Workshop of Classroom Action Research with The Elementary School Teachers

Kaswari¹, Tahmid Sabri², Mastar Asran³, Endang Uliyanti⁴
Universitas Tanjungpura, Pontianak, Indonesia
Email: tahmidsabripsgd@gmail.com

Keywords: Classroom Action Research, School, Workshop

ABSTRACT
The purpose of this community service activity is to provide training for elementary school teachers about classroom action research design techniques for elementary school teachers to do classroom action research in school or in their respective duties. Community service activities implemented are expected to provide benefits in the effort of teachers to improve the quality of their understanding of classroom action research, so as to improve their skills in conducting research activities. By understanding and skills in conducting research, a teacher can improve and improve the quality of learning that ultimately impact on the achievement of competence development of learners in learning.
INTRODUCTION

So far, writing scientific papers (KTI) is a burden for teachers. Lack of reading culture causes teachers to write less well. In fact, writing it starts from a lot of reading. If you’ve read a lot, of course, the teacher will be interested to research from what he read. Research starts from the problem. Problems can be solved if we do research and research can also be done if the efforts of teachers to improve the quality of learning in school. Classroom action research (PTK) is a study conducted by teachers in their own class by way of planning, implementing and reflect on the action collaboratively and participatory with the aim to improve its performance as a teacher, so that student learning outcomes can increase. The problem of TOD should start from the teacher himself who wishes to improve and improve the quality of his learning in school in order to improve the quality of education.

Classroom action research (CAR) is action research conducted by teachers in the classroom. As revealed by Hamzah (2011: 41) that classroom action research is research conducted by teachers in their own class through self reflection in order to improve its performance as a teacher, so that the learning process can run well and the learning outcomes increase. Thus, action research is essentially a cycle-driven sequence, in order to solve problems, until the problem is solved. There are several types of Action Research, two of which are individual action research and collaborative action research (CAR). So CAR can mean two things, namely classroom action research and collaborative action research; both refer to the same thing.

Action research includes qualitative research although data collected may be quantitative. Action research or action research is different from formal research, which aims to test the hypothesis and build a general theory (general). Action research is more aimed at improving performance, its contextual and the result is not to be generalized. However, the results of action research can be applied to others who have a background similar to that owned by researchers.

There are several reasons why classroom action research (PTK) is a necessity and a very important need for educators to improve the professionalism of an educator. These reasons include: (1) training and making the educator sensitive and responsive to the dynamics of learning in its class, (2) An educator can be reflective and critical of the learning process in the classroom, and (3) able to improve and improve the quality and the quantity of learning processes that occur in the classroom.

Implementation of classroom action research can improve teachers' performance, as they feel less satisfied with what they do without improvements or innovations in an effort to improve and improve the quality of learning through a deep study of what is happening in the classroom. PTK implementation activities do not interfere with the activities or main tasks of teachers because of no need to leave the class. With the existence of the actual PTK teachers will become more creative, because it is always required to make innovation efforts as the application and adaptation of various theories and learning techniques and teaching materials used. Thus, a teacher who has performed a PTK means doing one of his duties in professional development activities.

The development of the current era of globalization requires a teacher to develop his profession. Especially in the performance of his duties as a teacher. The demands require teachers to conduct classroom action research with the following objectives: (a) Demand of tasks and educator needs in improving the quality of the learning process in the classroom, (b) promotion of rank or class (element of professional development), (c) teacher certification ) Career development.

By implementing PTK activities will be obtained several benefits for teachers, among others: (1) A written report of PTK activities can be used as physical evidence of teachers have made scientific papers. This scholarly work can be used by teachers for various purposes such as promotion/class, following teacher achievement competition, teacher creativity competition, and others, (2) Teachers are accustomed to carrying out research independently to solve the problem of learning that run. In turn, the teacher will become a reliable learning problem solver so it is worthy to hold a professional teacher, (3) Can improve process quality and learning outcomes. Typically, a quality process will lead teachers to quality results as well. In relation to the importance of the implementation of TOD conducted by teachers, the team of lecturers S1-PGSD FKIP Untan will
conduct classroom action research workshop on elementary school teachers at SDN 35 Parit Demang Jl. Purnama II Kecamatan Pontianak Selatan West Kalimantan.

