

Teacher Difficulty in Conducting Research Class Action at Three Selected High Schools in Muaro Jambi

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Abstract

The aim of this research is to describe teacher problems in conducting classroom action research (CAR). Another purpose of this research is to describe the teachers understanding of classroom action research in some chosen High School in Muaro Jambi. The type of this research is qualitative research and the subject of this research are teachers of the chosen High School in Muaro Jambi. The method used in this research through in-depth interviews. The result showed that the factors causing difficulties in conducting CAR were that the teachers had difficulty in dividing the teaching time with CAR activities, the teachers had difficulty putting in structured descriptions, the teachers had difficulty diagnosing problems that occurred in the classroom, the teachers had difficult to understand the research method, examined theories and bibliography, and teachers have difficulty in carrying out cycles in CAR. The teachers understanding of CAR has been quite well marked by the enthusiasm of the teacher in conducting CAR and the teachers understand that CAR can lift ranks and support the professionalism of the teachers. The effort made by the school to improve CAR by holding CAR training, seminars, group discussion and provide funding for CAR.

Keywords: Classroom action research, Teachers, Difficulties, Effort.

Introduction

The teacher is a symbol that becomes an important element in achieving educational goals. This is proved by the higher the quality of teachers, the higher the quality of education, so that teachers are always required to be able to carry out teaching and learning activities properly and can guarantee the quality of education. Teacher demands are always high both from above and from below. From above

the teacher becomes the executor of the government's curriculum policy, and from below the teacher is a person who is very close to the subject of education, namely students. As stated in law number 14 of 2005 concerning Teachers and Lecturers shows that teachers are a very important component in education which has the main task of educating, teaching, guiding, directing, training, assessing, and assessing students.

Basically, the purpose of a teacher is to help students to develop or foster all the potential talents or traits that exist in children and form souls, characters and personalities based on life values and most importantly teachers must be called to guide, serve, directing, helping, motivating and empowering others, and not because it is related to formal duties or duties as a teacher. Thus, the teacher is truly capable, sincere and full of dedication in carrying out his teaching duties (Hasyim, 2014: 268).

The attachment to the regulation of the Minister of Education and Culture of the Republic of Indonesia Number 16 of 2014 concerning Teacher Competency Academic Qualification Standards states that the ability to write teacher scientific papers is one of the competencies required by the BSNP. Teachers must be able to conduct classroom action research to enhance learning and professionalism. What must be done is to foster teachers' interest in classroom action research.

Classroom action research is a method for educational practitioners to engage in the assessment and improvement of their own practice. This method can be a tool to help teachers analyze teaching methods in class and adapt to solve problems (Gorski, 2015: 317). Meanwhile, Suwimon Wongwanich (2009:10) states that classroom action research is an innovation carried out by people from various sectors including educators, researchers, school administrators, and teachers. If classroom action research is applied appropriately, teachers will have better performance in class

and as a result students will be more motivated in learning (Stringer, 2008:1).

In essence, classroom action research aims to improve various real and practical problems in improving the quality of learning in the classroom, which are experienced directly in interactions between teachers and students who are learning (Widyoko, 2008:4). Classroom action research is needed and plays its role in educational development. Because knowledge or research findings must be used as a guide to improve student learning and development (Boonchom, 2012: 220). This study provides researchers with a method for solving problems encountered in the teaching and learning process. Which allows teachers to do it in their own classrooms, such as teaching methods, student learning, assessments to be used, etc., which are intended to improve the teaching and learning process (Mertler, 2009:5-6).

However, in its implementation, many obstacles were experienced by teachers in conducting classroom action research. Observations found that the majority of teachers in Muaro Jambi had difficulty dividing teaching and research time, then had difficulty processing cycles in classroom action research due to a lack of experience and references. This is similar to Nur Syakbandiah's research (2017: 1) which states that there are still many teachers who do not understand about writing scientific papers and lack awareness of the importance of writing scientific papers and lack of commitment. Although not all classroom action research brings difficulties, there are still many

advantages resulting from classroom action research, such as the results of research conducted by Borja (2018: 1), which found that writing a study framework is the most difficult part but all action research projects have a positive impact on learning and student teaching, 93% of teachers agree that research projects have a positive impact on learning, while 7% say no, this proves that action research has a big role to play in improving the teaching and learning process.

