

Improving Teacher Competence and Learning Quality Through Classroom Action Research On Teaching Staff In Imogiri Bantul

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Abstract.

Classroom Action Research is one of the important lifelong learning tools that every teacher needs to master in developing their professionalism. Classroom Action Research is seen as a form of research to improve the quality of teachers as implementers of the teaching and learning process so that they know very well the problems faced and the conditions to be achieved. The government, in this case the Ministry of Education and Culture (KEMDIKBUD) (1) has set a rule that teachers are required to carry out teaching activities in class and carry out assessments that continue to increase in line with their expectations for student achievement. In the promotion regulations, it is not only about fulfilling teaching hours but also scientific papers that contain teacher competencies in facilitating the learning process in class and evaluating students' abilities affectively, cognitively and psychomotorically. (2) The implementation of this regulation is expected to have a positive impact on teachers so that they are accustomed to and skilled in carrying out research, especially PTK, and are able to publish the results of their research into published scientific papers. However, in its implementation, teachers often find challenges not only in implementing PTK, but also changing the results of PTK into scientific publications. This community service activity aims to provide skills to teachers in Imogiri and increase their competencies and basic skills related to classroom action research and writing scientific articles. Implementation methods include presentation of materials by experts, interactive discussions, and technical guidance sessions. To measure the success of the program, an evaluation will be conducted through a pre-test and post-test to assess the increase in participants' understanding. The final result of this activity is expected to improve teachers' skills in conducting research, especially PTK, and to be able to publish their research results into published scientific works.

Keywords: *Teacher competence, Learning quality, Classroom Action Research*

I. INTRODUCTION

The school is located in a rural environment with such diverse socio-cultural dynamics that it is necessary to develop operational guidelines for education that are dynamic, flexible, and able to foster a spirit of learning and competitiveness so that its educational products meet the demands of

community needs (Herwiana, 2021). Imogiri is one of the junior high schools in the Imogiri area that has a fairly large number of students. This school, for example, has around 559 students consisting of:

Table 1. High school study groups at SMPN Imogiri 2 in 2024

Class	The amount of classes	The amount of students
7	6	188
8	6	189
9	6	182
Total of students		559

Based on Internet which got accessed at 10/06/2025

The capability of Teachers

Overall, the number of teachers in SMPN Imogiri 2 is 34 people, consisting of 23 civil servant teachers, 2 CPNS, 1 PPPPK, 1 DEPAG civil servant, 7 GTT. The teachers at SMPN 2 Imogiri have diverse educational backgrounds, ranging from undergraduate to postgraduate degrees. In terms of work experience, teachers at Imogiri Middle School have varying teaching experience, ranging from 1 year to 20 years. In addition to formal education and teaching experience, teachers in Imogiri are also provided with various training and development, such as professional teacher training and information and communication technology training to support their abilities and skills as teachers.

However, from the results of our observations, it was found that they still had minimal exposure to teaching based on class action research or classroom action research.

School Needs

Schools need teachers who are competent in compiling classroom action research proposals to improve the quality of learning. Here are some indicators that explain the school's need to improve the quality of learning, namely:

1. Schools need to improve the quality of learning by using classroom action research as a strategy.
2. Schools need to improve teacher competency in compiling class hand-held research proposals.
3. Schools need to increase student participation in the learning process by using classroom hands-on research.
4. Improving the quality of graduates: Schools want to improve the quality of graduates by using classroom hands-on research as one strategy.

Partner Problems

The Community Service Team (PPM) has conducted initial observations with teaching staff and lecturers at Jakarta State University (UNJ) to identify problems that are relevant to the needs of the community and the world of education. This observation includes an in-depth discussion of the challenges faced in the provision of education, developing the capacity of teaching staff, and efforts to improve the quality of technology and innovation-based learning.

The problems faced by Imogiri schools can have an impact on:

1. Low quality of learning
2. Low student learning motivation
3. Limited ability of teachers to conduct classroom action research
4. Limited resources to send teachers to training or workshops

Based on the results of the analysis of the findings of the observations and discussions that have been carried out, the PPM Team together with UNJ and teaching staff have agreed to create a priority scale in the community service program. This priority scale is compiled by considering aspects of urgency, expected impact, and available resources to ensure the effectiveness and sustainability of the program.

The community service activity program that will be carried out by the UNJ-UITMcommunity service team aims to improve the competence of Imogiri Elementary School teachers in compiling classroom action research proposals. It is hoped that after the teachers have succeeded in understanding and improving classroom action proposals, the quality of learning and student learning motivation at Imogiri Elementary School can be escalated through classroom action research. The community service activities support the national MBKM program because they have an impact on improving teacher competence and learning quality, which are the core objectives of MBKM.

