

Assistance Of Class Action Research (Car), Article Articles And Its Publications To Improve The Professional Ability Of High School Educers Zainul Hasan Genggong Kraksaan

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Abstract: One of the problems that educators often face in carrying out sustainable professional development is the issue of scientific publications. The ability of educators to write classroom action research (CAR), academic articles, and to publish them in written form in academic journals is still low. Therefore, it is necessary to hold training, mentoring and mentoring related to scientific works, especially CAR and articles and publications. The purpose of this activity is to provide training, mentoring and mentoring to partner school educators, namely at Zaha Genggong Superior Middle School to carry out CAR and be able to write scientific articles and to publish the results of their CAR. This community service activity is carried out in the form of training, mentoring and guidance for CAR and the preparation of articles and publications. The methods used in the implementation of this activity include material presentations, questions and answers, and discussions both offline and online. Through this activity, partner school educators are expected to (1) be able to plan and observe learning, (2) be able to reflect on their learning, (3) be able to compile CAR reports, (4) be able to compile articles on CAR results and (5) publish articles on results. CAR 5) increasing partner educator professionals.

Keywords: Classroom action research (CAR), compilation and publication of articles, teacher's professional ability

INTRODUCTION

Professional educators are an important component in the success of an education system. The existence of professional educators in the education system is a driving force for the realization of quality educational output. Educators as the spearhead of education hope to be able to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, independent, knowledgeable, creative, capable and become democratic and responsible citizens (UU Sisdiknas No. 20 of 2003).

Various kinds of activities must be carried out by an educator when he will develop his competence. Of course, these mandatory activities do not only carry out daily routines in the form of teaching students in class. However, they must also participate in activities related to self-development, scientific publications and make innovations in various forms related to their learning.

In order for an educator to maintain the quality and quality of learning in schools, educators must continue to review, make innovations and make changes in the learning process in the classroom. One of the efforts that can be done by educators is to conduct research related to classroom learning, namely CAR. Therefore, educators play an important role in the implementation of CAR. How educators make plans that will be applied in class for future meetings so that there is an improvement in the learning process, conduct observations in the classes they teach, reflect on the results of implementing actions.

Classroom action research is something that is increasingly being discussed today, especially among education practitioners. In general, classroom action research takes place in school settings where it is a reflection process carried out by educators to improve the quality of learning and student learning outcomes.

Classroom Action Research begins with the identification of problems faced by students in the classroom by educators. Educators are seen as the most appropriate parties to carry out this research because apart from being researchers, educators also act as implementers of the teaching and learning process so that they know very well the problems they face, and the conditions to be achieved (Santoso et al: 2010). Kemmis and McTaggart (1988) emphasize that action research is used as an effort to alleviate real problems, to increase effectiveness. CAR provides more opportunities for educational practitioners to focus on the closest real problems they face and seek solutions to them. Thus, it can be concluded that PTK is the most appropriate effort in improving the quality of learning and the ability of students because it is carried out based on real problems faced by students. In addition, Classroom Action Research is believed to be able to improve the professionalism of educators as educators as well as researchers.

Seeing the benefits of implementing CAR by educators in improving the quality of student learning, the government stipulates that one of the requirements for educators to be promoted at this time is to implement CAR. Starting in 2013, the enactment of the Regulation of the State Minister for Empowerment of State Apparatus and Bureaucratic Reform Number 16 of 2009 confronts educators with the rule that every educator will be assessed every year for their performance and carry out continuous professional development which has an impact on the number of credit scores collected in order to be promoted to the higher level, higher rank than before. The professional development includes self-development, scientific publications, and innovative works. Scientific publications are expected, especially Classroom Action Research, which can improve the quality of the learning process which has an impact on improving student learning outcomes, in addition to scientific publications and other innovative works. Kristiana, et al (2016) in their service to KKG Gugus 02 Biting Village, Arjasa sub-district regarding CAR assistance can improve the professional competence of partner teachers by publishing 3 articles resulting from Classroom Action Research in national journals.

Thus, educators are required to be able to research and publish the results (in the form of scientific papers). However, the reality in the field is that there are still many educators who find it difficult to carry out self-development, scientific publications and the development of innovative works so that this becomes an obstacle for them in developing their careers.

This also applies to educators at Zainul Hasan Genggong Superior Middle School. The location of the school under the Zainul Hasan foundation is about 9 km from the city center of Probolinggo. This school is better known as Zaha Genggong Superior Middle School and was only established in 2016 and has been accredited B. With limited human resources, one of the obstacles is the lack of scientific work produced by educators. The results of initial observations and interviews with school principals and several educators illustrate that the ability of educators at the Zainul Hasan Foundation Superior Middle School in doing CAR is still low. It can be shown that only 3 educators have made CAR in the context of developing the teaching profession. One of the educators also said that they had not applied for a promotion because of the heavy requirements, including having to do action research/publish articles. This problem really happened, without any training, mentoring, and mentoring for educators at Zainul Hasan Superior Middle School in carrying out CAR and its articles. Therefore, through this service activity, we will provide training, mentoring and assistance to educators at Zaha Genggong Superior Middle School to carry out CAR and be able to write scientific articles and to publish the results of their CAR.

