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## **Training And Guidance Of Class Action Research To Improve Professionalism For Primary School Teachers**

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### **Abstract**

A research proposal is a description, comprising the steps that will be carried out by the researcher to conduct the research. A research proposal contains problem components, theoretical basis and hypothesis submission, and research methods. The general aim of this activity is to increase teachers' understanding and ability in compiling classroom action research to increase a teacher's professionalism. Participants in this activity came from 25 elementary school teachers. In the presentation of the material presented by the presenter, he provided direction and strategies, as well as equipping the participants with information about how to prepare PTK proposals in this era of independent learning, of course combined with direct experience which the presenter had experienced so that it was more realistic and easier for the seminar participants to understand. This seminar activity was mostly filled with discussions with the participants in determining and formulating an introduction to the PTK process. In general, participants actually know about PTK. The participants were very enthusiastic about taking part in this activity, the seminar went smoothly without any obstacles. The seminar process was fun and certainly memorable for the participants.

**Keywords:** *Teacher, Professionalism, PTK, SD*

### **PENDAHULUAN**

Teachers are professionals who have the task of teaching, educating and training. Educating means passing on and developing life values. Teaching means transmitting and developing science and technology. Meanwhile, training means developing skills in students (Kurniawan, 2015). A professional is someone who plays an important role in a job or business (Turangan, 2017);(Prananda, 2020). Teachers can be said to be professional if the learning process involves several learning elements or components. The criteria for a professional teacher include being able to solve and implement good teaching techniques in achieving educational goals (Jailani, 2014). According to Pristiwiyanto (2021), if teacher competency is built based on expertise in the field of study being taught, then the teaching profession will talk more about the teaching profession in general, regardless of what they teach and at what level they teach.

Professionalism related to teacher competency is outlined in Law No. 14 of 2005 (as cited in Janawi 2011:46), postulating that (1) A teacher is a professional teacher with the main task of educating, teaching and directing, training, assessing and evaluating students in formal early childhood education, primary and secondary education, (2) Professional is a job or activity carried out by someone and becomes a source income that requires skills, abilities or abilities that meet certain quality standards or norms and requires professional education, (3) Recognition of the position of teachers as professionals is proven by an educational certificate, matters that are more technical and their elaborations can be considered through PP No. 19 of 2005 concerning National Education Standards.

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Thus, teaching management actually requires the dynamics of the teaching profession, so that it can help and support teacher duties and teacher functions, as transfer of knowledge or mu'alim and transfer of values or muaddib, in order to achieve successful teaching and a conducive teaching and learning process, in accordance with with the rapid rhythm of development of human thought. In improving the profession and competence of a teacher, he must have expertise in the field he is responsible for because there are demands that must be met by an educator so that the quality of education in an institution can be achieved (Zahroti, 2023);(Tirtoni, 2021). Professionals will also determine whether teachers can be called good educators or, on the contrary, become destroyers of their students (Nurarfiansyah et al., 2022).

In Continuous Professional Development (PKB), there are 3 components that must be developed by a teacher, namely self-development, scientific publications and innovative work. These three are indicators for development carried out by professional teachers. This is also in line with the rules for PNS/ASN teachers. Writing scientific papers is a form of effort to guarantee and continue professional improvement after certification. This is confirmed by Permenpan and RB Number 16 of 2009 concerning Teacher Functional Positions and Credit Scores. and starting in 2013 the Ministry of Education and Culture implemented Teacher Performance Assessment (PKG) and Continuous Professional Development (PKB). Quoted from the regulations of the Ministry of State for the Empowerment of State Apparatus and Bureaucratic Reform, (2013) Regulation of the Minister of State for Empowerment of State Apparatus and Bureaucratic Reform Number 16 of 2009 concerning Teacher Functional Positions and Credit Scores as well as regarding PKB activities carried out by teachers at each level can be observed.

It can be deemed that the obstacles in carrying out PTK were a weak understanding of PTK, not yet understanding that PTK is a teacher development strategy, and obstacles to reflecting thinking. Obstacles related to the absence of guidance from the school, Obstacles related to the teacher's mentality. From the results of the interview, it seems that elementary school teachers need continuous training so that they know what PTK is and how to design a PTK proposal, which can later be implemented in the classroom. This really needs to be done so that teachers can improve their competence as professional teachers.

## METODE

This training program is carried out in elementary schools in PP City, West Sumatra. The number of participants is 25 people representing their respective schools. In implementing this PKM activity, there are several approach methods applied, namely (a) Lecture, Discussion, and Javanese Questions, (b) Training, (c) Mentoring, and (d) Evaluation. The following is the flow of PKM's activities:

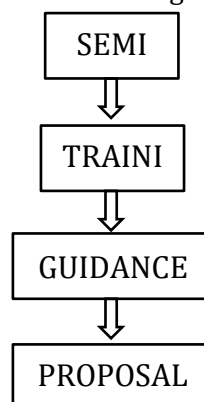


Figure 1. Step of Activities

This implementation is focused on seminars on the basic concepts of PTK, workshops on preparing draft PTK proposals, and assistance in preparing draft PTK proposals. The problems that have been formulated above are solved strategically by increasing the understanding and skills of elementary school teachers at Gugus III Elementary School, Marga District, to prepare draft PTK proposals. which is in accordance with the established systematics. The main work resulting from this activity is a draft PTK proposal which is ready to be implemented in each school. Apart from this, through this activity the participants have a better understanding of identifying problems that will be addressed with classroom action research.

