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**IMPROVEMENT OF ELEMENTARY SCHOOL TEACHERS IN CLASSROOM ACTION RESEARCH TOWARDS PROFESSIONALISM AND EXCELLENCE IN LABUAN DISTRICT, PANDEGLANG REGENCY, BANTEN PROVINCE**

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**ABSTRACT**

The purpose of this Community Service is to increase the understanding of teachers related to classroom action research so that teachers will easily make simple research that occurs in their classrooms. The methods used in this Community Service are 1) the lecture method; the presentation of the subject matter carried out by the resource person with a direct narrative or explanation in front of the workshop participants. 2) Discussion method; the way of delivering a subject matter through the means of exchanging ideas to solve the problems at hand. 3) Assignment, in groups, participants analyze qualitatively an example of a Class Action Research proposal given by the resource person then in groups the participants practice making a Class Action Research proposal. The results of this community service implementation are the results of the Program Achievement Assessment from the number of participants 25 teachers giving positive responses as much as 100% which has added value to teacher knowledge in Labuan District, Pandeglang Regency, Banten Province. Meanwhile, the satisfaction of partners, namely PGRI Labuan District, on the implementation of PkM, FKIP lecturers at the Open University stated that 100% stated that they were very satisfied and had high values in order to develop the quality of human resources in this case were teachers as lecturers in Labuan District.

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## **PRELIMINARY**

Teachers as teachers in the classroom certainly experience and are faced with many problems that occur both in the learning process and outside the learning process, but still in the context of education in schools. Examples of learning problems in class are: students not concentrating, noisy in class, bored, lazy, not daring to ask questions, not enthusiastic about learning, low learning outcomes, and many other problems. While the non-learning nature, for example, the personal development of students is not optimal, the effectiveness of teacher-student relationships is not good and so on. In addition to the problems above, the supporting infrastructure for learning is not optimal, it requires innovation from the teachers (Aruni & Faisal, 2021; Hasmianti, 2021; Sholeh, 2021)

Problems like that can be categorized as a problem which if not immediately cured will have a systemic impact on the learning process in the classroom and of course in the end on student learning outcomes that are low and incomplete. Therefore, the above problems demand to be addressed as soon as possible and not protracted and have a systemic impact on the next learning process. Improving the quality of learning should always be pursued as much as possible by all components of education actors, especially by teachers who have the greatest responsibility in learning and as the dominant spearhead for improving the quality of education.

Teachers on this occasion should be given the opportunity to solve learning and non-learning problems in a professional, collaborative, quality, and innovative manner through good efforts, namely by conducting classroom action research continuously and continuously (Alamsyah et al., 2020; Susetyo et al, 2020; Tambak & Sukenti, 2020)

So that after the teachers are given a Classroom Action Research workshop at the elementary school level, it is expected that teachers have professionalism and high quality in carrying out their duties as superior generation educators. The Labuan District was chosen because the teachers at the elementary level still did not understand properly and thoroughly the nature of Class Action Research. They were stagnant and there was no innovation and renewal in their learning in the classroom. Based on this, we held a workshop with the theme "Improving Elementary School Teachers in Classroom Action Research Towards Professional and Superior Teachers in Labuan District, Pandeglang Regency, Banten Province".

According to Kemmis (1988), the notion of action research is a form of self-reflection research conducted by participants in social situations (including education) to improve their own practice. In this way, a comprehensive understanding of the practice and the situations in which it is carried out will be obtained. There are two main things in action research, namely

improvement and involvement. This will direct the objectives of action research into three areas namely; 1) to improve practice; 2) for professional development in the sense of increasing practitioners' understanding of their practice; and 3) to improve the circumstances or situations in which the practice is carried out. Meanwhile, Wiriaatmadja (2005: 11), Hoopkins describes Classroom Action Research as research that combines research procedures with substantive action, an action carried out in the discipline of inquiry, or a person's attempt to understand what is happening, while being involved in a process of improvement and change.

One of the efforts to improve the quality of teachers is that teachers have the ability to conduct Classroom Action Research. This ability is felt to be very important, considering that classroom action research is one of the efforts in solving educational problems in both low and high grades. Through classroom action research, teachers will make improvements to improve the learning they provide. The reality on the ground shows that teachers, especially elementary school teachers, are more focused on the task of providing learning in accordance with the curriculum targets (Muhson, 2004; Puspitasari et al., 2020; Rosmawati, et al., 2020; Tambak et al., 2020).

Elementary school teachers seem less aware that classroom action research is very important in improving or improving the quality of learning. In addition, there are still many assumptions that research is only done by experts or researchers. Based on the analysis of the problem above, the problem in this Lecturer PkM is: "Can the implementation of Classroom Action Research improve elementary school teachers to become professional and superior teachers in Labuan District, Pandeglang Regency, Banten Province ".

