



## **NATIONAL WEBINAR: COMPILATION OF CLASS ACTION RESEARCH AND POPULAR SCIENTIFIC WORKS FOR PAI TEACHER**

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### **Abstract:**

This research activity aims to improve the ability and skills of a teacher in compiling and implementing Classroom Action Research (PTK) and Popular Scientific Work. Participants in this national webinar activity came from PAI teachers throughout Indonesia. This webinar activity was held in three stages: the first stage began with the opening of the webinar event as well as the presentation of material on the basic concepts of PTK, the second stage continued with the concept of Popular Scientific Work, and in the third stage this was assistance with the draft PTK proposal. This webinar activity has been running in accordance with the event schedule and can make a positive contribution to all PAI teachers throughout Indonesia regarding the preparation of PTK proposals and Popular Scientific Works. Apart from that, this webinar activity can increase teachers' knowledge and insight into what are the basic thoughts that must be conceptualized in the background of PTK research, but there are a few points of thought that have not been developed into detailed paragraphs and tips and tricks for writing Popular Scientific Works. With great hope after this national webinar activity, PAI teachers can explore the competencies they already have.

**Keywords:** *Classroom Action Research, Popular Scientific Work, PAI Teacher*

### **INTRODUCTION**

Based on the enactment of the Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers, which confirms that Teachers and Lecturers are required to have academic criteria, competence, educational certificates, be physically and mentally healthy and have an educator certificate which is an absolute requirement for units in higher education at their place of duty. Apart from that, Articles 14 and 15 of the Law it is state that teachers have the right to earn income for the necessities of life and related social welfare from basic salary, professional allowance, functional allowance and special allowance. to get must be based on appreciation for the achievements that have been achieved by the teacher (Rasyida, 2022).

For teachers, the recognition and appreciation above must be answered by increasing professionalism in work. Teachers must show high commitment and responsibility. All of his performance and duties can be accounted for both academically and publicly. For this reason, he must have an established theoretical or scientific foundation in carrying out his duties of teaching in schools and guiding students. In learning activities, a teacher will definitely be faced with various types of problems related to students, subjects, students' learning difficulties and learning methods. As a teacher who is already a professional, he must be able to create and be able to make professional judgments based on the right theory. Not only that, a teacher must always upgrade skills and competencies in the field of quality learning on an ongoing basis so

that learning achievement is maximized. A teacher who wants this embodiment, the teacher must have knowledge with research competence, especially Classroom Action Research (CAR).

Classroom Action Research or what is often called PTK is often seen as a form of research to improve the quality of the learning process in the classroom. In this research process, the teacher becomes the implementation of learning activities so that the teacher is very aware of the problems being faced and the ideal conditions to be achieved (Hunaepi et al., 2016). PTK is a very basic activity that must be carried out by the teacher. In Kunandar's statement there are 8 things that form the main basis for implementing CAR for a teacher as follows: 1) the teacher must be nimble and sensitive to the dynamics during the learning process in class; 2) teachers must improve their performance; 3) the teacher is able to improve the learning process by examining what happens in the classroom; 4) in conducting PTK research it does not hinder the main task of the teacher being this PTK activity

can be carried out in the form of training on learning activities without having to leave their main activities as educators; and 5) the teacher becomes creative; 6) by doing CAR, it means that the teacher has implemented reflective learning, meaning that the teacher is rationally aware, planned, and systematically reflects or contemplates the process of learning activities that have been carried out; 7) by carrying out PTK, teachers can quickly think of ways to solve the problems they face when carrying out learning; 8) CAR activities can bridge the gap between theory and empirical facts (Kunandar, 2008).