This study aims to describe the teacher's difficulties in conducting classroom action research. In this study, the difficulties experienced by the teacher in conducting classroom action research will be described and explained so that the description can be used as information material about the teacher's difficulties in conducting research. Another purpose of this research is to describe teachers' understanding of classroom action research, an understanding of classroom action research is very important for teachers. If the teacher's understanding of classroom action research is good then the results of the research conducted by the teacher will also be good, if the teacher's understanding of classroom action research is not good then the teacher will have difficulty conducting classroom action research and it will also have an impact on the development of teaching and learning activities in the classroom

Methods

This research is qualitative research with an ethnographic approach. Ethnography is social research, which is

used to understand what is happening, meaning its significance to social groups from an emic perspective (original, insider) rather than an ethical perspective (external, outsider) (Grenfell, 2012: 9). Ethnography is a research activity to understand the ways in which people interact and work together through observable phenomena in everyday life (Harsono, 2016: 22). This research started in October 2020 and lasted until April 2021 in several high schools in Muaro Jambi. The subjects in this study were teachers of those schools for the 2020/2021 academic year. This study took 3 teachers as samples, the three teachers were interviewed in depth and observed in an involved way and investigated what difficulties the teachers experienced while conducting classroom action research. This study took secondary data from books, journals and relevant research results from previous researchers.

This study was analyzed using source triangulation, which brought together three or more sources of information to determine whether an information was valid or not. Then analyzed with data analysis organized on the site, that is the analysis carried out simultaneously with data collection including, determining the research focus as planned, compiling findings, making plans for subsequent data collection based

on previous data findings, developing analytical questions for data collection next and setting the target of the next data collection.

Results and Discussion

Based on the results of the interviews and the results of the observations made by the researchers, the findings obtained in the field are: teachers on average already understand enough about CAR, with a percentage of 70% understanding, this is due to professional demands and is one of the conditions for promotion, especially for 3D level and above, if you want to get promoted, you have to make CAR. The teacher's enthusiasm for conducting training is good, it can be seen from the number of teachers who take part in training both inside and outside of school. Teachers realize that CAR is very important to improve teacher professionalism and with CAR can increase career paths to increase credit scores. There are two difficulties for teachers in CAR, namely at the conceptual level and at the operational level. At the conceptual level, the difficulties are regarding CAR methodology, difficulty understanding theoretical studies, difficulty making a bibliography, processing the cycles and then compiling them in a coherent, systematic and organized sentence. At the

operational level, teachers have difficulty allocating CAR time with other activities, teachers have difficulty typing, namely the teacher's typing skills are limited and not fast, teachers have difficulty pouring ideas into structured and sharp writing and teachers have difficulty funding CAR at school. Efforts from the school to support the sustainability of CAR, schools hold workshops or training on CAR or other scientific activities, schools provide support to teachers in material and non-material forms such as motivation, references, books and funding. And provide forums or seminars for teachers who want to present their CAR with the aim that teachers can evaluate and learn from teachers who have already done CAR.

The factors causing the difficulty for teachers to do CAR are as follows;

- a. Teachers find it difficult to divide teaching time with CAR activities.
- b. Teachers have difficulty expressing ideas in a structured and sharp description.
- c. Teachers have difficulty obtaining funds to conduct CAR.
- d. Teachers have difficulty diagnosing problems that occur in the classroom.
- e. Teachers have difficulty understanding research methodology, theoretical studies and CAR bibliography.

- f. Teachers have difficulty in carrying out cycles in CAR.
- g. Teachers are still not comfortable with CAR which they consider doing it too difficult and convoluted.
- h. Teachers are still difficult to be able to type fast on a computer so typing takes up a lot of time.

From the research produced in the field, there are similarities to the research conducted by Juan Zhou (2012:73-75), stating that the problems faced by teachers when conducting action research; For example, teachers may misunderstand research, distrust researchers from universities, lack time or adequate library resources to conduct research, lack theoretical guidance or knowledge of research methodology, and feel pressure or frustration during the research process. Strengthened by the results of research conducted by Rosa (2012: 1), which states that most teachers lack research time due to teaching. This is reinforced by the results of Harli Trisdiono's research (2014: 1) which states that teachers experience problems in compiling scientific sentences due to the limited reading of scientific writing. Teachers also experience difficulties in compiling theoretical studies due to the insufficient availability of references in various forms such as books, journals, internet access and libraries.

Teachers experience difficulties in allocating time to do CAR, the causative factor is that many teachers still focus on learning and teaching activities at school, while schools are full day school hours, so spending time outside office hours/school hours is difficult and there are many teacher activities. other than CAR many of which take up time such as administrative activities.

There are similarities from the results of field data with research conducted by Putriani (2016: 1) The results of the research are as follows: First, the main causes of most economics teachers have not done CAR because they have not been motivated to do CAR while the supporting causes are: (a) experiencing technical difficulties; (b) there is a perception of being busy; CAR becomes a burden on teachers, takes a long time and the budget is quite large; (c) CAR training is not optimal; (d) Lack of reading culture related to CAR books; (e) lack of research experience; (f) Effect of age in action research. This age does not fully influence, there are other factors that can influence teachers to do CAR, namely the experience, motivation and attitude of teachers in responding to applicable regulations.

According to Hodriani's research (2015: 1) the results of his research show that teachers need scientific publications to

meet the requirements for promotion and functional positions, while the teacher's ability to prepare CAR is still very low. Teachers have a weak understanding of scientific publications. Teachers find it difficult to reflect on learning, behaviors and mindsets that are not used to it and feel that they have not been able to produce scientific publications.

