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1 Primary School Teachers' Perceptions of Classroom Action Research for Professional Careers**Helmia Tasti Adri¹, R Siti Pupu Fauziah², Irman Suherman³, Afridha Sesrita⁴, Syukri Indra⁵, Didin Syamsudin⁶, Desky Halim Sudjani⁷**

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Website: thamrin.ac.id**1 Abstract**

The research background is the situation of motivated, interest and ability of teachers in elementary schools in compiling and producing classroom action research. The purpose of this study was to determine teacher perceptions of the importance of classroom action research scientific work for professional teachers. The method used in this research is descriptive study. Collection data is using some instruments such as questionnaires, interviews, observation and documentation to 40 teachers of Amaliah Ciawi Elementary School, Bogor Regency, West Java, Indonesia. The finding data of the research is some teachers is in good ability to writing Classroom Action Research (CAR), some others still not really understand about how to implementation CAR, but only in beginning of knowledge. Regarding the importance of CAR for teachers, some teachers state that classroom action research is very important for teachers' professional careers. Meanwhile, the teacher's perception of the importance of classroom action research was obtained from open questionnaire data and the results showed that most teachers had the same positive perception, that classroom action research was very important for teachers. The conclusion from this study is that teachers have different perceptions of the importance of classroom action research for professional teachers, but most of these perceptions are guided by data that lead to positive perceptions

Keywords: Classroom action research, professional teacher, teachers perception**Copyright** © 2022. Jurnal Inovasi Pendidikan MH Thamrin is licensed under a Creative Commons Attribution 4.0 International License.**How to cite:**Adri, H. T., Fauziah, R. S. P., Suherman, I., Sesrita, A., Indra, S., Syamsudin, D. & Sudjani, D. H. (2022). Primary school teachers' perceptions of classroom action research for professional careers. *Jurnal Inovasi Pendidikan MH Thamrin*, 6 (2), 82-89.

INTRODUCTION

5 As professional educators, teachers are required to have four basic competency criteria, namely pedagogic competence, personal competence, social competence and professional competence. In realizing professional competence, teachers are expected to meet all proficiency criteria including the ability to conduct research as an educator to improve learning in their classes through classroom action research activities. In fact, so many teachers get a misconception on their classes when teaching and improving the materials in classroom, therefore, teachers need an improvement to their ability from time to time (Adri. *et al*, 2019; Stickland, 2019). Nowadays, Teachers have a low standard of understanding about publications scientific (Anggraeni, 2014; Adri & Suwarjono, 2020). Hasyim (2014) stated: there are many teachers who have not able to implement their functions and obligations as professional teachers.

Classroom action research is needed by teachers to be able to support their careers. Among teachers' interests in classroom action research are Contributing to problem solving, Improving educator/teacher performance, Learning innovation, Improving education quality, Improving learning outcomes, Learning media innovation Fostering a research culture for teachers, Improving professional collaboration between educators. To conduct this research, researchers conducted pre-research to determine the background of the problem. The background of the problem is information that has been compiled) systematically regarding phenomena and problematic issues to be researched (Setiawan., *et al*, 2021; Gipps *et al*, 2017) Based on pre-research conducted on several Islamic elementary schools and Islamic elementary schools in the Bogor Regency area, it is known that most teachers still do not fully understand their professional performance as teachers, many teachers still do not have scientific work on classroom action research. Not many teachers think that classroom action research is important, most schools do not have programs to train and improve assessment skills. This study aims to determine the perceptions of teachers in Islamic-based schools on the importance of writing classroom action research scientific papers for teachers.

2 Classroom Action Research is research conducted by a teacher in order to improve the quality of learning in class. CAR is a reflective research carried out by participants in a social situation to improve the reasoning and fairness of education implementers as well as social practices and their understanding in accordance with the situation where it is carried out (Stephen Kemmis), CAR is an action taken by a teacher to improve himself or his colleagues in order to test the assumptions of educational theory in every practice, or have meaning as an overall evaluation and implementation of school priorities (David Hopkins), CAR is the implementation of fact finding and data on solving problems in social situations in order to improve the quality of actions carried out in it involving the collaborators and collaboration of researchers, practitioners, and other people (Robbert B Burns) (Jalaludin, 2021). The core concepts of Classroom Action Research, namely:

