
MGMP IPS Partnership Program to Improve the Ability to Compile Classroom Action Research (PTK) for Social Studies Teachers in Banjarbaru City

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Abstract

The ability of junior high school social studies teachers in Banjarbaru City in compiling classroom action research needs to be improved. Therefore, the service team from Lambung Mangkurat University conducted a partnership program with MGMP IPS to improve the ability to compile classroom action research (PTK) there. The purpose of this training is to provide knowledge and practical skills in improving teachers' ability to design PTK proposals in accordance with learning improvement needs. The service methods carried out are lectures, interactive dialogues, and *coaching clinics* for PTK proposals. The participants of this training amounted to 28 teachers. The result of the training was the production of several PTK proposals by junior high school social studies teachers who are members of the Banjarbaru City Social Studies MGMP. The conclusion is that trainee teachers can make classroom action research proposals.

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

Abstrak

Kemampuan guru-guru IPS SMP di Kota Banjarbaru dalam menyusun penelitian tindakan kelas perlu ditingkatkan. Oleh karena itu, tim pengabdian dari Universitas Lambung Mangkurat melakukan program kemitraan dengan MGMP IPS untuk meningkatkan kemampuan menyusun penelitian tindakan kelas (PTK) di sana. Tujuan pelatihan ini adalah untuk memberikan pengetahuan dan keterampilan praktis dalam meningkatkan kemampuan guru dalam merancang proposal PTK sesuai dengan kebutuhan peningkatan pembelajaran. Metode pengabdian yang dilakukan adalah ceramah, dialog interaktif, dan *coaching clinic* proposal PTK. Peserta pelatihan ini berjumlah 28 orang guru. Hasil pelatihan adalah dihasilkannya beberapa proposal PTK oleh guru IPS SMP yang tergabung dalam MGMP IPS Kota Banjarbaru. Simpulannya adalah guru peserta pelatihan dapat membuat proposal penelitian tindakan kelas.

Kata Kunci: Proposal Penelitian, Penelitian Tindakan Kelas, Ilmu Pengetahuan Sosial.

PRELIMINARY

A teacher has four competencies, namely pedagogic, personality, professional and social competencies. According to Law No. 14 of 2005 concerning Teachers and Lecturers, professional competence is "the ability to master the subject matter broadly and deeply" (Mawardi, 2014). Professional competence is an ability needed in order to realize himself as a professional teacher (Abbas, 2018). Professional competence includes expertise or expertise in their fields, namely mastery of the material they must teach and their methods, a sense of responsibility for their duties and a sense of community with other fellow teachers (Ginting, Hasnah, & Hasibuan, 2021). Teachers have many duties, both service-bound and non-serviced, in the form of devotion. If we group there are three types of teacher duties, namely tasks in the professional field, humanitarian duties, and tasks in the social field.

Teacher is a profession or job that requires special skills or teacher professionalism. The meaning of professional is a profession that cannot be done by just anyone. The duties of teachers as a profession include educating, teaching, and training (Wiradimadja, Kurniawan, & Sukanto, 2019; Abbas, 2013). Educating means passing on and developing life values. Teaching means continuing and developing science and technology (Siswoyo & Hotimah, 2021). While training means developing skills in students. Professional teachers will be able to create fundamental changes in the quality of education. The change will depend on what teachers do and teachers think about education (Mastuang, et al., 2020). Teachers are the key to educational success. With professional duties and supported by their pedagogic competence, teachers function to help others (learners) to learn and develop; help the intellectual, personal and social development of community members entering school (Widana, Suarta, & Citrawan, 2019).

Professional development includes following information on the development of science and technology that supports the profession through various scientific activities, translating textbooks / scientific papers, developing various learning models, writing papers, writing / compiling lesson diktats, writing textbooks, writing modules, writing scientific papers, conducting scientific research (action research), finding appropriate technology, making props / media, creating works of art, attending accredited training, attend qualification education, and participate in curriculum development activities (Chandra, et al., 2022). Understanding insight includes understanding the vision and mission, understanding the relationship between education and teaching, understanding the concepts of primary and secondary education, understanding school functions, identifying general educational problems in terms of learning

processes and outcomes, building systems that show the relationship between education and outside school (Faridatunnadiroh, 2021).

