Classroom action research for improving teacher’s professionalism

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Abstract. This study aims to enhance teachers’ competence in conducting Classroom Action Research (CAR) in order to improve their professional services in handling the teaching and learning process. The researchers’ preliminary observations found that many teachers were still lack of competence in conducting correctly classroom action research following the guidelines, though some of them have conducted it several times. This problem is caused mostly by the factor of research proposal which is still unrecognizable. The qualitative method was applied in this study through training and intensive counselling on how to design CAR. The research findings focused on the qualification of research proposal in terms of language aspect and theoretical aspect. The language aspect focuses on sentence construction, paragraph construction, the use of language in the chapter of introduction and the chapter of theoretical bases. The theoretical aspect focuses on the accuracy of selection of theory, and the variety of theoretical sources. It is found that 25 % of CAR proposal contains recognizable sentences based on the form of S-P-O-K1-K2, 75 % of the proposals are recommended to be reviewed, 50 % of proposals contain regonizable paragraphs in terms of cohesion, and coherence. In the aspect of theoretical accuracy, 75 % of proposals contain theories which are in line with the research problem, and 25 % of proposals should be revised. Moreover, more than 95 % of proposals still depend on the books as the source of theory and only 5 % of proposals which cite from journal. It is concluded that the teachers’ competence in using scientific language must be improved and the source of theory must be upgraded through citing from recommended journal.

1. Introduction

The ability to write scientific papers for teachers is one of the competencies that must be possessed by the teacher. Therefore, teachers must be able to conduct Classroom Action Research to improve the quality of learning and professionalism. In addition, the teacher also needs to communicate the results of learning innovations to the professional community. The professional teachers are those who always improve their competence continuously, always creative, innovative, and analyze the strengths and weaknesses of what has been done in the teaching and learning process, namely through Classroom Action Research (CAR). By conducting CAR, the teachers will get many benefits, which can improve the quality of the
learning process.

Classroom Action Research (CAR) is regarded as a form of research that is reflective in nature by conducting certain actions in order to improve classroom learning professionally [1-4]. Moreover, CAR is a form of reflective research conducted in social situations to improve reasoning and fairness of educational practices that are aligned with the conditions in which the practice is carried out [5-7]. The purpose of CAR is to solve the real problems that occur in the classroom. This research activity is not only aimed at solving problems but at the same time looking for scientific solution to find the improvement [8-9]. CAR is commonly directed to: (1) growing a culture of researching educational staff to be more proactive; and (2) increasing collaboration among educators to solve learning problems. Through conducting CAR appropriately, it is expected that teacher has the competency in solving the problems and making a decision in the teaching-learning process.

CAR is a step to understand a problem to develop knowledge through observation, listening, analyzing, asking questions, and through the process of building knowledge [10-13]. This research was conducted through systematic inquiry [8, 14-15), in the long term, continuously as a critical test [11,16]. This means that action research class involves the teacher as a researcher carried out continuously with a systematic investigation process. Although the teacher can conduct action research in parts per section. The meaning of continuous is that after completing action research, then the results can be used continuously. This is because the character of each group is different. Even though the problem is the same, the actions used are not necessarily the same.

The preliminary observation found that many teachers of MTs Negeri 6 (State Islamic Junior High School Number 6) in Banuhampu Sungaipua District, Agam District, still have obstacles in writing CAR proposal. One of efforts to overcome this problem is through professional training and intensive counselling for the teachers, especially on how to design a recognizable CAR proposal. This paper discusses the field experience in enhancing the teachers’ competence in writing CAR proposal through the training and intensive counselling.

2. Methods

The activity encompasses: (1) Training on how to write CAR proposal in accordance with the guidelines and correct writing format; and (2) Intensive Coaching individually on to write a recognizable CAR proposal. The qualitative method was applied in this study. The source of data is the qualifications of CAR proposals made by Kubang Putih 6 MTsN Agam teachers. To get the data, qualitative research methods are applied with the content analysis approach. Data were obtained from 30 CAR proposals proposed by 30 teachers of MTsN 6 Kubang Putih, Agam Districts. The data focuses on aspect of language and aspects of theory.

3. Result and Discussion

The program structure of training is divided into 2 (two) phases: phase 1 is the training for writing CAR proposal, and phase 2 refers to intensive coaching as the follow-up of training, of PTK Report Preparation. The first phase consists of 5 (five) materials with a total number of lesson hours are 14 JPL (2 training days). The data refer to the qualification of research proposal in terms of language aspect and theoretical aspect. The language aspect focuses on sentence construction, paragraph construction, the use of language in the chapter of introduction and the chapter of theoretical bases. The theoretical aspect focuses on the accuracy of selection of theory, and the variety of theorectical sources. It is found that 25 % of CAR proposal contains recognizable sentences based on the form of S-P-O-K1-K2, 75 % of the proposals are recommended to be reviewed, 50 % of proposals contain recognizable paragraphs in terms of cohesion, and coherence. In the aspect of theoretical accuracy, 75 % of proposals contain theories which are in line with the research problem, and 25 % of proposals should be revised. Moreover, the more diverse sources of
theoretical studies can improve the quality of research proposal because it is supported by various theories and/or results of research by others. The access to blogs on the internet is quite good. There 20 (twenty) proposals have used blogs as a reference source. Internet access at the research location is quite good, so the teacher is able to access the writing on the blog. Unfortunately, the weaknesses of writing in blogs encompass incomplete sentences that make the difficulty in making quotes. Moreover, more than 95% of proposals still depend on the books as the source of theory and only 5% of proposals which cite from journal. Through intensive coaching, the participants can improve the CAR proposal that has been prepared to compile it in the form of scientific and popular writing.

4. Conclusion
It is concluded that the teachers' ability to write scientific sentences needs to be improved. Their literacy towards the implementation of research is still lack which is indicated by the search and study of theoretical bases. Moreover, the teacher has difficulty in finding literature because of the limited access to the internet and the library. The school management is suggested to have special policies that are accompanied by activities to improve the ability of teachers to conduct CAR, and publicize the results professionally. Last but not least, the teachers' competence in using scientific language must be improved and the source of theory must be upgraded through citing from recommended journal.

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