

Class Action Research Workshop with Participant Active Learning for Educators in Gugus 04 Primary School Level Ciputat District – South Tangerang City

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Abstract

The primary issue identified in this particular service is to the inadequate proficiency of teachers in conducting and documenting Classroom Action Research (PTK) within Cluster 04 Elementary School Level, situated in Ciputat District, South Tangerang City. The objective of this community service initiative is to facilitate the dissemination of information and deliver training on the process of conducting Classroom Action Research in relation to the challenges encountered by teachers and educational personnel in both classroom and non-classroom settings. The program was conducted as a workshop aimed at fostering the development of Bimtek instruments and implementing private Classroom Action Research (PTK) Technical Guidance. It took place on Wednesday, June 21, 2023, at Gugus 04 Elementary School Level, located in Ciputat District, South Tangerang City. The findings of the Abdimas initiatives conducted as teacher aides demonstrate that reflective activities can effectively facilitate learning.

Keywords: Classroom Actions, Elementary Schools, Teachers, Scientific Articles, Learning Strategies

INTRODUCTION

In order to foster progress and development for individuals and nations alike, the pursuit of education necessitates a substantial allocation of both temporal and financial resources. Education is a fundamental and deliberate endeavour aimed at establishing an environment conducive to learning and facilitating a process through which students actively cultivate their inherent capacities to acquire religious and spiritual fortitude, self-discipline, personal development, intellectual acumen, virtuous ethics, and the requisite proficiencies necessary for their own well-being, societal advancement, and national progress (Haryanto, 2012). Indonesia has had persistent challenges pertaining to the standard of education, despite acknowledging the substantial expenditure required for education and the necessity of comprehensive planning, preparation, and enough physical resources. The topic of discussion is education. Upon conducting an investigation into the underlying causes, it has been identified that the education sector is plagued by a multitude of issues with far-reaching consequences. Particularly, the quality of education at the primary and secondary school levels has failed to meet the anticipated benchmarks, and the origins of these deficiencies remain elusive. Numerous media

platforms have recently disseminated articles pertaining to the apprehensions expressed by parents and educators on the academic achievements of their respective students and children. This can be attributed to the stringent regulations and guidelines that are enforced nationwide.

The government, specifically the Public Education Service, has made significant efforts to ensure that educators are able to exhibit professional attitudes and behaviour. Furthermore, there have been efforts made to ensure the consistent implementation of teacher specialisation throughout schools and to provide guidance to instructors. The process of professionalisation is hindered by inherent limits, resulting in partial outcomes. Consequently, it is evident that teachers, school leaders, and supervisors are in need of professional assistance. The aspiration for teachers, principals, and supervisors to attain professional status essentially revolves around endeavours aimed at enhancing teachers' professionalism, with the ultimate goal of potentially enhancing the overall quality of instruction across all academic subjects. A teacher educator may encounter challenges within the classroom, such as subpar student performance, emerging pedagogical advancements, and interpersonal issues among students (Sukendra, Surat, et al., 2021).

The quality of learning is determined by the manner in which teachers facilitate participatory, inspirational, motivating, demanding, and enjoyable learning experiences for students. Educators who possess extensive knowledge and expertise, particularly in the realm of instructional methodologies, are capable of attaining this objective. In every educational setting, it is inherent for instructors to fulfil the various obligations that come with their role. Hence, the acquisition of ongoing education and training is of utmost significance in order to ensure that teacher performance aligns with anticipated standards. Enhancing teachers' capacity for innovation in the educational process is of paramount importance for the enhancement of learning quality. An effective strategy that educators can employ to enhance the educational experience within the classroom involves the integration of interactive learning media for students (Nurani, Siahaan, et. al., 2023). One potential approach to enhance the engagement and interactivity of the learning process is through the use of classroom action research. According to a study conducted by Elfian, Ariwibowo, and Johan (2018), there is a pressing need to enhance the intellectual and professional competencies, as well as the attitudes, personality traits, and moral values of the Indonesian population. These educational requirements are deemed essential both in the present and for the foreseeable future. The concept of Classroom Action Research (CAR)/PTK involves teachers engaging in reflective practises as part of their daily teaching routines.

