
Training on Classroom Action Research Proposal Making to Improve Skills for Social Studies Teacher Deliberation in Banjarbaru City

M. Ridha Ilhami

ridha.ilhami@ulm.ac.id

Social Studies Education Departement, FKIP Lambung Mangkurat University

Ersis Warmansyah Abbas

ersiswa@ulm.ac.id

Social Studies Education Departement, FKIP Lambung Mangkurat University

Bambang Subiyakto

bambangsb@ulm.ac.id

Social Studies Education Departement, FKIP Lambung Mangkurat University

Mutiani

mutiani@ulm.ac.id

Social Studies Education Departement, FKIP Lambung Mangkurat University

Raihanah Sari

raihanah.sari@ulm.ac.id

Social Studies Education Departement, FKIP Lambung Mangkurat University

Siti Julia

stijuliaa@gmail.com

Social Studies Education Departement, FKIP Lambung Mangkurat University

Article History

Received: 05/04/24 Review: 17/04/24 Revision: 21/04/24 Available Online: 01/05/24

Abstract

The skills of junior high school social studies teachers in Banjarbaru City must be improved. Therefore, the Lambung Mangkurat University service team collaborated with MGMP IPS through a partnership program. The aim is to improve their ability to develop classroom action research (PTK) in that place. The purpose of this training is to improve teachers' ability to design PTK proposals in accordance with the needs of learning improvement. The training participants totaled 28 teachers, and the service methods used included lectures, interactive discussions, and PTK proposal clinic training. As a result of the training, junior high school social studies teachers who are members of MGMP IPS Banjarbaru City made several PTK proposals. In summary, teachers who attended the training were able to make a class action research proposal.

Keywords: Research Proposal, Classroom Action Research, Social Studies.

Abstrak

Keterampilan guru IPS SMP di Kota Banjarbaru harus ditingkatkan. Oleh karena itu, tim pengabdian Universitas Lambung Mangkurat berkolaborasi dengan MGMP IPS melalui program kemitraan. Tujuannya untuk meningkatkan kemampuan mereka dalam mengembangkan penelitian tindakan kelas (PTK) di tempat tersebut. Tujuan dari pelatihan ini adalah untuk meningkatkan kemampuan guru dalam merancang proposal PTK sesuai dengan kebutuhan peningkatan pembelajaran. Peserta pelatihan berjumlah 28 guru, dan metode pelayanan yang digunakan meliputi ceramah, diskusi interaktif, dan pelatihan klinik proposal PTK. Hasil dari pelatihan tersebut, guru-guru IPS SMP yang tergabung dalam MGMP IPS Kota Banjarbaru membuat beberapa proposal PTK. Singkatnya, guru yang mengikuti pelatihan mampu membuat proposal penelitian tindakan kelas.

Kata Kunci: Proposal Penelitian, Penelitian Tindakan Kelas, IPS.

PRELIMINARY

A teacher must have four abilities: pedagogic, personality, professional and social. According to Law No. 14 of 2005 on Teachers and Lecturers, professional competence is defined as "the ability to master subject matter broadly and deeply" (Mawardi, 2014). To realize oneself as a professional teacher, professional competence is needed (Abbas, 2018). Professional competence includes expertise in their field, mastery of the materials and methods they must teach, a sense of responsibility for their duties, and a sense of community with other teachers (L. Sari et al., 2022; R. Sari & Hasanah, 2019). Teachers have many duties as a consequence of their service, both within and outside their work. There are three categories of teacher duties: professional duties, humanitarian duties, and community duties. (Ginting, Hasnah, & Hasibuan, 2021).

Teaching is a career or job that requires certain expertise or professionalism from teachers. A teacher's job includes educating, teaching, and training. The meaning of professional is a job that cannot be done by just anyone (Wiradimadja, Kurniawan, & Sukamto, 2019; Abbas, 2013). Teaching means passing on and developing life principles. It also means continuing and developing technology and science (Siswoyo & Hotimah, 2021). However, training means instilling skills in students. Professional teachers will have the ability to significantly change the quality of education. That change will largely depend on teachers' views on education and their actions (Mastuang, et al., 2020). Teachers are key to the success of education. Teachers can help learners learn and develop with their professional duties and pedagogical skills. This helps the intellectual, personal, and social development of citizens who enter the school. (Widana, et. al., 2019).

