

IN-ON-IN PATTERN MENTORING: IMPROVING THE ABILITY TO DESIGN CLASSROOM ACTION RESEARCH FOR ELEMENTARY SCHOOL TEACHERS IN BUAY RUNJUNG SUB-DISTRICT

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Received: 03, 2022. Accepted: 12, 2022.
Published: 12, 2022

Abstract

This training and mentoring activity aims to improve the ability of SD Negeri 1 and 2 Sunur teachers to design classroom action research, especially in understanding the basic concepts and skills in preparing classroom action research proposals (PTK). The method used is participatory learning and action using the IN-ON-IN pattern with stages: In-service Training 1 (IN-1), On Job Training (ON), and In-service Training 2 (IN-2). The results achieved were an increase in participants' understanding of concepts and skills in preparing PTK proposals. This activity provides space and time for participants to apply the theory, concepts and procedures of PTK into real experience in preparing PTK proposals. The training process during IN-1 was very useful in building teachers' understanding of the concept of PTK. The mentoring process during ON made participants more focused and stable in designing PTK. Sharing experiences during IN-2 provided additional insights and reinforcement for the participants for better results. This activity is categorized as successful because the N-Gain value is in the medium and high categories.

Keyword: *Training and Mentoring, In-On-In Pattern, and PTK*

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INTRODUCTION

Teachers are professional positions so that teachers must be able to carry out their duties professionally (Syarnubi, 2019b). The demands of the government and society for teacher professionalism are also increasing in line with the development of science and technology that continues to develop (Syarnubi.S., 2024). Professional teachers are needed by each education unit, because professional teachers are the determining factor for a quality education process so that it plays an important role in the change and progress of a nation, including the Indonesian nation (Jana, 2017). A teacher is said to be professional if he has a set of competencies required in carrying out his duties as an educator (Syarnubi, 2019a). The competencies in question are pedagogical competence, personality competence, social competence, and professional competence obtained through professional education (Government Regulation Number 19 of 2005 concerning National Education Standards, Article 28 Paragraph 3., n.d.). One way to improve teacher professionalism is through research (Syarnubi, S, Fauzi, M., Anggara, B., Fahiroh, S., Mulya, A. N., Ramelia, D., ... Ulvya, 2023). Sudiana in this case states that in the context of professional development, teachers cannot release themselves from academic research activities. While the most suitable type of research conducted by teachers is classroom action research (PTK).

Classroom action research can (PTK) be defined as a form of study or scientific activity and method conducted by teachers / researchers in the classroom by using actions to improve learning processes and results (E. Susanti, 2015). According to Kunandar (Kunandar., 2008), PTK is action research conducted by teachers as well as researchers in their classrooms or together with others (collaboration) by designing, implementing, and reflecting on actions in a collaborative and participatory manner that aims to improve or improve the quality of the learning process in their classrooms through certain actions in a cycle (Syarnubi, 2022). PTK is seen as the most appropriate form of research to improve the quality of learning because in addition to being a researcher the teacher also acts as an implementer of the teaching and learning process (PBM) so that he knows very well the problems faced, and the conditions to be achieved (Syarnubi.S., Syarifuddin, A., & Sukirman, 2023).

PTK is increasingly gaining priority for teachers to do, because it has several benefits. First, the implementation of well-planned and controlled PTK will improve teacher performance in managing classroom learning to be of high quality (Syarnubi, 2023). The implementation of PTK can also improve teacher competence, which is currently a major

issue in improving the quality of national education (Fauzi, M., Lestari, A.R.S., & Ali, 2023). Second, solving classroom or learning problems will improve the quality of the learning process and improve learning outcomes in the classroom (Syarnubi, S, Mansir F., Purnom, M.E., Harto, K., & Hawi, 2021). Third, improving the role of teachers in learning will be able to contribute to improving the quality of education nationally (N. Mediatati & B. Ismanto, 2003).

Regulation of the Minister of Administrative Reform and Bureaucratic Reform (PANRB) number 16 of 2010, concerning the Functional Position of Teachers and their Credit Score also explicitly states that if teachers will apply for promotion, scientific work is a mandatory part of the professional development element. PTK and its report is one form of scientific paper (Syarnubi, S., Alimron, A., & Muhammad, 2022). Therefore, the portfolio for certification and credit score for teacher promotion, specifically also provides space for loading the results of the teacher's PTK. This means that PTK for a teacher is very important, both as an internal professional development and career development in the future (Syarnubi, 2016). However, the facts in the field show how rare it is for teachers who are willing, able, and accustomed to conducting classroom action research activities, let alone writing the results in the form of scientific papers.