**METHOD**

A. Research Methods
This research uses descriptive method, Hadari Nawawi (2007: 67) said that the descriptive method can be interpreted as a problem-solving procedure investigated by describing or describing the state of the subject or object of research (someone, institution, community, etc.) at present facts that appear or as they are.

B. Forms of Research
The research form used in this research is survey studies with institutional studies type which is a form of research by exposing or revealing the object thoroughly (Hadari Nawawi, 2007: 68).

C. Nature of Research
This research is qualitative and collaborative. Qualitative research is a study whose findings are not obtained through quantitative procedures, statistical calculations, or any other form using numerical measures (Golafshani, 2003). While said to be collaborative, because researchers cooperated or assisted with colleagues.

D. Types of Research
This type of research uses a classroom action research (PTK) design known as classroom action research (CAR). Hamzah (2011: 41) says that classroom action research (PTK) is a research done by teachers in their own class through self reflection in order to improve their performance as teachers so that the learning process can run well and the learning outcomes increase.

E. Place and Subject of Research

1. Place of Research
   The research was conducted at State Elementary School 36 Parit Demang Jalan Purnama II Pontianak Selatan, West Kalimantan.

2. Research Subject
   The subjects of this study are elementary school teachers who are located in the subdistrict of Pontianak Selatan, West Kalimantan.

**RESULTS AND DISCUSSIONS**

The implementation of classroom action research workshops for elementary school teachers is organized into the following activities: (1) Submission of classroom action research concepts, (2) Systematic explanations of PTK, (3) Explanation CHAPTER I-II-III, (4) Group discussion (making PTK design), (5) Presentation of each group. Activity points 1-3 were delivered by resource persons and group discussions and presentations were conducted by participants under the guidance of resource persons.

A. Results Obtained (Output)

The implementation of a classroom action research workshop held on Saturday, August 3, 2016, at SDN 36 Jalan Purnama 2 trench Demang Pontianak Selatan, in general, produces the following things:
1. Workshop activities are followed by elementary school teachers with passion, enthusiasm and full discipline. This is indicated by its timely presence and the number of participants who remain from start of opening until closing of activities.

2. Questions and discussion about the concept of classroom action research followed by high attention and strong curiosity demonstrated by the quality of questions posed according to the theme being discussed.

3. Workshop activities provide participants with the skills to create scientific papers in the form of scientific publications that participants will later use in promoting higher rank.

4. Workshop activities are an effort to encourage and motivate the participants (elementary teachers) to be more active and creative in making scientific publications required by all teachers in promoting promotion.

B. Follow Up

Something quite encouraging is that this activity received a very positive response from the participants so that this activity will be followed up by the participants for the sake of their promotion. In addition, classroom action research workshop activity is a warm up / beginning of their activities to follow scientific writing (KTI) activity held by Education Department of Pontianak City.

CONCLUSION AND SUGGESTION

A. Conclusion

1) Workshop activities have run well and smoothly in accordance with the plan and did not experience significant obstacles.
2) Workshop activities were followed and responded by primary school teachers positively.
3) Through workshop activities, participants are expected to be skilled in making scientific papers, so motivated to conduct scientific publications for promotion to higher levels.

B. Suggestions

1) Activities of classroom action research workshops are considered necessary as the training of previous elementary school teachers to attend scientific writing courses conducted by the Education Department of Pontianak City.
2) Classroom action research workshop activities for elementary school teachers, in addition to providing insight into the knowledge of scientific writing, also provide benefits to provide teachers with opportunities for promotion to higher levels.
3) The activity of the classroom action research workshop is an effort for elementary school teachers to improve their insight and professionalism about scientific publications.