Actors in CAR consist of teachers, lecturers, students and also other researchers as collaborators, the place where research is carried out is in the classroom, the intended class is not just a room in the form of a building, but is a place for the learning process to take place. Teaching (PBM) conducted by teachers and students, the basis for doing so is the result of self-reflection (i.e. an activity of asking yourself/thinking and reinterpreting the PBM practices that have been carried out in the class he/she supervises both in terms of ideas, meanings, values,

and the consequences of the practices that have been carried out 4. ⁶ Purpose of Classroom Action Research is to increase/improve the quality of learning (can be in the form of improving student learning outcomes, student learning interest, student learning motivation, teaching and learning activities, setting learning schedules with students and all matters related to the quality of PBM between teachers and students). the implementation must follow a "Cycle". This is what makes CAR different from other educational research. (Jalaludin, 2021). The teacher's perception in various matters is very important, because in every teaching activity, the teacher has an important role and quite an important impact on the progress of learners psychological process that is the result of sensing and ju the last three processes of awareness so as to form a thought process (Sumanto, 2014; Erlina & Adri, 2022).

Perception indicators include absorption of stimuli or objects from outside the individual, understanding or understanding, assessment or evaluation (Akbar, 2015). Perception is very closely related to one's conception of something or one's level of understanding of certain objects (Adri, 2019). A teacher's perception of matters relating to his profession as an educator is very important. This can be illustrated in the findings of research conducted by Rahman (2021) which resulted in the conclusion that teachers' perceptions of the independent campus learning program affect the teacher's ability to implement the curriculum in their class and also affect the results of that implementation.

Classroom Action Research is a very important activity for a teacher in improving the quality of his learning in the class he is teaching (Alimuddin., et al, 2018). The reasons for the importance of classroom action research are: 1) CAR is very conducive to making teachers care about and responsive to the dynamics of learning in their classes so that teachers become reflective and critical of what teachers and students do, 2) classroom action research helps improve teacher performance so that they become more professional. The teacher is no longer a practitioner who is satisfied with what he is doing without efforts to improve and innovate, but he can place himself as a researcher in his field, 3) The teacher can improve the learning process through a best assessment process of what is happening in his class (Ruangguru, 2022). According to Law No. 20 of 2003 and Teacher Law No. 14 of 2005 teachers should have minimal qualifications and certification must always develop and improve their profession. One of the indicators of developing the profession for teachers is by writing and publishing CAR research (Kristiawan, et al, 2022; Saleem, 2018).

METHOD

The research method is case study. This research data is a type of descriptive research. Descriptive research is research that is quite detailed and is widely used among educators (Adiyanta, 2019). Some of the main features in choosing a descriptive method are: (1) the problem must comply with the requirements, have some scientific added value, and be limited in nature, (2) the research objectives must be clear and specific, (3) data in the form of facts that can be trusted, not just opinions, (4) comparison standards must be valid, (5) time and place of research must be clearly described, (6) research results must be detailed. The subjects used in this study were the teachers of the Amaliah Bogor Islamic elementary school with a total of 40 people. All teachers who are the subject of this study have a minimum working period of 3 years. Collecting data using observation techniques, interviews and questionnaires.

The instrument was compiled based on the indicators of Perception and Indicators of the Importance of Classroom Action Research (Kemmis & Taggart, 2013).

RESULT AND DISCUSSION

Based on the results of a questionnaire given to teachers at Amaliah Elementary School, out of 40 teachers who were given a questionnaire and answered questions containing 10 questions using the Likert scale, the result was that most teachers understood and knew about classroom action research, The following are the results of an analysis of teachers understandings of CAR:

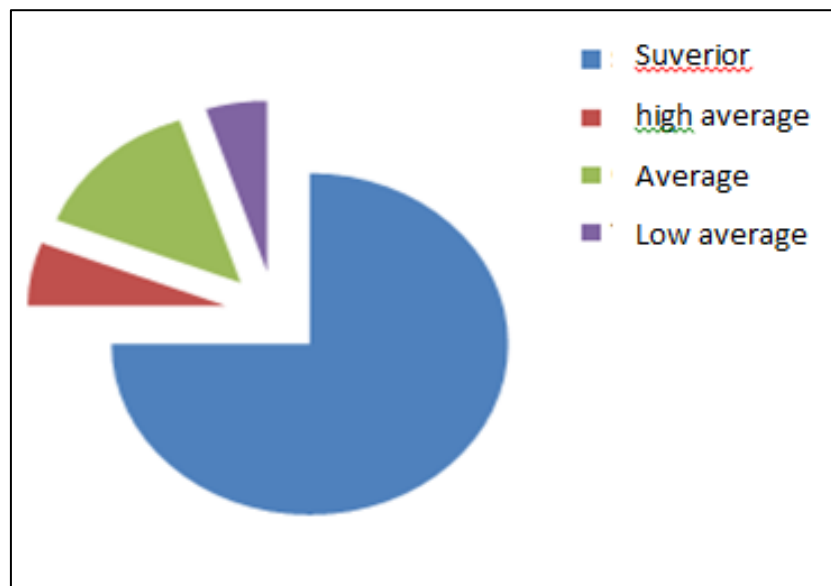


Figure 1. Teacher's Understanding of CAR

Based on these results, it can be seen that most teachers have understood the existence of classroom action research as part of the teacher's obligation to increase their professional capacity as educators. more than 50 percent of teachers already have an initial understanding correctly and have firm belief in this understanding in relation to their ability to understand classroom action research in general. This is also in line with Handayani (2020) findings, whose research found that although teachers' enthusiasm for writing CAR scientific papers was still low, some teachers already had basic skills in writing classroom action research scientific papers (Handayani & Rukmana, 2020; Widyaningsih et al, 2019).

Based on the results of interviews and giving open questionnaires to teachers at the Amaliah Ciawi Bogor elementary school, information was obtained that teachers had quite diverse thoughts about classroom action research. Most teachers consider that classroom action research is the fulfillment of the requirements for functional promotion. Some other thoughts say that classroom action research is too burdensome for teachers because basically it is not very important. but this thinking data is not high enough, only about a few percent. Most teachers think that classroom action research is important to improve their learning system in so that the quality of teaching and learning activities gets better over time data about the importance of classroom action research:

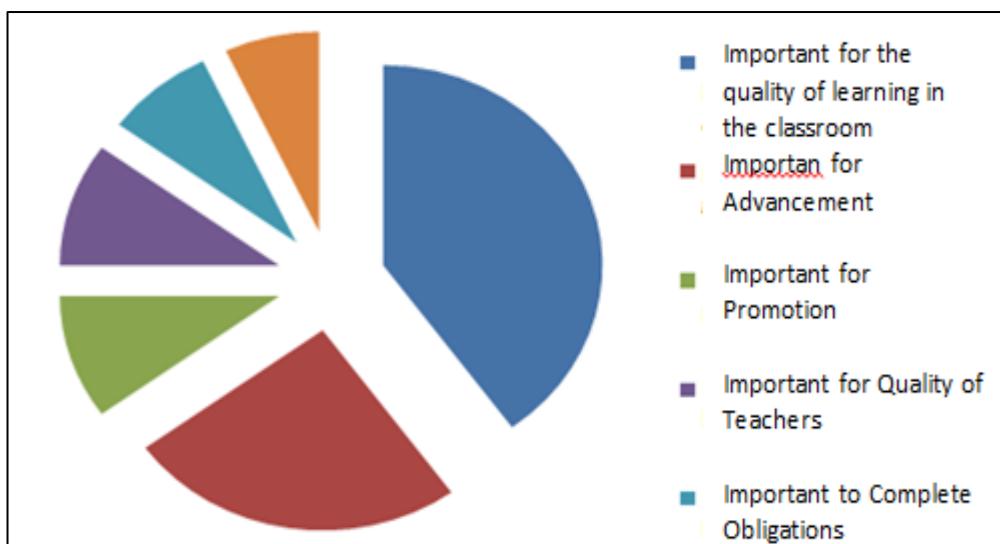


Figure 2. The teacher's thoughts about the importance of CAR

According to the data from the figure, some others still have a fairly rigid understanding because it is only based on administrative interests and does not aim to improve the quality of learning in their class.

Based on the results of interviews with teachers, it was found that some teachers think that classroom action research is very important, some others consider classroom action research important for teachers who will improve their careers. The following is an overview of data resulting from teacher perceptions about the importance of classroom action research

