

# Study of Class Action and Writing of Scientific Works in Madrasah Teachers in Poasia City of Kendari City

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**Abstract**— This research is based on the fact that classroom action research and writing of scientific papers are still poorly understood by teachers. On that basis, this workshop was conducted at Madrasah Teachers in the Poasia District of Kendari City with the aim of improving reading and writing thinking skills. The target of this workshop is to produce and prepare teachers abilities in conducting classroom action research and from the results of this class action research can be written in scientific writing in accordance with the writing conventions. The benefit is that teachers in the Poasia District of Kendari City are skilled in conducting classroom action research and writing scientific papers. The problem solving of teachers about class action research and writing scientific papers is carried out with class action research workshops and writing scientific papers and their development. The method used is the percentage, question and answer, group work, and simulation. The supporting factor for the implementation of this activity is the high enthusiasm of the instructor/resource team from the University of Halu Oleo and the participants of the training as well as the willingness of the teachers of SD Negeri throughout the Poasia District of Kendari City. In connection with this, training needs to be done at the agencies with a better partnership and adequate financial support, both from the Service Agency to the UHO Community and from the agency.

**Keywords**—Action, class, research, scientific work

## 1 Introduction

In an effort to improve the quality of education, teacher welfare is seen as very urgent to be improved. Improving the welfare of teachers, not only in terms of direct salary increases, but changes in their fate can also be through smooth promotion without any hindrance. However, the reality on the ground speaks differently. Senior teachers who have been in the class IV / a seem to have been a permanent boundary line so that until the end of his career the rank and class remain faithful to that group IV / a. Then, what's the obstacle? Can you not be promoted again? Apparently, the answer to that question, is not the question of whether or not they can be promoted? However, according to information from most teachers, it is difficult for them to penetrate the door to the passing of scientific work as one of the requirements for promotion of group IV / b. Of course, these obstacles should not be left alone, let alone protracted. Policy

makers should participate in thinking about changing their destiny through certain activities so that these obstacles can be overcome. The theoretical framework used in research refers to Hopkins [1], in class action beginning with planning action, applying action, observing and evaluating the process and outcome of action (observation and evaluation). Work procedures in classroom action research consist of four components, namely planning (planning), implementation (acting), observation (observing), and reflection (reflecting), and so on until the expected improvement or improvement (success criteria)

There are some difficulties for teachers in making scientific works, including: The partners have not yet fully mastered the Classroom Action Research Models, the introduction of models / forms of scientific work that are relevant or desired by the ministry of education, do not exist; lack of skills in choosing the title of scientific work; technical writing of scientific work that is practical and adequate is not possessed; the language of scientific papers that is appropriate and adequate is very lacking

The same research as Iskandar [2] with the findings The conclusions of this research are: first, the process of recruiting education supervisors in Bima Regency has not been fully carried out in accordance with government regulations or laws regarding education supervisors/school supervisors. Second, education supervisors in monitoring the implementation of school programs to improve the quality of junior high school education in Bima Regency have not been optimal because schools in relatively distant areas are still monitored one to two times within one semester or even one year. Third, the role of education supervisors in supervising teachers to improve the quality of junior high school education in Bima is not optimal because schools in the regions are relatively far away sometimes supervised in lesson administration, teacher supervision is combined with the supervision of school principals, and sometimes supervision is carried out at the principal's home . Then, fourthly, the role of education supervisors in evaluating school work programs to improve the quality of junior high school education in Bima Regency has been well implemented, it can be seen that education supervisors use standard/standard instruments as a reference for evaluation. Fifth, the role of the education supervisor in making a report on the results of monitoring, supervision and evaluation is carried out well, this is seen from the report on the findings of the education supervisor reported to the head of the DIKPORA Office and informed to all schools in Bima District through a circular letter from the head of the DIKPORA Office. Sixth, the role of education supervisors in providing follow-up to improve the quality of junior high school education in Bima Regency is not optimal, it is indicated that the education supervisors only give advice or guidance to teachers after supervision of weaknesses during the learning process and have not touched directly on the supervision actions again at in class to see the shortcomings that have been fixed. Seventh, inhibiting factors in the role of supervisors to improve the quality of junior high school education in Bima Regency include: geographical location, access roads, facilities (work space for education supervisors and schools), mastery of IT, human resources (education supervisors, educators, educators). Eighth, supporting factors for the role of education supervisors to improve the quality of junior high school education in Bima Regency include: support from the government in the form of official motorbikes, additional operational allowances from the Regional Government, place of domicile, morale of the education supervisor, training in competency improvement, students, community involvement people, teachers, facilities / infrastructure in schools.

