

Analysis O Difficulty Elementary School Teachers Doing PTK

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ABSTRAK

This article aims to find out the teacher's insight about CAR, specifically aims to find out the various difficulties faced by teachers in elementary schools in doing CAR and to find out the efforts of the school in overcoming the difficulties of teachers doing CAR. The article uses a case study library-based research design to obtain an in-depth analysis related to the problem being investigated. The main data collection technique is based on evidence derived from the extensive literature relating to the difficulties of primary school teachers doing CAR in this province. The findings show that the various difficulties faced by teachers in doing CAR include: Less Motivated Teachers, most teachers do CAR only for promotion purposes. Teachers experience technical difficulties in the preparation of scientific sentences and theoretical studies due to the limited number of books supporting CAR. CAR training for teachers is not yet optimal, it is still limited to conveying in general about CAR that guidance has not been carried out. The low culture of reading books supporting PTK. Teachers are still focused on books that support learning materials, while books on learning methods, models and media and books related to CAR are still rarely read. Lack of experience of teachers doing research. Most of the teachers doing CAR are still in the preparation of the thesis. And the influence of age. It was found that most of the teachers were elderly. Various perceptions of teachers related to CAR It was found that most teachers said they felt burdened by doing CAR, because the demands for classroom administration or teacher learning were very high. The efforts of the school in overcoming the difficulties of teachers doing CAR include: (a) providing socialization about the importance of implementing CAR to all teachers. (b) providing reference books related to CAR and providing wifi facilities that can help teachers find references to support CAR activities (c) holding CAR training activities by bringing in experienced teacher resource persons in making CAR to directly guide teachers who are having difficulties.

1. Introduction

Teachers are a key component in efforts to improve the quality of education and become one of the determinants of educational success. This is evidenced by the higher the quality of teachers, the higher the quality of education, so teachers are always required to carry out teaching and learning activities well. The teacher is a very important component in education as stated in Law Number 14 of 2005 concerning Teachers and Lecturers that teachers have the main task of educating,

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teaching, guiding, directing, training, assessing, and evaluating students. Improving the quality of education requires professional teachers.

Being a professional teacher has four main competencies, namely pedagogic, professional, social and personality competencies. Indicators to measure the professional competence of teachers are (1) mastering learning materials and scientific mindsets that support the lessons being taught (2) mastering competency standards and basic competencies of subjects or areas of development being taught (3) developing creatively taught learning materials (4) develop professionalism in a sustainable manner by taking reflective actions (5) utilizing Information and Communication Technology (ICT) to communicate and develop themselves. These core competencies can be improved in several ways, one of which is by conducting Classroom Action Research (CAR).

CAR is related to the fourth indicator, namely developing professionalism in a sustainable manner by taking reflective actions. There are three reflective actions that can be taken by teachers in Continuous Professional Development (PKB), namely Self Development (PD), Scientific Publication (PI) and Innovative Work (KI). In PI there are ten kinds of reflective actions that teachers can take, namely presentations in scientific forums, research results in the form of CAR, conducting scientific reviews, popular scientific writings, scientific articles, textbooks, modules/dictations, books in the field of education, translation works and manuals. teacher. From various reflective actions in scientific publication activities, teachers are strongly advised to do CAR. This is because with the CAR the teacher is able to improve the quality of learning which can have implications for improving student learning outcomes and teacher professionals.

A further implication of increasing the professionalism of a teacher is that it can affect the acquisition of teacher credit scores. The credit score is the unit value of each item of activity and the accumulated value of the item of activity that must be achieved by a teacher in the context of fostering a career in the rank and position of a teacher. The teacher credit score consists of two components, namely Teacher Performance Assessment (PKG) and PKB. PKG is an assessment of the main task activities of teachers in the context of career development of ranks and positions, while PKB is an activity of self-development, making scientific publications, and or creating innovative works. The scores obtained from PKG and PKB are then accumulated into teacher credit scores. This credit score will affect the promotion and functional positions of teachers.

The position of CAR as one of the components that must be met for the purposes of promotion of teachers is strengthened by the Regulation of the State Minister for Administrative Reform and Bureaucratic Reform Number 16 of 2009 and the Regulation of the Minister of National Education with the Head of the National Personnel Agency (BKN) Number 3 of 2010. The purpose of the two regulations that is to encourage interest and improve the ability to research teachers in writing Scientific Papers (KTI), especially in CAR. However, the main obstacle experienced by elementary school teachers in doing CAR is because teachers do not have a good understanding of CAR so that the problems faced by teachers cannot be described in written form for scientific publications. And teachers do CAR solely to increase the rank of the class, not to improve the quality of learning.

Based on empirical evidence, this article aims to examine the difficulties of elementary school teachers in making CAR. And knowing the extent of the efforts that have been made by the school to overcome the difficulties experienced by elementary school teachers in doing CAR.

