

# ANALYSIS OF SUPPORTING AND INHIBITING FACTORS FOR ELEMENTARY SCHOOL TEACHERS IN CONDUCTING CAR

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**ABSTRACT:** *This study aimed to analyze the supporting and inhibiting factors of teachers in implementing and compiling classroom action research reports (CAR). This research uses a descriptive qualitative method. The subjects of this study were teachers of Elementary School 2 in Lubuk Begalung sub-district as many as 11 teachers. Data collection techniques using interviews and documentation. The results showed that the inhibiting factors for teachers in making CAR were lazy writing, lack of interest in reading teachers, educational background, and lack of teacher motivation. Meanwhile, the supporting factor for teachers in carrying out CAR is the motivation of the teachers who will carry out promotions to group IV/A.*

*Keyword: Classroom Action Research, Elementary School, Teacher.*

## INTRODUCTION

The Constitution of the Republic of Indonesia No. 20/2003 stated that the purpose of education is to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, capable, creative, independent, and become democratic citizens and be responsible. The main purpose of basic education is to help students develop their intellectual and mental abilities, and the development process as social beings, learn to live to adapt to various changes, and increase creativity. To achieve the goals of basic education, several things must be done by teachers, one of which is to increase their competence that a teacher must have. As written in PERMENEG PAN and RB No. 16/2009 concerning Teacher Functional Positions and Credit Scores, continuous professional development includes 1) self-development; 2) scientific publications; and 3) innovative work. One of the scientific publication activities is a scientific publication on the results of research or innovative ideas in formal education. Therefore, teachers are indirectly required to carry out research.

Teachers need to carry out classroom action research. This is based on the reasons that if teachers carry out classroom action research, then: 1) there will be an increase in teacher competence in overcoming learning problems which are their main task; 2) there will be an increase in the teacher's professional attitude; 3) there will be development in learning performance and competence. Students; 4) there will be an improvement in the quality of the learning process in

the classroom; 5) there will be a better improvement in the quality of the use of media, learning aids, and other learning resources; 6) there will be a development in the quality of procedures and evaluation tools used to measure student learning processes and outcomes; 7) there will be improvements and/or personal development of students in schools; and 8) there will be improvements in the quality of curriculum implementation.

One of the simplest and most common forms of research carried out by teachers is classroom action research or what is often referred to as CAR (Aqib & Chotibuddin, 2018). Classroom action research is a research activity that is closest to the teacher because classroom action research is carried out to improve the learning process that has been carried out in the classroom (Subali & Guru, 2008). However, in reality, after researchers conducted interviews on August 30, 2022, at Elementary School 2 Lubuk Begalung, there are still many teachers who are not able to write CAR properly, which is only to be used as a condition for promotion, not because of problems in the classroom. In addition, not all teachers at Elementary School 2 Lubuk Begalung can conduct classroom action research due to several factors, one of which is the lack of understanding of how to write classroom research writing rules. With this, researchers are interested in knowing the reality that occurs in the field, which only focuses on the extent of the ability of Elementary School 2 Lubuk Begalung in writing classroom action research.

## **METHODS**

The type of research used in this research is qualitative. The qualitative research method is a research method based on the post-positivism philosophy. The form of this research uses a case and field study format. Case study research is a research method that is carried out intensively, in detail, and in-depth regarding specific cases, social phenomena, or social units. The case in question is a concept, activity, object (the work of someone), time, policy, social class, country, region, organization, or more specific phenomenon (Mulyadi, 2012). The research location is at Elementary School 2 Lubuk Begalung.

## **RESULTS**

To improve the quality of learning at Elementary School 2 Lubuk Begalung, it is inseparable from the principal's policy to improve teacher competence. Based on the results of the researcher's interview with the principal, the efforts made by the principal of Elementary School 2 Lubuk Begalung, namely:

*NA: As a school principal, I am responsible for achieving the educational goals of the school I lead, namely by increasing the professionalism of teachers to increase student achievement. I made several efforts to improve the professionalism of teachers, such as by fostering teacher competence, procuring learning resources and media, and managing the learning process.*

The principal is a leader in educational institutions, therefore he is tasked with fostering his institution as a result it succeeds in achieving the educational goals that have been determined and must be able to direct and coordinate all activities, hence in leading activities, it must proceed by the management planning that has been made, in terms of this phenomenon the principal of

Elementary School 2 Lubuk Begalung further stated:

*NA:., "In my leadership activities, what I usually do is go through the stages of management, namely through planning, organizing, directing, coordinating, and supervising.*

Besides that, the head of Elementary School 2 Lubuk Begalung, in addition to the school's role carried out above, conveyed further the efforts that must be made by the head to improve the professionalism of teachers, namely:

