

# Training Class Action Research, School Action Research and Writing of Scientific Articles for Teachers and Principals of Basic School in Banyuurip Purworejo

*by Esti Setiawati*

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**Submission date:** 26-Aug-2021 03:17PM (UTC+0700)

**Submission ID:** 1636177620

**File name:** Trainning\_class\_action\_research\_docx.\_IOP.pdf (863.73K)

**Word count:** 3470

**Character count:** 20351

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To cite this article: Esti Setiawati and Sunarti 2021 *J. Phys.: Conf. Ser.* **1823** 012021

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## Training Class Action Research, School Action Research and Writing of Scientific Articles for Teachers and Principals of Basic School in Banyuurip Purworejo

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**Abstract.** This community service aims to help improve the ability of teachers and school principals in preparing classroom action research proposals, school action research, and writing scientific articles on research results. This community service is carried out through the virtual zoom meeting method with three stages of activities, namely: 1) providing classroom action research materials, arranging instruments, and compiling research reports; 2) provide material for school action research, preparation of instruments, and preparation of reports; 3) provide material for writing scientific articles in research journals. The first activity was attended by 20 teachers and school principals. The second activity was attended by 18 teachers and school principals, and the third activity was attended by 17 teachers and school principals. The training activities resulted in the following findings: 1) the understanding of teachers and principals in the preparation of classroom action research proposals improved; 2) the understanding of teachers and school principals in preparing school action research proposals improved; and 3) the understanding of teachers and principals in writing scientific articles has improved.

Keywords: training, classroom action research, school action research, scientific articles.

### 1. Introduction

The teacher is the frontline in the learning process at school, whose tasks are extraordinary. This statement at the same time encourages teachers to become learners as well as teachers, to grow personal and intellectual as an important part of the learning process [1]. Some important components must always be prepared by the teacher before implementing the learning process, including the assessment process for students. The task has been very burdensome for the teacher's time, especially if the teacher will submit a credit score assessment, must meet the requirements of aspects of self-development and scientific publications. In order to assist teachers in professional development, it is very necessary to provide in-service education and training in an efficient and effective manner [2].

One of the things that is still difficult for teachers and school principals to do is carry out research related to self-development and write scientific articles related to scientific publications. Recent developments in several education policies require schools to support teacher professional development through several training activities [3]. This is because some teachers have even been delayed in promotion due to problems related to research and scientific publications that have not yet been fulfilled. Therefore, the professional development of teachers needs space for studying, experimenting, practicing, and having intensive discussions facilitated by schools and the government [4].



Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, evaluating and evaluating students in early childhood education through formal education, basic education, and middle education. Teacher quality refers to the characteristics related to the quality of teachers in produce superior graduates with reference to good cognitive, affective, and psychomotor characteristics [5]. Teachers as professionals work to improve their dignity, while teachers as learning agents function to improve the quality of national education. For this reason, the education system policy must be in favor of improving the quality of teachers regardless of gender [6].

Teacher profession is a special field of work which is carried out based on the following principles: (1) having talents, interests, vocations and idealism; (2) has a commitment to improve the quality of education, faith, devotion, and noble character; (3) has academic qualifications and educational background according to the field of work; (4) has the competencies needed in accordance with the field of duty; (5) has responsibility for carrying out professional tasks; (6) obtain an income determined in accordance with work performance; (7) has the opportunity to develop professionalism in a sustainable manner by lifelong learning; (8) has guaranteed legal protection in carrying out professional duties; and (10) has a professional organization that has the authority to regulate matters related to the professionalism of teachers. The characteristics of teachers are said to be effective lies in changes in practice and improvement of student learning outcomes through very strict selection through elements of self-development from teachers [7].

The task of the teacher in the teaching and learning process includes the pedagogical tasks and administrative tasks. The pedagogical task is the task of helping, guiding, and leading. While the administrative task is to plan learning programs and implement learning programs. It also said that the tasks and roles of the teacher include: mastering and developing subject matter, planning and preparing daily lessons, controlling and evaluating student activities. The teacher's task into two parts, namely:

- a. Tasks include educating teachers as a profession, teaching and training. Educating means continuing and developing life values. Teaching means continuing and developing knowledge and technology. While training means developing skills to students.
- b. The task of the teacher in the field of humanity at school, must be able to make himself as a second parent. He must be able to attract sympathy so that he becomes an idol for his students. What lessons are given should be a motivation for students to learn. If a teacher is not attractive in appearance, the first failure is that he will not plant the seeds of teaching to his students.

In this regard, the Sustainable Professional Development Program for all teachers, including school principals, is expected to improve pedagogical, professional, social and personality competencies to meet future needs and demands related to their profession as teachers. Law No. 20/2003 concerning the National Education System, Law No. 14/2005 concerning Teachers and Lecturers, and Government Regulation No. 19/2005 concerning National Education Standards are expected to facilitate teachers to always develop their professionalism in a sustainable manner. The development of the teaching profession is a complex process, which requires the involvement of educational stakeholders collectively, the capacity and willingness for improvement through a conducive educational policy or school culture environment [4].