Furthermore Retnoningsih [3] with the findings of team teaching learning in vocational subjects of Light Vehicle Engineering Expertise Program at SMK 1 Gombong has run quite well. Team teaching at SMK 1 Gombong is carried out by dividing teachers into teaching teams who are then responsible for the learning process in each of these subjects. At the beginning of

each new school year and the beginning of the semester, joint planning is carried out for the next team teaching learning which includes what subject teachers will be taught, the team that will teach, and the tasks of each team. However, in the planning, there are still some planning principles that have not been fulfilled. The head of the department (TKR Expertise program) leads and coordinates the teacher to jointly carry out the distribution of tasks and teams and arrange the implementation of team teaching learning so that it runs effectively. Team teaching in SMK 1 Gombong tends to lead to the application of the teaching model of team teaching tag teaching / traditional team teaching. The school principal and head of the expertise program are the parties responsible for the process of evaluation and supervision of learning. The process of evaluating team teaching learning has not gone well, but only limited to supervision of learning in general has not touched the teaching of team teaching specifically. The description of the implementation of team teaching learning in the Light Vehicle Engineering Expertise Program at SMK 1 Puring has not fulfilled the principles of true team learning. The division of the team that was carried out was limited to aiming at fulfilling the teaching load of the teacher at least 24 hours of learning each week. Teaching team at SMK 1 Puring still needs some development in the implementation of each process in the management stages including the planning process. More mature planning is still needed regarding SWOT analysis of further learning needs so that it does not run the same from year to year. The head of the department (TKR Expertise Program) coordinates at the beginning of each year and the beginning of the semester to carry out the distribution of teaching assignments, division of teams, and division of classes and subjects to be taught. However, it has not yet explicitly and in detail explained the division of teacher's tasks when the team teaching learning took place. Teaching team teaching which is carried out in SMK 1 Puring has not shown any clarity of the concept of team teaching learning. In addition, there is no single teaching model for teaching team that is in line with what is implemented in SMK 1 Puring. The school principal and head of the expertise program are the parties who should be responsible for the process of supervision and evaluation of learning. Thus, it will always be known developments and weaknesses and strengths that have been taken as consideration of the next process. Basically supervision has been attempted to be carried out, but it has not been going well. So from this process, the evaluation process of teaching team learning has not been able to run optimal

Furthermore, Rahmawaty [4] based on the results of research, and data analysis shows that: 1) The application of role playing methods can improve students' speaking skills. This can be seen from the average score of Speaking Skill Improvement through the Role Playing Method of students 78, 61 in cycle 1 with good classification, and the average score of cycle 2 students to 81.04 with very good classification, 2) Student activity in the process learning using the role playing method has increased from an average of 81.00 in cycle 1 to 92.00 in cycle 2 with a very good category. The implementation of the action using the role playing method has achieved an indicator of success in this study namely the average acquisition score of students' speaking skills  $\geq 75.00$  and the classical learning completeness reached 75%. 3) Improvement of speaking skills and learning process due to changes in technical procedures, changes in material, and changes in group members.

Then, Maharani [5] a proven mindfulness-based meditation technique can be applied to overcome the stress of PAUD teachers. Active and dynamic working conditions can make teachers feel losing control of themselves and their environment. Mindfulness-based therapy helps participants return this control to themselves, so the teacher can play an active role in deciding what to do without having to wait for external help / resources. Mindfulness practices can be used by the teacher both when he is carrying out his profession and in everyday conditions. The best results will be obtained through routine formal mindful exercises such as

body scan techniques, mind check in, mindful breathing, and informal mindful such as mindful walking and mindful eating techniques. Mindfulness is proven to be taught to the subject of teachers who have never before practiced meditation, but it is necessary to pay attention to the arrangement of the training so that awareness of the condition of the body is not only limited to physical but also on aspects of emotions, cognitive, and behavior. These results indicate mindfulness-based training protocols can be developed as interventions to improve psychological well-being of teachers.