Professional development includes following information about technological advances that support the profession through various scientific activities; translating textbooks or scientific works; developing new learning models; writing papers, writing / compiling textbooks, textbooks, modules, scientific works; conducting scientific research (action research); finding appropriate technology; making teaching aids and media; and making works of art (Chandra, et al., 2022). Understanding insights means understanding the vision and mission, understanding the relationship between education and teaching, understanding the concept of primary and secondary education, understanding the functions of schools, identifying common problems in learning processes and outcomes, and creating a system that shows the relationship between education and the outside world (Faridatunnadiroh, 2021).

The results of interviews conducted by the community service team with the Secretary of the Banjarbaru Social Studies MGMP and the Head of SMPN 15 Banjarbaru show that social

studies teachers need assistance so that they can prepare PTK independently. In conducting classroom action research, teachers must think about three important things: what will be improved, with what will be improved, and who will be improved. After the classroom action research is completed, teachers must make a scientific activity report, or a field report (Febriyanni, Wiguna, & Esa, 2021). The results of the research are packaged into scientific papers that meet writing standards. Therefore, the results of the research are summarized systematically and then compiled into a manuscript that can be published in journals or other media for the purpose of contributing to the repository of science (Ilhami, 2022; Jumriani et al., 2022, 2024; Mutiani et al., 2023). According to Law Number 14 of 2005 concerning Teachers and Lecturers, pedagogical competence is defined as the ability to manage student learning (Hidayah, 2020). In terms of teaching strategies, a teacher has philosophical beliefs about teaching that consider background knowledge and experience, personality situations, and the environment as learning objectives involving students and teachers (Yusantika, 2020).

METHOD

The target of the partnership program in this community service activity is social studies teachers who are members of MGMP IPS Banjarbaru City. Social Studies Education study program lecturers and social studies teachers MGMP Banjarbaru City act as partners in the implementation of the training program. MGMP IPS Banjarbaru City is a place to talk about improving the quality and competence of teachers.

It is very important for social studies teacher participants in Banjarbaru City to gain an understanding of the process of making Classroom Action Research (PTK) proposals. Therefore, the approach or method used in this service activity is used in the form of training (Abbas et al., 2022, 2023; Mutiani et al., 2021).

Training is provided to assist the implementation of this Community Service activity. Activities were carried out through an online lecture method on Saturday, July 15, 2023, and conducted in-house on Friday, July 21, 2021, using the discussion method and clinical practice proposed by the PTK Proposal.

One of the objectives of this community service activity is to provide materials for classroom action research (PTK). It begins with tips for finding a PTK theme and the systematics of drafting a PTK. This material was delivered online, and then a Q&A was conducted to talk about the material. After the online material was given, participants were given the task of making a PTK proposal based on the problem.

M. Ridha Ilhami, Ersis Warmansyah Abbas, Bambang Subiyakto, Mutiani, Raihanah Sari, and Siti Julia

In connection with the above work procedures, the implementer's participation in this program is to become an online speaker and follow the entire series of activities. Training and assignments to develop class action research proposals were given to participants who were teachers who were members of MGMP IPS Banjarbaru City.

RESULTS AND DISCUSSION

Two lecturers and three students make up the Lambung Mangkurat University social studies education study program service team for the training program for preparing Classroom Action Research (PTK) proposals. However, other lecturers currently enrolled in the Social Studies Education Study Program also participated in the implementation of training in the field.

The collaboration between the Social Studies Education Study Program of FKIP Lambung Mangkurat University Banjarmasin and the Social Studies Teacher Association (MGMP) of SMP Banjarbaru City, South Kalimantan, made this service possible. The training involved three people as presenters and three students from the Social Studies Education Study Program at FKIP ULM. In addition, 27 social studies teachers who are members of the Banjarbaru City Social Studies MGMP membership became participants.

The service activities in the partnership program with Banjarbaru City social studies teachers were carried out in two meetings, once online and once in person. The first activity was held online on Saturday, July 15, 2023 through the Zoom Meeting application. The second was held offline on Friday, July 21, 2023 in the hall of SMP Negeri 1 Banjarbaru.

