

CLASSROOM ACTION RESEARCH MENTORING FOR INSTRUCTORS AT PKBM HARAPAN MANDIRI DEPOK

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Abstract

Pendampingan tersebut bertujuan untuk memberikan pemahaman mengenai pelaksanaan penelitian tindakan kelas (PTK) bagi pengajar di PKBM Harapan Mandiri Depok. Peningkatan mutu pendidikan pada suatu lembaga pendidikan sangat bergantung pada kemampuan guru dalam mengidentifikasi permasalahan yang terjadi di kelas dan memberikan solusi yang cepat dan tepat. Penelitian tindakan kelas (PTK) merupakan metode yang efektif bagi guru untuk menganalisis dan memecahkan permasalahan yang dihadapi dalam proses belajar mengajar. Dalam penelitian ini, instruktur dipandu melalui empat tahapan PTK: perencanaan, pelaksanaan tindakan, observasi, serta analisis dan refleksi. Pendampingan ini bertujuan untuk memperkuat kompetensi instruktur dalam melakukan PTK, sehingga mampu mengatasi permasalahan pembelajaran secara efektif dan berkontribusi dalam peningkatan mutu pendidikan di PKBM. Hasil pendampingan ini diharapkan dapat meningkatkan kapasitas instruktur dalam melaksanakan PTK dan pada akhirnya meningkatkan mutu pendidikan.

Kata Kunci : Penelitian Tindakan Kelas, Instruktur PKBM, Penyusunan Proposal, Mutu Pendidikan

Abstrak

The mentoring aims to provide an understanding of the implementation of classroom action research (CAR) for instructors at PKBM Harapan Mandiri Depok. The improvement of educational quality in an educational institution largely depends on the ability of teachers to identify problems that occur in the classroom and provide quick and accurate solutions. Classroom action research (CAR) is an effective method for teachers to analyze and solve problems encountered in the teaching and learning process. In this research, instructors are guided through the four stages of CAR: planning, action implementation, observation, and analysis and reflection. This mentoring aims to strengthen the instructors' competence in conducting CAR, so that they can effectively address learning issues and contribute to improving the quality of education at PKBM. The results of this mentoring are expected to enhance the instructors' capacity in implementing CAR and ultimately improve the quality of education.

Keywords: Classroom Action Research, PKBM Instructors, Proposal Preparation, Educational Quality

INTRODUCTION

Classroom Action Research (PTK) is a methodology frequently utilized by educators to enhance the quality of education within the classroom (Leung & Hew, 2020). Within the realm of Classroom Action Research, educators engage in critical reflection upon their instructional methods, pinpointing areas that warrant enhancement (Varga-Atkins, 2019). By means of Classroom Action Research, educators are able to formulate and execute novel pedagogical strategies aimed at fostering enhanced student learning outcomes (Li, Yamaguchi, & Takada, 2018). Moreover, Classroom Action Research empowers educators to gauge the efficacy of instructional modifications directly within their classroom settings (James & Augustin, 2018). Through Classroom Action Research, educators have the opportunity to cultivate their professional competencies while concurrently contributing to the advancement of educational quality within school environments (Yeh & Tsai, 2019).

PKBM instructors have an important role in supporting the success of educational programs for the community (Sari, 2022). Through an innovative approach, PKBM instructors can help students achieve their set learning goals (Pratama & Haryanto, 2021). PKBM instructors are also tasked with developing materials that are relevant to local needs and contexts (Nurhadi, 2020). In carrying out their duties, PKBM instructors often conduct periodic evaluations to assess the effectiveness of the teaching methods used (Wahyudi & Sulistiyo, 2019). With their dedication and competence, PKBM instructors contribute to improving the quality of non-formal education in the community (Rahmawati, 2023).