The objective is to enhance the calibre of training, leading to an overall improvement in training quality. Classroom action research is a form of self-reflective study. Classroom action research plays a significant role in supporting school curriculum, school development, and enhancing the quality of learning inside the classroom.

Classroom action research refers to the deliberate undertaking by educators to engage in research endeavours aimed at investigating the challenges encountered by students during the instructional process. Kemmis and Carr (as cited in McNitr, 1992) suggest that classroom action research serves as a means to investigate and gather data pertaining to the collaborative learning processes undertaken by teachers and students. According to Wideasworo (2017), it has been asserted that action research, also known as PTK (Penelitian Tindakan Kelas), has demonstrated enhancements in the educational standards within school settings. Teachers who

possess knowledge of PTK activities have expanded their perspectives indirectly by engaging in activities such as reading, information retrieval, and writing. One form of professional development activity for teachers is known as PTK. According to Arikunto (2017), educators seeking to enhance the standard of education employ the method of Classroom Action Research (PTK) as a means to facilitate student engagement and progress. Phi Theta Kappa (PTK) has the potential to enhance teacher performance. There remains a degree of scepticism among educators regarding the significance of PTK. The primary objective of classroom action research is to enhance teacher engagement in scientific, situational, practical, empirical, flexible, adaptive, and self-evaluation activities. Classroom action research is founded upon both social and educational principles, which may be logically deduced.

Teachers can include classroom research activities into their instructional strategies and curriculum development. The findings of this study demonstrate not only an enhancement in the standard of education but also a beneficial influence on educators engaged in enhancing educational quality, particularly within the framework of research conducted by external parties. The findings offer educators recommendations on modifying many facets of the learning process. Nevertheless, the research findings indicate that teachers are unable to achieve this objective directly using instructional methods in order to enhance the educational standard. This is due to the teacher's comprehensive understanding of the offered concept.

Classroom action research is a crucial technique that educators should possess a comprehensive understanding of and actively employ to enhance their professional competencies within the educational setting. Nevertheless, the classroom action research conducted among teachers in this particular field did not fully meet the anticipated objectives, particularly among instructors within the Cluster 04 Elementary School Level region located in Ciputat District, South Tangerang City. There exists a potential for enhancing the quality of the learning experience.

The use of classroom action training is essential for enhancing the daily instructional practises conducted by instructors inside their respective classrooms. By adopting this approach, educators have the opportunity to enhance their instructional effectiveness and establish a commendable professional reputation. This practise aims to enhance educators' ability to improve productivity and foster creativity in teaching and learning activities, ultimately resulting in commendable student learning outcomes.

The anticipated outcomes of this community service initiative encompass the solutions and objectives that are intended to be achieved :

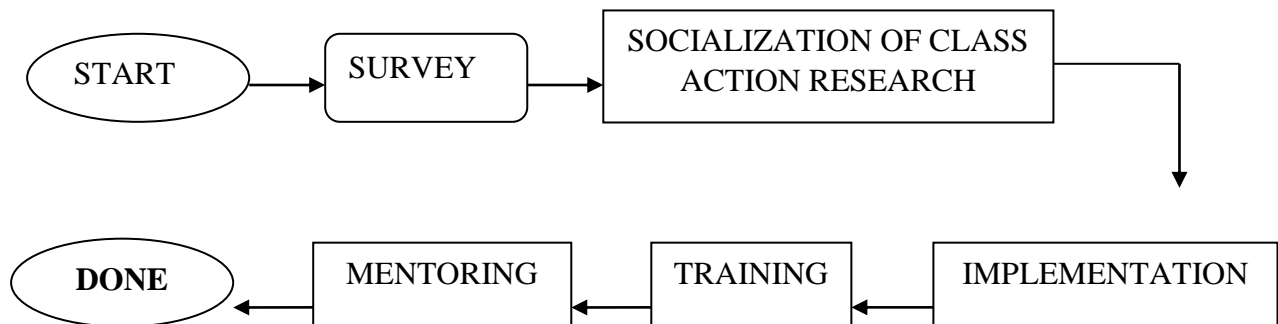
- Provide an understanding of Classroom Action Research (PTK) and Scientific Publications.
- Understand the benefits of CAR and Scientific Publications.
- Providing support for PTK and Scientific Publications.
- Provide guidance. This program can be used as a provision and method for implementing certification credit points for teachers and teaching staff in elementary schools.
- For the government, especially the South Tangerang City Education and Culture Office, this program can be used as a small step to set standard criteria to improve the career path and

welfare of teachers and teaching staff at various school levels, especially at the State Elementary School and tertiary level.

