Implication of Teacher's Performance through Training Write Classrom Action Research (CAR)

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Abstract: This research is motivated by the lack of interest of teachers to research. The purpose of this study is to reveal and describe the implementation of writing's training scientific paper in Classroom Action Research (CAR) for teachers and follow-up in preparing the Action Research Report. The fulfillment of pedagogic competence of teachers post-training, and improve the performance of competence in the preparation of writing Classroom Action Research (CAR). This research's method is Action Research with the stages of problem identification, training planning, methodology, implementation, and observation of teacher behavior in the writing of classroom action research's proposal followed by mentoring and guidance of preparation of its report. The results of this research are: (1) data of the training records, (2) the analysis process of the teacher's proposal, (3) mentoring in the implementation of teacher's action research cycle, (4) mentoring the preparation of CAR Report, (5) teacher competence performance in the preparation of CAR. The implication that teachers gain their professional level of trust through the quality of classroom learning according to their respective field of tasks, the emergence of awareness of continuous improvement in learning services, and create a fun, meaningful, and inspiring learning environment.

1 INTRODUCTION

Professional development is the essence or key to help teachers update their knowledge, skills and practices (Moeini, 2008: 2; Korucu Kis, 2014: 31). Teachers have not been said to be professional and they need to improve their professionalism through training. Sometimes, their training is even dormant due to limited financial resources (Moeini, 2008: 8). Training needs are needed in order to maximize the potential of human resources (teachers) (Serdenciuc, 2013: 758). The results of a study in Turkey show the popularization of each teacher action research by teacher training and development units showing a positive change in teacher performance that leads to improved student learning (Korucu Kis, 2014: 30). Training of writing scientific papers such as Classroom Action Research (CAR) for teachers is necessary.

According by some teachers, professional development activities such as training only partially satisfy them (Gogmenoglu & Clark, 2015: 442). After giving scientific writing training, teachers feel difficult in preparing report of Classroom Action Research (CAR). So, this has an impact on their professional performance in terms of rank and class

of teachers. Conceptually, scientific paper is a necessity for teachers as an essential part of their professional development, (Ilfiandra et al., 2016: 73). Based of that conditions, various efforts are needed to help teachers get out from the difficulty of obtaining credit from scientific papers. Therefore, training and workshops are needed in order to develop the ability to produce papers. Activities that are considered most possible and can improve the profession and competence of teachers in improving teacher performance and student achievement is through Classroom Action Research (CAR).

Training for teachers is often done, but the implications in producing the report's classroom action researh is still very less. This fact is indicated by data from East Kalimantan Language Office, where the institution has organized Training of Writing Classroom Acion Research from 2015 until 2017. There are 24 army of trainees, that is average there are 40 teacher participants from elementary level, junior , and high school for each generation. As for the time being, the successful teacher to completes up to a research report of no more than 10% of the recorded participant data. Therefore, researchers feel it is important to reveal and describe the implementation of scientific classroom action

researc in preparing the report. Fulfilling the pedagogic competency needs of post-training teachers, and improving the competence performance in the preparation.

2 LITERATURE REVIEW

2.1 Active Training

Active Training is a way of enlivening passionate and interactive participants. In addition, the participatory training model is also considered to be more effective because teachers are actively involved in practicing and producing Classroom Action Research (CAR) proposals, not only listening to lectures that are only transferring knowledge, but also accompanied by trainers who always direct and motivate teachers to be able to formulate that proposals which is the result of a reflection from the problem of learning in its class. According to Knowles (Mediatati & Ismanto, 2015: 2), the use of participatory approaches in training is seen as more effective because the main target is teachers who are generally knowledgeable.

The expected product report must be clearly targeted. The resource person or trainer is obliged to convey the contract agreed by the trainees, which one are teachers from various levels of schools such as kindergarten, elementary school, junior high school, and senior high school. The main components in pre-service teacher training are teaching practice and feedback. In some cases, the feedback results are anxiety and tension. It should be pointed out here, tension can also be rooted in the difference in expectations between the resource person or trainer about the purpose and performance of the feedback. In the context of teacher training, teachers often close themselves at the beginning of the various trainers' offerings because previous experiences are unattractive, adds to the burden, difficult to decipher, and do not get the service freely. In fact, the trainer positions itself as a collaborative partner in its role both in the operationalization of training and post training in assisting teachers who are interested to conduct Classroom Action Research (CAR) in their schools.

