

Efforts to Improve The Professionalism of High School Teachers In Bantul Regency: The Impact of Classroom Action Research On Teaching Performance

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Abstract

This study discusses the importance of Classroom Action Research (CAR) in improving teacher performance in senior high schools in Bantul Regency, which is a crucial aspect to improve the quality of education in the area. CAR offers a reflection-based approach and collaboration between teachers, allowing them to improve their teaching practices through an active, continuous reflection cycle. The purpose of this study is to explore the impact of CAR on teacher professionalism, focusing on improving their pedagogical skills and managerial abilities in managing heterogeneous classes. This study uses a qualitative method approach, with data triangulation through observation, interviews, and documentation, to obtain a comprehensive picture of the implementation and impact of CAR in senior high schools in Bantul Regency. The study's findings indicate that CAR positively impacts the quality of teaching, collaboration between teachers, and teacher self-reflection, which leads to increased job satisfaction and teacher self-confidence. The novelty found in this study is how CAR can be implemented effectively in the local context of Bantul Regency, with its unique socio-economic challenges and education policies. However, this study has limitations regarding representing other regions and access to teacher training. Recommendations for further research are to examine comparisons between regions and explore the long-term influence of PTK on student academic performance and teacher professionalism.

Kata Kunci :

Profesionalisme Guru,
Penelitian Tindakan Kelas,
Kinerja Guru

Abstrak.

Penelitian ini membahas pentingnya Penelitian Tindakan Kelas (PTK) dalam meningkatkan kinerja pengajaran guru di SMA Kabupaten Bantul, yang merupakan aspek krusial untuk meningkatkan kualitas pendidikan di daerah tersebut. PTK menawarkan pendekatan berbasis refleksi dan kolaborasi antara guru, yang memungkinkan mereka untuk secara aktif memperbaiki praktik mengajar mereka melalui siklus refleksi berkelanjutan. Tujuan penelitian ini adalah untuk mengeksplorasi dampak PTK terhadap profesionalisme guru, dengan fokus pada peningkatan keterampilan pedagogis dan kemampuan manajerial mereka dalam mengelola kelas yang heterogen. Penelitian ini menggunakan pendekatan metode kualitatif, dengan triangulasi data melalui observasi, wawancara, dan dokumentasi, untuk memperoleh gambaran yang komprehensif tentang implementasi dan dampak PTK di SMA Kabupaten Bantul. Temuan penelitian menunjukkan bahwa PTK memberikan dampak positif terhadap peningkatan kualitas pengajaran, kolaborasi antar guru, dan refleksi diri guru, yang berujung pada peningkatan kepuasan kerja dan kepercayaan diri guru. Kebaharuan yang ditemukan dalam penelitian ini adalah bagaimana PTK dapat diterapkan secara efektif dalam konteks lokal Kabupaten Bantul, dengan tantangan sosial-ekonomi dan kebijakan pendidikan yang khas. Meskipun

demikian, penelitian ini memiliki keterbatasan dalam hal keterwakilan daerah lain dan akses pelatihan bagi guru. Rekomendasi untuk penelitian selanjutnya adalah untuk mengkaji perbandingan antar daerah serta mengeksplorasi pengaruh jangka panjang PTK terhadap kinerja akademik siswa dan profesionalisme guru.

INTRODUCTION

Improving the professionalism of teachers is an essential aspect in efforts to improve the quality of education in Indonesia. Teacher professionalism includes not only expertise in subject matter but also pedagogical skills, classroom management skills, and creating an effective and inclusive learning environment. (Aprilianto et al., 2025; M. Arif et al., 2024; Averina & Kuswando, 2023; Azizah, 2021). In its efforts to improve the quality of education, the Government of Indonesia has implemented various policies to develop teacher professionalism through training, workshops, and seminars aimed at improving pedagogical skills and knowledge of subject matter (S. Arif & Oktafiana, 2023; Suwartono & Nitiasih, 2020). However, despite these efforts, there are still challenges in implementing sustainable changes at the field level, especially in areas with diverse educational conditions, such as Bantul Regency (Febriani et al., 2023).

