

IMPROVING TEACHER COMPETENCE THROUGH ASSISTANCE IN WRITING CLASSROOM ACTION RESEARCH

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Abstract

The purpose of this study is to determine the problems experienced by teachers in professional improvement and functional positions, the problems experienced by teachers are lack of ability in writing scientific papers caused by not understanding the stages of writing and conducting research. This type of research is qualitative research with a descriptive method that aims to describe the problems faced by teachers in writing classroom action research and improving teacher abilities through assistance. Based on the results of the study, it is known that the results of scientific papers written by teachers can be said to be worthy of publication in scientific journals.

Keywords: Teacher Competence, Classroom Action Research

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui permasalahan yang dialami oleh guru dalam peningkatan profesional dan jabatan fungsional, permasalahan yang dialami oleh guru adalah kurangnya kemampuan dalam menulis karya tulis ilmiah yang disebabkan oleh tidak memahami tahap-tahap penulisan dan pelaksanaan penelitian. Jenis penelitian ini adalah penelitian kualitatif dengan metode deskriptif yang bertujuan untuk menjabarkan permasalahan yang dihadapi guru dalam penulisan penelitian Tindakan kelas serta meningkatkan kemampuan guru melalui asistensi. Berdasarkan hasil penelitian diketahui bahwa hasil karya tulis ilmiah yang ditulis guru sudah dapat dikatakan layak untuk diterbitkan di jurnal ilmiah.

Kata kunci: Kompetensi Guru, Penelitian Tindakan Kelas

INTRODUCTION

The progress and development of a country is determined by the quality of education organized by a country. Indonesia sets the direction of the goals and functions of education as outlined in Law No. 20 of 2023 that Indonesian education serves to develop abilities and shape personality and character to lead to a better national civilization. The purpose of education is to develop the potential of students who believe and are devoted to God Almighty. According to (Fitri, 2021) education is a nurturing and training activity which can be interpreted as a process of changing one's attitude and the process of maturing oneself through training activities. To achieve these goals must be supported by resources and support from all parties.

But at the moment the expected quality of Indonesian education is at an alarming level. The quality of education is influenced by weaknesses in education management, differences

in facilities and infrastructure in each region, low teaching resources (Fitri, 2021). This quality problem was further raised by (Kurniawati, 2022) who stated that the quality problems of Indonesian education are divided into two main problems, namely macro problems and micro problems. Micro problems are problems caused by components that exist in education such as curriculum, and for macro problems are problems that arise from education itself as a system. Based on the results of PISA in 2019, Indonesian education is ranked 74 out of 79 countries, in other words, Indonesia is ranked in the bottom 6 (OECD, 2019).

Efforts that can be made to be able to improve and solve the problems experienced today are by improving the quality and professionalism of teachers in the learning process. This is done because teachers are the frontline in the educational process that is in direct contact with learning activities with students. Teachers are an important element in the scope of educational implementation. Improving and developing teacher professionals is one of the efforts that can be done to improve the quality of education. Four abilities that must be mastered by teachers as indicators of teacher professional improvement are pedagogic, personality, social and professional (Risdiyany, 2021).

Professional competence is a basic ability that must be possessed by teachers. In professional improvement, teachers can take the form of performing reflective actions that are manifested in classroom action research. For teacher professional improvement, teachers must improve functional positions, but the obstacles experienced by teachers when proposing functional promotions. The problems faced today are many teachers who have difficulty in promoting functional positions, this is because teachers are constrained in qualifying for functional promotions. One of the requirements for teacher functional promotion is to write Class actions. This is due to the lack of understanding and ability of teachers in implementation and writing and the low motivation that teachers have to write classroom action research. Based on the regulation of the Minister of PAN and RB No. 16 of 2009 concerning teacher functional positions, one of the mandatory activities carried out by teachers in developing teacher competition is scientific publications. Scientific publications are considered important to support teacher activities. Scientific publication activities will encourage teachers to continue to improve their scientific insights that are aligned with technological developments, scientific publications lead teachers to have insight into

researching and writing based on scientific writing principles, and encourage teachers to innovate and create (Krismanto, 2016). This is also stated by (Subarkah, 2020) Some of the obstacles experienced by teachers for functional promotion are teachers prefer teaching rather than writing, low teacher participation in seminar activities.

One of the efforts to improve and professional indicators of teachers is to conduct classroom action research (PTK). Classroom action research is scientific research carried out systematically, realistically, and rationally to improve the quality of classroom learning. The goal is to solve problems that occur in the classroom. In detail, PTK has the following objectives: (a) to improve the quality of content, process inputs, and educational and learning outcomes in schools; (b) assist teachers and other education personnel in addressing learning and education problems inside and outside the classroom; (c) improve the attitude of education professionals and education personnel; and (d) fostering academic culture in the school environment so as to create a proactive attitude in improving the quality of education/continuous learning.