Based on the results of an interview with the Secretary of MGMP IPS Banjarbaru and the Principal of SMPN 15 Banjarbaru, social studies teachers need assistance in order to be able to compile PTK independently. Teachers in conducting classroom action research have three important things, namely as a teacher what will be improved, by what to improve, and who is improved, then the teacher who knows the condition of his class, after the teacher conducts classroom action research, the teacher makes a scientific activity report, namely a field result research report (Febriyanni, Wiguna, & Esa, 2021). The results of the research are packaged into scientific papers, of course, scientific papers have writing rules, thus the results of the research are summarized in accordance with systematics and subsequently, compiled into manuscripts published in journals or other media so that they can contribute to the treasures of science. According to Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, what is meant by pedagogic competence is the ability to manage student learning (Hidayah, 2020). When associated with teaching strategies, a teacher has philosophical beliefs about teaching that pay attention to background knowledge and experience, personality situations and the environment as learning objectives that involve 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 the IPS MGMP in Banjarbaru City. The implementation of the partnership program in this service activity involves lecturers of the Social Studies Education study program as training speakers and social studies teachers of MGMP Banjarbaru City as partners. MGMP IPS Banjarbaru City is an organization that is used as a forum for discussion to improve the quality and competence of teachers.

Banjarbaru City Social Studies MGMP participants need insight into the preparation of Class Action Research (PTK) proposals. Therefore, the method or approach used in this service activity is in the form of training.

The implementation of Community Service activities is packaged in the form of training. The activity was carried out using an online lecture method which was held on Saturday, July 15, 2023 and offline on Friday, July 21, 2021 with the discussion method and clinical practice of PTK proposals.

The stages of implementing this community service activity are by preparing material for the preparation of class Action Research starting from tips on finding class Action research themes (PTK) and systematics in the preparation of PTK. The material is delivered online. Then discuss the material that has been presented with questions and answers. After the submission of this online material, participants were given an assignment to make a PTK proposal based on the problem.

In connection with the above work procedures, the participation of the implementer in this program is to be an online speaker and follow the entire series of activities. Participants, in this case are teachers participating in MGMP IPS Banjarbaru City received training and assignments in preparing class action research proposals.

RESULTS AND DISCUSSION

The committee for service activities in the training program for the preparation of Classroom Action Research (PTK) proposals consists of two lecturers and assisted by three students as a service team for the Social Studies Education study program FKIP Universitas Lambung Mangkurat. However, the implementation in the field also involves other lecturers in the Social Studies Education Study Program of FKIP ULM as training speakers.

This service activity was held because of the collaboration between the Social Studies Education Study Program FKIP Universitas Lambung Mangkurat Banjarmasin and the Social Studies Teacher Conference (MGMP) of Junior High School Banjarbaru City, South Kalimantan. The parties involved in this training consisted of three speakers and three students from the Social Studies Education study program of FKIP ULM. Then 27 social studies teachers as participants who are members of the Banjarbaru City Social Studies MGMP membership.

This service activity in the partnership program with MGMP IPS Banjarbaru City was held two times, both online and offline. First, the activity will be held online on Saturday, July 15, 2023 using the zoom meeting application. Second, the activity will be held offline on Friday, July 21, 2023 at the hall of SMP Negeri 1 Banjarbaru.

The first online activity was guided by Mr. M. Ridha Ilhami, M.Pd. as the Host and Moderator. Before entering the core activity, 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 Head of the Banjarbaru Social Studies Teacher MGMP.

Dr. Mutiani, M.Pd as the Coordinator of the Social Studies Education Study Program, said that the Banjarbaru Social Studies teacher training program was a follow-up result of

service activities in the previous year. He said in his speech that it is hoped that through this service it can produce a product that is beneficial for Banjarbaru Social Studies Teachers and is very open and welcomes the partnership program apart from 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 the Head of MGMP Banjarbaru Social Studies Teachers said that as a result of the MGMP Program discussion, many teachers proposed to hold PTK writing training because many social studies teachers were still having difficulties in technical terms of writing PTK.

Entering the main event, namely the delivery of material by 2 speakers, namely the first speaker, Prof. Dr. Ersis Warmansyah Abbas, BA, M.Pd. as the founder of the Social Studies Education Study Program who delivered material on Tips for Finding Themes in Classroom Action Research (PTK). He said that problems that occur in the classroom can always be used as a theme in Classroom Action Research which is expected after the research is carried out the problem can be solved. In addition, PTK is a teacher's business that will be known by the teacher, then researched by the teacher and corrected directly in his class by the teacher.

Classroom action research (PTK) is research conducted to overcome problems in the classroom. PTK can be used as a means for teachers to improve the quality of learning. PTK is a necessity for teachers in improving their professionalism as teachers, because (Sukanti, 2008):

1. PTK is conducive to making teachers sensitive and responsive to the dynamics of learning in the classroom.
2. Teachers become reflective and critical of what teachers and learners do.
3. PTK improves teacher performance so that it becomes professional. The teacher is no longer a practitioner who is satisfied with what is done without efforts to improve and innovate but he can position himself as a researcher in his field.