2.2 Classroom Action Research

Classroom Action Research (CAR) is a professional development model that involves teachers who ask their own practices, learn and reflect on their own practices, and change their own practices by

themselves (Korucu Kis, 2014: 31). Whitehead (1999) explains that action research is seen as an efficient method of training or problem solving to support teachers to become trained in the field of education. Kemmis & Taggart (Wahira, 2016: 120) states that action research is developed for the purpose of finding solutions to social problems (including education). Action research begins with a systematic review of a problem. The results of this study serve as a basis for formulating a work plan (action) as an effort to overcome the problem. The next activity is the implementation of action followed by observation and evaluation.

Action research can be an effective tool for generating improved knowledge, teaching practices, beliefs, and attitudes of teachers. The teacher's statement indicates that they have a useful experience while doing action research (Korucu Kis, 2014: 42). Classroom Action Research (CAR) can also be said to be the best explanation method for teachers in the classroom to improve student learning by deepening learning behavior. To maximize student learning, a teacher must find out what is best in a particular situation.

2.3 Teacher's Pedagogy

Competencies such as professional, pedagogical, personality, and social competence as a component that can be assessed on the performance of teachers in the classroom. Partially, according to Hakim (2015: 1), pedagogical, personality, professional, and social competence have a significant effect in improving learning performance. The contribution of all teaching competencies simultaneously or jointly stated significantly affects the improvement of the quality of performance in the learning process.

Understanding learners is a prerequisite for teachers in planning lessons. Classroom Action Research (CAR) is one of the rides for pedagogic teacher competence improvement. In CAR activities, teachers can find out what is best for their competence and in their learning class. On the much-needed side of the learner, teachers are aware that what is planned sometimes does not directly result in changes in student behavior, so the need for reflection through learning outcomes and changes through attitudes, knowledge, and skills.

2.4 Professional Teacher's Impact

In this global competition and free markets era, human beings face uncertain changes, challenges of knowledge society, and require extension of

education supported by extension of learning context, in this case training (Pasaribu, 2017: 14; Serdenciuc, 2013: 754). In line with that opinion, Sudiana (Mediatati & Ismanto, 2015: 2) stated that teachers can not detach themselves from academic research activities. Teachers in academic research activities, has a strategic role to develop professional competence as well as efforts to improve and improve the process and student learning outcomes.

DeCenzo & Robbins (2010: 190) states that human resource development consists of present-oriented training, future-oriented training, and employee career. In this case, as the vanguard of education, teachers always try to improve the quality of learning. Improving the quality of learning is conducted systematically and controlled by utilizing educational research. Thera are many educational research methods can be used to solve learning problems. In improving the quality of learning, teachers conduct Classroom Action Research (CAR) as a result of reflection in the learning process, although in reality still not meet expectations and not competent in doing reflective action to improve the quality of learning.

3 METHODOLOGY

This research uses Action Research method, which is done in context of teacher environment. Elliott (1991) defines action research as a process by which teachers collaborate in evaluating their performance by practicing, raising awareness of their personal theories, attempting new strategies, recording their work in a form that is readily available to and understood by other teachers, and in order to develop together theories of teaching through research practice (Mills, 1959).

The data source in this study consisted of the junior high school teachers in rural of Kabupaten Penajam Paser Utara. After being given training in writing scientific papers, they get motivated by the training product. The number of junior high school's teachers attending the training was 40 people from several subject teachers, but only 30 people were active. After the training, teachers that consistent follow up on the writing of report Classroom Action Research (CAR) only 2 persons namely BNH (Sports Teacher) and SRA (Mathematics Teacher). They wrote their report by guidance of the proposal, monitoring the implementation of the learning cycle 2-3 times, and the preparation of the Classroom Action Research (CAR) report. The results of this

Classroom Action Research (CAR) on each teacher were presented at the Subject Teachers' Meeting.

