

Workshop on Assisting in the Preparation of Classroom Action Research (PTK) for High School Physics Teachers in Aceh Tamiang

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Abstract

Purpose: The Classroom Action Research (PTK) aims to enhance classroom learning quality for high school physics teachers in Aceh Tamiang, offering potential career advancements.

Method: The PTK Assistance Workshop, a community service program, addressed the challenge of PTK development by directly engaging teachers via the Physics Subject Teachers Association (MGMP) Community. It focused on equipping teachers with skills for planning, executing, and documenting PTK reports.

Practical Applications: Workshop outcomes included improved teacher proficiency in PTK implementation and potential journal article publications. Empowering teachers in PTK enhances classroom practices and supports educators' career progression.

Conclusion: The workshop successfully bridged knowledge gaps among high school physics teachers, equipping them with essential skills for effective PTK implementation. This initiative not only benefits individual teachers but also promises to enhance overall classroom learning quality in the region.



Introduction

Professional teachers are those who not only teach well but also have the ability to solve problems or learning difficulties faced by students in the classroom (Yunita, 2023). Problem-solving or addressing students' difficulties is done through the implementation of Classroom Action Research (PTK). (Khotimah & Ain, 2023; Yudha et al., 2023) states that the purpose of conducting PTK by teachers is to improve the quality of classroom learning implementation.

Action research can have various meanings, depending on the reference used as a basis. However, from various literature discussing classroom action research, it can be inferred that PTK is an effort to improve the performance of organizational systems or communities to be more effective and efficient, including to enhance the performance of the education system (Jarno, 2020; Pratama & Purwanto, 2023).

According to (Wahid et al., 2021), the purpose of PTK is to continuously improve and enhance the quality of teaching practices, thereby improving the quality of instructional outcomes, developing teacher skills, enhancing instructional management efficiency, and fostering a culture of research within the teacher community. Classroom Action Research is the most appropriate form of research to improve the quality of learning because, in addition to being researchers, teachers also act as implementers of the learning process, thus understanding the problems faced and the ideal conditions to be achieved (Yasna et al., 2022).

PTK is a collaborative activity aimed at solving problems in learning (Wiratama et al., 2023). The majority of problems faced by high school physics teachers in Aceh Tamiang are still related to difficulties in conducting research at schools and publishing scientific papers at the national and international levels. The research conducted at schools refers to classroom action research (PTK). This impacts civil servant teachers participating in PTK training who face difficulties in advancing to higher positions. Some teachers have conducted PTK at their schools, but unfortunately, the results of these studies have not yet been published in journals or seminar proceedings, thus cannot be used to increase promotion credit points. (Nugroho & Mareza, 2023; Sumiati, 2022) state that a teacher is required to be able to write scientific works in written form. A Scientific Paper (KTI) suitable for teachers is Classroom Action Research (Maulana, 2022; Zetriuslita & Ariawan, 2021).

One immediate solution based on the above problems is to provide training and mentoring to physics teachers in Aceh Tamiang regarding the planning, implementation, and writing of Classroom Action Research (PTK) reports.

Method

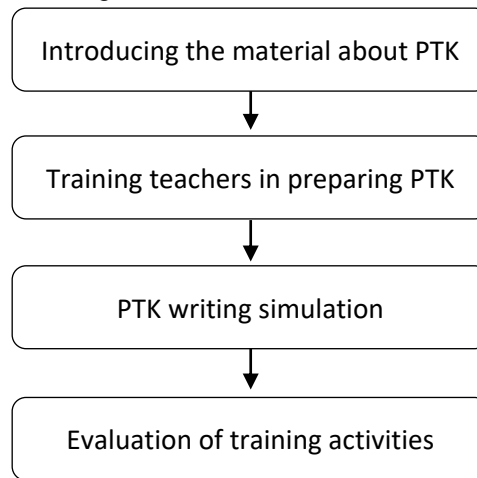
Given this situation, there is a need for training in the preparation of PTK, especially for physics teachers. The training will benefit teachers in their professional development and fulfill promotion requirements. Additionally, with this training, it is hoped that physics teachers can disseminate their findings within the classroom to be emulated by other teachers facing similar issues. This training will provide teachers with an understanding of the importance of conducting PTK and guide them in writing their research findings.