Mr. M. Ridha Ilhami, M.Pd., as the Host and Moderator, led the implementation of the first activity online. Before entering the core activities, there were 2 remarks delivered by Dr. Mutiani, M.Pd. as the Coordinator of the Social Studies Education Study Program and Mrs. Andina Mega Siwi, M.Pd. as the Chairperson of the Banjarbaru Social Studies Teacher MGMP. Dr. Mutiani, M.Pd. as the Coordinator of Social Studies Education Study Program, said that the training program for social studies teachers in Banjarbaru was a follow-up of the service activities in the previous year. He said in his speech that it is expected that through this service can produce a product that is useful for the social studies teachers of Banjarbaru and is very open and welcomes partnership programs other than this PTK program which involves not only educators but also students of the Social Studies Education Study Program. In her speech, Mrs. Andina Mega Siwi, M.Pd as Chairman of MGMP IPS Banjarbaru said that the results of the discussion of MGMP Program many teachers who propose to hold training in writing PTK because many social studies teachers are still difficult in terms of technical writing PTK.

Figure 1. Presentation of Material by The Speaker



Source: Personal Documentation (2023)

Entering the main event, two speakers delivered the material. The first speaker, Prof. Dr. Ersis Warmasnyah Abbas, BA, M.Pd., founder of the Social Studies Education Study Program, delivered material on How to Find Themes in PTK. She said that problems that occur in the classroom can always be the subject for Classroom Action Research, which is expected to solve the problem after this research is completed. In addition, PTK is a teacher's job that will be known, researched, and improved directly in the classroom by the teacher.

Classroom action research (CAR) is a type of research conducted to solve problems in the classroom. PTK can be used as a means to improve the quality of learning and can help teachers become better educators (Sukanti, 2008):

1. PTK helps teachers become more sensitive and responsive to the dynamics of learning in the classroom.
2. Teachers become more reflective and critical about what they do.
3. PTK improves teachers' performance, increasing their professionalism.
4. Teachers no longer act as practitioners who are satisfied with what they do without trying to be better or more innovative; instead, they can act as researchers in the field they study.

Furthermore, the second resource person, Dr. Syaharuddin, M.A., Coordinator of the Postgraduate Social Studies Education Study Program, delivered material on the systematization of classroom action research (PTK). According to Dr. Syaharuddin, M.A., PTK basically includes qualitative research because it has been given many descriptive explanations of the concept. Classroom Action Research (CAR), also known as CAR, is research conducted by teachers in their classrooms with pressure to improve or enhance learning processes and practices. The steps of PTK planned in lesson plans were also explained

by the presenters (Zainal Aqib and M. Chotibuddin, 2018). PTK is a type of research that combines research methods with substantive action. This substantive action can be an action carried out in the discipline of inquiry, or a person's effort to understand what is happening while engaging in a process of improvement and change (Hopkins, 1993: 44, in Wiriaatmadja, 2007).

PTK helps one address problems practically in emergency situations and helps achieve goals by working together within an agreed ethical framework (Rapport 1970 in Hopkins, 1993 in Wiriaatmadha, 2007). Action research is a type of reflective inquiry conducted cooperatively about a specific social situation (such as education) to improve rationality and justice. Action research, also known as "action research", is a thorough study of a group of teachers' efforts to improve educational practices by performing specific actions during the learning process. The study is based on their reflections on the results of those actions (Ebutt, 1985 in Hopkins, 1993 in Wiriaatmadja, 2007).

PTK is usually used to achieve the long-term goal of improving and enhancing learning practices. The goals are to improve teachers' skills, increase relevance, improve the efficiency of instructional management, and foster a research culture in the teaching community. Some characteristics of PTK include focusing on classroom learning problems, working collaboratively, and as a reflection for teachers regarding classroom learning.

PTK is very important because it will impact teachers who are sensitive to the dynamics of learning, improve their performance, give them the ability to improve the learning process by conducting in-depth research in the classroom, and make them creative to do new things related to learning.