Proposal preparation is an important first step in planning a research or project (Jones, 2021). In

preparing the proposal, the researcher must explain the objectives, methods, and benefits of the research to be conducted (Smith & White, 2019). The preparation of proposals also requires detailed budget planning to ensure that the necessary funds can be met (Brown, 2020). In order for the preparation of proposals to be successful, it is important to pay attention to the format and guidelines that have been established by the relevant institutions (Taylor, 2022). Through good proposal drafting, the chances of getting support or funding will increase (Johnson & Lee, 2018).

The quality of education is a key factor in creating a generation that is competent and ready to face global challenges (Anderson, 2020). To improve the quality of education, it is necessary to develop a curriculum that is relevant and in accordance with the times (Smith & Johnson, 2019). In addition, the quality of education is also influenced by the quality of competent and dedicated teaching staff (Brown, 2021). The government and educational institutions must work together to ensure that the quality of education is maintained through continuous evaluation and improvement (Williams & Davis, 2022). By improving the quality of education, it is hoped that graduates with superior abilities and skills will be created (Martinez, 2018).

The urgency of classroom action research for PKBM Harapan Mandiri Depok instructors lies in the urgent need to improve the effectiveness of learning in the non-formal education environment (Suryani, 2021). Many instructors at PKBM face challenges in adapting teaching methods to the diverse needs of students (Prasetyo & Wardani, 2020). Classroom action research allows instructors to conduct ongoing evaluations of their teaching practices, so they can identify problems and find appropriate solutions (Hidayat, 2019). Thus, improving the quality of learning can be achieved in a more systematic and measurable manner (Nugroho & Astuti, 2018). This research also provides opportunities for instructors to develop their professional skills, which will ultimately have a positive impact on the quality of education at PKBM (Sari, 2022).

The solution offered through this classroom action research assistance is the provision of guidance and technical support for PKBM instructors in each stage of research (Wahyuni & Kurniawan, 2021). Instructors will be equipped with knowledge of how to effectively design, implement, and evaluate classroom action research (Hadi & Santoso, 2020). In addition, this mentoring will also introduce instructors to new approaches in teaching that are more responsive to student needs (Sari, 2019). With this assistance, it is hoped that instructors can produce innovations in teaching methods that are more adaptive and relevant (Rahmawati, 2018). The results of this classroom action research are expected to be applied directly in daily teaching practice, so that it will have a real impact on improving the quality of education at PKBM Harapan Mandiri Depok (Pratama & Nugroho, 2022).

The goal of community service activities is to provide information and knowledge, as well as to equip PKBM Harapan Mandiri instructors on how to prepare classroom action research proposals (Rahmawati & Setiawan, 2021). The community service activities are held at the school to motivate teachers to foster a school culture that enhances the quality of education and learning activities (Santoso & Dewi, 2020). The objective of the service activities is to assist teachers in preparing classroom action research proposals that address issues in their teaching practices (Hadi, 2019). After the community service activities are conducted, it is expected to benefit the school by ensuring that education and teaching continually experience innovation and improvement (Suryani & Prasetyo, 2022). These community service activities provide teachers with knowledge and experience in drafting classroom action research proposals, and enable them to implement these proposals in their teaching (Nugroho, 2020). With this training, PKBM Harapan Mandiri instructors can apply classroom action research to address learning and educational issues in the school (Kusuma & Wardani, 2018).

METHOD

Assistance for community service activities is carried out at PKBM Harapan Mandiri. Participants in community service activities are PKBM Harapan Mandiri instructors. The target in the mentoring is the implementation of classroom action research. The mentoring participants were PKBM Harapan Mandiri instructors totaling 18 people. They are interested in participating in classroom action research activities. By participating in the activity, the instructors gain an understanding of classroom action research which later with the training briefing provides benefits in overcoming learning in the classroom. After the teachers have competence in classroom action research, they then conduct classroom action research on the students they teach.