This is different from what was obtained in this study, these teachers on average already understand enough about CAR, with a percentage of understanding 70%, this is due to professional demands and is one of the conditions for promotion, if you want to be promoted then must make CAR. CAR can also make teachers understand more about the characteristics of their teaching so that with CAR the problems that exist in the class can be resolved properly.

The enthusiasm of teachers to take part in training is good, seen from the large number of teachers who take part in training both inside and outside of school. From this CAR training it is hoped that teachers will understand more about CAR itself and can increase teacher credit scores for the professional and personal sustainability of the teacher himself.

The findings of the data above have similarities with the results of research conducted by Angraeni (2014: 100) which

says that teachers who have motivation to increase rank or position actually carry out CAR, while teachers who do not have motivation to promote do not carry out CAR. Motivation for promotion is the only factor supporting the implementation of CAR.

Based on the findings in the field, CAR is very important for teachers, and very important for supporting teacher professionalism. Actually, if the teacher loves his profession as a teacher, then the teacher will enjoy all the processes involved in the teacher's activities, including CAR. And with CAR, it can increase teacher creativity so that teachers are smarter in innovating in the future. The most important thing is that fellow teachers must encourage each other instead of bringing each other down. And for young teachers CAR can increase the career path of teachers.

The findings from the field results above have similarities with Danoebroto's statement (2012: 2) that in order to enhance and improve the learning process, teachers must be able to innovate and be creative in learning. Because every year, of course, students will change and certainly need different treatment according to the nature and characteristics of the students. In this case, teachers need to make changes and improvements, for example by

implementing different teaching strategies than usual. Reinforced by Johnson in Mertler (2014: 27), stated that the most important aspect of classroom action research (CAR) is teacher empowerment. Because the unique expertise, talent and creativity carried out by the teacher will fully help the needs of students.

Based on the findings in the field from CAR, the output that will be produced is as a critique for the teacher himself and an evaluation of his learning, and also with CAR it can increase teacher professionalism in relation to teacher promotions and also CAR can solve problems that exist in class and can make class is more interesting and not boring.

The results of the findings above have similarities with the results of research conducted by Eko Putro Widyoko (2008: 1), which states that one of the important policies is the promotion of teacher promotion/position associated with work performance. The work performance, in accordance with the duties and functions, is in the field of activity: (1) education, (2) learning process, (3) professional development and (4) supporting the learning process. According to the State Minister for Administrative Reform number 84/1993 regarding the functional position of the teacher and his credit score. the implementation of the teacher's

functional position and the credit score aims to foster a career in teacher rank and professionalism.

Efforts from schools to improve CAR by holding workshops or training on CAR or other scientific activities. And also provide support to teachers so they want to do CAR. Schools also provide time in the form of forums or seminars for teachers who want to present their CAR, with the aim that teachers can evaluate and learn from teachers who have already done CAR.

The findings above have similarities with Widyoko's statement (2008: 4), teacher professional development can be carried out with classroom action research (CAR), because CAR is a report of real activities carried out by teachers in an effort to improve the quality of their learning. Strengthened by Putriani's statement (2016: 4), which states that scientific publication activities can be carried out by presenting in scientific forums, research results in the form of CAR, conducting scientific reviews, popular scientific writings, scientific articles, textbooks, modules/dictates, books in the field of education , translation works and teacher manuals. By doing CAR teachers are able to improve the quality of learning which can have implications for improving student learning outcomes and teacher professionalism

Conclusion

Based on the results of the research and discussion, the conclusions from this study will be described, namely; the factors causing the difficulty of teachers doing CAR can be classified into two, namely at the conceptual level and the operational level. at the conceptual level the difficulties include difficulties in understanding CAR research methodology, studying the theory, finding references and bibliography, processing cycles and then compiling them in a coherent and systematic sentence, the teacher's writing ability is still weak and difficulty diagnosing problems that occur in teaching and learning activities. At the operational level, it is difficult to divide time between teaching hours and hours of activities outside of teaching, it is difficult to find funds to conduct CAR and the ability to convey structured scientific ideas. The teacher's understanding related to CAR is quite good, marked by the fact that most teachers have done CAR and consider it important that CAR is for the continuation of their profession. The solution sought by the school to overcome difficulties is by holding workshops/socialization regarding CAR and providing forums in the form of seminars or discussions so that teachers can exchange opinions about CAR. then procurement of supporting books for CAR

and CAR appeals are important for career advancement.

The advice that researchers can give to teachers and schools is to read a lot of references about CAR obtained from books or the internet, starting with making reflections or notes on teaching and learning activities regarding the problems that occur during teaching and learning activities. Teachers are expected to be able to share their time to think and contribute in CAR, the smarter the teacher is in dividing the time the more CAR is produced and the benefits are for the teacher himself. The school should hold training or workshops on CAR to provide guidance to teachers regarding CAR and can invite several external sources, for example from LPMP or from teachers who are experienced in CAR.

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