistical.
Application of Result	Prioritizes result application for future researches. Desires the generalization of findings.	Prioritizes direct, practical application. Desires the presentation of problem-solving model.

3.2 Capacity Building

Capacity building is participated by MAN Purbalingga teachers. Capacity building consists of three program agenda. First is an understanding of classroom action research method that associates with contextual learning for MAN teachers. Second is the mastering of classroom action research method that associates with contextual learning for MAN teachers. The speakers of the capacity building are Dr. Tommi Yuniawan, S.Pd., M.Hum.. and Ahmad Syaifudin, S.S., M.Pd.

Classroom action research (CAR) method is designed with a cyclic model. The CAR research design is made accordingly with the model of Kemmis & McTaggart (1997), as follows:

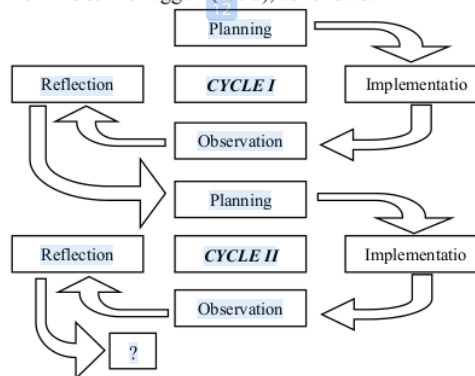


Figure 1. Classroom Action Research (CAR) Method

Steps and procedure for the classroom action research are: (1) planning, (2) implementation, (3) observation, and (4) reflection. Within the planning stage, there are several steps: problem identification, problem analysis and formulation, problem factor analysis, problem-solving, and assembling implementation plan. According to Suwarsih Madya (2008), the implementation stage should be guided by the plans made before, but it's worth remembering that the implementation should not entirely be controlled by the plan, in regards to the dynamics of classroom learning that require adjustments. For that, the implementation stage should be flexible to match the learning conditions in the classroom. Furthermore, in the observation stage, according to Suwarsih Madya (2008), observations in CAR revolve around: action process, change of action, condition and problems of action, how the condition and problems disrupt or ease the planned actions, and the other problems occurring during the action process. After that, in the reflection stage, changes in students, teachers, dynamics of classroom are listed. Researcher answers the "why", "how", and "how far" questions about the significance of changes. Collaboration with peers and experts would play a central role in deciding how far the action results in a change. Data are quantitative and qualitative. Research instruments are: learning results document analysis, portfolio, daily logbook, anecdotes, learning log, journals, video, photo slides, observation sheet, interview, questionnaire, and test.

3.3 Accompaniment Stage

Accompaniment stage is aimed to monitor the program development. Community service team accompanies MAN Purbalingga teachers in answering the problems in understanding and mastering classroom action research in school

learning. The speaker of this program is Dr. Hendi Pratama, S.Pd., M.A.

After MAN Purbalingga teachers have understood and mastered the principles and the classroom action research method, they are given various examples of proposals, research report, and articles from the classroom action research result according to each study field. This is done in order to make the teachers understand empirically about the classroom action research.

Then, the teachers would have a training on making a classroom action research proposal according to their learning subjects and classes they teach. The output of this program is a proposal for classroom action research.

3.4 Institutionalization Stage

Institutionalization is aimed to develop the future of this community service program. In those regards, UNNES and the teachers along with the school would cooperate. This program would be initiated by Prof. Dr. Fathur Rokhman, M.Hum.

The continuation and development of the classroom action research program for MAN Purbalingga teachers is initiated by the cooperation of MAN Purbalingga and UNNES. This is done to extend collaboration and accompaniment within MAN Purbalingga teachers and the lecturers of UNNES when the research is conducted. This is a strategic collaboration because UNNES as a body of educational professionals would create pre-service teachers who would teach in schools.

IV. CONCLUSION

The training of classroom action research has improved teacher in Islamic State Highschool (MAN) in Purbalingga's understanding and ability in quality education and professionalism. This classroom action training has created an advanced environment for teacher in Islamic State Highschool (MAN) in Purbalingga where they can teach innovatively and creatively. The long-term implication and development of this program are tied in a collaborative work between Universitas Negeri Semarang (UNNES) and Islamic State Highschool (MAN) in Purbalingga as a form of training and supervision of classroom action research.

Teacher in Islamic State Highschool (MAN) in Purbalingga are highly suggested to explore and develop more about classroom action research with

another teacher and MGMP. Islamic State Highschool (MAN) in Purbalingga are expected to become the pillar of classroom action research. Unnes are expected to be able to cooperate with Islamic State Highschool (MAN) in Purbalingga for long-term program in the future. The ministry of education and culture are expected to conduct training of trainer in regards of classroom action as a way to develop teacher's professionalism.

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PAGE 1

PAGE 2

PAGE 3

PAGE 4
