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EFFECTIVENESS OF CLASSROOM ACTION RESEARCH TRAINING FOR PRIMARY SCHOOL TEACHER IN ORDER TO IMPROVE THE CAPABILITY AND PROFESSIONALISM OF TEACHER AT SDN 04 IX KORONG SOLOK CITY

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Abstract. Training of Classroom Action Research is an effort to increase the understanding and skills of teachers in preparing the research proposal, conducting research, as well as a research report. This training is subject teachers at SDN 04 IX Korong totaling 19 people. The training was conducted by the lecture method which collaborated with guided exercises. The use of this method is effective to increase the interest of teachers in writing, because every teacher guided continuous and programmed. This training provides a positive impact for teachers at SDN 04 Korong IX. It is seen from the 19 teachers who attended the training, there are 11 teachers who successfully complete the Class Action Research to stage the final report. It shows that 57.9% of teachers at SDN 04 IX Korong able to do research and have a high enough motivation to produce the scientific work. So based on this study, it can be concluded that the training of classroom action research which is continuous and effective programmed to build capabilities and professionalism of teachers.

Keywords: Effectiveness, Classroom action research, Capabilities, Professionalism

I. INTRODUCTION

Education is one of the manifestations of human culture that is dynamic and full development. Therefore, changes or educational development is the thing that is supposed to occur in line with changes in the culture of life. Changes in the sense of improving education at all levels need to be continuously carried out in anticipation of future interests. Product quality education is closely related with the implementation process of learning is influenced by many factors, among others: the curriculum, the staff, the learning process, infrastructure, tools materials, school management, environment (climate) employment and industrial cooperation.

One of the competencies that must be owned by a teacher is the ability to assess and improve their performance. Teacher performance is demonstrated by the quality of the learning process and the learning outcomes of their students. In this regard, classroom action research is a systematic and scientific methods to improve and enhance the professionalism of teachers in the learning process in the classroom. Through classroom action research teachers can

improve classroom practice that can bring new, innovative learning systems to improve the quality of education.

However, there are symptoms that the competence of teachers in the classroom action research is still relatively weak. This is evident from the fact that almost 70% of teachers fail in the process of promotion to group IV. A due to constraints in the manufacture of scientific literature in the form of classroom action research.

Development of professional competence of teachers associated with the ability of teachers to master the knowledge of the fields of study that are taught widely and deeply, as well as the ability of teachers to improve the quality of learning they have implemented. Improving the quality of learning can be done by teachers through classroom action research. According Sukardi (2003: 210) there are some advantages when a teacher doing classroom action research, namely:

1. Teachers do not have to leave the workplace.
2. Teachers can feel the results of the actions that have been planned.
3. When the treatment is done on the respondent, the respondent may feel the results of the treatment given.

In line with the above opinion, Ani (2008: 88) states that the classroom action research is the need for teachers to improve the capability and professionalism as a teacher, because:

1. Classroom Action Research is very conducive to make teachers sensitive and responsive to the dynamics of learning in the classroom.
2. Classroom Action Research meningkatkan performance to become professional teachers.
3. The teacher is able to improve the learning process through an in-depth assessment of what is happening in class.
4. Classroom Action Research does not interfere with the principal task of a teacher because she did not have to leave class.

Based on the above, the Classroom Action Research conducted training for teachers at SDN 04 IX Korong in order to increase the capabilities and professionalism of teachers on 15 August 2015-9 January 2016. Training Classroom Action Research has done this, then evaluated through a qualitative study entitled Effectiveness of Classroom Action Research Training for Primary School Teachers in order to Improve capability and Professional Teacher at SDN 04 IX Korong, Solok City.

II. METHODS

This study is a qualitative study with researchers acting directly as an instrument of collecting data. Where the research data derived from field notes of researchers for conducting the training classroom action research in SDN 04 IX Korong and interviews and observation. Subjects consisted of 19 teachers. This research was conducted in conjunction with concurrent with the training and mentoring done by researchers from the date of August 15, 2015 until January 9, 2016.