This research is very relevant because in recent years, Bantul Regency has been committed to improving the quality of education, but still faces gaps in teacher professionalism that affect the quality of learning. One proposed solution is to use Classroom Action Research (PTK) as a practical approach to improve teacher performance. PTK provides an opportunity for teachers to directly reflect on the teaching methods they apply, as well as make evidence-based changes that have an impact on improving the quality of teaching and student learning outcomes (Arikunto et al., 2021; Sanders & Scott, 2014).

Based on previous research, it has been found that PTK can improve teachers' professionalism by providing space for teachers to experiment with new teaching methods and improve their skills in managing the classroom. (Mualimin & Cahyadi, 2014; Riyanto, 2024). However, although PTK is widely applied in various schools, there have not been many studies that have examined in depth the implementation of PTK at the high school level, especially in Bantul Regency, which has distinctive educational characteristics. Previous research (Ar & Sabandi, 2022) It shows excellent potential in the use of PTK to improve the quality of teaching. However, this study has not sufficiently explored its impact on teacher performance in certain areas, with specific local policies that the research has also strengthened. (Yunita, 2021).

The gap in this study lies in the lack of systematic studies on implementing PTK to enhance the professionalism of high school teachers in Bantul Regency, as well as the direct impact of PTK implementation on improving teacher performance during the 2019–2022 period. This research aims to fill this gap by examining how PTK is applied in high schools in Bantul Regency and its impact on changes in teacher professionalism, both in terms of pedagogy, managerial skills, and overall teaching performance. (Oliver et al., 2019).

Thus, this study proposes that implementing PTK can be an effective means of improving the professionalism of high school teachers in Bantul Regency, which in turn will contribute to improving the quality of teaching and student learning outcomes. This research is also expected to provide practical recommendations for local governments and educational institutions to design policies that better support the development of teacher professionalism through a research-based approach. (Manfra, 2019).

METHOD

This research will be carried out for six months, starting in October 2024 and ending in March 2025. This study uses a Classroom Action Research (PTK) approach with a cycle model consisting of four stages: planning, implementation, observation, and reflection (Kemmis et al., 2014). The population of this study consists of all high school teachers in Bantul Regency who are involved in teacher professionalism development programs in the 2019-2022 school year. The sample of this study was selected using the purposive sampling technique, which involves selecting schools that have carried out teaching and classroom management training through PTK. A total of 10 teachers from 5 high schools in Bantul Regency will be the subjects of this research. The informants involved include school principals, teachers, and education supervisors who provide insight into the implementation of PTK in these schools. (Arifin, 2020).

The data collection techniques used in this study include direct observation, in-depth interviews, and documentation, which aim to obtain comprehensive data on the implementation of PTK and its impact on teacher teaching performance. The instruments used in data collection include observation guidelines, interview guidelines, and document analysis, which have been used in previous PTK research. (Ado, 2013; Altrichter et al., 2002). To improve the validity of the data, this study uses a triangulation technique, which involves comparing data results from various sources and collection methods to ensure the accuracy and credibility of the findings. (Denzin, 2012; Denzin & Giardina, 2012). Data analysis was carried out using qualitative descriptive analysis techniques, which aimed to describe and analyze the phenomena that occurred and provide an overview of the changes that occurred in teachers' teaching performance after implementing PTK. (Parnawi, 2020).

