

IMPROVING THE PROFESSIONAL COMPETENCE OF BOGOR PRIMARY SCHOOL TEACHERS THROUGH WRITING SCIENTIFIC ARTICLES BASED ON CLASSROOM ACTION RESEARCH

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Abstract

Increasing competitiveness in the field of education, especially basic education, must continue to be carried out and developed because this field is one of the pillars of the national strategy in the government's *nawacita*. The challenges of education in the 4.0 educational era are very large, especially in increasing the nation's competitiveness. Primary school teachers generally have a universal educational background. This service activity aims to improve the competence of teachers in writing scientific papers. This activity is very useful for teachers to support their professionalism in their work. Teachers need to be trained and guided so that they have skills in writing scientific papers, especially scientific works based on classroom action research. The advantages obtained by the teacher are improving the quality of research-based learning and improving scientific writing skills. The implementation of this activity is carried out in two stages, namely training and guidance on writing scientific papers based on classroom action research. The results are expected to show that classroom teachers in the cluster 8 teacher working group of North Bogor City will understand how to write scientific papers to improve the quality of classroom action research-based learning and share information and experiences through scientific publications.

Keywords: competence of teachers; classroom action research, scientific articles.

I. INTRODUCTION

Education is the main factor in the formation of the human person. Therefore, the field of education needs serious attention, because with a good education system it is hoped that the next generation of the nation will emerge who are qualified, superior and competitive [1]. Of course, the progress of education must be aligned with the development of science and technology which is now increasingly global [2]. To anticipate the pace of science and technology development, one of the realistic answers is how to build quality education, therefore education has a very difficult task, namely to prepare reliable Indonesian human resources [3]. To prepare reliable Indonesian human resources, the role of professional educators is needed. Teachers as stakeholders in educational organizations are required to risk their energy, time, knowledge and competence to participate in achieving educational goals [4]. The Teacher Working Group (*Kelompok Kerja Guru - KKG*) is a forum for collaboration between teachers in one cluster, in an effort to improve their professional abilities [5]. Its main function is to accommodate and solve problems encountered in teaching and learning

activities through discussion meetings, teaching, demonstrations and making teaching aids [6]. The Teacher Working Group is oriented towards improving the quality of knowledge, mastery of material, teaching techniques that focus on creating effective teaching and learning activities [7]. To support the smooth implementation, the Teacher Working Group also has a management organization, which consists of a chairman, secretary, treasurer, and members. Supervised by a supervisor and assisted by several experts who have expertise in certain fields of science as guides in the field of study or subjects [8].

The Cluster 8 Teacher Working Group, North Bogor City District, is only 2.6 Km from Pakuan University, to be precise, on Jl. Pamikul Raya No. 4 RT. 02RW. 06, Tegal Gundil Village, North Bogor City District. The Cluster VIII Teacher Working Group is chaired by Yayan Rahmayanti, S.Pd. with members of all teachers from 5 elementary schools, namely SD Negeri Bantarjati 8, SD Negeri Bantarjati 7, SD Cipta Cendikia, SD IT Anak Shaleh, SD Negeri Kampung Sawah. The number of state and honorary teachers in the KKG Cluster VIII is 58 teachers, of which 65% are certified teachers. The trainings were attended by

teachers to improve their competence. Teachers in the Cluster 8 Teacher Working Group have a strong foundation and potential for development in the field of education, but the facts show that there are still many other aspects that have not been fully developed. The competitiveness of institutions, teachers and students is still very low and has not been able to compete optimally with other elementary schools on a regional or national scale [9]. Teachers do not yet have strong self-confidence and qualified pedagogical competencies to compete at regional and national levels. The teacher's ability to make RPP, RPH, RPM, and learning media is only understanding but not yet skilled in making it. The search for learning resources and learning media design shows a low level of innovation. Teachers' initiatives to create instructional media are still constrained by the limited skills they have. Teacher pedagogic abilities related to digital literacy are also still very low. The lack of teachers in the Teacher Competency Test is due to the limited ability of the skills they have. In conventional learning, which is often carried out by teachers, the classroom atmosphere tends to be teacher-centered (teacher-centered) so that students become passive, bored and bored. Even so, the teacher prefers to explain that the selection of learning models and methods that are in accordance with curriculum objectives and student potential are basic abilities and skills that must be possessed by a teacher/lecturer. This is based on the assumption that the accuracy in choosing learning models and methods will affect implementing this approach, because it does not require practical tools and materials, it is enough to explain the concepts in textbooks or other references. This problem is often found in teaching and learning activities in the classroom.