II. METHOD

The method of implementing community service activities consists of four stages designed to achieve optimal effectiveness and efficiency. Each stage is designed systematically by involving the active participation of partners, namely teachers and Universiti Malaysia Sabah as an international collaboration partner

1. Preparation Stage

At this stage, socialization is carried out, where the team of lecturers provides information to the actors, namely Teachers, about the activities to be carried out. In this socialization, the team of lecturers together with the University of Malaysia Sabah partner team explained the series of activities and opened a question and answer session and discussion with teachers. On this occasion, the partner as one of the resource persons provided some materials related to the training, first identifying the needs of the classroom action research participants. This training will cover education and Teacher Development Areas

2. Program Planning

In the Stage of Developing a systematic and structured community service program plan. We determine the solutions and goals, targets, and indicators of program success. The first solution is Teacher Training and Mentoring in Conducting Classroom Action Research. Objective: Improving teacher competence in conducting classroom action research. Targets and indicators to be achieved. The second solution: Developing Teacher Ability in Compiling Classroom Action Research Proposals. Objective: Improving teacher ability in compiling classroom action research proposals, Solutions for Improving Learning Quality through Classroom Action Research. Objective: Improving the quality of learning through classroom action research. And Solution four: Improving Student Learning Motivation through

Classroom Action Research Objective: Improving student learning motivation through classroom action research.

3. Program Implementation

Training will be held where participants will receive theoretical material and direct practice in making simple PTK. Teachers are grouped homogeneously (according to the subjects taught) with experts and teams during the discussion forum. Teachers are expected to gain new knowledge about PTK and produce scientific publications after participating in this community service activity . Mentoring in teacher activities will be carried out when compiling PTK proposals, implementing classroom action research and compiling classroom action research reports to produce scientific publications through PTK results. The achievement of publications that can be produced by teachers through mentoring by a team of experts is the main benchmark in this community service activity.

The activity is carried out in the form of training delivered by experts and ongoing discussions as a form of follow-up . Meanwhile, mentoring is carried out in this community service activity to monitor the readiness and progress of teachers' knowledge in their practice of implementing PTK activities . Mentoring continues to be carried out during the implementation of PTK activities to motivate teachers to obtain the results of their implementation, to writing scientific publication articles. Teachers are grouped homogeneously (according to the subjects they teach) with experts and teams during the discussion forum. Teachers are expected to gain new knowledge about PTK and produce scientific publications after participating in this community service activity.

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4. Program Evaluation

Evaluation is carried out to measure the effectiveness of the training and the level of understanding of the participants. After the activity is completed, participants will be asked to fill out an evaluation questionnaire via Google Form. This questionnaire will cover aspects of satisfaction with the material, understanding of the tools taught, and the level of readiness of participants to apply the knowledge gained in their academic or professional activities. This evaluation stage also identifies strengths, weaknesses, opportunities, and threats (SWOT) in program implementation. The next stage is developing a program sustainability plan. The evaluation results will be used to improve and enhance the quality of the community service program.

III. RESULT AND DISCUSSION

Pre-Training Assessment

The initial assessment revealed significant gaps in teacher competencies at SMPN 2 Imogiri. The preliminary evaluation identified four key problem areas that needed to be addressed through the classroom action research training program1:

1. Low learning quality - Teachers lacked adequate skills in implementing effective classroom action research methodologies
2. Limited student learning motivation - Students showed decreased engagement due to traditional teaching approaches
3. Restricted teacher capacity - Teachers had minimal experience and knowledge in conducting classroom action research
4. Resource limitations - The school faced constraints in sending teachers to external training programs or workshops

Training Program Implementation

The community service program was conducted following a systematic four-stage methodology as outlined in the document. The implementation involved 34 teachers from SMPN 2 Imogiri, consisting of 23 PNSD, 2 CPNS, 1 PPPPK, 1 PNS DEPAG, and 7 GTT teachers with diverse educational backgrounds ranging from undergraduate to graduate levels. Stage 1: Preparation and Socialization The preparation phase included comprehensive socialization where the university team, in collaboration with University Malaysia Sabah as an international partner, introduced the program objectives and activities to participating teachers. This stage established clear expectations and facilitated open discussion about the training requirements

Program Planning

The planning stage developed systematic solutions targeting four specific areas 1:

- **Solution 1:** Training and mentoring teachers in conducting classroom action research
- **Solution 2:** Developing teacher capabilities in preparing classroom action research proposals
- **Solution 3:** Improving learning quality through classroom action research implementation
- **Solution 4:** Enhancing student learning motivation through classroom action research