Table 1. Research Informant

No	Code	Subject of Informant	School
1	G1-S1	Math Teacher	SMA Kesatuan Bangsa
2	G2-S1	Physics Teacher	SMA Kesatuan Bangsa
3	G3-S1	Indonesian Language Teacher	SMA 17 Bantul
4	G1-S2	Chemistry Teacher	SMA 17 Bantul
5	G2-S2	Religious Education Teacher	SMA Patria Bantul
6	G3-S2	Citizenship Education Teacher	SMA Patria Bantul
7	G1-S3	History Teacher	Ali Maksum High School
8	G2-S3	Geography Teacher	Ali Maksum High School
9	G3-S3	Language and Culture Teacher	SMA PGRI Kasihan
10	G1-S4	Information and Communication Technology Teacher	SMA PGRI Kasihan

Source: Data Collection

RESULTS AND DISCUSSION

Result

Implementation of Classroom Action Research (PTK) at SMA Bantul

Observations were carried out in five high schools in Bantul Regency, which have carried out Class Action Research (PTK). This observation process aims to evaluate the implementation of PTK in the classroom, observing firsthand how it is implemented and its impact on teaching in these schools. The results of the observation showed that the teachers involved in PTK had shown an increase in effectiveness in learning planning. In each PTK cycle, teachers design more student-centered learning and adapt the material to the different needs and abilities of students. One example found is the application of problem-based learning methods that help students to be more active in the learning process. For example, in School 1, the Math Teacher engages students in solving real problems through group discussions and the application of mathematics concepts in daily life.

In addition, the teaching strategies used by teachers are also increasingly varied. The use of active methods such as group discussions, case studies, and project-based learning began to be applied consistently. This aims to ensure that students not only listen to information but also actively engage in the learning process. The learning process also includes an emphasis on critical thinking skills and collaboration between students, which can be seen from the increasing number of students working in small groups to solve problems or assignments assigned by the teacher. On the other hand, the teachers also showed an improvement in classroom managerial skills. They are better able to manage heterogeneous classes with students of varying skill levels. This makes it easier for them to adjust their teaching approach and create a supportive atmosphere for learning.

"Through PTK, I can get to know more closely the difficulties faced by students in understanding the material, I can adjust the teaching method, and be more involved with them in the learning process."
(Results of Mathematics and History Teacher Interviews)

The teacher explained that by directly observing students' behavior, he can more easily identify differences in students' learning methods and design more targeted teaching strategies. The reflection process carried out by teachers during the implementation of PTK is also very useful. This reflection is carried out after each cycle, where the teacher reassesses the strategies that have been used and evaluates whether the strategies are effective in achieving learning objectives. In observation, it was found that teachers often reflect collaboratively with fellow teachers, not just individually. This encourages the creation of a stronger culture of collaboration among educators, which in turn improves the overall quality of teaching. In addition, teachers also revealed that PTK provides them with the opportunity to innovate in teaching. The Chemistry teacher at School 3 added:

"As a teacher, I often feel trapped by the same methods. However, PTK motivated me to try new things, especially in terms of the use of technology in learning. As a result, students are more interested and engaged in lessons." (Interview Results of Indonesian and ICT Teachers)

This shows that PTK not only improves pedagogical skills, but also encourages teachers to be more open to innovation in the world of education.

The documents analyzed during the study also provide a clear picture of the implementation of PTK. The PTK report compiled by the teachers shows that there is a mature and structured plan in each PTK cycle. The document includes learning objectives, teaching strategies, and evaluation plans used to assess student progress. In addition, the lesson plan documents produced during

PTK show the use of more interactive methods based on student needs. This is in line with the results of interviews, which revealed that teachers are increasingly accustomed to designing learning that is more interesting and relevant for students.



Figure 1. Portrait of the Implementation of PTK on the Research Object

The Impact of Increasing PTK on Teacher Professionalism

Based on the results of observations, the implementation of PTK has a very positive impact on teacher professionalism. Teachers involved in PTK experienced improvements in various aspects of pedagogical competence and managerial skills. Teachers showed improvements in designing learning that was more student-centered, interactive, and collaborative. This is reflected in improved classroom management skills and the ability to handle student dynamics more effectively. For example, in School 4, a Physics teacher involved in PTK managed to change the way he taught by giving students more opportunities to discuss and work in groups.