IMPLEMENTATION METHOD

This community service activity is aimed at all teachers and employees at Cluster 04 Elementary School Level, Ciputat District - South Tangerang City. Apart from that, there were school principals, deputy principals for curriculum, infrastructure and student affairs at Cluster 04 Elementary School Level, Ciputat District - South Tangerang City who were present.

In order to prepare the writing class action research mentoring program, this community service activity was carried out on Wednesday 21 June 2023 from 09.00 to 09.00. 15.00 at Cluster 04 Primary School Level Ciputat District, South Tangerang City. This assistance was attended by forty people. The assistance steps are as follows:



Socialization Of Class Action Research

The socialisation of the service programme commenced, followed by the dissemination of behavioural research information during the class session from 09.00 to 10.00, under the guidance of Dr. Haryanto, M.M. The given materials encompass the identification of issues within a classroom setting, followed by the utilisation of theoretical references to address and resolve those issues. Following the explanation of the workshop activity problem, written material on classroom action research (PTK) was also presented to the students in the classroom. Participating in a session on classroom action research mentorship, which commences with an emphasis on community service initiatives and progresses to the instruction of developing classroom action research. The comprehension of essential material include the formulation of a classroom action research proposal, the execution of classroom action research, and the accompanying elements that provide support.

Implementation PTK

This service program was continued with a classroom action research writing workshop. The primary focus of the conference was to explore strategies for cultivating a sense of research passion among the instructors and personnel of SD Negeri Serua 04, located in South Tangerang City. Additionally, the discussion delved into the fundamental notions of research methodology. Mentoring activities encompass both in-person interactions as well as virtual

communication through platforms such as WhatsApp and email. At now, educators and staff members at SD Negeri Serua 04 in South Tangerang City are in the process of developing a class action research proposal for PTK. This proposal encompasses many components, including a cover page, Chapter I, Chapter II, Chapter III, and a bibliography. Following a comprehensive evaluation, the proposal was forwarded to the service team at Indraprasta University PGRI Jakarta. If the assessed plan fails to adhere to the agreement, the teacher will make revisions.

Training PTK

Following the establishment of the Classroom Action Research (PTK) mentoring programme, the PTK material was subsequently consolidated and transformed into a scholarly article. The implementation activities conducted at SD Negeri Serua 04, located in South Tangerang City, were overseen by Dr. Tjipto Djuhartono, M.M. The activities took place from 12:30 to 14:00 and received support from the Abdimas team affiliated with Indraprasta University PGRI Jakarta. The activity is recorded in the format of a prototype scientific paper as presented in the PTK final report. The report comprises several sections including a cover page, Chapter I, Chapter II, Chapter III, Chapter IV, Chapter V, bibliography, and attachments. This article is prepared for potential publication in a range of national and non-accredited scientific publications. Upon the conclusion of the instructional session, the educator and the service team engage in a collaborative effort to assess the efficacy of the Classroom Action Research proposal. The present suggestion has been transformed into a scholarly article that is prepared for publication. Prior to the implementation of the PTK proposal, it is imperative for instructors and teaching staff to make necessary preparations in terms of acquiring essential tools and resources, including computers and sufficient internet access.

Evaluation and Mentoring Stages

During this phase, an assessment and contemplation process is conducted between 14:00 and 15:00 to evaluate the execution of classroom action research support that has been implemented during the course activities. Furthermore, it is vital to engage in reflection upon all classroom activities that have been executed. The process of reflection commences by engaging in inquiries, dialogues, and consultations with educators and instructional personnel to deliberate about and propose actions that warrant implementation.