In Book 1, it is explained that sustainable professional development activities are developed on the basis of teacher performance profiles as a manifestation of the results of teacher performance appraisals and are supported by self-evaluation results. If the results of teacher performance appraisals are still below the competency standards required in teacher performance appraisals, then teachers are required to take part in a continuous professional development program that is oriented as guidance in achieving teacher competency standards. Meanwhile, teachers whose performance appraisal results have reached the competency standards required in teacher performance appraisals, continuous professional development activities are directed at developing competencies to meet quality learning services and improving teacher careers. The important value of teacher professional development is to help teachers carry out educational activities that aim to develop students' abilities optimally [8].

Furthermore, it was explained that in accordance with the mandate of the Minister of State's Empowerment of State Apparatus Empowerment and Bureaucratic Reform Number 16 of 2009 concerning Teacher Functional Position and Credit Score, sustainable professional development is one of the main elements given credit figures for promotion / functional positions of teachers.

The implementation of ongoing professional development activities is expected to create professional teachers, not just to have extensive knowledge, but also to have mature personalities. Teachers need to build personal skills in strengthening networks and communication to share ideas and learning resources with fellow teachers through practical training [9]. Thus, teachers are able to foster students' interests and talents in accordance with their fields in mastering science, technology, and art. In addition, teachers must also cultivate positive character of students in schools that are applied in implementing contextual learning, so that students can easily understand them in developing their daily attitudes and behavior [10]. The hope, teachers and principals as learners, must be able to follow the development of knowledge in their fields and be able to provide knowledge, skills and attitudes that are in accordance with the competency standards that students must have comprehensively. For this reason, it is necessary to increase the competence of teachers and school principals in Banyuurip, Purworejo Regency, through training on classroom action research, school action research, and writing comprehensive scientific articles.

## 2. Methods

The method of implementation in this training activity in community service is by various methods of lecturing, question and answer, giving assignments, and online consultation clinics. The training activities for the preparation of classroom action research proposals, school action research, and writing scientific articles, can be described as follows.

- a. Exposure to the material for writing online classroom action research proposals,
- b. Exposure to the material for writing online school action research proposals,
- c. Exposure to the material for the preparation of classroom action research instruments and online school action research,
- d. Exposure to online scientific article preparation material,
- e. Discussion and questions and answers regarding the problems of writing classroom action research proposals, school action research, and writing scientific articles online,
- f. Presentation and discussion of online classroom action research and school action research proposal drafts,
- g. Submission of independent assignments via email.

The target of this training activity is 20 teachers and school principals in Banyuurip, Purworejo Regency.

The main theme in this community service activity is training in classroom action research methodology, school action research, along with writing scientific articles.

The organizers of this activity are 2 lecturers of the Postgraduate Social Sciences Education Masters Program at PGRI Yogyakarta University, in collaboration with the teacher activity center in Banyuurip, Purworejo.

The training activities are carried out in three stages. The stages of community service activities can be explained below.

The first stage is the presentation of material on the preparation of classroom action research proposals, the preparation of research instruments, and the preparation of research reports. followed by a discussion to identify problems in the classroom, as well as planning service improvements in the classroom by using more appropriate actions in a classroom action research proposal.

The second stage is the presentation of material on the preparation of school action research proposals, the preparation of research instruments, and the preparation of research reports. followed by a discussion to identify problems in schools, as well as planning service improvements in schools using more appropriate actions.

The third stage is the presentation of material for the preparation of scientific articles of research results and writing techniques, as well as the presentation of the draft proposal for each group. This activity was also carried out by a proposal clinic for teachers and school principals, to consult on proposals that had been compiled via email.

### 3. Result

#### 3.1 Results of the First Stage of Activities

The first phase of community service activities for teachers and principals in the Melati PPK Banyuurip Purworejo cluster, carried out online with six hours of face-to-face can be explained below (Tabel 1).

**Table 1.** Implementation of Phase 1 PPM, Thursday, June 4, 2020

Time	Material	Method	Description
09.00-10.30	Compilation of PTK proposals	Lectures vary, questions and answers, and assignments	Performed through zoom meeting
10.30-12.00	Preparation of PTK instruments.	Lectures vary, questions and answers, and group discussions	Performed through zoom meeting
12.15-13.45	Preparation of PTK scientific articles	Lectures vary, questions and answers, and assignments	Performed through zoom meeting

The first phase of the activity was carried out on Thursday, 4 June 2020 online through the zoom meeting application. Participants numbered 20 people who actively participated to the end. Based on observations of community service implementers and the zoom meeting activity host, the first phase of community service activities can run well according to established criteria. This community service activity certainly has a positive impact although it cannot be face to face because of the corona pandemic. This can be seen from the number of teachers / principals who ask questions about classroom action research, instrument preparation, and the preparation of CAR reports. Besides that, the teachers / principals also asked via whatsapp and email. If through WhatsSap, the implementers of community service activities respond immediately by giving explanations as needed. Likewise by email, there were 12 proposals from participants who consulted online. After it is finished being corrected, it is returned again for repair.