In classroom action research, the simple steps are as follows:

1. Planning: making an action plan;
2. Implementation: implementing the contents of the design;
3. Observation: doing what is observed by the observer;
4. Reflection: communicating what has been done;

The second activity, which was attended by Lecturers of the Social Studies Education Study Program of FKIP ULM, Banjarbaru City Education Office Officials, and Banjarbaru City Social Studies Teachers as partners, was held offline on Friday, July 21, 2023, at 09:00 WITA. It is hoped that the partnership will continue between the Social Studies Education Study Program of FKIP ULM and MGMP IPS Banjarbaru City to help social studies teachers in the region improve their skills.

Mr. M. Ridha Ilhami, M.Pd., chaired the event. Before the core activities, there were remarks from the Head of Junior High School Development Division of Banjarbaru City Education Office, Tetty Anggaraini, S.Psi, Banjarbaru City Social Studies Subject Supervisor, Ani Anjar Wati, M.Pd., and Banjarbaru City Social Studies MGMP Coordinator, Aidil Abdi Rachman, M.Pd. Furthermore, social studies education lecturer of FKIP ULM, Dr. Mutiani, M.Pd.

CONCLUSION

Social studies teachers who are members of the Banjarbaru City Social Studies Teacher Consultative Meeting (MGMP) gained new insights and enlightenment through this training on the preparation of class action research proposals. This was indicated by a number of questions posed by students to the instructor that required complete and in-depth answers. The training on class action research proposal development also provided many examples and experiences for teachers to conduct class action research systematically. In addition, this training resulted in classroom action research proposals made by the participants.

BIBLIOGRAPHY

- Abbas, E. W., Ilhami, M. R., Mutiani, M., Yusup, Y., Hairunisa, H., & Cahya Puspita, R. M. (2023). MGMP IPS Partnership Program to Improve the Ability to Compile Classroom Action Research (PTK) for Social Studies Teachers in Banjarbaru City. *Journal of Social Development*, 1(2), 83. <https://doi.org/10.20527/j-sod.v1i2.9788>
- Abbas, E. W., Syaharuddin, S., Mutiani, M., Susanto, H., & Jumriani, J. (2022). Strengthening Historical Thinking Skills Through Transcript Based Lesson Analyses Model In The Lesson Of History. *ISTORIA Jurnal Pendidikan Dan Ilmu Sejarah*, 18(1). <https://doi.org/10.21831/istoria.v18i1.41691>
- Chandra, N. E., Listia, R., Rosalina, E., Aprilia, R. D., Rizqa, K., & Vira, M. (2022). pendampingan penyusunan penelitian tindakan kelas (ptk) di masa pandemi covid 19 pada guru-guru bahasa inggris sma di kota banjarbaru. *Bubungan Tinggi: Jurnal Pengabdian Masyarakat*, 4(1), 79-85.
- Faridatunnadiroh, I. (2021). *Pengembangan Modul IPS Terpadu Terintegrasi Nilai Keislaman Pada Materi Manusia, Tempat, dan Lingkungan di MTs Al-Kholily Ma'unah Sari (Doctoral dissertation)*. Ponorogo: IAIN Ponorogo.
- Febriyanni, R., Wiguna, S., & Esa, M. (2021). Pelatihan Penelitian Tindakan Kelas (Ptk) Dalam Peningkatan Kompetensi Guru Di Sdn 050734 Tanjung Pura Langkat. *Jurnal Pengabdian Pada Masyarakat*, 5(4).
- Fitriani, D., Abbas, E. W., & Putra, M. A. H. (2023). Poetry In Action Training Based on Local Wisdom at the Budi Mulia Children's Orphanage (PSAA) Banjarbaru. *Journal of Social Development*, 1(1), 01-05.
- Ginting, P., Hasnah, Y., & Hasibuan, S. H. (2021). Pkm Pelatihan Tindakan Kelas (Ptk) Berbasis Student Centered Learning (Scl) Bagi Guru Smp Di Kecamatan Medan Deli. *JURNAL PRODIKMAS Hasil Pengabdian Kepada Masyarakat*, 4(1), 58-72.
- Hidayah, R. (2020). Pelatihan penulisan artikel ilmiah berbasis penelitian tindakan kelas (ptk) bagi guru kimia SMA di MGMP kimia SMA kabupaten Kediri. *Jurnal ABDI: Media Pengabdian Kepada Masyarakat*, 5(2), 107-110.
- Ilhami, M. R. (2022). *The Social Values of the Banjar People in Traditional Markets*. 4, 13.

