

CONTINUING CLASSROOM ACTION RESEARCH TOWARD SUSTAINABLE HIGH SCHOOL TEACHERS IN INDONESIA: A COMMUNITY SERVICE PROGRAM

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Abstract: *[classroom action research, senior high school teachers, TPD, workshop]*

Abstrak: This paper reports a workshop series of community services conducted in a senior high school in Indonesia. This workshop series focused on the developing the school teachers' comprehension about Classroom Action Research to promote their instructional professional development. For the data gathering, conferences were main technique in exploring and discovering their view points of the workshops. The results show that, regardless their barriers of being directly observed in classroom practices, the school teachers' awareness of being professional teaching is improved. They become more motivated to attend the conference and enthusiastically involved in the discussion. Yet, barriers are also reported to show that limitation is also found during the workshop and services.

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Introduction

School teachers are demanded to have abilities in conducting and writing classroom action research as recommended in the Undang-undang Guru dan Dosen No. 14 tahun 2005 (Law No. 14 2005 on Teachers and Lecturers) in Indonesia. As they have passed the professional certification program (Kusumawardhani, 2017), they have to morally improve and develop their expertise toward the sustainable teacher professional development (Widodo & Allamnakhrah, 2020).

School teacher professional development will provide better pedagogic skills and awareness. In this situation, professional teachers are going to be reflective school educators (Saito, Hawe, Hadiprawiroc, & Empedhe, 2008) who always keep improved and sense of services to face the 21st century instructional demands. Research reveals challenges are face during this era such as technological barriers and access (Falkner, Vivian, & Williams, 2018; (Misdi, Hartini, Kusriandi, & Tambunan, 2020).

Efforts have been made. However, barriers come around school teachers, e.g. rush hours as administrators and subject teachers, overloaded hours, district regulation. As a result, little is accommodated for teacher professional development (TPD). Thus, this community services was conducted in the spare-times as the school teachers manage their slots of work-times.

Methods

The school

The school site is a state senior high school located in West Java, Indonesia. This school is well-known for their academic achievement in the town, but crowded populated school. No sufficient play-grounds are around. But, the school has an ease access to public sport centers for their physical exercises.

Since the school has large-size classes as public school, many teachers and administrative staff are employed as civil servants coming. Most teachers and staff went on local professional trainings which were officially governed by the district educational agency. To this, impacts are still poorly reported as fascinating, especially to the teachers' capabilities in conducting classroom action research.

1. Technique of the community services

The technique of the community service program was conducted throughout after school projects. Workshop on classroom action—the name of the community service program, was almost done after school at around 2. pm. Evaluation of the program was conducted in the form of onsite conference—face-to-face interviews and note-takings.

2. Participant recruitments

All participants were recruited voluntarily. There were six school teachers. Their subjects vary from social to science disciplines. All participants were female teachers aging from 35-45 years old. All participants had already been certified as professional school teachers as mandated in the Undang-undang Guru dan Dosen No. 14 tahun 2005.

3. Procedure

The workshop

The initial workshop began after letter of assignment was loaded by the faculty and approved by the school principle. The workshop projects valid for two semesters beginning from September 2019 to August 2020. Before the program ran, negotiation

about the participants and allotted times was discussed. Thus, rapport and ethics clearance were employed. Finally, six voluntarily participants joined the workshop.

Results and Discussion

1. The workshop

The workshop include the over view of the classroom action research (CAR), procedure for conducting CAR and Reporting CAR. The materials were presented and discussed in several meetings. Most meetings were conducted in Friday after school. In some cases, the meetings were skipped due school immediate meetings and projects such as try out, tests, and student fair weeks. The following images show the workshop atmospheres.



Source: Author's document

Figure 1. Workshops atmosphere

2. Enthusiasm for being more professional reflective teaching through CAR

The participants enthusiastically joined and participate during the program. Even though interruption mostly occurred during the period, they managed the workshop well. This is an indication that the workshop project is successfully. Showing feeling of being self-driven participants tend to show their abilities to motivate and coaching the other members of the schools (Zwart, Korthagen, & Attema-Noordewier, 2015). This finding indicates there is a sense of being self-driven for having continuous learning and development (Owen, Palekahelu, Sumakul, Sekiyono, & White, 2018) among the school members.

3. Issue arise in the workshops

The current series of workshops on CAR in the scheme of community service highlight initial issues. Several issues immerge during workshops. The issues are presented in the Table 2.

Table 1. Issues during the workshop community service on CAR

No.	Issues	Findings
1	Overloaded works	Teachers must complete 24 credits of working hours
2	Administrative (Bureaucracy) barriers	It is not easy to receive to have official permit for joining such conferences and seminars for our TPD
3	Administrative work	Details of administrative frequently reduces the essential parts of instruction

It is clear problems are identical to common public schools' problems in improving their teachers' professionalism, e.g. in conducting CAR. Overloaded teaching

credits (24 hours) mostly make the school teachers difficult to have a plenty of conducting reflective teaching whereas administrative works and barriers make it worse. However, the findings show that the success of developing TPD totally depends on the school teachers themselves. The findings revealed the participants enable to activate their slots of time to join the workshop series after school. This is an indication of empowered classroom teachers (Imants & Van der Wal, 2020); Soine & Lumpe, 2014), e.g. ability for establishing active learning.

Table 2. Participant perceived values due to workshop-community service on CAR

No.	Perceive values	Participants' voice
1	Self-evaluated	For us, it is not a matter of having publication by instant process. For us, a process-based learning will be more fruitful than instant results without any impacts
2	Skill- oriented	Instead of direct results, thoroughly involved and engaged in the workshop which gradually provides impact on our TPD is the main targeted objective for joining the workshop

Participants often express their willingness and motivation to learn how to conduct a classroom-based research (Irnidayanti, Maulana, Helms-Lorenz, & Fadhilah, 2020). According to them, conducting improper steps will lead to meaningless impact on their sense of being professional. The kind of self-evaluated teachers tend to aware of being student-centered learning (Misdi, Hartini, Farijanti, & Wirabhakti, 2013) which make it different from those who are not (Soine & Lumpe, 2014).

As the participants of the workshop on CAR, the teachers perceive an impact of the program is more important than instant results, e.g. finished with an article of CAR. Believed as being empowered participants whose impact of their academic writing and practice, they can know the what and how to do. This critical thinking perspective (Misdi, Hartini, & Farijanti, 2014) is fundamental of being professional school teacher scholars as an agent of change at the school context (Cheng & Li, 2020).

To summary, there are several findings related to the "Workshop" community services program conducted in the current school. Positive impacts are clearly observed during the workshop and conference. At the same time, immerging issues show there is a couple of challenging situation and atmosphere at the schools (Harjanto, Lie, Wihardini, Pryor, & Wilson, 2018; McChesney & Aldridge, 2018; van Griethuijsen, Kunst, van Woerkom, Wesselink, & Poell, 2019; Widodo & Allamnakhrah, 2020). This is a normal situation as the school is large and heterogeneous populated school. Overall, the workshop is successful to foster the school teachers' sense of empowerment (Misdi, 2017) and this should be a starting point to be better for the school (Zwart et al., 2015) toward a community-based professionalism development (Harjanto et al., 2018).

Conclusion

A series of workshop on classroom action research and writing the report had been conducted successfully to address its objectives. School teachers successfully promote their perspective and comprehension about the CAR. It concludes the workshops perceived positively and enable to foster teachers' sense of self-efficacy as professional reflective educators.

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