2. Literature Review

2.1 The nature of CAR

Classroom action research proposed by Wahid Pure et al (2008) is an effort or action taken by teachers or researchers to solve learning problems through research. Classroom action research can be interpreted as "the process of studying learning problems in the classroom through self-reflection in an effort to solve these problems by carrying out various planned actions in real situations and analyzing any effects of the treatment".

Conceptualizing Learning Experience of Students in Indonesian Vocational Education and Training (VET)

Ali et al. (2012) define CAR as a form of self-reflection through self-reflection by the teacher to improve and improve learning practices in the classroom in a higher quality so that students can obtain better learning outcomes. The meaning of "class" in CAR can be interpreted as a group of students at the same time receiving the same lessons and from the same teacher

Arikunto Suharsimi. (2006) defines CAR as an alternative for developing and improving educational practices that are not only academically based, namely teachers apply the findings of experts, so that teachers' work is assessed based on the criteria of theories taken from philosophy, psychology and sociology. In action research, teacher performance is measured through criteria for daily practice activities in education. Educational development based on academic research only establishes teachers as objects of educational development, thus giving less role to teachers to improve their own educational practices.

Suyanto (1997:4) states that classroom action research is a form of reflective research by taking certain actions in order to improve and or improve learning practices in the classroom in a more professional manner. Kunandar (2008) Action Research is an activity carried out by educators or together with other people (collaboration) which aims to improve or improve the quality of the learning process in the classroom.

2.2 The Purpose and Benefits of PTK

Mohammad Asrori (2007:15) states that the benefits of Classroom Action Research (CAR) can be studied from several classroom lessons. Benefits related to the learning component include: (1) Learning innovation (2) Curriculum development at school and classroom levels (3) Increasing teacher professionalism.

In line with what Sukayati (2008) said, the benefits of Classroom Action Research (CAR) related to learning are almost the same as those conveyed by Mohammad Asrori, including the following: (1) Innovation, in this case the teacher needs to always try, change, develop, and improve their teaching style so that they are able to plan and implement learning models that are in accordance with the demands of the classroom and the times. (2) Curriculum development at the classroom and school level, CAR can be used effectively by teachers to develop curriculum. The results of CAR will be very useful if used as a source of input to develop curricula at both the classroom and school levels (3) Improving teacher professionalism, teacher involvement in CAR will be able to increase teacher professionalism in the learning process. CAR is one way that can be used by teachers to understand what is happening in the classroom and how to solve it.

Niff (1992) also emphasized that the main basis for conducting classroom action research is to improve learning and learning outcomes. This goal can be achieved by taking various alternative actions to solve learning problems. Action research is a strategic way for educators to improve and or improve educational services for educators in the context of classroom learning.

From some of the views of these experts, it can be concluded that the fundamental purpose of doing CAR is to improve, improve and optimize the learning process. And the existence of CAR is able to create a learning culture among teachers as one of the efforts related to PKB which will have implications for credit scores and contribute to promotions and functional positions of teachers.

3. Methodology

The approach used is qualitative with case study research methods, because the problems studied are holistic, complex and full of meaning so that it is easier to understand an issue regarding a group of individuals in depth.

The data used are primary data and secondary data. Primary data are various information and information obtained directly from the source, namely class teachers and school principals. Secondary data are various theories and information obtained indirectly from the source. In this study the data obtained through books, journals and relevant research results as well as notes from the principal containing data on teachers who have and have not done CAR.

Data collection techniques are unstructured planned interviews and documentation in the form of notes belonging to the principal containing the list of teachers who have and have not done CAR, requirements for promotion from IIIB to IIIC, recordings, transcripts of recordings and photos of research activities. The data analysis technique used is an interactive analysis of the Miles and Huberman model. The data analysis technique was carried out in two stages, namely analysis before entering the field and analysis in the field. Analysis before entering the field is done by analyzing secondary data in the form

of notes from the principal which contains data on teachers who have and have not done CAR, journals, books, and relevant research results. Analysis in the field is carried out through three stages, namely data reduction, presenting data in patterns and concluding the findings in the field. Data reduction techniques are carried out by reducing or reducing data obtained from the field. The reduction activity is based on data that supports the research variables, namely the cause of most classroom teachers not yet doing CAR and the efforts that have been made by the school to encourage and overcome the difficulties experienced by classroom teachers to do CAR.

After the field data is reduced, the next step is to make a pattern and present the reduced field data into the pattern that has been made. The next step is to conclude the data obtained from the pattern presentation process. The conclusion of the data in the form of a description or description of the variables studied is the cause of most classroom teachers have not done CAR and the efforts that have been made by the school to encourage and overcome the difficulties of classroom teachers to do CAR.