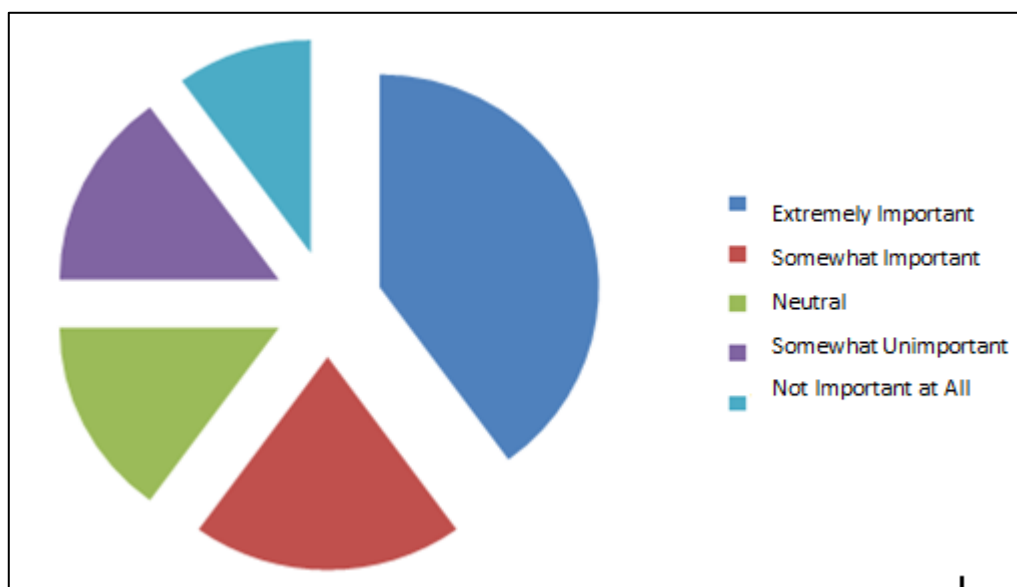


Figure 3. Teacher perceptions of the importance of CAR

The importance of classroom action research for teachers in their perceptions can be seen in the data above, p. This shows that some teachers already have a strong perception of the importance of classroom action research, but there are still teachers who are ambiguous or not so sure about the importance of classroom action research for teachers and some even still think that classroom action research is not too important. This finding is in line with previous

research which found that teachers or prospective educators on average lack knowledge of writing CAR properly and correctly, teachers and students are not used to writing and researching, then there is no training on CAR on a regular basis (Mahsup, 2022; Sari & Mariyati, 2020; Susanti, 2015)

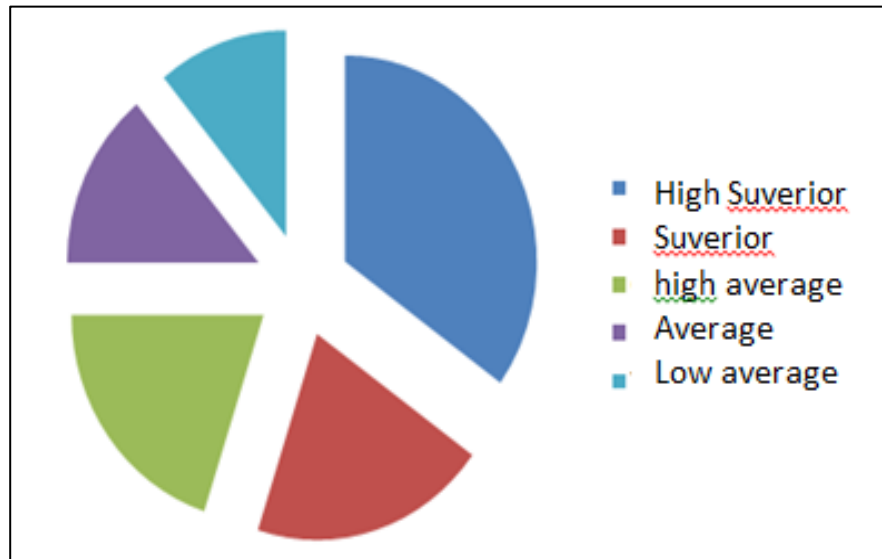


Figure 4. Teacher Ability In Implementation of CAR

The Amaliah teachers data was found that only about 27 percent of teachers were able to carry out and compile classroom action research reports properly and correctly, some still only had initial knowledge while a small number of others did not even master the ability to write scientific papers on classroom action research even though their numbers were small. For teachers who do not master at all, this is dominated by teachers who are senior or have been teaching for a long time. this finding is in line with the research findings of Cain (2011).

Several teachers stated reasons why they had difficulty mastering classroom action research and implementing it in their classroom learning activities, namely not understanding how to plan class action research, not understanding how to implement classroom action research, not understanding how to prepare reports classroom action research, Does not have a reference book for classroom action research, Lacks examples of exemplary class action research reports, Lacks writing training classroom action research, There is no special assistance for teachers who will implementing, limited teacher time in implementing classroom action research. In fact, CAR is very important for teachers to improve their professional careers, as well as teachers can improve the quality of their learning, and also if the teacher does the CAR, he or she will be able to become a certified teacher because the certification requirement is to prepare a CAR.

CONCLUSION

Classroom action research is an important research for teachers who want to become professional teachers. Based on the findings of the research data, it was found that the teacher's understanding of classroom action research already existed but was not evenly distributed among all teachers. In their professional career, teachers' abilities in implementing classroom

action research are also very diverse and uneven, while the difficulties faced by teachers in implementing classroom action research are that teachers do not understand how to plan class action research, teachers do not understand how to implement classroom action research, teachers do not understand how to compiling class action research reports, teachers do not have classroom action research reference books, lack of examples of exemplary class action research reports, lack of training in writing class action research, and no special assistance for teachers who will carry out classroom action research.

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