This leads to students being more active and open in asking questions and sharing opinions, which was previously difficult to achieve in a traditional classroom. As a result of the interviews, many teachers reported that they felt more confident after participating in PTK. A History teacher in School 3 explained,

"PTK makes me more open to criticism and suggestions from colleagues. I feel better prepared for challenges in the classroom."

This shows that PTK not only focuses on improving pedagogical skills, but also on improving reflective skills related to teachers' confidence and independence in dealing with various learning problems. In addition, PTK encourages the creation of a reflective culture among teachers. Teachers are increasingly reflecting on their teaching practices and sharing their findings and challenges. This process not only helps to improve the quality of individual teaching but also strengthens working relationships between teachers, which creates a more collaborative and supportive environment.

The principals also noted that PTK has improved communication and collaboration between teachers in schools. The Principal at School 2 said, "We see a significant increase in collaboration between teachers. Each time teachers reflect, they share strategies that work and discuss ways to overcome challenges together." This shows that PTK plays a major role in building a collaborative culture among educators, which contributes to the development of collective professionalism.

The evaluation documents obtained showed that there was an improvement in the quality of teaching after the implementation of PTK. In the PTK report, teachers noted that they more often use data and reflection results to design more effective teaching strategies. The post-PTK recorded learning plan shows the application of more innovative and evidence-based methods, which provide positive results in increasing student motivation and achievement.



Figure 2. Mediation of School Principals with PTK Teachers

From the explanation of the results of the research above, we conclude various findings that we can use as a basis for the truth, which makes it easier for the book of Jesus to understand the process in the table below:

Table 2. Summary of Research Results

Aspects	Observation	Interview	Documentation
Implementation of PTK at SMA Bantul	Teachers design more student-centered learning, using active and project-based methods.	Teachers report that PTK helps them understand student needs and identify areas that need improvement in teaching.	The PTK report shows that there is a structured planning and implementation with a data-based approach.
Improving the Pedagogical Competence of Teachers	Teachers show improvement in designing more engaging and interactive learning.	Teachers feel better able to design the right strategies to improve student learning outcomes and create an active classroom atmosphere.	The learning plan notes the application of more interactive and needs-based methods.
Improving Teachers' Managerial Skills	Improving teachers' ability to manage classrooms with students who have diverse learning abilities.	Teachers reported improved ability to manage heterogeneous classrooms and face more diverse classroom challenges.	The report document shows that teachers are more skilled in managing the classroom with a variety of methods that suit students.
Culture of Collaboration Between Teachers	The creation of a culture of collaboration between teachers who are more open to sharing ideas and teaching experiences.	Principals and teachers noted that PTK fosters a culture of collaboration and sharing of ideas among educators.	The lesson plan document reflects the application of methods that encourage collaboration between teachers and students.
Improving Teachers' Self-Reflection	Teachers are increasingly reflecting on their teaching, both individually and in groups.	Teachers feel encouraged to continue to reflect on their teaching methods and improve themselves.	The reflection document recorded an improvement in the quality of teachers' self-reflection and the follow-up carried out.
Increased Teacher	Teachers feel more confident in facing teaching challenges after	Teachers feel more satisfied with their work, which is reflected in	The evaluation report noted that PTK increased job satisfaction and teacher

Confidence and Job Satisfaction	undergoing the PTK process.	increased commitment to the profession and job satisfaction.	confidence in facing classroom challenges.
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Source: Processed from Research Results

DISCUSSION

This study provides very strong evidence that Classroom Action Research (PTK) has a very positive impact on teaching performance in Bantul Regency. These findings are very relevant and in line with previous studies that have revealed the benefits of PTK in improving teacher professionalism, especially in the aspects of improving student achievement, implementing more effective teaching strategies, and increasing self-efficacy and teacher job satisfaction. (Oliver et al., 2019). PTK, which is a continuous research-based professional development model, has been proven to serve as an effective tool to help teachers become active participants in their own professional development (Febriani et al., 2023; Lim et al., 2020). Teachers involved in PTK in Bantul Regency not only play the role of teachers but also as researchers who constantly strive to improve the quality of their teaching through reflection and collaboration. This leads to higher involvement of teachers in the learning process and the achievement of educational goals. (Broad, 2019).