*NA:., "I encourage teachers/staff to take part in activities, TWK, upgrading, workshops, and training for classroom teachers. In addition, I also provide several supporting tools to enrich the principal's insight, such as providing adequate books or references for teachers/staff. Sometimes at Elementary School 2 Lubuk Begalung conducts training by inviting trainers from outside according to the theme/needs of teachers in improving teacher professionalism.*

In the TWK activity, researchers made observations on June 2, 2022, in the Sumenep Hall, which was attended by classroom teachers, where in this activity they studied and evaluated learning tools, such as lesson plans, learning media, and learning methods. The importance of participating in this TWK activity, namely:

*Ba:., "participating in the activities of the Teacher Working Group (TWK) as an effort for teachers to improve their professionalism. Because the teacher is a figure who has a decisive role in the learning process. Because the teacher is not only a transmitter of material but also conveys skills and values.*

By following the TWK, it is hoped that later teachers will become good role models for their students because they not only master learning but can shape student behavior well.

Based on the results of interviews and observations above, the authors can conclude that at Elementary School 2 Lubuk Begalung the principal tries to be responsible for the duties and roles as a leader to improve teacher professionalism to achieve the learning process in Madrasahs. Of course, in the process of achieving this, there are many ways to do this, namely by involving teachers/staff of KKG teachers, as a means to hone and evaluate classroom teachers if they experience difficulties in applying learning methods, learning media, and other learning tools. As the principal at Elementary School 2 Lubuk Begalung, to measure the ability of teachers, teachers must prepare classroom action research according to their respective teacher materials. The purpose of this is to evaluate and improve the teaching quality of teachers when they encounter learning problems in class. In implementing classroom action research, professional teachers must go through several stages, namely planning, implementing, observing, and reflecting. Implementing CAR is carried out based on the problems encountered by the teacher in learning activities.

In life at school or in the classroom, teachers will not be free from problems that arise in the learning process. The problem is the gap between what the teacher expects and the reality faced. However, not all problems encountered in the classroom are problems in classroom action research, therefore it is necessary to choose the problems that should be raised in classroom action research. In the CAR planning process, as stated by a class teacher at Elementary School 2 Lubuk Begalung:

*Ai: When you get a lot of problems in the process of teaching and learning activities, it is*

*necessary to choose the problems that need to be done in classroom action research. If there are many problems, it is necessary to find alternative ways through criteria that are a big problem for some students, it is a problem for most teachers in the same field of study, and the results are not only used for teachers or students in that class, can improve the quality of learning outcomes.*

In addition to the criteria for class action planning, Elementary School 2 Lubuk Begalung has implemented a policy, namely the CAR program. This program is based on the regulation of the state minister for the empowerment of state apparatus and reform and bureaucracy no. 16 of 2009 this is supported by the statement of the principal, as follows:

*NA :., "Based on the program, at Elementary School 2 Lubuk Begalung it became clear. However, whether teachers can apply it properly depends on the professionalism of the teacher concerned.*

This regulation requires teachers to carry out professional development on an ongoing basis. One of the continuous professional development activities is carrying out scientific publications of research results. In addition, the basis for the procurement of classroom programs is also strengthened by the activities of the principal to carry out teacher positions so that the lives of teachers are elevated and at the same time can improve the quality of education at Elementary School 2 Lubuk Begalung. The promotion refers to the increase from group IV/A to group IV/B and so on and above. Interview, Elementary School 2 Lubuk Begalung, classroom action research program is specifically for teachers who have at least group IV/A. Meanwhile, teachers who have not reached this group are only advised to carry out classroom action research. The classroom action research program is a program organized by the principal of Elementary School 2 Lubuk Begalung since 2015 as an effort to implement teacher classroom action research. Based on the results of the interviews, all teachers knew about the implementation of CAR activities. And among the other teachers have not been able to implement. This is supported by the statement of one of the teachers of Elementary School 2 Lubuk Begalung, as follows:

*FE :., "many teachers know about CAR activities. However, few of them can practice it.*

Unlike other teachers, such as Si, Sy, Her, Mus, Sl, they admitted that they knew about the program about 1 year ago. The PTK program is a program created by the principal of Elementary School 2 Lubuk Begalung. This is reinforced by the following statement:

*Sy :., "the principal has warned teachers to carry out the CAR program, this program has existed since 2 years ago. And activities have been carried out when teachers experienced problems regarding their teaching and learning activities.*

The implementation of the CAR program reaped responses from teachers. Based on the results of interviews related to teacher acceptance of. The teacher accepts the program. Even all teachers, both teachers who have group IV/A and above and teachers who have not reached group IV/A, agree to hold a CAR program. Based on interviews conducted regarding teachers' knowledge of the classroom preparation for action research reports, it was concluded that teachers who knew the preparation of classroom action research reports were able to name the composition of classroom action research reports one by one. Teachers who have carried out classroom action research can mention one by one the composition of the classroom action research reports. They are YU, MON, MUS, and FE. However, even though YU and MON had conducted classroom

action research, they had forgotten how to structure the classroom action research report. However, they can mention the composition of the classroom action research report after receiving prompts from the researcher. This is following the following statement:

*YU: I have forgotten my memory, Ms., but if asked to make this model, it seems that it is no longer possible.*

*RI: ""as I recall. Make it from the title, and content, then, forget it, madam, because I haven't compiled it for a long time.*

Teachers who do not know the preparation of classroom action research reports cannot mention the composition of classroom action research reports. Tm admitted that he had never studied classroom action research so he did not know the ins and outs of classroom action research. However, MON who has never carried out classroom action research can mention some parts of the composition of the classroom action research report. This is evidenced by the following statement.

*MON :, "usually up to five chapters, but I usually only one or two chapters. Because there was not enough time during the PLPG.*

Based on the results of interviews that have been conducted regarding the teacher's understanding of making titles. Some other teachers who have conducted classroom action research, namely YU, MON, MUS, and FE, can make research titles but the results do not match the criteria for making good titles. They compose the title using ineffective sentences. In addition, they admitted to having difficulty in making titles. This is supported by the following statement.

*MUS : "Yes, the title is indeed difficult, because sometimes there are the same things. Then it is not supported by theory. Maybe sometimes the title is sip but the theory doesn't exist."*

*FE: "The difficulty after I summarized it, when I made the title, it didn't seem right."*

Teachers who do not understand making titles cannot make titles with problems that have been predetermined by the researcher. Teachers who do not understand title-making are those who have never carried out classroom action research. They are YU and FE. YU confessed that if they had to make the title directly, they couldn't. Therefore, they prefer to say no. The less successful implementation of teacher CAR at Elementary School 2 Lubuk Begalung is certainly caused by inhibiting factors, as follows:

1. Low motivation Teachers who carry out CAR are only for class promotion. Teachers who are about to retire are reluctant to implement it. Likewise, classroom teachers, are not motivated to do CAR.
2. Educational background Teachers who have an educational background other than undergraduate/diploma four do not receive material on classroom action research.
3. All teachers assume that the availability of time to carry out classroom action research is minimal.
4. Lack of reading culture The availability of books and school libraries does not foster a reading culture for teachers at Elementary School 2 Lubuk Begalung.
5. Lack of supporting facilities The infrastructure provided by schools to support the implementation of classroom action research are books, computer laboratories, printers, ink,

paper, and guidance services. The computer laboratory, printers, ink, and paper provided by the school are not used by the teacher to the maximum.

6. Upgrading and training are less effective Upgrading and training attended by several teachers is considered less effective. This is because the upgrading and training that was followed did not guide the practice of classroom action research so teachers who participated still had difficulties in carrying out classroom action research.

There are several inhibiting factors, but the factor that greatly affects the implementation of classroom action research is the lack of motivation. Educational background related to teachers' understanding of classroom action research can be overcome by upgrading and training or self-taught. Lack of reading culture and busy self-perception can be overcome by habituation. Book facilities can be overcome by visiting various libraries or buying books. Upgrading and training that is less effective can be overcome by self-study. Budget funds that are not provided by the school are not a significant barrier. However, without self-motivation, the work done will not run properly or will not even be done. Based on the results of the interviews, the underlying causes of the teacher's difficulties in carrying out classroom action research were obtained. Most of the teachers considered that the cause of the obstacle to the implementation of classroom action research was the teacher's lack of motivation to carry out classroom action research. Lack of motivation can be caused by several things, namely a retirement mindset, low interest in writing, and laziness (Karimah, 2021).

Following the following statement:

*FE: I'm about to retire and I've finished my rank. Besides the teacher's lack of motivation in writing, the teacher also experienced problems in terms of time. Teaching time has taken a lot of time. After school, the teacher spends time on family interests and socializing with the community. lack of understanding of classroom action research. This is supported by the following statement.*

*MON : ""have a little time. Coming home from school at 03.00 WIB. After that, still thought about family matters. Don't have much time*

*RI: "have a little time. Because I have the task of teaching tutoring."*

Then, in addition to the two above, the facilities available at the school are also inadequate, especially the very limited facilities for books. This is following the following statement:: "the facilities for the books are still lacking". The results of the interviews above show that several factors hinder the implementation of the CAR program at Elementary School 2 Lubuk Begalung, namely the lack of motivation from the principal, lack of time in writing, and the lack of supporting facilities for the implementation of CAR. The principal's efforts to launch a classroom action research program at Elementary School 2 Lubuk Begalung are supported by training activities organized by the school principal, namely computer training, implementation of CAR training, guidance for preparing CAR reports, and supporting facilities such as procurement of enrichment references on classroom action research. Usually, the principal conducts computer training before the implementation of class actions lasting 3 months for all teachers. However, when teachers have personal computers the training is thus discontinued. However, the result is that the teachers are not yet proficient in operating computers. The teachers can only type, and even then they still stutter. This is supported by the following submissions:

*HER : Another supporting activity for the CAR program is training to implement CAR. The speaker in this training is the principal. This training is the principal.*

The training held is only to find problems in the classroom and make the right title. The results of the training have resulted in some teachers making the right title, some teachers have not succeeded in making the title as desired by the principal. The principal provides guidance to teachers in compiling CAR reports and directs and guides teachers in making arrangements from making titles to research content. However, it was felt some teachers that were less than optimal, only the principal was helpful. As supported by the following statement:

*AI: Just doing the corrections, in terms of writing, spelling, and writing periods and commas. Regarding less effective content, that's all.*

Besides the role of schools in guiding teachers, LPMP also provides training to teachers who need training. However, the information about this training received little response from the teacher, so the teacher considered this facility inadequate. In addition to supporting CAR facilities, there are supporting facilities such as books, internet, printers, paper, and ink. The provision of books by the principal, compared to the collection of books in the school library, which is more in the principal's private collection, is supported by the following statements:

*RI: Reading books in the library are still only a reference to the methodology for preparing CAR. And even then, sometimes they still borrow from the school principal. The library here collects more students' books than it has a teacher. Thus, the preparation of CAR is less effective and efficient, considering that the collection of CAR preparation books is inadequate.*

*Furthermore,*

*RI said: When I attended the CAR preparation training, the supporting references were incomplete/sufficient. In conclusion, there are some teachers, who are not able to compose CAR properly.*

Based on the results of principal interviews, teachers are reluctant to read. The principal said that after he researched the teachers of Elementary School 2 Lubuk Begalung. Teachers prefer to talk about life experiences than reading books. As a form of supporting the implementation of classroom action research, schools provide facilities and infrastructure, training, and guidance. The facilities and infrastructure provided by the school to support the implementation of classroom action research are books related to classroom action research. However, most of the research books are the principal's books that are loaned to teachers. This shows that the availability of facilities and infrastructure in the form of books is not optimal. This study is following research (Angrainy et al., 2020) which revealed that one of the inhibiting factors for teacher work productivity is limited facilities and infrastructure. The school also provides computers, printers, paper, and ink laboratories. However, the facilities and infrastructure mentioned above are not solely to support classroom action research.

These facilities and infrastructure were previously available and could be used to support the implementation of classroom action research. However, teachers do not take full advantage of the facilities and infrastructure provided by the school. In addition to books, computer laboratories, printers, paper, and ink, the school also provides facilities in the form of guidance services. However, the guidance services provided were not optimal because they were not

guided in detail by the principal. This is evidenced by the lack of reports on the results of classroom action research that have passed the LPMP test. Even though LPMP also provides guidance services for teachers who need them, the information does not reach all teachers so teachers do not know that LPMP provides guidance services. The training held by the school as an effort to support the implementation of classroom action research is computer training and classroom action research training. Computer training, which was given for approximately 4 months, did not have a big impact on teachers. The proof is that there are still many teachers who have difficulty operating computers. The classroom action research training provided by the principal did not contribute much. This is because the principal only trains teachers until the preparation of the title. Therefore, the training provided by the school to support the implementation of classroom action research was less successful. The lack of success in implementing classroom action research is also caused by the absence of a budget. For some teachers, carrying out classroom action research without financial support is not very motivating. It is different if the school provides budget funds and gives rewards to teachers who carry out classroom action research, then the wiyata bakti teachers will be motivated to carry it out. For teachers who have received professional allowances, the absence of budget funds provided by schools for the implementation of classroom action research does not reduce their motivation.

## CONCLUSION

The implementation of CAR done by teachers at Elementary School 2 Lubuk Begalung is based on the regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform No. 16 of 2009, this was done by the head of Elementary School 2 Lubuk Begalung to increase the position of teachers who are group IV/A and above. Meanwhile, for teachers who do not have group IV/A status, the head of the madrasa only provides advice on implementing CAR. Implementation of teacher CAR at Elementary School 2 Lubuk Begalung as a report material to the Ministry of National Education as a reference for increasing teacher professionalism in developing teaching and learning activities in elementary schools. In the process of preparing CAR, the head of Elementary School 2 Lubuk Begalung provided training as well as guidance to teachers. The inhibiting and supporting factors of PTK for Elementary School 2 Lubuk Begalung teachers, namely unmotivated in writing, low reading interest, educational background, and lack of motivation. While the supporting factors, the existence of extrinsic motivation is devoted to teachers who reach group IV/A as access to promotion.

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