

Socialization Writing Work Write Scientific Based Class Action Research For Teacher School Base In Rijang Panua Village

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Kilas Artikel

Abstract

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The aim of this activity is to enable teachers to carry out scientific research, including PTK, so that it can be used for professional development. The problem faced by teachers is how to optimize the creation of classroom action research for elementary school teachers in Rijang Panua Village. Community service activities are carried out with a socialization approach. The methods used are lectures, discussions, and practice. The results of this activity achieved the set targets. The achievement achieved is that the teacher is able to produce quality PTK. The implementation of community service was attended by 25 teachers out of the target of 30 teachers. Thus, the participants' achievements reached 83% or could be considered good. The conclusion of this activity is that the achievement of the material targets has been in accordance with what was planned in this service activity and can be assessed as good.

Abstrak

Tujuan dari kegiatan ini adalah membuat guru mampu melakukan penelitian ilmiah, termasuk PTK, sehingga dapat dimanfaatkan untuk pengembangan profesionalisme. Masalah yang dihadapi oleh guru adalah bagaimana mengoptimalkan pembuatan Penelitian Tindakan Kelas bagi guru SD di Desa Rijang Panua. Kegiatan pengabdian dilakukan dengan pendekatan sosialisasi. Metode yang digunakan adalah ceramah, diskusi, dan praktik. Hasil dari kegiatan ini mencapai target yang ditetapkan. Prestasi yang dicapai adalah guru mampu menghasilkan PTK yang berkualitas. Pelaksanaan pengabdian masyarakat diikuti oleh 25 guru dari target 30 guru. Dengan demikian, capaian peserta mencapai 83% atau dapat dinilai baik. Kesimpulan dari kegiatan ini adalah pencapaian target materi telah sesuai dengan yang direncanakan dalam kegiatan pengabdian ini dan dapat dinilai baik.

1. INTRODUCTION

Classroom Action Research is practical research intended to improve classroom learning. This research is one of the efforts of teachers or practitioners in the form of various activities carried out to improve the quality of learning in the classroom. One important part that will support teachers in improving the quality of competence and professionalism is the ability to conduct research or conduct studies intensely related to fieldwork or discipline science, which is owned by every teacher.

Teachers are the main pillars of national education. The government issued a number of policies to encourage the development of teacher professionalism, for example, through a certification program for teachers. The policy is followed by the rule that teachers must always develop skills in activity learning in class. So that policy is capable of increasing quality education in Indonesia.

New regulations governing promotion of functional positions teachers (teachers and head schools) have been issued, namely: (1) Regulation of the Minister of Administrative Reform and Reform Bureaucracy (Permen PANRB) Number 16 of 2009, 10th November 2009, concerning Position Functional Teachers and Their Credit Scores. (2) Joint Regulation of the Minister of National Education and the Head of BKN Number 03/V/PB/2010 and Number 14 of 2010 dated May 6, 2010 concerning Instructions for the Implementation of Positions Functional Teachers and Their Credit Scores At least 344 thousand of the 2.7 million teachers in Indonesia are in Group IV/A. However, out of this number, only around 2,200 teachers were able to move up the ranks to IV/B and above. The rest piled up in group IV/A because they "stagnated" due to not wanting and not being able to write scientific papers. Based on these data groups, IVa is difficult to go up to IVb because teachers experience obstacles, including writing scientific papers and making PTK reports, and it is difficult to gather 12 numbers of credit. go on from IVAs to IVB.

As a result of the teacher's limited ability to make scientific papers, especially research, class action results in low results for classroom action research conducted by the teacher. There are also many teachers who have not used media or methods in teaching, so students feel bored. Therefore, teachers must always be creative and innovative in packaging learning to attract students by conducting research using models or methods. For that, very much training is needed for elementary school teachers in Rijang Panua Village as an effort to develop teachers' skills and creativity in making classroom action research so they can use media and method learning with good

The wrong one ability that must be owned by a teacher SD in order to increase professionalism and quality learning in SD is the ability of the teacher to carry out study class acts. Action Research Class (PTK) is a study that is done by the teacher in class alone through reflection, with the objective of improving performance as the teacher, so that the results of the study can increase.

To help that teacher experience difficulty in making work scientific, we conducted a training activity for the manufacture of scientific work in the form of classroom action research for elementary school teachers in Rijang Panua Village. One of the trainings that will be provided is the ability to write scientific papers. If the work is written scientifically, then the learning done by the teacher will be more effective and meaningful. Things can be presented in the form of models, so students can more easily understand the material and get results, which is better.