The aforementioned exercise encompassed educators and staff members from Cluster 04 Elementary School Level, situated in the Ciputat District of South Tangerang City. The Community Service Team of Indraprasta University PGRI Jakarta comprises teachers who possess expertise in the specific areas relevant to the undertaken activities, including instructional techniques, educational resources, research methodologies, academic writing, and assessment of learning outcomes. Community service activities, such as training in writing skills and doing classroom action research, receive significant assistance from available resources in Cluster 04 Elementary School Level, located in Ciputat District, South Tangerang City.

RESULTS AND DISCUSSION

Results

Socialization activities pertaining to the development of writing class action research proposals are proposed for dissemination among teachers within Cluster 04 at the elementary school level, located in the Ciputat District of South Tangerang City. The educators employed at State Elementary School 01, located in the Ciputat District of South Tangerang City, are the subject of focus. The Community Service Activity took place on Wednesday, June 21, 2023, with the specific purpose of.



Figure 1. Group photo of the Unindra Abdimas Team with top officials of South Tangerang Cluster 04 and Elementary School Representative Teachers at Cluster 04 Primary School Level, Ciputat District - South Tangerang City.

Source: Primary Data from Unindra Community Service Team (2023)



Figure 2. "Opening Speech for Teacher Competency Improvement Workshop"

UNINDRA Community Service Team together with the Head of Cluster 04 Elementary School Level, Ciputat District - South Tangerang City.

Source: Primary Data from Unindra Community Service Team (2023)

Writing about classroom action research (PTK) is an essential aspect of academic discourse. Assistance is an educational program that leverages scientific, critical, and inventive thinking abilities to address the ongoing advancements in science and technology. It presents a viable solution that can be effectively used within the classroom setting to resolve a multitude of class-related challenges. The team responsible for the implementation of community service comprises economic education lecturers from Indraprasta PGRI University Jakarta (UNINDRA) and teacher representatives from several primary schools in Cluster 04 Primary School Level Ciputat District - South Tangerang City.



Figure 3. Greetings from the "Workshop on Improving Teacher Competency" by the Chair of the Committee from Cluster 04 Elementary School Level, Ciputat District - South Tangerang City.

Source: Primary Data from Unindra Community Service Team (2023)

The recommended topic is highly relevant, particularly in regards to the implementation of Group Action Research (PTK) that involves all elementary school teachers in Cluster 04 Elementary School Level, located in Ciputat District, South Tangerang City. Table 1 provides a description of the Abdimas activities.



Figure 4. Speaker 1 with Mitra Abdimas Sharing material regarding "Preamble to Class Action Research"

Source: Primary Data from Unindra Community Service Team (2023)

The "Preamble to Class Action Research" authored by Dr. Tjipto Djuhartono, MM.

During the initial session led by Dr. Tjipto Djuhartono, MM., the community service team endeavored to commence with the introduction and training of pedagogical approaches, specifically focusing on teacher-centered learning models and student-centered learning models. The philosophical underpinnings of six learning models, which prioritize the roles of both teachers and students, were explained by speakers representing the community service team. The process comprises three primary stages, namely planning, implementation, and assessment. Yaumi (2017) asserts that the selection of learning media is contingent upon various factors, namely: a.) Objectives or competencies to be attained, b.) Educational materials, c.) Individual student attributes, d.) Accessibility of supporting facilities, e.) Teacher proficiency, f.) Technical quality and characteristics of the media, g.) Cost considerations, h.) Suitability and practicality of use, i.) Target audience segmentation. Each of these significant stages will be examined individually.

During the implementation phase, a comprehensive overview of the learning phases or stages is also provided, referred to as the syntax of the learning model. The inclusion of syntax is vital for the many stages outlined in the lesson implementation plan, the utilization of observation sheets as a tool for action research by teachers, and the establishment of a solid theoretical foundation for conducting research. The presenter provided illustrations of syntax that were incorporated into the class implementation plan, serving as a foundation for educators to develop their own research instruments. According to the speaker, it was asserted that the aforementioned six learning models were merely fundamental or rudimentary in nature. The application of the learning model is contingent upon the teacher's willingness to implement it. Significant principles encompassing theoretical and philosophical underpinnings, as well as the processes of planning, implementation, and assessment, have been identified. If an educational model is founded on the aforementioned principles, it can be considered a scientific technique in teacher action research inside their own classrooms, both in theory and in practice, including the utilization of research instruments.