PAN Regulation and Bureaucratic Reform Number 16 of 2009, which regulates the Functional Position of the Teacher and the credit score, is a leap and a bridge for teachers. Apart from the main elements of the process of teaching activities, teachers must also meet the criteria for professional development through the publication of scientific activities or innovative works created by teachers. As is well known, the implementation of the teacher promotion regulations mentioned above came into effect in the period of October 2013. Teachers who will be promoted must be able to collect credit points from scientific publications or innovative works as follows: For promotion from III/b to III/c 4 points, III/c to III/d 6 points, III/d to IV/a 8 points. Meanwhile, teachers who are promoted from IV/a to IV/b must collect a credit score of 10 points. Writing scientific papers such as PTK is a common problem faced by teachers. One of the obstacles often becomes the limited ability of teachers to understand and make classroom action research proposals. The impact of meeting the requirements for teacher promotion as above is that it is very possible that teacher ranks are limited to certain groups because they are unable to meet the number of credit points for the publication of scientific work. Even worse will be the decline in the performance of a teacher who is having a difficult career increasing ranks. (Mayang Risqi Putriani, Sri Wahyuni, 2016).

In Indonesia, there are lots of schools spread from SD/MI to SMA/MA. Within the Institute there are definitely PAI teachers with an average of 2-4 teachers. Their ages range from 28 to 57 years. The education levels that have been taken by PAI teachers consist of PGAH, SPG, DII, S1, and S2.

Based on the results of interviews with teachers of SMPN 3 Tobolali (Yanto, S.Pd.) on February 10, 2023, it was revealed that: 1) there was a lack of understanding and knowledge of teachers about the technique of drafting PTK proposals. Teachers find it difficult to know where to start in compiling PTK drafts. Because this ignorance can cause teachers to be lazy to make PTK and take care of promotion. Even though it must be known in carrying out the process of learning activities and being their main task and need to improve the quality of each learning activity. 2) the teacher's weak understanding of theory skills in drafting PTK concepts and proposals such as identifying problems, compiling background problems, compiling theoretical bases, and making lesson plans, determining the final solution (action variable) to be implemented in the learning process. 3) teachers also experience problems with school activities so they neglect to make PTK, even though every day teacher teaches in class and always carries out the learning process. From the results of the interview,

It can be seen that PAI teachers really need continuous training so that they know what CAR is and how to design a PTK proposal, which can later be implemented in class. This really needs to be done so that PAI teachers can improve their competence as professional teachers. For this reason, it is necessary to carry out training activities to make PTK proposals for PAI teachers independently and systematically arranged.

## **RESEARCH METHODS**

This training activity program is carried out in Virtual Zoom. This training was conducted for 3 days on 9-11 February 2023 with a weight of 32 JP. Virtual Zoom allows all PAI teachers to participate in this training activity without any distance and time constraints. Each school will be represented by 1 PAI teacher so a total of 65 PAI teachers and 20 lecturers will also attend this training activity. The implementation of this P2M is focused on a national webinar on training/workshop on the basic concepts of CAR, tips and tricks for making popular scientific works, and assistance in preparing PTK proposal drafts. The formulation of the problem above can be solved strategically by increasing the abilities and skills of PAI teachers to prepare PTK proposal drafts under the established systematics. Thus, the forms of community service activities that have been carried out are as follows:

The implementation team coordinates with the Head of the Study Program and the Secretariat of the MPI Postgraduate Study Program at UIN Raden Intan Lampung in collaboration with the Indonesian PAI Teachers Association by holding joint meetings to discuss planned activity plans, including materials, training models, time and place of implementation, participants and so on; Carrying out a national webinar on the basic concepts of Classroom Action Research which will be given directly by the best Resource Persons to PAI teachers who are participating in the national webinar; (3) Training on drafting CAR preparation for PAI teachers. The methods used in the training are demonstrations, questions and answers, discussions, and assignments; (4) Assistance in preparing the PTK proposal draft (finalization) by involving Islamic Religious Education teachers throughout Indonesia. The method used in mentoring is question and answer and discussion with a virtual zoom meeting. In simple terms, the stages of P2M

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## **RESULTS AND DISCUSSION**

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Identify problems that will be addressed with classroom action research (CAR). attended by 65 participants, 20 lecturers and 15 members of the implementation team. In addition, this activity also involved several postgraduate MPI MPI students at UIN Raden Intan Lampung. The participants who attended were not only Masters students but civil servants, but also some who were still on contract or part time, this depended on the policies of each school. This P2M was held from 9-11 February 2023. This P2M activity was carried out in three types of activities. The first type of activity is in the form of a national webinar on the basic concepts of CAR. The second activity is in the form of tips and tricks on the basic concepts of popular scientific works and the third activity is assisting in the preparation of PTK proposals. All of these national webinar activities are carried out in a virtual zoom meeting which has been mutually agreed upon at the meeting.