4. Results and Discussions

Based on data from the National Personnel Agency in 2015, the government's efforts to encourage teachers to do CAR were not optimal. This can be seen from not many teachers who do CAR. It was noted that of the 1,461,124 teachers, 22.87% were class IVA teachers, 0.16% were class IVB, 0.006% were class IVC teachers, 0.001% was class IVD, and 0.00% were class IV teachers, while the rest were group IVA and below. . Based on the data above, it can be seen that the teacher rank group stagnated in the IVA group. This stagnation is due to the fact that in order to move up to the next rank, teachers are required to write KTI, one of which can be in the form of CAR. Ekowati (2011). In relation to this research, teachers do CAR only as a fulfillment of group rank credit points but not specifically in solving problems in education and learning in the classroom.

a. Various Difficulties of Teachers in doing CAR.

In this study, it was found that there were several difficulties for elementary school teachers in making CAR, including the following:

b. Less Motivated Teachers

The motivation of most teachers to do CAR is only for promotion purposes and not all informants are oriented to increasing professional competence and student learning outcomes.

c. Teachers Have Technical Difficulties

Teachers experience technical difficulties in the preparation of scientific sentences and theoretical studies because of the limited reading of supporting PTK books. Other technical difficulties experienced by teachers in conducting CAR are related to the preparation of the planning stage, problem formulation, collecting, processing and concluding data and compiling the required attachments such as student grades, teaching agendas, lesson plans, student lists and so on.

d. CAR training for teachers is not yet optimal

Efendi in Herdiana (2011) states that optimal training is training that can improve the knowledge, skills and abilities of employees. Referring to the theory, it can be analyzed that the training that has been followed has not been optimal, it is still limited to conveying in general about PTK not yet to guidance.

e. Lack of a Culture of Reading Supporting CAR Books

It is known that the reading culture of teachers is still focused on books supporting learning materials, while books on learning methods, models and media and books related to CAR are still rarely read.

f. Lack of Experience of Teachers doing Research

Based on the research data, it is known that five of the six informants have not done research, the last one is doing research for the purposes of writing a thesis.

g. Various Teacher Perceptions Related to CAR

According to Pati (2014) there is a significant relationship between teacher perceptions and the ability to do CAR. Pati further stated that the teacher's perception of CAR can affect the teacher's ability to do CAR so that if the teacher has a perception that CAR can be a burden, CAR takes a long time, requires a large amount of funds, and the presence of a busy self-perception then these perceptions can cause the teacher has not been maximal in doing CAR

It was found that most of the teachers said they felt burdened by doing CAR, because the demands for classroom administration or teacher learning were very high

h. Age Effect

Based on the research data, it is known that age does have an influence on teacher research activities. However, this age did not fully influence the research actions carried out by the teacher. There are several other factors other than age that can influence teachers to conduct research, namely experience, teacher attitudes in responding to applicable regulations and teacher motivation to do CAR.

i. It was found that most of the teachers were elderly

The School's Efforts to Overcome Teacher Difficulties doing CAR. According to Anggraeni (2014:45) the efforts that can be made by the school to encourage teachers to do CAR are by providing socialization and informing the importance of implementing CAR and reminding and mobilizing teachers to be able to do CAR. The school can also contribute in overcoming the difficulties experienced by teachers in doing CAR, one of which is by holding a CAR program in schools. Further efforts to launch the CAR program can be done by organizing computer training for teachers who still have difficulty operating computers, conducting CAR training and guidance on the preparation of research reports and providing research books.

This study found various efforts by the school in overcoming the difficulties of teachers doing CAR, including: (a) providing socialization about the importance of implementing CAR to all teachers. (b) The school provides reference books related to CAR and provides wifi facilities that can help teachers find references to support CAR activities (c) conduct CAR training activities by inviting teacher resource persons who are experienced in doing CAR (d) bring in teacher resource persons experienced in making CAR to directly guide teachers who are having difficulties

4. Conclusion

Various difficulties faced by teachers doing CAR include: Less Motivated Teachers, most teachers do CAR only for promotion purposes. Teachers experience technical difficulties in the preparation of scientific sentences and theoretical studies due to the limited number of books supporting CAR. CAR training for teachers is not yet optimal, it is still limited to conveying in general about CAR that guidance has not been carried out. The low culture of reading books supporting PTK. Teachers are still focused on books that support learning materials, while books on learning methods, models and media and books related to CAR are still rarely read. Lack of experience of teachers doing research. Most of the teachers doing CAR are still in the preparation of the thesis. And the influence of age. It was found that most of the teachers were elderly. Various teacher perceptions related to CAR It was found that most teachers said they felt burdened by doing CAR, because the demands for classroom administration or teacher learning were very high.

The efforts of the school in overcoming the difficulties of teachers doing CAR include: (a) providing socialization about the importance of implementing CAR to all teachers. (b) The school provides reference books related to CAR and provides wifi facilities that can help teachers find references to support CAR activities (c) conduct CAR training activities by inviting teacher resource persons who are experienced in doing CAR (d) bring in teacher resource persons experienced in making CAR to directly guide teachers who are having difficulties

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