4 RESULTS AND DISCUSSION

4.1 Profile of Research Subject

The two teachers who are the subject of this research are teachers with Government Employee (in Indonesia called PNS) and assigned to Junior High School in Penajam Paser Utara, East Kalimantan Province, Indonesia. Furthermore, the teacher is given guidance with face to face, email, and social media Whatsapp Messenger. Coaching activities include aspects of the CAR Methodology, the implementation of the cycle, report writing in Chapter IV and Chapter V and its appendices. Following the guidance of the CAR Report, the consultation continued with the PowerPoint slide presentation to be presented at the CAR Results Seminar on the MGMP forum.

4.2 Description Results

Description of the training process focused on the involvement of participants with trainers, ie researchers themselves. The following will be presented summary or data recording of the implementation of Writing Training Classromm Action Research (CAR) based on minutes for 4 days of activity.

4.3 Proposal Analysis of Training Products

4.3.1 Analysis based on CAR's Writing Method

The analysis of the findings of the proposal from teacher was taken from two titles prepared by BNH and SRA teachers. This analysis includes: the contents of the proposal system and the selection of proposals based on the highest assessment during the training of the creativity and feasibility aspects of the proposal product. The indicators of teacher's CAR feasibility are analyzed from: (1) systematic writing (serving structure), (2) substance or content of proposal, (3) language and spelling use, and (4) writing technique.

Based on the serving structure, Chapter I consists of an introduction that includes: background, problem identification, problem formulation, objectives, and research benefits. Chapter II Literature Review,

systematically contains: learning theories, models / methods / learning media (used), skills or abilities or variables (to be improved), relevant research, and frame of mind. As for Chapter III Research

Methods, systematically contains: subject, time, and location research, research design or procedures, data collection techniques, and data analysis techniques.

Table 1. Data of Questions on Car Training

Number of Participans	Number of Questions	Number of Active Teacher for Questioning
30 teachers	23 (first day)	14
	49 (secong day)	25
	19 (third day)	29
	12 (fourt day)	29

4.3.2 Analysis based on Indonesian Language and Spelling

Based on the results of the teacher's CAR proposal analysis, the research team found some of the following errors: Teachers are still wasting sentences, still using the conjunction at the beginning of the paragraph, foreign words are not tilted, writing errors in reference source, ineffective sentences, unfamiliar acronyms, and teacher not careless in the typing process. Overall, the results of the analysis found that the error rate of the letter aspect is 57.94% and the punctuation aspect is 42.06% (Table 2).

4.3.3 Guidance Process and Results

After the teacher makes a CAR Proposal, they conduct research in each of their schools. The teachers BNH and SRA both use 2 cycles. The following will present a summary of the explanation:

a. First Teacher (BNH)
The preparation of the CAR Report conducted by the teacher in general has been in accordance with the Training Module and Training of Trainers / Resources. In Chapter IV it already contains: Research Results on: Description of School, Description of Cycle I, and Description of Cycle II. However, school descriptions or profiles are not elaborated in detail. In the implementation of field data taking through the learning cycle, the teacher first prepares the pre-cycle, then proceeds to Cycle I and Cycle II. In Chapter V Closing, the CAR Report already contains: Conclusions and Suggestions. The results of the CAR are then disseminated in the MGMP Forum of Sports Teacher. In addition to being attended by teachers of Penjaskes, Supervisors were also present. After the seminar, the CAR Report

was approved by the Head of School and Head of Youth Education Office of Penajam Paser Utara, East Kalimantan, Indonesia.

b. Second Teacher (SRA)
SRA is teacher of mathematics subjects at rural school 65 KM from the district center. The SRA teacher has prepared the CAR Report in accordance with the training manual of the trainer. In Chapter IV, the results of the study and discussion contain: Description of School, Description of Cycle I, Description of Cycle II, and Discussion.

In preparing the CAR Report, the SRA actively consults with the resource person / supervisor. Unlike BNH teachers, SRA teachers do not carry out pre-cycle. However, the SRA adds a sub-section of "Constraints and Problem Solving at Implementation of Action" in Chapter IV. When discussing with the researcher, this is justified and no problem, as this is more detailed than the steps taken by the BNH teacher. The results of his research in the form of description of student value data presented in the form of comparison tables Cycle I and II, as well as line graph. The Chapter V which contains the Conclusions and Recommendations has been prepared in accordance with the module instructions.

