

**PRE-SERVICE TEACHERS' CHALLENGES IN CONDUCTING ACTION
RESEARCH: A CASE STUDY AT A TEACHER PROFESSION
EDUCATION PROGRAM**

A Thesis

By:

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ENGLISH STUDY PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

2024

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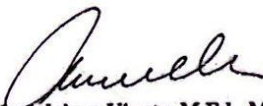
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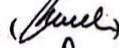
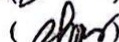
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DECLARATION

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Certify that the thesis entitled “Pre-Service Teachers’ Challenges in Conducting Action Research: A Case Study at a Teacher Profession Education Program” is my own work and I did not do any plagiarism or any inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work

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The Undersigned



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THESIS DEDICATIONS

**I dedicate this thesis to my beloved parents and family who always
supporting me in every situation**

MOTTO

“Do what you have to do until you can do what you want to do”

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By the grace of Allah *'Azza Wa Jalla*, this thesis entitled “Pre-Service Teachers’ Challenges in Conducting Action Research: A Case Study at a Teacher Profession Education Program” could be finished to fulfill the requirement of acquiring the bachelor degree at English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Sriwijaya University. The writer would like to express her gratitude to her advisor, Machdalena Vianty, M.Ed., M.Pd., Ed.D. for her advice, suggestions, guidance, and patience in guiding the writer to finish this thesis.

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ABSTRACT

Classroom Action Research (CAR) is a powerful tool of professional development that helps teachers in examining their own educational practices. There are many studies reported the implementation of CAR in the Indonesian school contexts with the aim to improve the students' academic performance. However, this present study specifically investigated the challenges in conducting CAR from the perspective of pre-service teachers. This study got involved five PPG *Prajabatan* students majoring in English as the participants of study and the data were collected through an open-ended questionnaire. The data that were analyzed qualitatively showed that the identification of the problem, the determination of the solution for the identified problem, and the time limitation in writing the report were the challenges reported by the participants. Based on the findings, it is suggested that the institution provide the students of PPG *Prajabatan* with workshops on CAR. Next, the lecturers check the progress of the students' assignments regularly to ensure the students manage to complete them. Finally, advise the students to learn to manage their time effectively.

Keywords: *Classroom Action Research (CAR), Teacher Profession Education Program, Pendidikan Profesi Guru (PPG) Prajabatan, challenges in conducting CAR, teacher professionalism*

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CHAPTER I

INTRODUCTION

1.1 Background of Study

As stated in The Act of the Republic of Indonesia Number 20, Year 2003 on National Education System, the Indonesian government recognizes the importance of education as an investment in human capital formation that lays the foundation for future economic growth and development in Indonesia. This relates to the Articles 3 of that Act which states that the National Education functions to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners' potentials so that they become persons imbued with human values who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens, are democratic and responsible.

Article 3 of the Act of the Republic of Indonesia Number 20, Year 2003 on National Education System also underlines the importance of having education and in addition to the learners, the other important element of education is the teachers or educators. Educators, as described in the Article Number 20, Year 2003 Act of the Republic of Indonesia on National Education System are teaching staff who have the qualification to be teachers, lecturers, counsellors, learning guides (*Pamong Belajar*), senior instructors (*Widyaiswara*), tutors, instructors, facilitators, and other titles in accordance with their specialization, and who participate in the provision of education.

According to the Act of the Republic of Indonesia No. 14 Year 2005 about Teachers and Lectures, teachers should have the four competencies: Pedagogical, Personality, Social, and Professional. First, Pedagogical Competency is the ability to manage student learning process. Second, Personality Competency is the ability of a steady personality, noble, wise, and authoritative and become a role model for students. Next, Social Competency is the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding society. Finally, Professional Competency is the ability to master subject matter broadly and deeply. If teacher meets the professional requirement, the student's learning process quality could be maximized. Therefore, it is important for teachers to mastering these four competences

because being a teacher is not only about mastering the material, but also having the competences (Halimatussakdiah & Laoli, 2012).

To realize quality education as aspired by the Indonesian government, professional teachers are needed. Professional teachers are people who have special abilities and expertise in the field of teaching so that they can carry out their duties and functions as teachers with maximum ability, so professional teachers are well educated and trained, and have experience in the field (Hamid, 2017). Improving teachers' academic and professional competencies is very important because teaching is an activity that involves complex mental processes that are pedagogical, psychological, and didactic in nature (Yasin, 2022). Teachers must have academic qualifications, competencies, teaching certificates, be physically and mentally healthy, and can realize national education goals. Therefore, the Indonesian government has conducted various programs as the effort to have professional teachers and one of the government efforts is by organizing teacher profession education program (Maulana et al., 2023).