Buay Runjung sub-district is one of the sub-districts in South Ogan Komering Ulu Regency, South Sumatra province. This sub-district is a sub-district of expansion and is the most distant sub-district. Several villages in this sub-district are still categorized as remote villages. There are 12 elementary schools in this kecamatan. The distance between elementary schools in this kecamatan is quite far, following the distance between villages. Primary school teachers in this sub-district are also rarely exposed to training opportunities, including classroom action research. The results of interviews conducted on July 20, 2019 with several teachers related to PTK conducted by teachers, as follows: 1). No teacher has ever done PTK; 2). Teachers' interest and motivation to conduct PTK is very low; 3). Regarding the requirement to include scientific work, either in the form of classroom action research (PTK), or scientific papers as a condition for promotion, most teachers explicitly stated that they were satisfied with up to class IV/a only, if to advance to IV/b they had to write scientific papers or conduct PTK; 4). Very few teachers have participated in PTK training.

Meanwhile, the elementary school teachers in Buay Runjung Sub-district who became the object of this study were all teachers of State Elementary Schools 1 and 2 Sunur, totaling

13 people. These two schools were chosen as the object of research because: First, these two schools are located in a fairly close area, making it easier for teachers to attend activities. Second, most of the teachers in these two schools are in the productive age category, which is in the age range of 25-50 years so that they still have a high enthusiasm in participating in the training held. Third, most of the teachers have adequate technology skills.

This training and mentoring activity aims to improve the ability of SD Negeri 1 and SD Negeri 2 Sunur teachers in Buay Runjung Sub-district in designing classroom action research, especially improving the ability of teachers in terms of understanding the basic concepts of PTK and teacher skills in preparing PTK proposals.

RESEARCH METHODS

The training and mentoring to improve the ability of teachers to design classroom action research using the In-On-In pattern is for all teachers at State Elementary Schools 1 Sunur and 2 Sunur in Buay Runjung District, South Ogan Komerling Ulu Regency, South Sumatra Province, totaling 13 people, with details of 6 teachers from SDN 1 and 7 teachers from SDN 2 Sunur, consisting of 11 class teachers and 2 Islamic Education teachers or religious teachers. This activity, in accordance with the agreement between the facilitators and the participants, was generally carried out at SD Negeri 1 Sunur, but during the On Job Training activities some of the activities were carried out at SD Negeri 2 Sunur.

Training and mentoring with the In-On-In pattern was chosen because it is considered the most suitable for the character of the teacher, which offers 3 stages of activities that are not separated, namely training during In-Service Training 1 (IN-1), mentoring or mentoring in the form of coaching during On Job Training, and presentation and sharing of experiences during In-Service Training 2 (IN-2). The methods used in this activity are lectures, questions and answers, discussions, drill practice, and work performance.

The method used in this activity is participatory learning and action (PLA) using the IN-ON-IN pattern by carrying out three stages of activities, namely: In-service Training 1 (IN-1) stage, On Job Training stage, and In-service Training 2 (IN-2) stage. The In-service Training 1 (IN-1) stage is in the form of training by providing insights into knowledge about classroom action research (PTK) followed by practice in preparing PTK designs in groups. The methods used were lectures, questions and answers and discussions, as well as drill practice. On Job Training phase in which participants learn independently to make a complete

PTK proposal carried out at their respective duty stations/schools to apply the theories, concepts and procedures obtained in In Service Training-1. The method used is assignment and individual guidance conducted via email and whatsapp or in person. The In-service Training 2 (IN-2) stage involves reporting the results of activities and sharing experiences from On Job Training. The method used is the presentation of PTK proposals and sharing opinions to improve the proposals that have been prepared.

Evaluation of activities is carried out in the form of Pree Test and Post Test as well as reviewing the proposals of the participants' work during the training. The indicators used are the material provided during the training which consists of: (1) background of the problem, (2) problem formulation, (3) research objectives, (3) research benefits, (4) theoretical basis and (5) research methods. Each answer was given a score based on the results of the proposal review. The data that has been collected is then analyzed descriptively, namely based on percentage calculations (Sudjana, 2014). To determine the effect of providing training and mentoring on the mastery of PTK material and participants' skills in preparing class action research proposals, a qualitative descriptive analysis was carried out in the form of N-Gain Score analysis (R. R. Hake, 1999).