Suprijanto [6] based on the results of the study conclusions can be drawn as follows: 1. Management of KKG activities in the Education Office Unit UPT Rembang seen from the participant component 96.0%, very effective and 4.0% effective 2. Management of KKG activities in the UPT Office RembangSubdistrict education is seen from the guiding component 81.8%, very effective and 18.2% effective 3. The management of KKG activities in the UPT of the Rembang District Education Office is seen from the material component 80.5%, very effective and 19.5% effective. 4. The management of KKG activities in UPT District Education Office in Rembang viewed from the activity component 96.7%, very effective and 3.3% effective 5. Supervising the activities of the KKG in UPT District Education Office in Rembang viewed from the very effective facility / infrastructure component 90.8 % and 9.2% are effective

The problem raised here is the lack of ability of Madrasah teachers throughout the Poasia District of Kendari City as partners in conducting classroom action research and writing scientific papers. With this workshop, it is hoped that Madrasah teachers throughout the Poasia District of Kendari in writing scientific papersThe purpose of this workshop, is expected to Madrasah teachers throughout the Poasia District of Kendari in writing scientific papers.

## 2 Method

The procedure of this research is Mulytianingsih namely that in general action research consists of four cycles: problem diagnosis, action design - action implementation - observation, data analysis, evaluation and reflection. In a study, examples of activities carried out at each stage of the study can be described as follows: 1. Diagnosis of Problems Diagnosis of the problem is carried out at the earliest, ie when researchers / teachers do their daily work. The researcher observes the learning component which is not optimal so that it is still possible to be improved again. Many things are often classic problems in the learning process such as: student attention, understanding of material, learning motivation, learning outcomes, creativity, learning activities, competencies, material sets (modules, job sheets, lab sheets, hand outs), media, methods , study rooms, learning resources, etc. To find the CAR problem, researchers need to look at class situations. Action Design The design of the action starts when a researcher finds a problem and formulates a way of solving the problem through action. After the researcher determines the action to be carried out, the researcher makes the design of the action and arranges the necessary devices during the action. In the design of these actions compiled: a. Scenario of action. The action scenario is similar to the RPP (Learning Implementation Plan) in classroom action research. Teachers who work professionally always make lesson plans before teaching. The learning scenario contains the steps of the action taken by the teacher and the student activities when the teacher implements the action. Action scenarios should be written in operational and procedural languages so that they are easily understood by others. B. Research data collection instruments. Action planning has thought about how to retrieve data, the tools

used to retrieve data and the person in charge of collecting data. So that researchers do not lose important information during the moment of action, the data collection tools such as observation sheets or test kits have been prepared at the planning stage. c. Device of action. At the planning stage, an action implementation tool has been prepared. Action devices include tools, learning media, study instructions, and a description of learning material that has already been printed. The readiness of the learning device determines whether the action is appropriate or not feasible to be carried out. Complete learning tools also determine the success of an action. d. Simulations of action. If the researcher is not sure of the success of the planned action, the researcher can carry out simulations on peers or small classes. 3. Implementation of Actions and Observations Teachers / researchers carry out actions in accordance with the scenarios that have been made and the tools that have been prepared. During the implementation of these actions, observations of events can be made by researchers or colleagues who help them. The observation sheet has been prepared by the researcher but can be further developed during the action if there are interesting events that have not been revealed in the observation sheet. Observations were carried out to observe the process and impact. Observation of the process records whether the action process is in accordance with the scenario, and what symptoms occur during the action process, both in the research as an actor, the target of the action, or the accompanying situation. Observation of impact records the results or impacts of implementing the action. The impact of actions in the form of achievement / competence can be measured by means of a test. Qualitative data recording should be interpreted directly so that researchers do not lose their meaning. If during an action a unique unexpected event occurs, the researcher should immediately discuss with all personnel involved in the study. 4. Data Analysis Data analysis in action research can be done descriptively quantitative and qualitative depending on the research objectives. Action research aimed at improving student achievement will obtain quantitative data about student achievement. Action research aimed at improving the quality of the learning process in class will obtain qualitative data about improving the quality of the learning process or reducing obstacles that cause the quality of the learning process to be low. Presentation of data can be done in a descriptive quantitative and qualitative manner. Presentation of data becomes more meaningful if the researcher presents events related to the achievement of the objectives of implementing the action. Reports on the results of data analysis become more complete when measuring the achievement of these results at each cycle of action. Thus the increase or improvement in performance will be increasingly apparent. 5. Evaluation and Reflection Evaluation is the process of finding, supplying data