The method used will involve presentations by speakers, discussions, and simulations. This activity will be attended by physics teachers from several high schools in Aceh Tamiang Regency. During the training, participants will be provided with PTK material by the speakers, engage in discussions related to the material, and simulate the writing of PTK proposals. The implementation steps of the training activities include considering development research and PTK (Putri et al., 2022). The stages and implementation steps of the Community Service program are as follows:

1. Introduction to Classroom Action Research (PTK) material.
2. Training teachers in preparing Classroom Action Research (PTK).
3. Conducting simulations for PTK proposal writing.
4. Evaluation of the training activities.

For further clarity, the stages of the activities can be seen in the flowchart below.

Figure 1. Flowchart of the Stages of Classroom Action Research Preparation Training



Result

The implementation of the Community Service Independent Program involves providing training and mentoring in the preparation of Classroom Action Research (PTK) for physics teachers in Aceh Tamiang. This activity took place on February 21-22, 2022, at Kejuruan Muda Vocational High School 2. There were 47 participants in this activity who work as physics teachers in the Aceh Tamiang Regency. Throughout the activity, participants were given insights into the benefits of Classroom Action Research (PTK) for improving learning, as well as training on how to write and compile PTK reports. It is hoped that after completing this training, teachers will be able to create a PTK that is ready for publication. Furthermore, with this training, it is hoped that the educational field will be enriched as more teachers publish their efforts to improve the learning process.

Figure 2. Session on Presentation of PTK Material

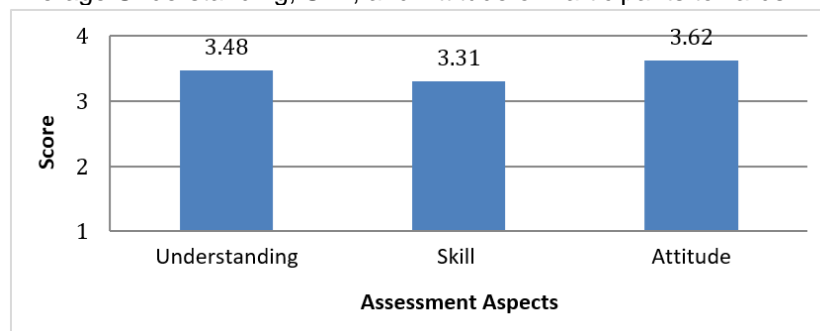


Figure 3. Session on Assistance in PTK Development



During the implementation, training participants were provided with material on Classroom Action Research (PTK) and also engaged in group discussions. At the end of the session, participants were given a questionnaire to assess their response to this training activity. The results of the responses from the questionnaire filled out by the training participants can be seen in the graph below:

Figure 4. Average Understanding, Skill, and Attitude of Participants towards PTK Training



The data obtained are identification data of participants' understanding, skills, and attitudes after attending PTK training. The data collected are the average scores of training participants. The average scores for each assessment aspect are obtained by summing all participants' answers and then dividing them by the total number of participants. These scores are interpreted using a Likert scale, where a score of 4 indicates excellent, 3 indicates good, 2 indicates fair, and 1 indicates poor.

Based on the analysis of participant assessments of the independent community service activity, it was found that:

- Participants' understanding after PTK training and assistance overall had an average score of 3.48, which falls into the good category.
- Participants' skills after PTK training and assistance overall had an average score of 3.31, which falls into the good category.
- Participants' attitudes after PTK training and assistance overall had an average score of 3.62, which falls into the good category.

Discussion

Based on the research results, it is evident that the participants have good understanding, skills, and attitudes regarding the PTK material after undergoing training. Through this PTK training, it is hoped that participants will be able to conduct and compile their PTK reports effectively and publish their research findings in academic articles. A research report can be written into one or two scientific articles (Hafizh et al., 2022; Yulianti & Fahmy, 2022).

With the implementation of this community service, Syiah Kuala University lecturers, in collaboration with lecturers from Universitas Serambi Mekkah as training facilitators, can continue by providing other training sessions with different themes for high school physics teachers in Aceh Tamiang. Thus, by keeping up with technological advancements, high school teachers can continuously update and utilize various learning media.

Conclusion

The conclusion of this training activity is that the participants have gained new insights into the tips and tricks for writing and implementing Classroom Action Research (PTK) correctly and effectively. The predetermined targets have been achieved successfully. Based on the analysis of the participants' questionnaire responses, the participants provided positive feedback, indicating that they felt supported by this training activity.

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