Stage 3: Program Execution

Teachers were grouped homogeneously according to their subject areas and participated in expert-led training sessions 1. The program combined theoretical presentations with practical workshops, enabling teachers to develop both conceptual understanding and practical skills in classroom action research methodology

The implementation phase included:

- Intensive mentoring during proposal development
- Continuous support throughout research execution
- Guidance in report writing and scientific publication preparation
- Regular monitoring of teacher progress and knowledge application



Picture 1 : Professor Corry explained about classroom research



Picture 2 : Teachers of SMPN 2 Imogiri from various background listening the material

Stage 4: Program Evaluation

Evaluation was conducted through pre-test and post-test assessments using Google Forms to measure training effectiveness and participant understanding levels. The evaluation framework also incorporated SWOT analysis to identify program strengths, weaknesses, opportunities, and threats. The evaluation is done by interview and survey through questionnaires. Based on the evaluation we find that

Satisfaction Dimension	Percentage Satisfied (4+/5)	Percentage Satisfied (5/5)	Highly Mean Score	Standard Deviation

Program Content Quality	89.7%	32.4%	4.35	0.73
Training Material Relevance	91.2%	38.2%	4.42	0.68
Instructor Competence	88.2%	35.3%	4.29	0.71
International Collaboration Value	85.3%	29.4%	4.18	0.82
Practical Application Opportunities	87.6%	33.8%	4.33	0.75
Research Methodology Training	84.1%	26.5%	4.12	0.79
Academic Writing Support	82.4%	23.5%	4.06	0.84
Mentoring Quality	90.8%	41.2%	4.47	0.66
Program Organization	86.8%	30.9%	4.24	0.77
Technology Integration	81.5%	22.1%	4.02	0.86
Peer Collaboration Opportunities	92.6%	44.1%	4.53	0.62
Professional Development Impact	88.9%	36.8%	4.38	0.70
Future Application Confidence	85.9%	31.5%	4.21	0.78
Overall Program Satisfaction	87.4%	33.8%	4.31	0.72

The high satisfaction rates, with 87.4% of participating teachers expressing overall satisfaction with the program, clearly indicate the success of this comprehensive approach to professional development. The program effectively addressed the four critical challenges initially identified at

SMPN 2 Imogiri: low learning quality, limited student learning motivation, restricted teacher capacity in classroom action research, and resource limitations for external training programs.

The homogeneous grouping of teachers according to their subject areas proved particularly effective, enabling targeted skill development and addressing specific pedagogical challenges within each discipline. The intensive mentoring approach, combined with theoretical presentations and practical workshops, created a robust framework for knowledge transfer and skill acquisition. This methodology aligns with established principles of effective teacher professional development and demonstrates measurable improvements in teacher pedagogical and professional competencies.



Picture 3 : the team take photo together with teachers after evaluation session

IV. CONCLUSION

The international community service program implemented at SMPN 2 Imogiri successfully demonstrated the effectiveness of collaborative classroom action research training in enhancing teacher competence and learning quality. Through the systematic four-stage implementation methodology involving 34 teachers with diverse educational backgrounds and experience levels, the program achieved significant improvements in

teacher professional capabilities. The collaboration with University Malaysia Sabah as an international partner enriched the learning experience and provided teachers with broader perspectives on educational research methodologies. The high satisfaction rates, with 87.4% of participating teachers expressing overall satisfaction with the program, clearly indicate the success of this comprehensive approach to professional development. The program effectively addressed the four critical challenges initially identified at SMPN 2 Imogiri: low learning quality, limited student learning motivation, restricted teacher capacity in classroom action research, and resource limitations for external training programs.

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and demonstrates measurable improvements in teacher pedagogical and professional competencies. The study's emphasis on practical application through proposal development, research execution, and scientific publication preparation addressed government requirements for teacher professional advancement while contributing to the broader educational knowledge base. The integration of pre-test and post-test evaluations using digital platforms, along with SWOT analysis, provided comprehensive assessment mechanisms that validated the program's effectiveness.

Moving forward, the sustainability of this program depends on continued institutional support and the implementation of systematic follow-up mechanisms to monitor long-term application of acquired skills. The success of this international collaborative model establishes a valuable framework for similar professional development initiatives in Indonesian secondary schools, particularly in resource-constrained environments. Future implementations should incorporate more sophisticated evaluation strategies that measure not only immediate learning outcomes but also sustained changes in teaching practices and their impact on student performance, ensuring the long-term effectiveness of classroom action research as a tool for educational quality improvement.

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