The Program of *Pendidikan Profesi Guru* (PPG) or Teacher Profession Education Program is designed by the Indonesian Ministry of Education, Culture, Research, and Technology and the aim is to produce professional teachers. The program of PPG is *Pendidikan Profesi* which is a program after the Undergraduate Education Program; it prepares the graduates with the special skills required to be a professional teacher (Ministry of Education, Culture, Research, and Technology the Republic of Indonesia, 2022). There are two types of PPG, namely PPG *Dalam Jabatan* or In-Service Teacher Profession Program and PPG *Prajabatan* or Pre-Service Teacher Profession Program. PPG *Dalam Jabatan* is intended for currently serving teachers, whereas PPG *Prajabatan* is designed for teacher candidates who have met the academic qualifications requirements of S-1 / D-IV and who want to be a teacher. To conduct PPG Program, the Indonesian government collaborate with the universities in Indonesia that have met the criteria for conducting the program. Sriwijaya University is one of the universities that have been conducting both PPG *Dalam Jabatan* and PPG *Prajabatan*. This present study focused on PPG *Prajabatan* at Faculty of Teacher Training and Education within Sriwijaya University.

Since 2022, the Indonesian government has conducted what is called as *Generasi Baru Guru Indonesia* through PPG *Prajabatan* which vision is to create a balance of teacher needs and fulfilment in quantity and quality so that education services can run well for the realization of the Pancasila Student Profile (Education, Directorate of Teacher Profession, 2024). To study at this PPG *Prajabatan* program, the candidates must pass a series of test.

The first stage is registration in SIMPKB and there are some data that should be filled such as personal data, essay, field of study, test selection, and pay the registration fee. The second stage is the substantive test. The last stage is the interview. Passing all these stages of the selection, the candidates will start their journey as PPG *Prajabatan* students. To complete their study at PPG *Prajabatan*, the students must pass all the subjects which comprise of Core Subject (32 credit hours), Selective Subject (4 credit hours), and Elective Subject (2 credit hours). In addition to complete the subjects, PPG *Prajabatan* students must pass the final tests.

One of the Core Subjects that the PPG *Prajabatan* students must study is Teaching Practicum or PPL (*Praktik Pengalaman Lapangan*) which consists of PPL I and PPL II. PPL I aims to facilitate students to develop and strengthen their competence in understanding students, processes and the learning environment of students, designing, implementing and evaluating learning contextually, and being able to make professional decisions. PPL II aims to facilitate students in strengthening their competence as professional teachers who are reflective and focused on developing the student's potential both from academic and non-academic aspects, as well as participating in solving problems related to improving the quality of education. In relation to the aim of PPL II, one of the efforts to achieve it is by asking the PPG *Prajabatan* students to reflect the teaching practice that they have done in their PPL I and to design teaching and learning activities that can help students improve their English achievement. Specifically, the PPG *Prajabatan* students focus on the Classroom Action Research in the conduct of their PPL II.

Kemmis and McTaggart (1988) define Classroom Action Research (CAR) as practice-changing practice cause we learning to do it by doing it. CAR is a form of research in which teachers learn to improve their teaching while improving the understanding of their teaching activity, and it is a powerful tool of professional development that help teachers in examining their own educational practices (Wallace, 2008). According to Widayanti (2008), CAR aims to find the teaching and learning problem that happened in classroom and solve it. CAR is cyclical in which in one cycle consists of several stages, namely planning, acting, observing and reflecting (Widayanti, 2008). Many studies (for example, Agustin & Yanto, 2024; Sayow & Marsevani, 2024; Oktarin & Hastomo, 2024) reported the implementation of CAR in the Indonesian school context to improve the students' academic performance. However, a search on the previous studies which specifically investigated the perceptions of PPG

Prajabatan students about CAR yielded no result. For the PPG *Prajabatan* students, the conduct of CAR which is implemented through their PPL II is very important their teaching practice based on the reflection they have made. In relation to this, this present study focused on the conduct of CAR done by the PPG *Prajabatan* students of 2022 at the Faculty of Teacher Training and Education within Sriwijaya University. Specifically, this present study investigated their opinion about the challenges in conducting CAR.

1.2 Problem of the Study

The problem of this study is formulated in the following research question: What were the challenges faced by PPG *Prajabatan* students in conducting Classroom Action Research?

1.3 The Objective of the Study

In accordance with the research question, the objective of this study is to find out what challenges that the students of PPG *Prajabatan* faced in conducting action research.

1.4 The significance of the Study

Sriwijaya University is one of the Universities that has fulfilled the criteria for conducting both PPG *Dalam Jabatan* and PPG *Prajabatan*. As described in the background, since the conduct of PPG *Prajabatan* 2022, the students of PPG *Prajabatan* at Faculty Teachers Training and Education Sriwijaya University have been required to implement the CAR during their PPL II. Afterwards, they have to write a report of the conduct of their CAR in the form of articles and publish them in the national accredited journal (SINTA). Based on a search through the Google Scholar search engine by using the key words challenges+classroom action research+Pendidikan Profesi Guru+Indonesia, there is no similar study. In particular, it has not been found a study that discuss about the challenges faced by PPG *Prajabatan* students in conducting CAR. Considering the importance of CAR, this present study is worth investigating since it can give a significant contribution to the field of teacher education.

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