#### 3.2 Second Phase Activity Results

The second phase of community service to teachers and principals in the Melati PPK Banyuurip Purworejo cluster, carried out online with six hours of face-to-face (6 million) can be explained as follows (Table 2).

**Table 2.** Implementation of PPM Phase 2, Thursday, June 11, 2020

Time	Material	Method	Description
09.00-10.30	Preparation of PTS proposals	Lectures vary, questions and answers, group discussions, and assignments	Performed through zoom meeting
10.30-12.00	Preparation of PTS instruments	Varied lectures and questions and answers	Conducted through zoom meeting
12.15-13.45	Preparation of PTS scientific articles	Lectures vary, questions and answers, and assignments	Performed through zoom meeting

The second phase of the activity was carried out on Thursday, June 11, 2020 online through the zoom meeting application. Participants numbered 18 people who actively participated to the end. Based on the results of observations on community service activities and observations of host

activities through zoom meeting, the second phase of community service activities can run well even though not all participants can attend. These community service activities are specifically for principals, however teachers may also participate as additional knowledge, even though the implementation cannot be face to face because of the corona pandemic. Community service activities can run according to the design that has been done, namely through virtual. Activities run smoothly, although sometimes there are technical problems with the internet connection. Many teachers / principals ask questions about school action research, instrument preparation, and PTS report preparation. Besides that, the teachers / principals also asked via whatsapp and email. Questions via whatsapp, responded directly by giving explanations as needed. Likewise via email, there were 7 PTS proposals from participants who consulted online. After it is corrected and given suggestions for improvement, it is returned to repair

### 3.3 Third Phase Activity Results

Community service activities in the third phase, carried out on Thursday, June 18, 2020 through the zoom meeting application. This third stage of the activity, explained the related writing of scientific research results, which was packaged in a virtual-based workshop. Details of the division of time in the delivery of scientific article writing material are explained below (Table 3).

**Table 3.** Implementation of Phase 3 PPM, Thursday, June 18, 2020

Time	Material	Method	Description
09.00-10.30	Compilation of scientific articles on research results	Lectures vary, questions and answers, group discussions, and assignments	Performed through zoom meeting
10.30-12.00	Compilation of popular scientific articles	Lectures vary and questions and answers	Conducted through zoom meeting
12.15-13.45	Procedures in research journals	Lectures vary, questions and answers, and group discussions	Held through a zoom meeting

This third community service activity was felt to be the most difficult for the trainees, because they had just imagined it had not yet conducted a scientific article preparation activity. Because, the new training participants focus on preparing PTK / PTS proposals and their respective research plans. However, this activity is actually a lot of questions from the trainees, because they feel they have never written a scientific article on the results of research. The activity took place seriously, many questions, input and suggestions for consultation after the participants did the research and wrote the research articles. The last training activity at the same time closed the overall activity of the PTK / PTS proposal writing training and journaling which took place three times which was carried out online.

### 4. Conclusion

Based on the results of the implementation of community service to teachers / principals in the Banyuurip Purworejo PPK Cluster Group can be concluded as follows.

- Training activities for preparing class action research (PTK) and school action research (PTS) proposals, and journaling are urgently needed by teachers / principals in order to support ongoing professional development activities. With this PTK / PTS methodology training activity, it can broaden the teacher / principal's insight in preparing PTK / PTS proposals, research instruments, and implementation reports, along with their scientific articles.

- Motivation of teachers / principals is very high to understand the PTK / PTS methodology and journaling, as evidenced by the virtual presence through the zoom meeting application in a timely manner.
- Training activities that have been carried out by the service team have the benefit of honing the knowledge and skills of teachers / principals in the preparation of PTK / PTS proposals, as well as the preparation of scientific articles on research results, to support sustainable professional development.
- Community service activities can run well even though they are carried out online through the zoom meeting media, which is attended by teachers / principals as representatives of the Banyuurip PPK Banyuurip Purworejo Cluster.

### 5. Discussion

This community service activity still needs to be continued with individual assistance through email consultation so that the results of the training can be understood optimally. In addition, further training is needed for the next stage, so that the techniques for preparing classroom action research proposals, school action research, and the preparation of scientific articles can be realized with the work of teachers for professional development. For this reason, the most important thing that is prioritized in the current decade is the professional development of effective teachers and how much impact it has [11].

### 6. Acknowledgement

Thank you to the Institute for Research and Community Service, Universitas PGRI Yogyakarta, which has provided community service funding support for the 2020 fiscal year.

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