The first activity was a seminar on the preparation of PTK proposals with

resource person I Prof. Dr. Badrudin, M.Ag, he is a resource person who is directly active as one of the Indonesian Ministry of Religion's Teacher Promotion Evaluation Team. In this activity, presentations were given in the form of PPT and word examples of proposals regarding the CAR concept which included the definition of CAR, the objectives of CAR implementation, the benefits of CAR, the characteristics of PTK, the focus and components of CAR and how to identify problems that arise during learning and several issues that can be raised in CAR. This seminar provides material that is fundamental and more frequent in the application. The material presented in theory is not too much, but the emphasis is more on how to do PTK in schools. This seminar activity was mostly filled with discussions with the participants in determining and formulating the introduction to the PTK proposal. In general, the participants actually knew about PTK, but it was still limited to theory. They have never made and implemented real PTK in class. Participants experienced difficulties in determining the issues that could be raised in the PTK preparation.

In the following session, the training participants were given the opportunity to convey things they had not understood and exchange ideas regarding the problems experienced in the formulation of the introductory part of the PTK draft. Another problem faced by the participants was how to determine solutions to solve problems in the form of determining innovative learning methods in PTK. Determining the learning method is very important in implementing PTK because with the right method, the obstacles in the learning process can be overcome. Teacher creativity is not only in terms of applying science and technology, but also in developing simple learning methods but in accordance with national character and developing teaching materials to enrich knowledge (Zulfiani, Herlanti, & Sofyan, 2016).

After the problem was presented by the participant, the presenter immediately gave a response to the question submitted. The questions that arise during the discussion process are very diverse. PAI teachers feel challenged to carry out PTK in the class they study without hesitation and confusion.

The third activity was a workshop on drafting proposals by training teachers to draft PTK proposals. This activity begins with the delivery of problems that the teacher has identified in the learning process in class. Then proceed with discussions with participants and resource persons. Of the several problems found, then narrow down to problems that are considered important and immediately get treatment by selecting the appropriate method or model to deal with these problems. The teachers were very enthusiastic in conveying the problems that had been encountered during learning which could be turned into classroom action research. Of the several teachers who took part in this activity, there were some teachers who had difficulty expressing the obstacles they faced during the learning process. Therefore, the source then provides solutions regarding things that can be observed and observed in the learning process which can be categorized as problems. After the teacher has obtained the problems and problem-solving methods, the teacher is then given the opportunity to compile PTK proposals in their respective assignments. Then it was agreed to carry out mentoring activities between the P2M team and the teachers for proposal guidance.

The second activity is a webinar on the preparation of PTK proposals with resource person II, Dr Kartika Sari, M.Pd.I, hwhois the Chairman of DPWAGPAII Lampung Province. He explained the material and discussedit after the material was finished. The first interprets the words of wisdom about writing. According to Ali bin Abi Talib "everyone will die except for his work, so write something that will make you happy in the afterlife. The purpose and structure of popular scientific work (opinion) which contains understanding, guidelines for writing, technical writing, actualization and writing process.

The definition of popular writing is scientific writing published in mass media such as the internet, newspapers or the like. The writing contains main ideas, reviews and criticisms about the dynamics of community development. The writing must be written in scientific language and of course popular. There are 3 signs in writing popular scientific papers, namely, the first is the actual problem and is the focus of the

community, the second is that the problem being raised does not incite hatred or insults, the third is that the writing that is written can provide solutions to problems, especially in the world of education. The technique of writing popular or opinionated scientific works is as follows:

1. There is a problem to be discussed
2. For novice writers, you can discuss with friends
3. Articles must contain suggestions and problem-solving
4. Complete the problem with library materials
5. Articles must be supported by facts and reality
6. Include clear sources if citing