As did BNH, the result of CAR's SRA was also disseminated in MGMP Forum of Mathematics. The activity was also attended by the Supervisor. In the seminar, SRA received a correction and then consulted back to the supervisor to make improvements. After the repairs are completed, the SRA teacher reapply the repairs by asking the supervisor to agree with the paraf. The revised CAR report has also been signed by the Head of Youth Education Office of Penajam Paser Utara, East Kalimantan, Indonesia.

Based on the analysis result of BNH and SRA's CAR Report, a series of activities of training,

mentoring and intensive mentoring to make CAR Proposal to produce CAR Report is illustrated as Figure 1.

In principle, guidance is a process of mutual interaction between sources / mentors with teachers as mentored. Trust is preceded to recognize each other and appreciate the advantages and be aware of the shortcomings of both teachers and teachers guided. In conducting intensive guidance and counseling to some serious participants to continue the CAR Proposal to CAR Report, it turns out that many teachers do not use this opportunity.

As is known, teacher professional development positively affects students' productivity (Harris & Sass, 2007: 1). Training and Feedback also provides some practical implications for teacher competency improvement (Gerich et al, 2016: 2). In relation to field data collection in the form of selection of learning cycles as the culmination of the classroom action research process, each teacher generates the meaning behind the reflection they want to find. It is difficult to determine the true meaning of the concept of reflection, as there are various opinions about reflection and how it becomes evident in action. Parsons & Brown (2002: 4) concludes that the value of reflective thinking can be extended when supported by data collected by systematic observation and specific data collection methods.

Classroom Action Research (CAR) writing training given by trainers is done by giving suggestions to the work of the participants' teachers who contain the truth from the methodological and linguistic aspects as a process of increasing their confidence. Thus, he has begun to deepen the reflections of learning with his students. Creative teachers dare to make implementation decisions as they plan and teach lessons, make arrangements for the needs of learners, and improve the ability of learners. Finally, they make decisions about classroom management, apply their opinions and principles to initiate and sustain positive learning. This decision is made constantly and occurs before (planning), during (action) and after (reflection) teaching (Pasch, et al, 1991).

This research begins with the problem of the lack of interest of teachers in implementing their research, although they have undergone CAR training organized by various institutions. The data collected comes from the recording of the teacher's CAR training process, taking segments of the interaction sessions as initial identification into a reeseach action research entity that produces an improvement plan on the training process itself. The report data comes from the best trainee proposals,

followed by strong teachers' interest in continuing the preparation of the CAR Report as a follow-up. Researchers are required to think critically and creatively, and talk about aspects of the problems found by researchers from the document. This is to provide certainty of the reflection steps they must perform and to empower them to ensure effective and efficient teaching.

The process of reflection should be viewed as a continuous spiral process whereby educators continue to observe, evaluate, and improve their own abilities. Reflective thinking refers to guidelines already in place to help educators to deepen their understanding and develop smoother competencies to select a range of choices that apply and to act and apply them effectively in their teaching practices (Rogers, 2001: 45). According to the researcher, the goal in teacher research is corrective action and involvement, namely improvement of teaching practice based on written document CAR Report. In addition, there is an increased perception or understanding of the practice of teaching by practitioners in this case both teachers, and concrete situation improvement with all collaboration involved in classroom action research in their respective schools. This requires calibration investigation according to planning, execution, observation, and reflection / contemplation, and then re-planning, further action, further observation, and further reflection. In the context of documentary studies as researchers do, researchers agree with Parsons & Brown (2002: 8) who conceptualize research as "a process of investigating cycles involving identification and definition of a problem, developing action steps as a way to solve a problem or improve a situation, implement action steps, and evaluate results.

