

AKU RESTUI: Strategies to Develop Teachers' Ability to Implement and Write Car Reports

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Abstract

The main problem in this service is the teacher's lack of ability to carry out and write Classroom Action Research (CAR). Therefore, the purpose of this service is to develop the ability of teachers to carry out and write PTK through the AKU RESTUI Bimtek (I Say it then Record Then Write it in Instruments). The solving method or the AKU RESTUI Bimtek method includes; 1) developing the AKU RESTUI Bimtek instrument; 2) carrying out the AKU RESTUI Bimtek; and 3) Follow-Up Post Bimtek AKU RESTUI. The results achieved in the AKU RESTUI Bimtek were the compilation of 7 (seven) PTK proposals in groups. Therefore it was concluded that the teacher's ability to prepare PTK proposals after the AKU RESTUI Bimtek was considered successful because of the 6 (six) assessment indicators, it was recorded that 4 had succeeded in improving namely; 1) formulate the title of PTK proposal; 2) develop an introduction; 3) applying the PTK method; and 4) preparing PTK instruments. Meanwhile, there are 2 (two) that are still weak, namely; developing a literature review and the use of reference sources is still limited.

Keywords: Aku Restui, Strategy, Teacher, and PTK

INTRODUCTION

Improving the quality of education cannot be separated from the presence of teachers at the forefront of the learning process. Bafadal (2008: 3) emphasized "in the framework of the process of improving the quality of school-based education, teachers are needed, both individually and collaboratively to do something, so that education and learning become of higher quality." The teacher in question is a professional teacher who masters pedagogic, personality, social, and professional competencies. Shobahiya, Zaenal Abidin, & Suharjianto. (2008:2) emphasized "teacher professionalism is not solely marked by certification. A sign of teacher professionalism is in the form of ability, skill, and accuracy when in the field."

The development of teacher professionalism is currently facing enormous challenges in the midst of the Covid 19 pandemic outbreak. The Covid 19 pandemic requires teachers to carry out distance learning (*online*) but not all teachers have access and competence to carry out online learning. In addition, teachers also had several fundamental problems long before the Covid 19 pandemic, including; teacher's ability to carry out learning according to the spirit of the 21st century is still limited, teacher pedagogical understanding still needs to be improved, teacher quality as reflected in the results of the 2019 Teacher Competency Test (UKG) is presumably still low, teacher competence in carrying out authentic assessments still needs to be improved, and teacher understanding is related to The Minimum Competency Assessment (AKM) is also not evenly distributed and is still limited.

In addition to the situation above, a latent problem for teachers who still need and urgently need to find a way out is that many teachers are hampered by promotions and grades because they have not been able to fulfill one of the main requirements, namely the obligation to write scientific papers in the form of Classroom Action Research Reports (PTK) plus with the requirements for articles published in both local and national journals for promotions and certain classes. Therefore, according to Sarimaya (2009: 14), the quality of teachers needs to be improved in various ways, including, "through increasing the qualifications of educators and education staff; training and education; or by providing opportunities to solve learning and non-learning problems professionally through controlled action research."

One of the competencies that need to be improved is conducting research because of several teacher professionalism competencies, this aspect is one of the teacher's fundamental

weaknesses. This weakness is also felt by partners, namely SMP Negeri 9 Sigi. Most of the teachers at SMP Negeri 9 Sigi have not been promoted to rank or class for more than 5 years and some have even reached 10 years. Whereas Suyanto and Djihad Hisyam (2000: 36) emphasized "future teachers must also understand and understand research principles and methods so that they can interpret research results to support their performance in an effective teaching and learning process.

The ability to understand research, carry out research, and utilize research results is very important to improve teacher quality. According to Sarimaya (2009:21), "professional sub-competencies have essential indicators of mastering research steps and critical studies to deepen knowledge/field of study material professionally in a global context." Arikunto, Suhardjono, and Supardi (2008:1-2) stated "professional competence, namely the ability to carry out a simple research to improve the professional quality of teachers, especially the quality of teaching." The teacher's ability to carry out research is an integral part of the overall teacher professional development activities which can be considered very basic. Kunandar (2008:26) emphasized that "professional development which emphasizes developing the ability to write scientific papers is now increasingly important and necessary."