Implementation research starts from the delivery of training and equipping the classroom action research material, the strategy of conducting research and writing research reports. The training is done by using the model in-on-in. Trainees follow in-one to learn training classroom action research in general and the procedure write proposals and reports training classroom action research. After following in-1 participants continued training with on-one for the preparation of a classroom action research proposal writing training and mentoring the writing until the proposal is complete. After the classroom action research proposal is completed, the participants walk on in-2 to prepare the implementation of a Classroom Action Research.

Implementation of classroom action research which lasted for two months in September and October 2015 with the assistance of two times in a single week. After a classroom action research is completed, the training continued with the writing of the final report of classroom action research and advisory services, as well as the training ends with training create presentations with power point.

III. RESULTS AND DISCUSSION

RESULTS

Training is held from August 15, 2015 until January 9, 2016 attended by 19 teachers at SDN 04 IX Korong. Animo teachers to write in the classroom action research is quite high schools, where there are 19 teachers from 11 teachers who have successfully completed the manufacture of a Classroom Action Research from the proposal until the final report, or about 57.9%.

Based on interviews and observations of the teachers found that: (1) teachers do not understand how to create a Classroom Action Research is good, (2) the limited number of reference that can be used by teachers for the purposes of writing, and (3) teaching load pretty solid results in limited time which is owned by the teacher to explore his abilities in the field of research and writing.

DISCUSSION

The training began on 15 August 2015. Classroom Action Research training activities can increase the interest and confidence of teachers at SDN 04 IX Korong. All teachers seemed enthusiastic and diligent training and mentoring to the end. This is evident from the absence of teachers in and out during the training and mentoring takes place. In addition, teachers are also eagerly asked in connection with the manufacture of a Classroom Action Research.

Training begins with the introduction of a Classroom Action Research by Carr and Kemmis in McNiff (1992), namely:

1. Action research is a form of inquiry or investigation conducted through self-reflection.
2. The action research carried out by the participants involved in the situation under study, such as teachers, students, or the school principal.
3. Research the actions carried out in social situations, including education.
4. The purpose of research is to improve the action: rationale and appropriateness of practices, an understanding of the practice, as well as the situation or the institution where the practice is carried out.

After the delivery of material in connection with the activities of classroom action research, the activities continued with the clinic classroom action research proposal writing. At this clinic activities teachers are given the widest possible opportunity to discuss and ask for the proposed Classroom Action Research to be carried out. Contains a discussion about the title of classroom action research, methods of implementation of classroom action research in the classroom, and how to distinguish good writing and classroom action research with other types of research.

TABLE I
 COMPARISON OF THE CLASSROOM ACTION RESEARCH AND QUANTITATIVE RESEARCH

No	distinguishing aspect	Classroom Research	Action	Quantitative Research
1	Researcher	Teachers		Researcher
2	Plan of research	Teachers		Researcher
3	Problem of research	perceived by the teacher	by the	Dirasakan oleh orang luar
4	characteristic	There	repetitive actions for improvement	Not necessarily no action
5	The role of teachers	As teacher researcher	and	Nothing
6	Where research	Class		Adjusted to research problems
7	Data	Teachers		Researcher
8	Result	Directly utilized by teachers and felt by the class		Be mine, researchers, and will not necessarily be perceived by the teacher

Training continued with the preparation of proposals for mentoring activities of classroom action research, doing classroom action research, and write a report on the results of classroom action research, starting from the date of August 22, 2015 until December 26, 2016.

TABLE II
 FINDINGS DURING TRAINING AND MENTORING

No	Indicator	Field findings
1	Understanding of Classroom Action Research	understand
2	Proposal	
	a. Writing format	in accordance with the instructions
	b. Systematics of writing and content	in accordance with the instructions
3	Implementation of Classroom Action Research	
	a. Planning	There is
	b. Action	There is
	c. Observation	There is
	d. Reflection	There is
	e. Cycle	There is
4	Report	
	a. Writing format	in accordance with the instructions
	b. Systematics of writing and content	in accordance with the instructions

The field findings show that the ability of teachers to create a Classroom Action Research has been good, and only need motivation and encouragement to improve. It is seen from the 19 teachers there are 11 teachers who have successfully completed the manufacture of a Classroom

Action Research from the proposal until the final report, or about 57.9%.

IV. CONCLUSION

Based on the results of data analysis and discussion it can be concluded that the training of classroom action research which is continuous and effective programmed to build capabilities and professionalism of teachers.

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