There are two actualizations of popular scientific work, namely: dealing with social events that are currently being hotly discussed in educational units. The actualization relates to major holidays such as Education Day and world trash. There are two stages in the process of writing an article, namely the pre-writing stage and the writing stage. In the pre-writing stage there are three steps, namely 1) finding a subject matter, 2) preparing references, and 3) preparing an outline. While at the writing stage, things that really need to be considered are language styles, such as having to use good and correct Indonesian, more dots than commas, paragraph arrangement, punctuation and spelling. And finally, the tips for writing popular scientific papers are 1) look for interesting information to raise such as observing activities or when reading books and the internet, 2) write anything interesting wherever it is and whatever has just been seen, 3) after having interesting data then immediately write data without having to be afraid that what is written is wrong, 4 after the list is made, we will revise words, sentences, paragraphs, spelling or punctuation correctly. After the series is complete, you are ready to write articles on hot topics. After the end of the presentation, there will be a discussion session to talk about what are the obstacles of the teachers who have difficulty writing an article. There are obstacles to the topic of the problem, confusion in starting and a little weakness in understanding the flow of writing.

The third and final activity is assistance in preparing proposals. This activity was carried out in a virtual zoom meeting in accordance with the problems identified at the previous meeting. This activity was carried out with great enthusiasm by the teachers. This can be seen from the teachers who were invited to discuss and ask questions during mentoring with great enthusiasm in conveying the draft proposal they had made. Assistance focused on observation results, problem identification, problem-solving, background preparation and then up to the formulation of theoretical studies. From the results of discussions with the P2M team, this draft proposal really helped the training participants in making the background. Training participants are assigned to formulate the main points of theoretical study from the titles and problems compiled at this meeting.

This P2M activity has been running smoothly and is in accordance with the objectives of the P2M implementation, namely Classroom Action Research (CAR) Proposal Preparation Training for PAI Teachers. This activity has been able to arouse the participants' desire to write class action research proposals. This was evident during the discussion process, the teachers conveyed their view that so far making PTK proposals required a very long time. It turns out that their views have been wrong all this time, this is due to the lack of confidence to start making PTK proposals. This view is shared by most PAI teachers. They think that making and conducting classroom action research takes a long time and tends to disrupt the learning process in class. Views like this have hindered teachers so far from doing PTK. besides that teachers are also rare and there are even some teachers who have never received assistance from related parties in conducting PTK.

In general, this P2M activity has been carried out well. The participants were very enthusiastic and happy to take part in the activity, this is evident from the number of participants attending the training. Of the 65 PAI teachers who attended, all teachers were able to attend and take part in this webinar activity from the beginning to the end of the activity.

So did the moment mentoring, the teachers are happy to continue the draft proposals that have been made to be evaluated by the P2M team. Apart from that, the enthusiasm of the training participants could not be separated from the way in which the speakers gave real examples in the field in simple and easy-to-understand language. Analogies in real everyday life provided by the presenter make it easy for the presentation material to be understood by all participants.

## CONCLUSION

This P2M activity has been successful in accordance with the event rundown and was able to make a positive contribution to the knowledge and skills of Islamic Religious Education teachers throughout Indonesia regarding Training for Proposals for Classroom Action Research and Popular Scientific Papers for Islamic Education Teachers. Apart from this, the activities This can add to the teacher's knowledge and insight about the rationale that must be made in the PTK research background, even though some of the main ideas have not been explained in paragraphs in detail. This was due to time problems and some participants were immersed in the signal and network at their respective homes. As well as a list of references that must be submitted in strengthening his opinion. Implementation of PTK for PAI teachers is one of the efforts to improve the quality of education and the learning process. For this reason, it is hoped that teachers will continue to carry out CAR activities with the hope that through the implementation of a national webinar PTK PAI teachers will always try to be more creative and always innovative to improve and improve the quality of the teaching and learning process in class. Because by improving the quality of the teaching and learning process in the classroom, the quality of education must continue to be improved to achieve a maximum process.

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