IMPLEMENTATION METHOD

This community service activity is carried out in the form of training, mentoring and guidance for CAR and the preparation of articles and publications. The method used in the implementation of this activity includes material presentation, question and answer, and discussion. The training and mentoring is carried out offline by taking into account the health protocol, while the mentoring is carried out online through zoom meetings, email and whatsapp. The participants in the training and mentoring activities were 30 people, including teachers and students who were conducting KKPLP activities at Zainul Hasan Kraksaan Superior Middle School.

This activity is carried out in several stages. At the preparation stage, several activities carried out include analyzing the problems that are being faced by partners, coordinating and determining the timing of the implementation of activities, socializing the implementation of activities, preparing various supporting facilities for the implementation of activities, preparing training materials and asking partner school educators to prepare subject data with grades, the lowest average or KKM results with the highest number of students who did not complete the subjects taught.

The implementation of activities includes the implementation of training in the form of presentation of question and answer material and discussions. The materials presented and discussed included the concept of CAR, systematics of CAR, what is the purpose and nature of CAR and how to implement CAR, strategies for designing and writing scientific articles, and procedures for writing and publishing CAR scientific articles in scientific journals. After that, assistance in the implementation of CAR was provided for activity participants. The participants first formed 3 groups (Exact, Social, Language and Arts groups) then each group was asked to carry out CAR in the class they were taught. Assistance is carried out at all stages of CAR, namely the planning stage, the implementation (action) stage, the observation stage and the reflection stage. At each stage, mentoring is always carried out accompanied by discussions with partner educators. Guidance in the preparation of the CAR report followed by the creation of articles from the results of the CAR implementation. Guidance on article creation is carried out online through zoom meetings, WhatsApp Group or via email with the following stages: (1) case studies of several CAR articles, (2) preparation of CAR articles independently by participants, and (3) further discussion and guidance related to articles that have been made by participants so as to produce drafts of scientific articles that are worthy of publication in scientific journals.

RESULTS AND DISCUSSION

This community service activity is carried out in 3 stages, namely the training stage, the mentoring stage and the mentoring stage. Before the training, mentoring and mentoring stages are carried out, the preparation stage for the implementation of service is carried out.

1. Preparation Stage

The preparatory stage is carried out from May to June. Preparatory activities include initial coordination with partners, discussions about training preparation, mentoring, and mentoring, determining the implementation time. prepare various supporting facilities for the implementation of activities, prepare material in the form of activity modules. The preparation of the activity module was carried out by a service team consisting of 2 Jember University lecturers, 1 Zainul Hasan Genggong Islamic University lecturer, and 4 Jember University students. Other preparations carried out included preparing supporting facilities for activities, including zoom meetings, certificates, attendance forms, and various other technical matters related to the implementation of training activities.

2. Training Stage

This training stage is carried out to improve understanding of CAR material for partner educators. The activities carried out include:

- 1) provide study material on CAR material which includes the nature of CAR, nature and characteristics of CAR, objectives of CAR, stages in CAR, writing CAR reports, writing articles on CAR results
- 2) motivate educators to do CAR
- 3) the following is the distribution of the material presented:

No	Material	The Service Team that provides material
1	CAR Introduction: the nature of CAR, the nature and characteristics of CAR, the objectives of CAR, the stages of CAR	Eko Waluyo, S.Pd., M.Pd (Univ. Islam Zainul Hasan)
2	CAR Report Writing	Dyah Ayu Puspitaningrum, S.E., M.Si (Univ. Jember)
3	CAR article writing	Dr. Arika Indah Kristiana, S.Si., M.Pd (Univ. Jember)

3. Assistance Stage

Before participants carry out CAR, at the mentoring stage a simulation of CAR implementation is carried out in accordance with the CAR stages that have been presented at the training stage. The activities carried out are:

- 1) one of the service team (Dyah Ayu Puspitaningrum, SE., M.Si) as a model teacher in CAR, and two members of the service team (Dr. Arika Indah Kristiana, S.Si., M.Pd and Eko Waluyo, S. Pd., M.Pd) as observer in CAR.
- 2) all partner teachers as students
- 3) simulation activities follow the PTK stages which consist of planning, implementing, observing and reflecting

4. Stages of Guidance

At this stage of mentoring is guidance in the preparation of the CAR report and the preparation of articles from the CAR results. The activities carried out at this stage are:

- 1) partner teachers are divided into 3 groups based on the knowledge clump, namely the exact class, social group, and language and arts family.

2) After face-to-face mentoring, article writing guidance is continued online

5. Publication Stage

The publication stage is the final stage of this service activity. This publication stage consists of implementation videos and articles in the form of outputs, namely articles from dedication and 2 articles from products from partner teachers.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on some of the activities carried out, it can be concluded as follows:

- 1) After participating in a simulation of the implementation of CAR at the mentoring stage, partner teachers are asked to identify problems in the class being taught, find solutions to problems that exist in the class, this is expected to be able to apply CAR in accordance with the simulation that has been carried out with the service team.
- 2) Partner teachers who are asked to recall the systematics of writing a CAR report so that they can compile a CAR report.
- 3) Based on the CAR report that has been prepared, partner teachers compile articles on the results of CAR. Partner teachers are very enthusiastic about making articles that are done together in their knowledge group.
- 4) The results of partner teachers' products are in the form of published articles.

Suggestion

Suggestions in implementing this service, partner teachers are more interested in compiling articles than preparing CAR reports.

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