Furthermore, the second speaker was Dr. Syaharuddin, M.A. as the Coordinator of the Social Studies Education Study Program of the Postgraduate Program delivering material on the systematics of classroom action research. According to Dr. Syaharuddin, M.A., PTK basically includes qualitative research because it is explained descriptively (Abbas et al. 2022; Aslamiah, Abbas, and Mutiani 2021; Jumriani et al. 2021; Mutiani and Faisal 2019). He explained the PTK Steps planned in the RPP and the characteristics of PTK.

On this occasion, the speaker also explained that Classroom Action Research (PTK) or classroom action research (CAR) is research conducted by teachers in the classroom where

they teach with emphasis on perfecting or improving learning processes and praxis (Zainal Aqib and M. Chotibuddin, 2018). PTK is research that combines research procedures with substantive actions, an action carried out in the discipline of inquiry, or an effort by someone to understand what is happening, while being involved in a process of improvement and change (Hopkins, 1993: 44, in Wiriaatmadja, 2007).

PTK to help someone overcome practically the problems faced in emergency situations and help achieve goals by cooperating within a mutually agreed ethical framework. (Rapport 1970 in Hopkins, 1993 in Wiriaatmadha, 2007).

Action research is a form of reflective inquiry conducted in partnership about certain social situations (including education) to improve rationality and justice (Kemmis, 1983 in Wiriaatmadha, 2007). Action research is a systematic study of efforts to improve the implementation of educational practices by a group of teachers by taking action² in learning, based on their reflection on the results of the action². (Ebutt, 1985 in Hopkins, 1993 in Wiriaatmadja, 2007).

In general, PTK aims to improve and improve the quality of learning practices on an ongoing basis so as to improve the quality of instructional outcomes, develop teacher skills, increase relevance, increase the efficiency of instructional management and foster a culture of research in the teacher community.

Some characteristics of PTK, which are based on learning problems in the classroom, carried out collaboratively, as a reflection for teachers related to learning, aimed at improving and improving the quality of learning, implemented in steps and cycles, teachers themselves take actions assisted by other teachers.

PTK is very important because it will have an impact on teachers being sensitive to learning dynamics, improving teacher performance, teachers have the ability to improve the learning process through in-depth studies in their classrooms, PTK does not interfere with the main work because it is done during learning, teachers become creative to do innovative things related to learning.

In simple terms, the steps in classroom action research include:

- 1.Planning : drafting the Action
- 2.Implementation of Actions: implementation of the contents of the design
- 3.Observation : the implementation of observations by observers;
- 4.Reflection : expressing what has been done;

The second activity was held offline today, Friday, July 21, 2023 at the hall of SMP Negeri 1 Banjarbaru at 09:00 WITA attended by Lecturers of the Social Studies Education

Study Program of FKIP ULM, Banjarbaru City Education Office Officials and Banjarbaru City IPS MGMP as partners. This partnership program is expected to continue to be established between the Social Studies Education Study Program of FKIP ULM and the Banjarbaru City Social Studies MGMP to assist social studies teachers in the region in improving their competence.

This event was hosted by Mr. M. Ridha Ilhami, M.Pd. Before entering the main activity, there were remarks delivered by the Head of Junior High School Development of the Banjarbaru City Education Office Tetty Anggaraini, S.Psi, Banjarbaru City Social Studies Subject Supervisor, Ani Anjar Wati, M.Pd. and Banjarbaru City IPS MGMP Coordinator, Aidil Abdi Rachman, M.Pd.

Furthermore, in the core activity, the material was delivered by a lecturer of the Social Studies Education Study Program of FKIP ULM, Dr. Mutiani, M.Pd. He delivered material on how to prepare a Classroom Action Research (PTK) proposal, starting from the introduction, literature review, action plan, action hypothesis and research method. On that occasion, he also conducted a coaching clinic on the PTK proposal of one of the teachers that had been completed, so that social studies teachers who participated in the activity could immediately improve the preparation of the Classroom Action Research (PTK) proposal they had made.

CONCLUSION

This class action research proposal preparation training succeeded in providing new insights and enlightenment for social studies teachers who are members of the Banjarbaru City Social Studies Teacher Conference (MGMP). This is evidenced by the presence of several student questions to the speaker that require detailed and complete answers. In addition, this training on preparing class action research proposals provides many examples and experiences for teachers in making systematics of classroom action research. In addition, the products produced through this training are in the form of class action research proposals made by participants.

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