### **3 Result and Discussion**

Classroom Action Research by its name already shows the content contained in it, which is a research activity carried out in class. Because there are three words that make up this understanding, there are three understandings that can be explained, research refers to the activity of seeing an object using certain methodological rules and methods to obtain data or information that is useful in improving the quality of an interesting and important thing for researchers, action refers to something done by deliberate activity. with a specific purpose. In the form of research a series of activity cycles for students. Class in this case is not bound by the idea of class, but in a more specific sense. As has long been known in the fields of education and teaching, what is meant by the term spool is a group of students who, at the same

time, There are some experts who propose an action research model with a different chart, but in general there are four stages that are generally bypassed, namely (1) planning (2) implementation, (3) observation, and (4) reflection.

Classroom Action Research Workshop and Writing of Scientific Work Activities in Madrasa Teachers in Poasia District, Kendari City. The training went well which was followed by the Teachers. During the activity, the participants were directly involved in the atmosphere of intimacy and were very enthusiastic about following it from the beginning to the end of the training. Participants get a lot of information and new experiences about writing scientific papers. Models and methods of writing scientific papers for those who do not understand them. For those who write scientific papers, this is only the first time they have gotten it in relation to writing scientific papers, especially those relating to their promotion. This activity is very appropriate because it is warmly socialized with the use of Indonesian language that is good and right in the environment of public and private institutions. This activity was carried out thanks to the good cooperation between the Community Service Institutions for the people of Halu Oleo University, particularly the Faculty of Cultural Sciences and the Faculty of Teacher Training and Education of Halu Oleo University who have given assignments to teaching staff to provide training for Teachers and Related Parties.

The problem in this research is the lack of ability of Madrasah teachers in all of Poasia District, Kendari City. Training with classroom research models can improve the ability of teachers to write scientific papers.

The implementation of this activity begins with an explanation of the basic concepts and components of scientific work afterwards, conducted discussions and questions and answers. After understanding the concept of scientific work, a discussion model is carried out.

In one day, divided into three activity sessions. The activity is carried out correctly, with the following activity structure. In the first session, planting concepts and components of scientific works ., After that, it was continued with the development of models of writing scientific papers in the form of questions and answers, discussions, exercises, and presentations, in the second session, planting the concepts of scientific papers. After that, proceed with the model and development of scientific work in discussions, questions and answers, exercises. in the third session, Presentation / Appearance of Writing Practice Results. After that, continued with discussion activities and questions and answers.

There are several supporting factors in carrying out this activity, which are as follows: there is high enthusiasm from the instructor / resource team from the Faculty of Cultural Sciences and the Faculty of Teacher Training and Education of Halu Oleo University and training participants, the willingness of the Teachers to conduct training related to paper writing scientifically, there is moral support from the Research Institute and dedication to the Halu Oleo University Community. Based on the observation of the resource team during this training there were no significant inhibiting factors. The only obstacle experienced by resource persons is the limited funds owned by resource persons to finance these activities. In addition, the time limit factor is only one day, and must be optimal if done for a week. However, with financial assistance from the Research and Community Service Institute at Halu Oleo University, the resource team can be helped to utilize the funds by optimizing the number of training activities.

## 4 Conclusion

Based on the results of the discussion above it can be concluded that the implementation of the Classroom Action Research Workshop and Writing of Scientific Work at the Madrasa Teacher in the Poasia District of Kendari City has been carried out with good results. The problem in the research was the lack of ability of Madrasah teachers in the entire Poasia District of Kendari City. Training activities include the application of the concept of writing scientific papers. Presentation material is understood and carried out by participants. This is evidenced by high enthusiasm and also the existence of group work, discussion and achievement. The success of this training activity is due to good collaboration between the Research Institute and Community Service at Halu Oleo University and the Faculty of Cultural Sciences, Halu Oleo University. With this training the Madrasah teachers in the Poasia district of the ability to write scientific works through classroom action can be improved.

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