The first step that has been taken by the community service team is to conduct a preliminary survey with partner schools, namely to explore cooperation between the campus and partner schools. In exploring cooperation with partner schools, the appointed PKBM Harapan Mandiri instructors. In the

preliminary survey, PKBM Harapan Mandiri instructors were willing and agreed to collaborate with Indraprasta University PGRI Jakarta. The community service team held a meeting with the Head of PKBM Harapan Mandiri, in the meeting the community service team gave an explanation to partner schools, the purpose and purpose of the community service team held community service activities at PKBM Harapan Mandiri. The community service team provided an explanation of the benefits of classroom action research in the teaching and learning process activities. Furthermore, the community service team and partner schools jointly scheduled an appropriate time to hold a meeting with PKBM Harapan Mandiri instructors to carry out classroom action research assistance activities.

The method used in community service activities is divided into three stages, namely (1) Lectures are used to provide an in-depth understanding of the definition and concept of classroom action research. The goal is to ensure participants have a solid knowledge base before starting the study; (2) Demonstration and analysis of the classroom action research proposal is carried out to show the steps of making a complete proposal. This process involves analyzing the proposals that have been prepared by the community service team to provide participants with an understanding of the important parts of the classroom action research proposal; and (3) The implementation of classroom action research is focused on deepening the research design and its application in the context of each class with intensive guidance. This session also provides an opportunity for participants to discuss the challenges faced and obtain constructive suggestions to improve their readiness to carry out research; (4) At the fourth meeting, the teachers began to implement their action plan in the classroom with observation to evaluate the effectiveness and reflection on the ongoing process. They are trained to identify the aspects that work and need to be improved, and are equipped with a proactive attitude in finding solutions to problems that arise during the research.

RESULTS AND DISCUSSION

In line with the problems that have been expressed above, the framework for problem solving in community service that has been carried out is carried out in two stages, namely: Briefing delivered through lectures interspersed with dialogues on several matters related to the implementation of classroom action research. This is intended to introduce classroom action research material that will later be explained and discussed together. Assistance and training in the implementation of classroom action research that refers to learning and education problems experienced by instructors in schools.

The community service implementation team prepared material and presented in front of the PKBM Harapan Mandiri instructors by providing an explanation of the ins and outs of classroom action research starting from the definition, objectives, principles, and benefits of classroom action research. The implementation of community service activities is carried out in the form of direction, training, mentoring, training in the implementation of classroom action research for PKBM Harapan Mandiri instructors. The implementation of assistance in the implementation of classroom action research for PKBM Harapan Mandiri instructors was carried out in four meetings. The teachers who attended were enthusiastic in participating in the assistance activities for the implementation of classroom action research and they also wanted to solve problems in teaching and learning activities.

In the first day of the meeting, the community service implementation team conveyed their understanding of classroom action research. Training participants were given materials related to classroom action research, namely the definition of classroom action research, the objectives and benefits of classroom action research, the principles of classroom action research, the stages of classroom action research, the difference between classroom action research and formal research, the implementation of classroom action research, determining the focus of the problem, planning, implementation, reflection analysis and follow-up plans for classroom action research. Furthermore, explore the learning problems faced by teachers in the classroom, and invite teachers to choose and determine the problems faced in learning activities in their respective classrooms. After receiving the class action research material from the community service implementation team, participants were asked to write down the problems faced by teachers in the classroom related to the learning process. In this activity, training teachers are asked to identify various problems in classroom learning according to the events they experienced, according to the grade level and subjects given, then are asked to choose the most urgent problem to be solved and reveal the choice of solution followed by making and compiling a problem formulation. Furthermore, sharing was carried out among the teachers participating in the training to then complement each other and discuss solutions that can be made to solve the learning problems experienced.

On the second day of the meeting, assistance was carried out in making class action research

proposals. After the community service implementation team presented the material, the teachers were required to make a class action research proposal. Teachers are invited to make action research proposals based on real problems faced in their respective classes and fields of study. The proposal preparation activity was carried out with intensive assistance from the members of the service team to the teachers who attended. In assisting in making this class action research proposal, each participant is required to make a class action research proposal accompanied by the community service implementation team. In making this research proposal, the teachers looked enthusiastic and understood the preparation of classroom action research proposals and the implementation of action research.