Research competence has a very broad scope because research activities are also very complex. Teachers as a profession must also have the ability to carry out research, Sagala (2009:26) provides limitations "research competence includes; understanding the scientific research paradigm, understanding research methods, understanding both qualitative and quantitative data analysis." In line with Sagala's thoughts, Hamalik (2006: 42) states "to be able to carry out responsibilities in the field of research, teachers must have competence on how to conduct research, such as how to make research designs, how to formulate problems, how to determine data collection tools, how to conduct sampling, and how to process data with appropriate statistical techniques, then he must be able to compile research reports so that they can be disseminated." One type of research that is highly recommended for teachers is Classroom Action Research (CAR).

METHOD

The method for implementing Bimtek Aku Restui: The strategy for developing teachers' ability to write CAR reports is carried out with several activities and stages as follows:

Broadly speaking, work procedures in this community service can be classified as follows: (1) Developing an Aku Restui Instrument, to overcome partners' problems, namely the inability to write PTK reports including articles, then Bimtek is carried out which begins with developing instruments to make it easier to provide material during Bimtek. The instruments developed include; problem identification, problem formulation/objectives/research benefits, and research methods. (2) Implement Bimtek Aku Restui: After the instrument has been developed, the PTK Bimtek will be carried out. The presentation of Bimtek material follows the procedures approved so that it is carried out with several activities, namely: (a) Presentation of the material, (b) Dividing the group into pairs, (c) Facilitating group discussions, (d) Facilitating the group to convey/say what is the theme of PTK, (e) k recording (background, problem formulation, objectives and benefits, CAR method,) (f) Facilitating the group to write the results of the recording. Follow-up for Bimtek Acknowledge Restui: (a) Monitor teachers who have participated in Bimtek completing PTK proposal instruments, (b) Monitor teachers who have attended Bimtek completing PTK proposals. Participation in this dedication target can be optimized not only when attending Bimtek but also after Bimtek. Therefore, the complete participation goals are as follows: (1) Institutionally, the service target, namely SMP Negeri 9 Sigi prepares participants to take part in AKU RESTUI guidance, (b) Participants actively participate in AKU RESTUI Bimtek, (c) Participants formulate the title of PTK, make a PTK draft, prepare PTK instruments, (d) Post Bimtek, active participants complete research proposals and research preparations.

RESULTS AND DISCUSSION

After carrying out Bimtek PTK's assistance with the AKU RESTUI strategy, the impact or results that have been achieved can be shown. Because the AKU RESTUI strategy is expected to be an effective strategy to facilitate teachers implementing and compiling CAR, the concrete results that need to be described are products in the form of a draft PTK report proposal. Of course, the products produced through the AKU RESTUI strategy have not reached field research.

The AKU RESTUI strategy that is applied to Bimtek PTK in the target of service is oriented towards producing products in the form of PTK proposals. After 3 weeks (21 days) after the Bimtek, the Bimtek participants succeeded in compiling a PTK proposal with the following title.

Table 1. The Title of the PTK Proposal Produced

NO	PTK Report Title	Writer
1	Improving Student Learning Outcomes in Social Studies Subjects Through Cooperative Script Learning in Class VII C of SMP Negeri 9 Sigi	1. Drs. Malik L. Lakuadja 2. Drs. Himran
2	Improving Student Learning Outcomes Through Cooperative Learning Tipe Make A Match In Science Subjects in Class VII Kalawara	1. Orbarinawati, S.Pd 2. Ezri Solu Palodji, S.Pd, M.Pd
3	Application of Inquiry Learning for Increasing Student Activity and Understanding of Respiratory System Material in class VIII SMPN 9 Sigi	1. Salbiyah L. S.Pd. MM 2. Sitti Meimun, S.Pd 3. Nuraeni, S.PdI
4	Increasing Student Learning Interest Through the Implementation of the 4 E In Model Indonesian Language Learning in Class IX SMP Negeri 9 Sigi	1. Sriwana, S.Pd 2. Naftali, S.Pd 3. Yusmita, S.Pd
5	Application of the Demonstration Method to Increase Student Learning Interest in Physical Education Subjects in Class V SD Negeri I Omu	1. Unihestianthy, S.Pd 2. Meir Liani, S.Pd, M.Pd
	Improving Student Learning Outcomes in IPS Subjects through Pictures and Picture in class V SD Inpres 1 Pakuli	1. Ruslia, S.Pd 2. Lukman, S.Pd
	Efforts to Increase Student Activity In IPS Learning Through Methods Active Learning Tipe True Or False Kelas VI Pakuli Elementary School	1. Zainab, S.Pd 2. Susanah, S.P.D. 3. Amizar, S.Pd 4. Suparman, S.Pd

