

CLASSROOM ACTION RESEARCH PROPOSAL WRITING TRAINING FOR DIY OTKP MGMP TEACHERS

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ABSTRACT

Teachers need training and assistance in writing Classroom Action Research (CAR) proposals in the context of developing teacher professionalism. The continuous professional development program for teachers shows the importance of writing scientific papers for teachers in addition to developing themselves as well as in accordance with the mandate of the Minister of State Apparatus Empowerment and Bureaucratic Reform Regulation No. 16 of 2009, which regulates the Functional Positions of Teachers and their Credit Scores.

Community service activities (PPM) are carried out with activity methods, namely: (1) presentation of theory about Classroom Action Research (CAR) proposals, (2) question and answer and discussion, (3) practice of preparing CAR proposals, and (4) mentoring. The target audience is the teachers who are members of the Subject Teacher Consultation (MGMP) Office Automation and Governance (OTKP) in the Special Region of Yogyakarta as many as 30 people.

PPM activities have been carried out and can be concluded as follows. 1) The implementation was carried out using the zoom meeting platform for 3 days smoothly and had provided knowledge and increased participants' ability in writing CAR proposals for OTKP MGMP teachers. 2) The materials presented are: a) the importance of CAR for teachers, determining and formulating problems in CAR, and research methods; b) systematic CAR proposals, theoretical studies, and reference writing. 3) The number of participants exceeded the target set from 30 people to 42 people and was attended not only by MGMP OTKP DIY teachers but also from Central Java and West Java. 4) The results of the evaluation of activities show that: a) in general the level of understanding of material 1 is 34.8% while material 2 is 35.1% in the sufficient category. b) The quality of delivery of material 1 is 80.9% in the good category, and material 2 is 59.5% in the good category. c) The ability of participants before and after receiving material 1 in general has increased. The lowest ability category/very poor was originally 10% to 2.2% and the poor category which was originally 23.9% became 4.3%. d) The ability of participants before and after receiving material 2 has increased. Indications of improvement can be seen from the percentage in the category of not understanding which was originally 18.9% to 0% and the percentage of understanding category increasing from before receiving the training.

Kata Kunci: *Research, Classroom Action Research, scientific writing*