M. Ridha Ilhami, Ersis Warmansyah Abbas, Bambang Subiyakto, Mutiani, Raihanah Sari, and Siti Julia

- Jumriani, J., Muhaimin, M., Mutiani, M., Warmansyah Abbas, E., & Rusmaniah, R. (2024). Efforts to preserve traditional music through social knowledge subjects. *Journal of Education and Learning (EduLearn)*, 18(1), 140–147. <https://doi.org/10.11591/edulearn.v18i1.20838>
- Jumriani, J., Subiyakto, B., Hadi, S., Mutiani, M., & Ilhami, M. R. (2022). Education of Social Regulation Through Social Institution Materials in Social Studies. *The Innovation of Social Studies Journal*, 3(2), 118. <https://doi.org/10.20527/iis.v3i2.4892>
- Mastuang, M., Mahtari, S., Salam, A., Susilowati, E., Rizki, M., & Ramadhan, R. (2020). Pelatihan penyusunan proposal penelitian tindakan kelas bagi guru-guru fisika di Kabupaten Hulu Sungai Tengah. *Bubungan Tinggi: Jurnal Pengabdian Masyarakat*, 1(2).
- Mawardi, M. (2014). Pemberlakuan Kurikulum SD/MI Tahun 2013 dan Implikasinya Terhadap Upaya Memperbaiki Proses Pembelajaran Melalui PTK. *Scholaria: Jurnal Pendidikan dan Kebudayaan*, 4(3), 107-121.
- Mutiani, M., Handy, M. R. N., Wiyanarti, E., Warmansyah Abbas, E., Syaharuddin, S., & Jumriani, J. (2023). Strengthening the Content of Local History in Social Studies. *Yupa: Historical Studies Journal*, 7(2), 124–136. <https://doi.org/10.30872/yupa.vi0.1569>
- Mutiani, M., Supriatna, N., Abbas, E. W., Rini, T. P. W., & Subiyakto, B. (2021). Technological, Pedagogical, Content Knowledge (TPACK): A Discursions in Learning Innovation on Social Studies. *The Innovation of Social Studies Journal*, 2(2), 135. <https://doi.org/10.20527/iis.v2i2.3073>
- Noviani, M., Putro, H. P. N., & Handy, M. R. N. (2023). The Socialization of the Family Planning Village Program in Kuranji Banjarbaru. *Journal of Social Development*, 1(1), 25-31.
- Siswoyo, A. A., & Hotimah, K. (2021). Pengembangan budaya literasi menulis bagi guru sekolah dasar melalui pelatihan pembuatan PTK dan artikel ilmiah. *Abdimas Pedagogi: Jurnal Ilmiah Pengabdian kepada Masyarakat*, 4(1), 51-56.
- Sari, L., Putro, H. P. N., Putra, M. A. H., Syaharuddin, S., & Rusmaniah, R. (2022). Culinary Distribution in Minggu Raya Banjarbaru as a Learning Resource on Social Studies. *The Innovation of Social Studies Journal*, 3(2), 128. <https://doi.org/10.20527/iis.v3i2.4937>
- Sari, R., & Hasanah, M. (2019). Social Studies Based Learning Technology, Information, and Communication in SMP-SMIP 1946 Banjarmasin. *The Innovation of Social Studies Journal*, 1(1), 40. <https://doi.org/10.20527/iis.v1i1.1261>
- Subiyakto, B., Putro, H. P. N., Jumriani, J., Mutiani, M., Ramadhan, M. A., & Ramiadani, A. K. (2023). Assistance In Making Learning Media Based on Android-Based Educational Game Learning Media. *Journal of Social Development*, 1(2), 57-63.
- Widana, I. W., Suarta, I. M., & Citrawan, I. W. (2019). Penerapan metode simpang tegar untuk meningkatkan kemampuan guru dalam penulisan PTK dan artikel ilmiah. *JPM (Jurnal Pemberdayaan Masyarakat)*, 4(1), 365-375.
- Yusantika, F. D. (2020). Pendampingan Penelitian Tindakan Kelas Bagi Calon Guru di MI NU Tegalsari. *Jurnal Panjar: Pengabdian Bidang Pembelajaran*, 2(1), 8-13.