Source: Primary data – processed 2021

The grouping of Bimtek participants who were then facilitated to prepare PTK proposals was based on the presence of Bimtek participants, namely that the participants were grouped according to schools and schools that were close to each other. In addition, it is also based on the level of the educational unit, namely the junior high school level is grouped with the junior high school level and the elementary level is also grouped with the elementary level. Overall, it can be emphasized that the AKU RESTUI Bimtek is going well.

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2	Improving Student Learning Outcomes Through Cooperative Learning Type Make A Match in Science Subjects in Class VII Middle School BK Kalawara.	1. Orbarinawati, S.Pd 2. Ezri Solu Palodji, S.Pd, M.Pd
3	Application of Inquiry Learning to Increase Students' Activeness and Understanding of Respiratory System Material in Class VIII of SMPN 9 Sigi	1. Salbiyah L. S.Pd. MM 2. Sitti Meimun, S.Pd 3. Nuraeni, S.PdI
4	Increasing Student Learning Interest Through the Application of Model 4 E in Indonesian Language Learning in Class IX at SMP Negeri 9 Sigi	1. Sriwana, S.Pd 2. Naftali, S.Pd 3. Yusmita, S.Pd
5	Application of the Demonstration Method to Increase Student Interest in Physical Education Subjects in Class V SD Negeri I Omu	1. Unihastianthy, S.Pd 2. Meir Liani, S.Pd, M.Pd
6	Improving Student Learning Outcomes in Social Studies Subjects through <i>picture and Picture</i> in class V SD Inpres 1 Pakuli	1. Ruslia, S.Pd 2. Lukman, S.Pd
7	Efforts to Increase Student Activity in Social Studies Learning Through the True Or False Type Active Learning Method for Class VI of SD Negeri Pakuli	1. Zainab, S.Pd 2. Susanah, S.P.D. 3. Amizar, S.Pd 4. Suparman, S.Pd

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Table 3. Results of Analysis on Aspects of PTK Proposal Titles Before Revision

No	Indicator	Assessment				Qualitative
		Quantitative				
		Complete		Not yet		
		Amount	%	Amount	%	
1	Short, clear, and not ambivalent	4	57.14	3	42.86	In the PTK title formulation, most of the participants in groups already understood
2	There is a problem	6	85.71	1	14.29	
3	There is a solution	6	85.71	1	14.29	

No	Indicator	Assessment				Qualitative
		Quantitative				
		Complete		Not yet		
		Amount	%	Amount	%	
4	Shows location	7	100	-	-	and were able to formulate an appropriate title
5	Indicate subjects	6	85.71	1	14.29	
6	Beginning with the word improve or implement and the like	5	71.42	2	28.58	

Source: Primary data – processed 2021

Based on the data presented in the table above, it can be comprehensively understood that the Bimtek AKU RESTUI in terms of the ability and success of workshop participants formulating PTK titles by the rules is considered successful because most of the titles produced have fulfilled the provisions in the formulation of PTK titles. The most fundamental aspect is the existence of problem elements and action elements in the PTK title. Of the 7 (seven) titles that were successfully formulated by the workshop participants, 6 (six) of them were by the provisions and only one title needed improvement.