Referring to the enormous potential not accompanied by the pedagogical abilities of teachers who have creative skills. So the solution that can be offered is to propose to improve the pedagogical abilities of elementary school teaching staff using the micro-scale practicum method. The basic capital of managers, teachers and students is to have strong self-confidence and be able to compete with others. Self-confidence builds an independent, innovative and resilient attitude from the school community and gives birth to the strength to fight and compete at the regional and national levels. Therefore, in this Community Partnership Program activity, strategies will be carried out to increase teacher pedagogic competence with training, workshops and mentoring to create creative and innovative learning designs, problem solving-based learning strategies, creative skills, which are then packaged in a variety of creative, innovative and creative learning. productive. It is hoped that aspects of improving teacher's creative skills in a sustainable-responsible manner.

Based on direct observations and discussions with partners in the Cluster VIII Teacher Working

Group, North Bogor City District, several problems were found. Prioritization of problems was carried out by the team by conducting 2 in-depth discussions (27 July and 17 August 2020) involving directly related parties, namely the Cluster VIII Teacher Working Group, Elementary School Superintendents who supervised the Cluster VIII Teacher Working Group and 20 teachers from representatives Cluster VIII Teacher Working Group schools. The results of observations and interviews identified several problem factors including:

1. Difficulties for teachers in developing teacher pedagogical abilities to improve creative skills in implementing the themes of science lessons in the 2013 Curriculum. As a result, many teachers can only understand but are not skilled in applying them in the student environment, causing student confusion.
2. Teachers in primary schools within the Cluster VIII Teacher Working Group have received little training in innovative science learning approaches. This will cause teachers to lack understanding of science themes.
3. The teacher's difficulty in creating creative and innovative learning media that takes creative learning resources from science subject themes. Need training and assistance in creative Classroom Action Research (*Penelitian Tindakan Kelas – PTK*) processes in accordance with current learning.
4. Students as students in the learning process, especially matters relating to creative and innovative skills, feel bored following a learning process that is not varied/diverse, thus affecting learning completeness.
5. So far students have only been given material without being directed to application in the student environment. This will give birth to shallow basic concepts for students.
6. It is necessary to share the results of Class Action Research, for this reason skills are needed in making Scientific Articles as a media for publication of the PTK results.

II. METHODS

The problem is that elementary school teachers in the Cluster VIII Teacher Working Group area of North Bogor City still do not understand the activities or processes of Classroom Action Research creative skills, as well as the importance of increasing the quality and quantity of learning generated by these activities. Attempted to solve using the workshop method with training techniques and material workshops for teacher pedagogic development through Classroom Action Research Training followed by discussion, while the problem of the ability to write journal articles for elementary school teachers in the implementation process was resolved by providing assistance. This activity is packaged in the form of workshops and workshops as well as mentoring [5].

The service is carried out in three stages, where the first stage is the preparatory stage. At this stage the service group conducted a preliminary survey to review conditions in the field regarding the implementation of training and workshops that had been carried out by teachers in elementary schools in the City of Bogor. The next stage is the stage of implementing community service activities. In this stage the servant carries out professional work development activities in the form of workshops and mentoring regarding Classroom Action Research. The last stage is the evaluation stage. At this stage an evaluation of the results achieved by the workshop participants, namely the teachers of the VIII Teacher Working Group. Further input and improvements can be made at this stage. Evaluation is given by collecting data obtained from workshop activities. The data was taken by concluding the understanding of elementary school teachers when given instruments, delivered by training and workshop methods, followed by questions and answers/discussions, as well as from the results of the development.