## HASIL DAN PEMBAHASAN

The number of participants who attended was 100% of those invited. Of the participants who attended and took part in PTK training and mentoring, attendance reached 100%. While on the product  
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evaluation agenda, one person went home early because he was preparing for a school accreditation and other agendas that he could not represent.

### **PTK Proposal Preparation Seminar**

Seminar on preparing PTK proposals with resource person Gingga Prananda, M.Pd. In this seminar, the presenters provide material that includes the definition of objectives, benefits, characteristics of PTK, and how to identify problems that arise during learning and several issues that can be raised in PTK.



Figure 2. Seminar on Preparing PTK Proposals

In the presentation of the material presented by the presenter, he provided direction and strategies, as well as providing the participants with information about how to prepare PTK proposals in this era of independent learning, of course combined with direct experience which the presenter had experienced so that it was more realistic and easy for seminar participants to understand. It is hoped that this seminar can equip students to build personal branding and be willing to change their mindset to continue to develop and advance with the times, so that later teachers will be born who have potential and innovation in the concept of independent learning with the personal branding they already have.

This seminar activity was mostly filled with discussions with the participants in determining and formulating an introduction to the PTK process. In general, participants actually know about PTK. The participants were very enthusiastic about taking part in this activity, the seminar went smoothly without any obstacles. The seminar process was fun and certainly memorable for the participants.

### **Preparation of Draft Proposal**

Preparation of draft proposals by training teachers to draft PTK proposals. A PTK research proposal is a description containing the steps that will be carried out by the researcher to conduct the research. A research proposal contains components: Problem, theoretical basis and hypothesis submission, and research methods.

Submission of problems that the teacher has identified in the classroom learning process. Then it continued with discussions with the participants and resource persons. From several problems found, they then narrow down to the problems that are considered important and immediately receive treatment by choosing the appropriate method or model to handle the problem. After the teacher obtains the problem and problem-solving method, they are given the opportunity to prepare a PTK proposal.

### **Guidance in Proposal Preparation**

This activity is carried out to assist in the preparation of proposals. This activity was carried out at SDN Kota Pariaman in accordance with the problems identified at the previous meeting. This activity was carried out enthusiastically by the teachers. This can be seen from the teachers who were invited to discuss and ask questions during mentoring who were very enthusiastic in conveying the draft proposals they had made. Mentoring is focused on observation results, problem identification, problem solving, background preparation and then arriving at the formulation of theoretical studies.



Guidance to participants in carrying out assignments according to the chosen focus is carried out.

From this mentoring and guidance activity, it is clear that in general the participants are ready to carry out assignments in accordance with the focus indicated:

1. The PTK proposal draft is ready.
2. Participants have carried out preliminary research and have started conducting field research.

The assignment results evaluation activity is a review of the products that have been developed by the participants, after they have received provision, assignments and mentoring. This product is an indicator of the achievement of PTL training and mentoring. The expected Assignment Result (Product) is a Class Action Research Report (PTK).

## Discussion

Education functions to help students in their self-development, namely developing all their potential, skills and personal characteristics in a positive direction, both for themselves and their environment. Education is not just about providing knowledge, values or training skills. Hidayanah (2018) reveals that Education functions to develop what students potentially and actually have, because students are not empty glasses that must be filled from the outside. One effort to improve the quality of education in Indonesia is to improve the learning process inside and outside the classroom. One way to improve this teaching and learning process is by conducting Classroom Action Research (PTK) (Rahmat, 2019). Basically, as a prospective educator, in fact, unconsciously, we often come across various kinds of problems and solutions, one of which is through PPL and stories from educators around the author, but there are still not many reports that have been made (Azizah, 2021). Now, prospective successors should start learning to carry out and make PTK reports with the aim of improving the quality of learning and being able to provide educators with knowledge about solving problems in the classroom. Through this report, it can later be used as a reference for educators, so that we can improve the quality of learning as well as providing information for colleagues. And as prospective educators, researchers also try to carry out PTK and make reports.

## SIMPULAN

This activity has been conducted according to plan and was able to make a positive contribution to teachers' understanding. Apart from this, this activity can increase the teacher's insight into the main ideas that must be made in the background of PTK research, even though some of the main ideas have not been developed into detailed paragraphs. This activity is useful for teachers who have the ability to make changes or improve their performance professionally, so they can develop rapidly. Vice versa. In relation to teacher PTK, if a school has teachers who have the skills to carry out PTK, of course the school will gain great benefits. Implementing PTK for teachers is an effort to improve the quality of education. For this reason, it is hoped that through the implementation of PTK teachers will always strive to be more creative and innovative to improve and increase the quality of the teaching and learning process in the classroom.

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