Table 4. Analysis Results in Introduction

No	Indicator	Assessment				Qualitative
		Quantitative				
		Complete		Not yet		
		Amount	%	Amount	%	
1	There is background, problem formulation, objectives, and benefits.	7	100	-	-	In the introduction, only the background aspect of the problem still needs improvement, especially the deductive pattern which is still weak
2	Background is deductive	3	42.86	4	57.14	
3	The background contains the problem and solution	6	85.71	1	14.29	
4	The problem is formulated in the form of a question sentence	7	100	-	-	
5	The problem statement contains the problem and solution	7	100	-	-	
6	The formulation of research objectives is operational	7	100	-	-	
7	The formulation of the minimum research benefits is	7	100	-	-	

No	Indicator	Assessment				Qualitative
		Quantitative				
		Complete		Not yet		
		Amount	%	Amount	%	
	divided into benefits for students, teachers, and schools					

Source: Primary data – processed 2021

There are 7 (seven) indicators to justify the success or failure of the AKU RESTUI Bimtek in the "introduction" aspect. This aspect is Chapter 2 of the systematics of preparing PTK proposals that have been submitted in the AKU RESTUI Bimtek. From the seven aspects of the indicators, as shown in Table 14, it is clear that only the indicator's deductive background has not met expectations. This means that from the seven groups or seven titles produced during AKU RESTUI Bimtek, only 3 titles, or 42.86% were able to describe the background of the problem deductively while the other 4 titles, or 57.14% were not able to formulate the background in the form of an inverted (deductive) pyramid.

Table 5. Results of Analysis on Literature Review Aspects

No	Indicator	Assessment				Qualitative
		Quantitative				
		Complete		Not yet		
		Amount	%	Amount	%	
1	The literature review contains aspects of the problem	7	100	-	-	The structure of the literature review is correct, but the depth still needs improvement and the links between problems and actions have not been studied in depth
2	Aspects of the problem are studied in depth	1	14.29	6	85.71	
3	The literature review contains aspects of the solution	7	100	-	-	
4	Aspects of solutions or actions are studied in depth	1	14.29	6	85.71	
5	Some theories/concepts/quotations link problems and solutions	1	14.29	6	85.71	

Source: Primary data – processed 2021

Table 4 expressly shows that AKU RESTUI Bimtek has not succeeded in increasing the ability of Bimtek participating teachers to build an accurate and strong Literature Review framework. All the elements needed in the literature review according to the title of PTK have been fulfilled, but all of these aspects are weak in the in-depth study and there is no link between the problem aspects and the solution aspects as a necessity in building a Literature Review to strengthen CAR.

Table 6. Results of Analysis on Aspects of Research Methods

No	Indicator	Assessment				Qualitative
		Quantitative				
		Complete		Not yet		
		Amount	%	Amount	%	
1	There is a description of the procedure for action	7	100	-	-	Workshop participants understand well the CAR methodology
2	Action Procedure includes: Planning, Implementation, Observation, and Reflection	7	100	-	-	
3	There is a subject and an object of the action	7	100	-	-	
4	There are data collection techniques	7	100	-	-	
5	There are data analysis techniques	7	100	-	-	
6	There is an indicator of the success of the action	7	100	-	-	
7	There are several cycles and actions	7	100	-	-	

Source: Primary data – processed 2021

If the Literature Review aspect is very weak, then the aspect of understanding and ability to apply the CAR methodology is considered good because all the indicators in this aspect which include 7 (seven) indicators have been fulfilled properly. Therefore, workshop participants are considered capable of accepting, understanding, and applying the CAR concepts and methodologies that have been presented in the AKU RESTUI Bimtek.

Table 7. Results of Analysis on Aspects of Referral Sources

No	Indicator	Assessment				Qualitative
		Quantitative				
		Complete		Not yet		
		Amount	%	Amount	%	
1	References used include books, journals, and previous research results	1	14.29	6	85.71	The ability to collect and use referrals needs to be improved
2	Referrals used a maximum of the last 8 years	1	14.29	6	85.71	
3	The minimum number of referrals is 15	6	85.71	1	14.29	

Source: Primary data – processed 2021

Related to the ability to build concepts in Literature Review, it seems to have implications for aspects of the reference sources used in preparing PTK proposals. There is a close connection in which the inability of teachers as Bimtek participants in developing Literature Studies is correlated with the reference sources used. When the reference sources used are categorized as weak because they are unable to use the latest sources and unable to use a variety of sources, especially articles published in journals, the implication is that the Literature Review becomes weak.