The indicator of achievement of the service objectives is that 90% of the teachers have understood and are creatively skilled in developing activities regarding Classroom Action Research, the importance of PTK activities for learning themes, the importance of increasing the quality and quantity of learning activities in elementary schools. while indicators of achievement for the purpose of providing provisions for the ability of teachers to develop themselves in the learning process activities. The implementation of Community Service activities is packaged using a workshop approach, workshops and mentoring. The steps in carrying out this service activity are as follows:

- Step 1 : Training participants are given material on Classroom Action Research for learning themes and their importance in improving teacher professionalism.
- Step 2 : Participants are given the opportunity to discuss the material that has been provided. The opportunity to ask questions is given to clarify matters that are still in doubt.
- Step 3 : Participants practice in a workshop to develop the implementation of Writing Scientific Journal Articles, and together make Articles for PTK results.
- Step 4 : Participants in the process are accompanied by servants as collaborators in practicing writing scientific articles for PTK themes in the learning process
- Step 5 : The results of the development work on the implementation of article writing for PTK themes are analyzed to provide input and further improvement.
- Step 6 : The results of writing articles for PTK themes are submitted to nationally reputable journals.

III. RESULTS AND DISCUSSION

The need for this type of expertise is needed so that the Community Partnership Program runs as intended. PKM activities can be fulfilled and coordinated by the Team Leader with a background in Education Management. The experience of consistently carrying out Community Service activities has been carried out by the Team Leader. This PKM is based on the experience of the Team Leader in PKM in several areas of Bogor City. Collaboration with the first members who are experienced in the field of basic education who deal with learning management issues so that activities can be more synergistic. PKM is supported by the involvement of 6 teachers in Cluster 8 KKG and 2 PGSD students who will be tasked with collecting data, collecting material, as well as assistants in training and mentoring activities. Science and technology assistance needs to be carried out in the preparation of micro-scale practicum prototypes. First Activity (August 26, 2021), The first activity was carried out in collaboration with the Education Office, providing knowledge about the Education Office's policies regarding the duties and responsibilities of teachers as educators and teachers, 7 hours of lessons are held giving material about the background and basic concepts of Scientific Article Writing and socialization about Scientific Writing techniques.



Figure 1. providing lessons on PTK and scientific articles

Second Activity (28 to 29 August 2021), workshop activities for 7 lesson hours on Compilation of Scientific Articles converted from PTK Results Reports.



Figure 2. workshop on PTK and scientific articles

third session activities, 05 September 2021, Workshop activities for 7 hours of lessons on Review and Clinical Articles of Converting PTK Reports. The teacher directly revises the article as a result of the Expert Review. Fourth Activity, 25 to 28 September 2021, Assistance activities in the network regarding procedures for submitting Scientific Articles to Scientific Journals for 7 hours of lessons.



Figure 2. activities in the network regarding procedures for submitting Scientific Articles

Implementation Impact Community Partnership Program, Through the Community Partnership Program in Elementary Teacher Capacity Building Activities Through Writing Scientific Articles Based on Classroom Action Research that teachers can:

1. Increasing the effectiveness and Creative Efforts in compiling or writing Scientific Articles;
2. Teacher professional development, helping teachers develop their abilities in understanding the process of writing and compiling Scientific Articles resulting from PTK Reports;
3. Motivating teachers, encouraging teachers to apply and develop their abilities and be responsible for carrying out their administrative tasks.
4. Arouse and stimulate teachers in developing creative endeavors in the Scientific Publication process.

IV. CONCLUSIONS

Through the Community Partnership Program in Elementary Teacher Capacity Building Activities Through Writing Scientific Articles Based on Classroom Action Research that teachers can increasing the effectiveness and Creative Efforts in compiling or writing Scientific Articles, Teacher professional development, helping teachers develop their abilities in understanding the process of writing and compiling Scientific Articles resulting from PTK Reports, Motivating teachers, encouraging teachers to apply and develop their abilities and be responsible for carrying out their administrative tasks. Arouse and stimulate teachers in developing creative endeavors in the Scientific Publication process.

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