In the mentoring activity after several proposals were prepared, several teachers presented examples of proposals that had been prepared by the participants. The trainees were asked to present the proposals they had prepared, this was done to obtain criticism, input and suggestions from fellow teachers. After the series of activities has been completed, an evaluation and reflection of the entire activity guided by the community service team is carried out. In the evaluation and reflection submitted by both the service team and the participants, it was concluded that several things were conveyed in the sharing related to several shortcomings in the class action research proposal that had been prepared and the action research design to be implemented.

On the third day of the meeting, the implementation of classroom action research was focused on deepening the research design that had been made. Training participants, especially teachers, were given further guidance on how to implement the design in the context of their respective classes. Intensive mentoring is carried out to ensure that each participant understands the action steps to be taken as well as the appropriate data collection method. In this session, the participants were also given the opportunity to discuss various challenges that may be faced during the implementation of the research and get constructive suggestions from the companions. This aims to foster the confidence and mental readiness of teachers in carrying out classroom action research.

On the fourth day of the meeting, the focus shifted to the initial implementation and monitoring of the planned actions. The teachers began to implement their action plan in the classroom with the full support of the companions. Observations are made to evaluate the effectiveness of the actions taken and identify areas that need improvement. In this meeting, the trainee teachers were also trained to reflect on the process that had been running, so that they were able to identify the aspects that worked and did not meet expectations. Thus, they are not only equipped with technical skills in conducting research, but also with a proactive attitude in finding solutions to various problems faced during research. The training group is expected to have the character of working groupwork, teamwork, and participation in the opposite of individual competitions. The training group encourages the creation of creativity and democratic attitudes that directly support the success of the group. With this basic nature, the development of the group system is always based on a theoretical approach, group dynamics. The characteristic of this approach is that the group formed in the training group allows wide participation for all members, starting from problem identification to overlapping, he continued. The working principles that must be held are thinking together, real cooperation between members, and a sense of solidarity.

At the end of the activity, all participants agreed that if in the future such an activity is held, they are willing to participate again, because of the usefulness of this activity. In general, the implementation of service has gone well, there is a good follow-up plan from the service team openly inviting participants to establish communication with universities, in this case with Indraprasta University PGRI Jakarta in finding solutions to learning problems encountered in the classroom. In the advanced stage, it is hoped that participants can socialize classroom action research to fellow teachers in other schools and can implement and implement classroom action research proposals that have been prepared in their respective classes.

CONCLUSIONS AND SUGGESTIONS

Based on the report as a whole, the community service implementation team drew the following conclusions: (1) PKBM is expected to make a strategic plan in improving the skills of educators and education personnel, especially in PKBM Harapan Mandiri instructors in carrying out classroom action research by conducting socialization and assistance in the implementation of classroom action research in accordance with the characteristics of learning problems in schools in each subject, (2) To develop school culture in the school environment, teachers should proactively improve the quality of education and learning quality in a sustainable manner by carrying out research activities, and (3) The

need to socialize teachers about creative classroom action research by applying learning methods and models that are in accordance with school conditions that are able to provide benefits for teachers and students so that changes occur. renewal and development in the world of education in Indonesia.

SUGGESTION

To increase the understanding of PKBM Harapan Mandiri instructors regarding classroom action research and at the same time implementing it in teaching and learning activities, it can be done by providing socialization and training. In carrying out classroom action research, it is necessary to pay attention to the condition of PKBM, teachers and students as an educational unit. In the mentoring and training activities for the implementation of classroom action research that have been carried out, for the next activities, there needs to be communication between universities and instructors in service activities and other activities that aim to solve learning problems in the classroom. Community service activities need to be carried out with assistance, training and spirit on an ongoing basis so that the implementation of classroom action research in PKBM is in accordance with the expected goals and provides the greatest benefits in the world of education.

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