Table 8. Results of Analysis on Aspects of Research Instruments

No	Indicator	Assessment				Qualitative
		Quantitative				
		Complete		Not yet		
		Amount	%	Amount	%	
1	There is an observation sheet	7	100	-	-	The completeness of the research has been fulfilled
2	There is a test instrument if the title is related to learning outcomes	7	100	-	-	
3	Observation sheets include teacher activities and student activities	7	100	-	-	
4	Observation sheets are easy to understand and do not have multiple interpretations	7	100	-	-	

Source: Primary data – processed 2021

Proposals made by AKU Restui Bimtek participants must, among other things, be accompanied by PTK instruments. Referring to the table above, it can be explicitly stated that the ability of the AKU Restui Bimtek participants in fulfilling and completing the instruments required before carrying out PTK can be fulfilled properly.

Based on the data presented above and as a concrete description of the results of Bimtek Aku Restui to improve teachers' ability to prepare PTK proposals, it can be stated as a whole that Bimtek AKU RESTUI is considered successful because of the 6 (six) aspects used as a measure, it turns out that there are 4 (four)) aspects that are carried out or well realized, namely; 1) the title of the PTK proposal; 2) introduction; 3) research methods; and 4) research instruments. Specifically for the preliminary aspect, weaknesses were still found in the ability to build deductive problem backgrounds or in the form of an inverted pyramid.

In addition to the success in the above aspects, in this Bimtek AKU Restui, it was also found that there was a fundamental weakness in the Bimtek participants, namely the inability to develop a literature review and use of reference sources. These two aspects are interrelated. Weaknesses in these two aspects are understandable considering that the Bimtek participants are teachers in rural areas. Even though they can access resources from the internet, most of them have not been able to utilize the internet sources efficiently and effectively due to the inability to trace referral sources. If all aspects used as indicators to assess the success of AKU RESTUI Bimtek are described in graphical form, then it can be seen as follows.

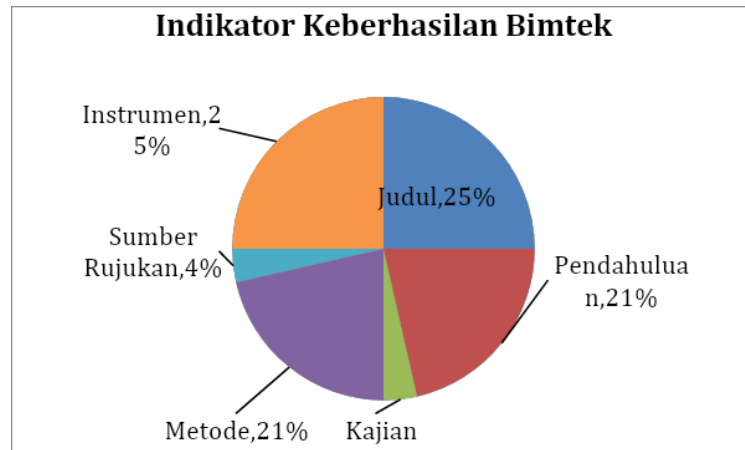


Figure 1. Graph of the Success of Bimtek AKU RESTUI Based on PTK Proposal Assessment Indicators

The picture above further emphasizes that the AKUI RESTUI Bimtek is considered successful in increasing teachers' abilities in preparing PTK proposals because concretely they can produce 7 (seven) titles of PTK proposals according to the groups formed during the implementation of AKU RESTUI Bimtek, and from 6 (six) proposal evaluation indicators, 4 (four) indicators work well and only 2 (two) indicators that still need improvement.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

2 (two) aspects can be concluded in service namely; 1) success in compiling Bimtek instruments; and 2) successful implementation of Bimtek. The Bimtek implementation instrument is a requirement for implementing AKU RESTUI Bimtek because based on this instrument, teacher capacity building is carried out in preparing PTK proposals. The teacher's ability to prepare PTK proposals after the AKU RESTUI Bimtek was considered successful because of the 6 (six) indicators, 4 were recorded as successful, namely; 1) formulate the title of PTK proposal; 2) develop an introduction; 3) applying the PTK method; and 4) preparing PTK instruments. Meanwhile, there are 2 (two) that are still weak, namely; developing a literature review and the use of reference sources is still limited.

Suggestion

Success in compiling Bimtek instruments; and the success of implementing Bimtek is very important to be carried out in other sessions to strengthen the implementation of sustainable Bimtek.

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