Efforts to meet the demands of qualifications and followed by the rights to be obtained by teachers, based on the results of previous research it is known that there are still many teachers who have obstacles in applying for functional promotion because they have to meet the credit scores derived from the scientific writing component (KTI). Some of the obstacles experienced by teachers are lack of understanding in writing classroom Action research, lack of teacher ability in understanding in reporting classroom Action research results. lack of teacher experience in conducting PTK. Another cause of this problem is the low ability of teachers in scientific publications and innovative works. Teachers do not have and have not maximized the opportunities they have. To overcome this problem, it is necessary to increase teacher competence by providing training and guidance in scientific publications and innovative works. Training provided to teachers includes training in writing research Classroom actions, mentoring in writing scientific articles. The purpose of this study is to determine the improvement of teacher competence through assistance in writing classroom Action research, providing development of the implementation and writing of classroom Action research, improving teacher professional competence in writing scientific papers in classroom Action research

METHODS

This type of research is qualitative research by analyzing teacher difficulties in improving teacher professionals for functional position improvement by providing teacher assistance in writing classroom action research. Qualitative research is research conducted to obtain findings that cannot be found using statistical procedures (Noorjannah, 2014). The research method used is a descriptive method that aims to describe the results of research on improving teacher competence through assistance in writing classroom action research. Research instruments used interviews, document analysis, using data analysis consist of data reduction, data presentation, drawing conclusions and verifying the data obtained. The research was conducted by Koleang cluster 06 elementary school located in Bogor Regency, West Java. The study subjects consisted of 62 people from 9 elementary schools. The study was conducted in August 2022.

RESULTS AND DISCUSSION

This research was conducted with three stages consisting of preparation, implementation and final stage. The preparation stage was carried out to determine the problems and conditions experienced by elementary school teachers in the Koleang Cluster 06 environment in Bogor Regency. At the initial observation stage, it was found that the conditions experienced by the research subjects were lack of teacher competency development activities, lack of opportunities possessed by teachers to get understanding and guidance in writing scientific papers. Furthermore, the implementation stage, based on the results of the observations obtained, can be carried out the implementation stage based on the observations obtained following the implementation stage

Table 1 Implementation Phase

Problems	Activities	Achievement Indicators	Activity Advantages
Lack of opportunities for teachers to gain understanding related to scientific papers	Seminar on Teacher Functional Promotion Procedures and Classroom Action Research for Elementary School Teachers	<ul style="list-style-type: none"> ● Understand teacher functional promotion procedures ● Mastering the characteristics of classroom Action research 	<ul style="list-style-type: none"> ● Increased professional competence of teachers in making classroom action research

Problems	Activities	Achievement Indicators	Activity Advantages
Lack of guidance in writing scientific papers	Classroom Action Research Writing Training for Elementary School Teachers	<ul style="list-style-type: none"> ● Have skills in determining topics of interest in making classroom Action research ● Use and develop appropriate strategies, models, approaches and learning media in carrying out classroom action research ● Determine the appropriate research instrument for classroom action research ● Writing a Classroom action research report 	<ul style="list-style-type: none"> ● Assist in preparation for Teacher's functional promotion ● Cooperation between universities and partner schools

The final stage in this study is to evaluate and reduce the data. From the results of the study, it is known that some of the problems experienced by teachers are that teachers lack training so that teachers' ability to write scientific papers becomes hampered. The lack of teacher knowledge to carry out PTK writing, this is because teachers prefer to teach rather than write research, so this causes teachers to make less innovation and contribution in writing PTK. PTK has many benefits for teachers, namely teachers can improve their ability to find appropriate technology, make teaching aids, and create written works. Professional teachers are teachers who have expertise in methodological skills so that teachers can produce good research (Siregar, 2014).

Assistance carried out and given to elementary school teachers produces scientific papers that are worthy of being submitted to scientific journals. Where scientific papers can be used as full of teacher functional promotion so that they can achieve the title of professional teacher. Evaluation in the implementation of this research can be seen in the following table: the results of teacher responses obtained from response questionnaires given to teachers. The questionnaire score was grouped into 4 response categories, namely very

useful (SB), Useful (B), Less Useful (KB), not useful (TB) The following are the results of the response questionnaire:

Table 2 Classification of participant response questionnaire scores

No	Interval	Category	%
1	86% - 100%	SB	76
2	61% - 85%	B	24
3	36% - 60%	KB	0
4	0% -35%	TB	0
Sum			100%

Based on the table above, it is known that the assistance carried out to teachers of Gugu 06 Koleang Elementary School, Bogor Regency, amounted to 76 percent stated that this assistance activity was very beneficial for teacher professional improvement, 24 percent stated that this activity was beneficial. These results show that teacher professional improvement through research writing assistance Classroom action can improve teacher writing skills and meet the requirements for teacher functional promotion. This is in line with the results of research conducted (Mansyur & Akidah, 2018) that teacher professional improvement is constrained in writing scientific papers, by providing assistance for teachers' abilities in writing PTK will be able to increase teacher motivation in innovating.

CONCLUSION

Based on the results of research that has been done, it is known that the obstacles experienced by teachers in improving teacher professionals are the lack of assistance and information in writing classroom action research, teachers lack innovation and mastering the stage of research methods in writing classroom action research (PTK). With the assistance of teachers, they can master the writing of PTK, teachers have mastered the writing stage, and the stage of conducting research so that scientific papers written by teachers are worthy of publication in scientific journals.

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