The main obstacle for teachers in Labuan District is that they only focus on delivering learning material/content by ignoring the model/method or even the teacher's strategy in delivering learning in class. It is hoped that with the Classroom Action Research, teachers' thinking patterns will change and have high innovation and creativity in delivering learning in their classes.

## **RESEARCH METHODS**

To achieve the goals that have been set, the workshop methods that will be used are: 1) Lecture method; how to present the lessons carried out by the resource person by speaking or explaining directly in front of the workshop participants. Teaching with the lecture method means providing information through hearing, and participants can understand what is conveyed by the resource person by listening to what the teacher has said. 2) Discussion method; a way of delivering a subject matter through a means of exchanging ideas to solve the problems at hand. In this Lecturer PkM activity, the resource person gave several learning cases

which were then discussed in groups carefully. 3) Assignment, in groups, participants analyze qualitatively an example of a class action research proposal given by the resource person then in groups the participants practice making a class action research proposal.

## **RESEARCH RESULTS AND DISCUSSION**

### **A. Description of Community Service Implementation in Labuan District.**

#### **1. Methods and stages that are carried out in the process of solving Partner problems.**

As for the ways and stages, each resource person provides an explanation related to Classroom Action Research. The process carried out is by resource persons providing classroom action research materials along with examples of simple classroom action research reports. While the activities carried out in this community service activity include:

- a. The informants involved are Prof. Ojat Darajat, M.Bus., P.hD, Dr. Ajat Sudrajat, M.Pd, Drs. Saeful Mikdar, M.Pd.
- b. Theme; The Nature of Classroom Action Research, Classroom Action Research Practices, The Nature of Consolidating Teacher Professional Ability.

#### **2. Participation of Partners in the Implementation of the Lecturer PkM Program**

The participation of partners involved in the Open University Lecturer PkM Program are:

- a. PGRI Labuan District, Pandeglang Regency, Banten Province
- b. Supervisor of Labuan Subdistrict, Pandeglang Regency, Banten Province.
- c. Head of Sub-district Labuan, Pandeglang Regency, Banten Province
- d. The working group of the Principal of Labuan District, Pandeglang Regency, Banten Province
- e. Teacher Working Groups for each Labuan District, Pandeglang Regency, Banten Province
- f. Labuan District Police, Pandeglang Regency, Banten Province
- g. Koramil Labuan District, Pandeglang Regency, Banten Province

#### **3. Evaluation of Program Implementation and Program Sustainability**

##### **a. Evaluation of program implementation**

In order to measure the level of achievement and significance of the Open University Lecturer PkM program, LPPM UT has provided a questionnaire to be filled out by all participants, then the contents of the questionnaire are analyzed quantitatively in the form of %.

### **b. Program Sustainability**

Of course, this workshop program is expected to have a very large and high meaning for elementary school teachers in Labuan District, Pandeglang Regency, Banten Province. For the next period, of course, the resource persons and the implementing team will hold other activities that have a major effect on the improvement and quality of teachers in Labuan District, Pandeglang Regency, Banten Province.

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### **B. DISCUSSION OF PkM LECTURERS**

This activity was attended by 25 elementary school teachers in Labuan District. The teacher selection process was an election from the Labuan District PGRI which was intended for teachers who would be promoted/classified in the hope that they would understand well the nature of classroom action research so that they can be implemented in their respective schools.

The Classroom Action Research Workshop is conducted in the following ways: First, giving the theory and nature of classroom action research. Second, the resource persons provided examples of classroom action research from five fields of study, namely Science, Social Sciences, Indonesian Language, Civics, and Mathematics. Third, the participants proposed the title of Class Action research based on the problems that occurred in their school.

The results of the Program Achievement Assessment from a total of 25 teachers in Labuan District stated that 100% had a positive and meaningful value. Meanwhile, the satisfaction of the Cooperation partner, namely PGRI Labuan District, on the implementation of the PkM, the FKIP lecturer at the Open University, stated that he was 100% satisfied and needed to hold the next collaboration with a different theme.



Figure 1:

Dr. Ajat Sudrajat, M.Pd is giving material about the nature and problems of Classroom Action Research in elementary schools.





Figure 2:  
Drs. Syaeful Mikdar, M.Pd Presenting examples of Classroom Action Research in elementary schools.



Figure 3:  
Participants are asking about the nature of classroom action research and examples of its application in elementary schools.

## CONCLUSION

From the results of this workshop, it was found that: 1) Teachers are expected to have the ability to conduct classroom action research carefully based on the problems that occur in their schools. 2) Teachers can improve learning so that they can find out the class problems. 3) The results of the Program Achievement Assessment from a total of 25 teachers in Labuan District stated that 100% had a positive and meaningful value. Meanwhile, the satisfaction of the Cooperation partner, namely PGRI Labuan District, on the implementation of the PkM, the FKIP lecturer at the Open University, stated that he was 100% satisfied and needed to hold the next collaboration with a different theme.praktis. Penulis bisa menyampaikan permasalahan yang bisa dikaji dalam penelitian-penelitian selanjutnya.

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