Figure 5. Speaker 2 with Mitra Abdimas Sharing material regarding "Technical Instructions for Classroom Action Research Practices"

Source: Primary Data from Unindra Community Service Team (2023)

"Technical Instructions for Classroom Action Research Practices" (Dr. Haryanto, MM.)

The commencement of the presentation was initiated by the second speaker, Dr. Haryanto, MM., who proceeded to elucidate the requisite measures for doing research preparation. According to Sutrisno and Zuhri (2019), it is a professional obligation for every teacher to engage in professional development activities. The underlying context of this pedagogical tool kit (PTK) pertains to the diverse challenges encountered by educators inside the classroom setting. Furthermore, educators who are engaged in research can employ theoretical frameworks to provide support for their research inquiries. Educators assign marks to student learning outcomes that do not match the satisfactory standards within the given learning environment, but fulfill the minimum requirement of 80% completeness, as an illustrative instance. The responsibility for bad learning results can be attributed to both teachers and pupils, as suggested by researchers.

According to the second source, educators may encounter a range of difficulties during the stages of instructional design, execution, and evaluation. All three stages can be executed, however, potential weaknesses or limitations may exist within each phase. These stages aim to enhance the educational experience of students, as they are designed based on instructor observations of student actions and the resulting learning results. In addition, educators have the ability to inquire about challenges encountered by students throughout the educational journey, including post-examination or final assessment periods, with respect to the content of the course. In addition, scholars may

explore additional factors that could potentially contribute to challenges encountered during the process of learning and assessment. One of the issues that might be observed is disruptions occurring inside the classroom environment. This particularly pertains to educational institutions situated alongside highways or in close proximity to bustling community areas, potentially causing disruptions to students' concentration. Certain obstacles have been previously alluded to. The subsequent paragraph provides an overview of problem analysis, a crucial step in formulating alternative research proposals. In the final paragraph, it is possible to further enhance the discourse by including the specific title of the research study. Secondly, the speaker proceeds to identify the situation at hand and afterwards gives a range of issues and viable solutions. Thirdly, the research is centered around the implementation of classroom action research, wherein specific learning models are applied to particular subjects, materials, and sub-themes. Additionally, the problem formulation entails posing research questions in the form of interrogative sentences, typically beginning with the words "what" or "how", in order to address the research objectives. Furthermore, the research objectives are encompassed within the scope of the study. The research aims encompass both general and specialized objectives.



Figure 6. Speaker 3 with Mitra Abdimas Sharing material regarding "Technical Instructions for PTK Research Methodology (Class Action Research)"

Source: Primary Data from Unindra Community Service Team (2023)

PTK research methodology (Classroom Action Research) / (Prasetio Ariwibowo, S.MB., MM., Ph.D.)

Speaker III, Prasetio Ariwibowo, S.MB., MM., Ph.D., delivered an informative presentation on the research technique of PTK (Classroom Action Research) at the advanced community service session. Speaker III also presented an analysis of the

advantages of research, elucidating its various applications. The advantages of this research can be categorized into two distinct groups.

The pre-implementation sharing of community service outcomes can provide instructors with valuable insights for addressing classroom challenges that necessitate theoretical frameworks and scholarly literature. The implementation of PTK for a duration of at least two periods has the potential to exacerbate issues within the school setting, such as academic performance falling below the minimum completeness requirements (KKM), ineffective learning activities, and diminished student motivation and engagement. Initially, educators possessed limited knowledge regarding the concept of classroom action research. However, via the implementation of classroom action preparation spanning a duration beyond three months, their comprehension of classroom action research gradually improved. The educators expressed great satisfaction in collaboratively developing the PTK plan during the counseling session. This phenomenon can be attributed to their capacity to develop experiential learning exercises aimed at addressing challenges encountered within their respective educational environments. In order to be eligible for promotion, teachers must possess PTK score reports as well. Abdimas, hailing from Indraprasta University PGRI Jakarta, has made significant contributions to the implementation of PTK. These contributions have been made by both teachers and the implementing team.