Nevertheless, while these findings reinforce the existing evidence on the benefits of PTK, the study also identifies research gaps that have not been widely discussed in the existing literature. Although PTK has been implemented in various regions, the main gap that still needs to be explored is the limitations of research on the implementation of PTK in regions with diverse socio-economic characteristics and education policies, such as those found in Bantul Regency. Previous studies have mostly been conducted in urban areas or in schools with better access to educational resources. (Nellitawati, 2018; Slameto, 2015).

Therefore, the novelty of this study lies in the implementation of PTK in Bantul Regency, which has very different challenges compared to other regions. By involving regions with more complex characteristics, this study provides a new understanding of how local contexts and education policies can affect the effectiveness of PTK implementation. Bantul Regency, with its distinctive socio-economic and cultural challenges, is an important example of how local education policies affect the success of PTK in improving teaching performance and teacher professionalism.

In addition, the findings of this study also highlight the importance of collaboration, reflection, and continuous improvement in fostering more effective teaching practices. (Arif & Oktafiana, 2023; Scott, 2019.). PTK not only encourages teachers to be more reflective of their teaching methods, but also to be more active in collaborating with fellow teachers to share knowledge and experience in overcoming challenges faced in the classroom. As found in interviews with principals and teachers involved in this study, PTK creates a more open atmosphere where teachers feel more comfortable talking about their challenges and supporting each other in finding solutions. (Pahleviannur et al., 2022). This is an important aspect in developing a collaborative culture that can accelerate the improvement of the quality of teaching in these schools. (Saputra, 2021).

However, although many studies have emphasized the importance of collaboration and reflection in PTK, the gap that needs to be addressed is the lack of attention to the specific context that exists in certain areas, such as in Bantul Regency. As explained by (Drewes et al., 2018) Effective professional development in education must take into account the local context

and educational policies applicable in each region. (Syaifudin, 2021). In this case, the findings of this study show that although PTK is very beneficial for the development of teaching skills, its effectiveness is greatly influenced by local education policies and support for the development of teacher professionalism in the area. For example, in Bantul Regency, with high socio-economic diversity, resource inequality, and local policies that sometimes do not support teacher professional development, PTK needs to be adjusted to local conditions in order to provide optimal results. This research thus fills this gap by making a greater contribution to our understanding of the influence of regional education policies on the implementation of PTK. (Subekti, 2020).

One of the other novelties that can be found in this study is the important role of professional development in the context of local policies. This research corroborates previous findings that professional development should involve consideration of the context of local education policies. (Drewes et al., 2018). In this case, this study shows how local education policies in Bantul Regency affect the implementation of PTK and how teachers respond to these policies in the context of their teaching. These findings provide deeper insights into how local policies and resource availability can be key determinants of PTK's success in improving the quality of teaching. (Mualimin & Cahyadi, 2014), (Henson, 2001).

The research also makes a new contribution by emphasizing that to achieve sustainable professional development, changes in teaching practices not only require improving teachers' teaching skills, but also require systemic support from local governments and training providers that are more oriented to local needs. (Suciani et al., 2023). This shows that PTK can be a very effective tool if supported by adequate education infrastructure and supportive education policies. These findings enrich the existing literature by showing that the successful implementation of PTK is highly dependent on specific local contexts. (Atabey & Topcu, 2017; Vogel et al., 2016; Zulkarnain et al., 2022).