Problems that can be identified are: How to increase the ability of teachers to write work and write scientifically (PTK) for teachers in SD Country in Rijang Panua Village. Objective This service is to find out and describe the teacher's understanding and abilities in writing classroom action research. The benefit that can be provided in this training is the ability to give understanding in the write report study action class.

2. METHOD

Activity devotion is done with the use of approach workshops. Activity using lecture, discussion, and exercise methods. The lecture method involves giving material to teachers regarding scientific writing, especially Classroom Action Research (CAR). Material directed to support teachers able to compile PTK Discussions and exercises are carried out in a way that Apply the material that has been provided by the instructor. Each material was delivered

to the participants through dialogue and discussion with a dedicated team. Participants are divided into a number of groups. Work is the same in terms of problem solving or task completion. On process exercise practice writing, teachers are asked to practice writing. Teachers are grouped into several study groups. The level of difficulty in this practice is adjusted for each participant. Part end of training: This will give tasks to make work, write scientific forms, study action classes based on field skills each.

In this process, the teacher is expected to be able to apply the steps that must be carried out by the teacher in preparing PTK. Steps taken during implementation include: a) participants are given material regarding scientific writing; b) participants discuss the material that has been given; c) participants practice making reports; d) participants are guided so the results are better.

3. RESULTS AND DISCUSSION

Results implementation activity devotion felt by dedication team Muhammadiyah University Sidenreng Rappang nor participant training very satisfying. With an indicator arrival participant in every meeting, and follow training with enthusiasm.



Picture 1. Participant listening to material socialization

The ability of the participants, as seen from their mastery of the material, can be assessed as good. This can be seen from the ability of the teacher's father or mother in practical activities in the form of preparing PTK titles, background problems, problem formulation, goals, and forms of action to be taken, as well as enthusiasm in an event face-to-face by giving some questions. kindly whole, activity dedication to SD teachers in Rijang Panua Village can be assessed pretty well. It is a blessing to support lots of parties.

The teacher's ability to determine research topics is quite good. Before training, the teacher had difficulty expressing ideas, but after training, she was able to create a good topic. Another difficulty faced by teachers is determining which learning methods are capable of increasing interest in learning. Limitations in knowledge about methods and learning models make teachers have to reactivate their interest in reading. Through training, teachers are able to determine learning methods and models that are appropriate to the method. Examples of several methods and learning models are given. The visible improvement is that the teacher is able to develop ideas into research topics and further develop them into research titles. The teacher is also already capable of determining the method of study as well as compiling the list of references.

Implementation devotion is public, followed by 25 teachers from the target 30 teachers. So that the achievement of participants is 83% or can be assessed as good, This is because some teachers have their own activities that cannot be left behind. The achievement of material targets that have been planned for this service activity can be assessed as good. All materials that have been planned can be conveyed to the participants, although due to time constraints, some material is only presented in an outline. Obstacles faced by teachers in completing assignments individually are busyness in school, so that there are few results PTK, which is so. So that achievement still felt not enough, so it should be capable of promoting writing culture again.



Picture 2. Participant submits question

Evaluation of the implementation of PKM activities was carried out by distributing questionnaires to participants (teachers). Teachers were asked to fill out a response questionnaire from the training activities conducted by the Muhammadiyah Sidenreng Rappang University TEAM. Results from the questionnaire responses were analyzed and further described. The description of the response is divided into three aspects: aspects of the implementation of activities, resource persons, and aspects general.

The supporting factors that can be seen are that the responses from the participants were also good activities that can run well. This can be seen in the activity sustainability plan for the future. Participants were very enthusiastic about this activity because they understood the importance of improving the quality of professional work as well as the will to start writing. The obstacles in community service activities include the teacher's unfamiliarity with writing, so that time given feels not enough.

4. CONCLUSION

Implementation activity devotion public in Rijang Panua Village felt by team devotion public and participant very satisfying. With indicator presence, participants, and enthusiasm, the trainees are quite good. The results of the training in making scientific papers are in the form of papers and dictates, and PTK is good enough. The learning atmosphere and tutorials are quite good. Almost all participants follow from start to finish. Relevant officials strongly support the implementation of community service programs run by the team. So that the training participants continue to develop production work that is scientific, which becomes an obligation for the teacher to increase his professionalism, which at a time will increase his insight as an educator. para official education so that motivating teachers to want to write scientific papers for the betterment of teachers and students as well as Name Good the area.

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