Table 2. Misappropriation of Indonesian Spelling on BNH And SRA's Car

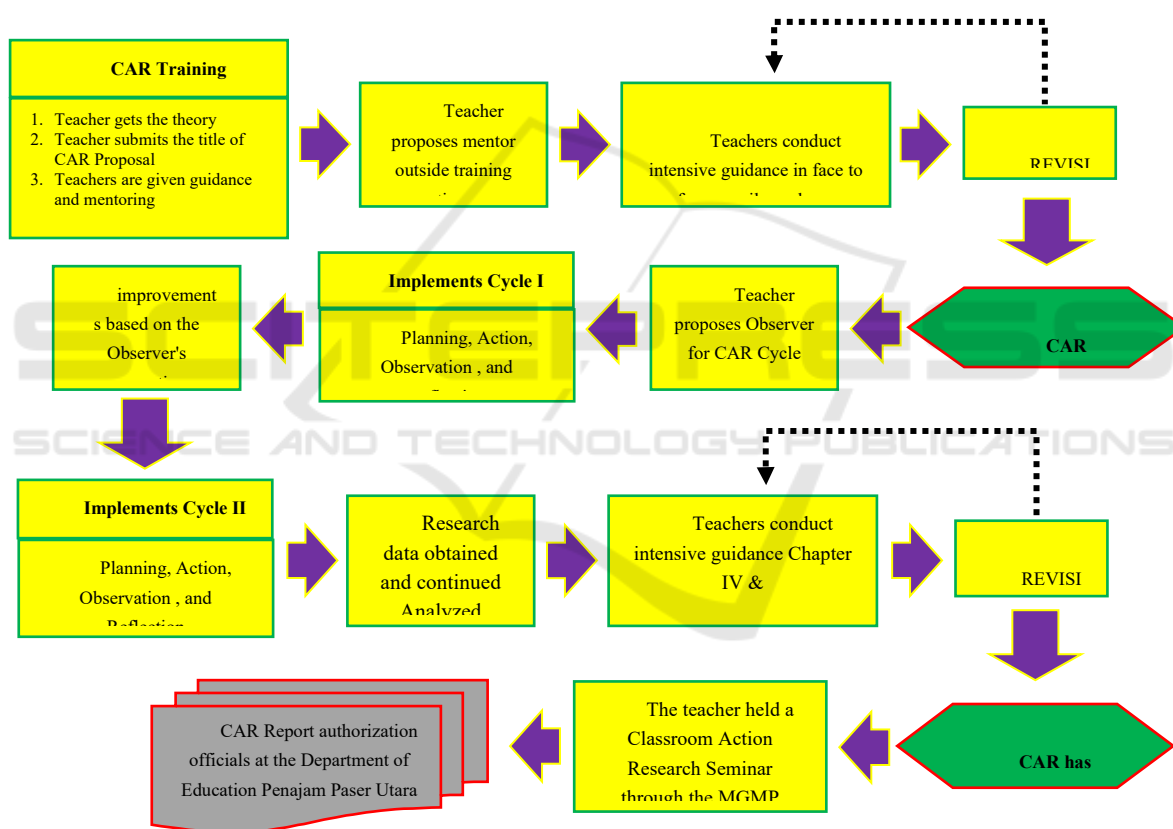| No.	Indicator	Frequency Of Errors		Percentage of Error
		BNH	SRA	
1	The Use of letters			
	Capital	4	52	57,94%
	Italic	1	5	
Total		5	57	
2	Punctuation			
	Dot (.)	15	6	
	Commas (,)	6	3	
	A Semicolon (;)	3		
	Colon (:)		5	42,06%
	A Hyphen (-)		4	
	Dash (—)		3	
Total		24	21	

Figure 1. Teacher Training, Coaching, and Implementation Process Flow

5 CONCLUSIONS

Product in Writing Training of Classroom Action Research (CAR) is CAR Proposal which then conducted facilitation with face to face, email, and social media Whatsapp Messenger. The results research in the teachers classroom reported to trainers to get input and improvement. Furthermore, the CAR Report is corrected with reference to the CAR methodology guidance and aspects of Indonesian spelling. Overall, the results of the analysis found that the error rate of aspects of the letter of 57.94% and punctuation aspects of 42.06%. From the methodology aspect of writing, the highest

confusion occurs in aspects of citation writing and data retrieval in the implementation of the cycle. Furthermore, from the aspect of the fulfillment of teacher competence, guidance and mentoring has important and stretgis meaning for the preparation of CAR Report, so that the quality of learning to be increased and the performance of professional teachers is increasing on their own confidence. The results of the CAR Report document is declared good, disseminated, and improvements were made based on input from participants / colleagues MGMP teachers.

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