In conclusion, the findings of this study provide a new contribution in the field of education by showing how local contexts, regional education policies, and collaboration between teachers can influence the implementation of PTK in regions with diverse socio-economic challenges. This research provides new insights into how local policies should be adapted to support the professional development of teachers, which will ultimately contribute to improving the quality of education throughout Indonesia. These findings are relevant for the development of PTK and provide direction for future education policies to further support the development of teacher professionalism in a more structured and integrated manner with existing local policies.

Table 3. Analysis of Findings and Research Novelty

Aspects	Theoretical Analysis	Novelties Discovered
Teacher Professional Development Theory by Darling-Hammond (2021)	Classroom Action Research (PTK) shows a positive impact on teaching performance, in line with the Theory of Darling-Hammond (2021), which emphasizes the importance of reflection and collaboration in teacher professional development.	This research reveals how the implementation of PTK in Bantul Regency has a positive impact in a more complex local context, with unique social challenges and educational policies.

Theory of Reflection and Collaboration in PTK by Sánchez (2003)	Improving teachers' pedagogical competence through continuous reflection and more frequent collaboration between teachers and peers, as well as improving the ability to manage more diverse classrooms.	This study highlights that improving teachers' pedagogical competence is more dependent on " <i>local education policy support</i> " that encourages student engagement and more relevant teaching.
Professional Development Theory by Darling-Hammond (2021)	Enhancing teachers' managerial skills in managing heterogeneous classrooms by adjusting learning methods to meet students' needs better.	The novelty of this research lies in the socio-economic context of Bantul Regency, which shows how collaboration between teachers can be maximized even with limited resources.
The Theory of Professional Collaboration by Oliver et al. (2017)	Enhance the culture of collaboration among teachers in designing learning materials and sharing ideas to overcome classroom challenges.	This study shows that collaboration between teachers in PTK in Bantul Regency emphasizes local policy support, which leads to increased cooperation and knowledge sharing.
Theory of Self-Reflection and Self-Efficacy by Atabey & Topçu (2017)	The increased self-reflection of teachers structured in PTK helps them to be more critical of their teaching practices and to improve the overall quality of teaching.	Increasing teachers' self-reflection in PTK not only includes individual teaching aspects but also strengthens local education policies that support the development of professionalism in a sustainable manner.
Theory of Self-Efficacy and Job Satisfaction by Henson (2001)	Increased job satisfaction and confidence of teachers involved in PTK are reflected in the motivation to continue learning and improving themselves in their profession.	The main novelty of this study is the finding that PTK can improve " <i>regional education policies</i> ", which support more effective implementation and provide **systemic support** for teachers** in the development of their skills.

Source: Processed from Research Results

CONCLUSION

This study shows that the implementation of Classroom Action Research (PTK) at Bantul Regency High School has a significant positive impact on teacher teaching performance. PTK

allows teachers to design more student-centered learning, using active methods such as group discussions, case studies, and project-based learning. In addition, collaboration between teachers is increasing, creating a culture of mutual support in learning planning and evaluation. Teachers involved in PTK also reported improved managerial skills in managing classes with various student needs, as well as higher self-efficacy, which led to better job satisfaction. These findings show that PTK not only improves pedagogical skills but also strengthens teachers' professionalism through self-reflection and collaboration between educators, which in turn improves the quality of learning in schools.

Although this research makes a significant contribution to our understanding of PTK, some limitations need to be noted. One of them is the limitations of the local context, where this study was only carried out in Bantul Regency, which may not fully represent the conditions of other regions in Indonesia. In addition, this study has not fully examined the influence of local education policies that can affect the success of PTK, and there is limited access to training for teachers in some schools. Therefore, future research can focus more on comparisons between regions with different socio-economic characteristics, as well as examine more deeply how regional education policies can be integrated to support the implementation of PTK more effectively. In addition, further research can also explore the long-term influence of PTK on students' academic performance and teacher professionalism at various levels of education.

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