The teacher's proficiency in crafting PTK proposals following Bimtek was deemed effective based on the achievement of six indicators, four of which were successfully accomplished. These indicators include: 1) formulating the title of the PTK proposal; 2) developing an introduction; 3) applying the PTK technique; and 4) preparing PTK instruments. In the present context, it is worth noting that there are two areas that exhibit relative weaknesses. These areas pertain to the production of literature reviews and the utilization of reference materials, both of which are currently constrained in their scope and availability (Idrus, Wilman, et. al., 2023).

The process of selecting an appropriate learning model or method for each class necessitates increased involvement from the mentoring training staff. The successful implementation of PTK can be facilitated with appropriate support. The Learning Implementation Plan (RPP) presented here has been specifically developed to align with the 2013 curriculum. It incorporates theme RPPs of exceptional quality. According to the APKG (Teacher Capability Assessment Tool), it is evident that teachers possess commendable qualities. Teachers at SD Gugus 04 Elementary School Level Ciputat District - South Tangerang City initiate their teaching process by formulating plans that encompass various aspects, such as curriculum implementation, syllabus development, lesson planning, attendance management, teaching materials selection, media utilization, assessment sheet creation, and worksheet preparation. Subsequently, the

implementation phase involves the execution of lessons in accordance with the prescribed curriculum and instructional model. The control group's outcomes encompass learning evaluation, competency evaluation, teacher performance evaluation, and internal audit. Furthermore, enhancements and modifications are implemented in accordance with regular evaluations conducted within the industry (Djuhartono, Ariwibowo, & Alhamidi, 2021).



Figure 7. Participants (Mitra Abdimas) Workshop on Improving Teacher Competency in Elementary Schools (SD) Cluster 04 Elementary School Level Ciputat District - Tangerang City

Source: Primary Data from Unindra Community Service Team (2023)

Discussion

The mentoring activities conducted for the purpose of preparing classroom action research in Cluster 04 Elementary School Level, located in Ciputat District, Tangerang City, were successful and proceeded without any issues. The session commenced with a workshop focused on the content related to PTK. Subsequently, the participants engaged in the task of formulating a PTK proposal and proceeded to analyze the data that was obtained throughout the class. Initially, the educators encountered challenges in concurrently implementing the Classroom Action Research (CAR) approach with the mentorship initiative. Educators possess the ability to see and comprehend the pedagogical activities implemented inside the classroom context. The utilization of theoretical frameworks and scholarly publications can effectively address classroom challenges by means of classroom action research. The engagement of teachers in community service activities, such as PTK socialization, has led to a substantial enhancement in their capacity and inclination to engage in writing PTK. The response received from participants regarding the implementation of the learning process is quite positive.

The findings derived from the implementation of Abdimas activities as teacher supporters indicate that reflective activities can successfully facilitate the learning

process. The educators at Cluster 04 Primary School (SD) in Ciputat District, South Tangerang City, are persistently endeavoring to enhance their pedagogical content knowledge (PTK) in the domain of writing. In order to enhance teachers' comprehension of writing support interventions, it is imperative to address learning difficulties within the classroom setting. The implementation of PTK necessitates ongoing support, training, and incentives to ensure its sustained application across multiple iterations. This activity aligns with the findings of Abdimas activities conducted by Otaviani, Lathifah, et. al., (2021) in the form of action research that has been conducted, aiming to enhance teachers' comprehension and enhance the instructional process inside the classroom. The utilization of learning media has been found to have a positive impact on enhancing learning motivation (Sinaga & Oktaviani, 2020; Oktaviani, Ahmad, et al., 2020).

CONCLUSION

The educators at Cluster 04 Primary School (SD) in the Ciputat District of South Tangerang City are always striving to enhance their pedagogical content knowledge (PTK) in the domain of writing. The outcomes of Abdimas' endeavors as facilitators for teachers demonstrate that successful learning may be achieved via the implementation of reflective activities. In order to enhance educators' comprehension of writing support interventions, it is imperative to address learning difficulties within the classroom setting.

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