

The Training of Writing Classroom Action Research for Teachers in SMA Negeri 1 OKI on 2022

Happy Fitria

Universitas PGRI Palembang, Indonesia
Email: happyfitriamufly@univpgri-palembang.ac.id

Bukman Lian

Universitas PGRI Palembang, Indonesia
e-mail: drbukmanlian@univpgri-palembang.ac.id

Mulyadi

Universitas PGRI Palembang, Indonesia
e-mail: mulyadi@univpgri-palembang.ac.id

Yessi Fitriani

Universitas PGRI Palembang, Indonesia
e-mail: yessifitriani@univpgri-palembang.ac.id

Nur Ahyani

Universitas PGRI Palembang, Indonesia
e-mail: nurahyani@univpgri-palembang.ac.id

Edi Harapan

Universitas PGRI Palembang, Indonesia
e-mail: ehara205@gmail.com

Achmad Wahidy

Universitas PGRI Palembang, Indonesia
e-mail: achmadwahidy@univpgri-palembang.ac.id

Darwin Effendi

Universitas PGRI Palembang, Indonesia
e-mail: darwineffendi@univpgri-palembang.ac.id

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Abstract

The target and output of this training is to implement the Tridharma of Higher Education, and writing Classroom Action Research (CAR) for teachers at SMA Negeri 1 OKI. The training methods used are 1) lecturing in which the trainer explains to the trainees what and how to write and publish CAR; and 2) evidence-based learning, where training participants are invited to write together and know how to write CAR. The results obtained from this training can make participants (teachers) 1) write the background of the problem; 2) formulate the problem; 3) write a literature review; 4) writing research methodology; 5) write the results of research and discussion; 6) write conclusions, suggestions and bibliography; and 7) writing abstracts and bibliography.

Keywords: Classroom Action Research, Teachers, Training

A. Introduction

Teachers as elements of educators who are professionals who always have to develop their profession (Law on National Education System No. 20 of 2003 and Law on Teachers and Lecturers No. 14 of 2005). One indicator of developing a profession is writing Classroom Action Research.

Writing is one thing that is still difficult to become a culture in society, and teachers are no exception. The ability of teachers to research and write is still relatively low. On the other hand, (a) teachers are required to have professional competence, namely writing scientific papers resulting from research in the field of education, (b) the guidance that has been carried out on teachers so far has not reflected their needs. In connection with that, in accordance with the requirements for skills, skills, and responsibilities in the task, as a professional position, public accountability will be enforced which refers to the fulfillment of the qualifications of the teaching profession. In addition, based on data collected by the Ministry of National Education, the majority of middle and lower school teachers were unable to move class rooms from IVa to IVb as a result of the teacher's inability to write scientific papers, which is the main requirement for moving the room. Based on the demands of teacher professionalism and overcoming the problems above, a pattern of teacher development is needed through research training and active Classroom Action Research (CAR) writing (Kristiawan et al, 2022).

For some teachers, writing CAR is considered a difficult. As a result, CAR becomes an obstacle in many ways. The ability to write CAR owned by a teacher does not come by itself, but with training and hard work to master it. It is not impossible for a teacher to write scientific papers, both classroom action research and other research based on the teacher's knowledge. Mastery of trained scientific writing will affect the quality of the educator and the institution he manages or the institution in which the teacher devotes himself. The Master of Education Management Study Program provides CAR writing training for teachers, in addition to instilling a writing culture, it also improves the ability of teachers to write and publish in journals (Jalaludin et al, 2022).

The skill of writing scientific papers which is commonly dubbed as academic writing is one of the main aspects in the world of higher education. With the ability to write a person can pour the results of his research into good scientific writing as well. Even before the research began, the skill of writing scientific paper proposals had become a demand in the academic world.

Until now, as can be read in various mass media reports, the number of publications of scientific journal articles at the international level by lecturers and researchers at universities in Indonesia is still small when compared to publications by lecturers and researchers in various countries at the ASEAN level, let alone the world level. In Indonesia, publications are mostly carried out in internal and national university journals. When measured by this status, this means that contributions and international academic debates involving Indonesian higher education institutions are still very minimal. In addition, until the end of April 2014, there were 800,000 teachers throughout Indonesia who found it difficult to fulfill the obligation to write scientific papers as a condition for promotion (Kompas, 24 April 2014, p. 12).

Based on this fact, this PTK writing training program was held. This program is expected to contribute to improving the writing skills of teachers at SMA Negeri 1 OKI (Alfaris et al, 2021; Devi et al, 2021).

B. Methods

Writing CAR is very important in the world of education. Therefore, being skilled at writing CAR is a must for teachers at SMA Negeri 1 OKI. This activity was planned and carried out for one day. In order to carry out the activities, teachers at SMA Negeri 1 OKI were willing to provide a room along with other supporting facilities such as projectors, markers, blackboards, and others.

C. Results and Discussion

Universitas PGRI Palembang has three Masters Study Programs, namely Education Management Study Program, Indonesian Language Education Study Program, English Education Study Program therefore the required expertise has been met. In the implementation of this Community Service activity, the team is a permanent lecturer of Three Masters Study Programs at the Postgraduate Program at Universitas PGRI Palembang. The team that has been prepared provides full service to partner school managers in the form of CAR writing training. To realize these activities, an implementation team was formed. The following table is a description of the community service implementation team.

Table 1. Description of the Community Service Implementing Activity Team

No	Name and Title of Proposing Team	Type of Expertise	Tasks of the Proposing Team
1	Dr. Happy Fitria, M.Pd.	Education	Writing Problem Background
2	Dr. H. Bukman Lian., M.M.,M.Si.	Management	
3.	Dr. Mulyadi, M.A.	English Language	Abstract Writing
		Education	
4.	Dr. Yessi Fitriani, M.Pd.	Indonesian	Literature Review Writing
		Language	
		Education	
4.	Dr. Nur Ahyani, M.Pd	Education	Research Methodology Writing
		Management	
6.	Dr. H. Edi Harapan, M.Pd.	Education	Writing Research Results and
7.	Dr. Achmad Wahidy, M.Pd.	Management and	Discussion
		Indonesian	
		Language	
		Education	
8.	Dr. Darwin Effendi, M.Pd.	Indonesian	Writing Conclusions,
		Language	Suggestions and Bibliography
		Education	

The CAR writing training for SMA Negeri 1 OKI Teachers was held in January 2022. The result of this service activity is to provide understanding and skills for teachers at SMA Negeri 1 OKI in writing CAR. In general, the target and output that will result from this activity is that teachers can write CAR. In particular, the targets and outcomes of this activity for teachers at SMA Negeri 1 OKI 1) write the background of the problem; 2) formulate the problem; 3) write a literature review; 4) writing research methodology; 5) write the results of research and discussion; 6) write conclusions, suggestions and bibliography; and 7) writing abstracts and bibliography (Nitiasih, 2010; Wiriaatmaja, 2005; Badu, 2012; Martono, 2009).

D. Conclusion

Based on the results, it concludes that the class management of teachers in the implementation of the learning process had been considered good. The obstacles were lack of skill in new technologies.

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