RESEARCH RESULTS AND DISCUSSION

Before the Training and Assistance for the Preparation of Classroom Action Research Proposals (PTK) at SD Negeri 1 and SD Negeri 2 Sunur was carried out, the following preparations were made:

- 1) Held consultations with the principals of SD Negeri 1 and SD Negeri 2 Sunur, asking for permission to conduct training and assistance in preparing Classroom Action Research (PTK) proposals in their schools.
- 2) Coordinating with the two principals regarding the place, time and number of participants in preparation for the training and mentoring.
- 3) Coordinating with the two school principals regarding the organization of the training and mentoring program for the preparation of Classroom Action Research proposals (PTK) in the two schools.
- 4) Preparing activity materials, especially PTK materials.

After the preparation was completed, based on mutual agreement, it was determined that the implementation of P was carried out for three months, from January to March 2020 with the following details:

- 1) In-service Training 1 (IN-1) activities were carried out for three full days, namely on Monday, Tuesday and Wednesday, January 13 to 15, 2020 at 08.00-15.30 WIB in the 6th grade classroom of SD Negeri 1 Sunur or SD Negeri 02 Buay Runjung.
- 2) On Job Training (ON) activities are carried out for one full month, namely during February 2020 either through Whatsapp, telephone, or direct assistance. At the time of direct assistance, it was carried out for two full days, namely on February 10 and 11, 2020 at 08.00-15.30 WIB in the 6th grade classroom of SD Negeri 1 Sunur for groups of second, third, and fifth grade teachers. Meanwhile, the fourth and sixth grade teacher groups were held in classroom 4 of SD Negeri 2 Sunur.
- 3) In-service Training 2 (IN-2) activities were carried out for two full days, namely on Monday and Tuesday, March 16 to 17, 2020 at 08.00-15.30 WIB in classroom 6 of SD Negeri 1 Sunur.

1. Implementation of In-On-In Pattern Training and Mentoring

The full implementation of training and mentoring as an effort to improve the ability of SD Negeri 1 and SD Negeri 2 Sunur teachers in Buay Runjung sub-district to design or develop a classroom action research proposal (PTK), is described as follows.

a. *In-service Training 1 (IN-1)*

The In-service Training 1 (IN-1) stage is a face-to-face training that provides insights into the knowledge of PTK by providing material on the basic concepts of PTK followed by a short training on PTK design in groups. The methods used were lectures, questions and answers and discussions, as well as drill practice. The lecture method was chosen because the teachers of SD Negeri 1 and SD Negeri 2 Sunur who became participants had difficulty in understanding the concept of PTK and in making PTK proposals. The subject matter of the basic concepts of PTK includes definitions, benefits, objectives, functions, urgency, characteristics, and theories that form the basis for implementing PTK. This training activity uses laptop and LCD displays to explain PTK material, so that participants are more enthusiastic. At the same time, question and answer and discussion methods were also used. The training continued with the provision of material on the preparation stage of PTK, starting from

identifying problems faced by teachers in the classroom, analyzing and formulating the problems that have been identified and then making a hypothesis of their resolution. The next material is the PTK planning stage about determining the subject matter that becomes the problem, determining the cycle plan that will be applied and preparing lesson plans. Participants were more invited to discuss and ask questions to make it easier to understand the material. The provision of material went well, and participants seemed very enthusiastic about participating in the activity.

As requested by the participants, the materials on the second day included training on active, innovative, creative, effective and fun learning methods and models (PAIKEM) as well as learning practices using practical learning media. These materials can be used by the participants to solve the problems they experience in the learning process. On the second day of training, the methods used were more varied, including lectures, questions and answers, discussions, and drill practice. In fact, the drill method was more dominant so that participants really mastered the things that could be the solution to their problems.

On the third day, the PTK material provided was about how to make a PTK proposal, including the background of the problem, problem formulation, research objectives and benefits, literature review, and research methods. In this training activity, handouts were also provided to make it easier for participants to understand the material. The next method used was to focus on drill practice. Teachers were trained to think about learning problems faced in learning, identify problems, set goals, and how to solve them, determine and search for relevant theories, and research methods. Teachers are asked to fill in the proposal writing guidelines provided by the service team. This stage ended with the assignment of participants to develop PTK proposals in groups. The division of groups is in accordance with their teaching classes.

b. On Job Training (ON)

On Job Training is a mentoring activity where participants learn independently to make a complete PTK proposal with lesson plan attachments carried out at their respective duty stations/schools based on the material in IN-1. This activity lasted one month, namely throughout February 2020. The method used at this stage is the method of giving assignments and individual guidance. This activity is still accompanied and

guided by a companion or mentor from the implementation team. Activities to guide participants are also carried out via whatsapp or telephone (ON).

Direct assistance to activity participants (ON) was carried out in mid-February 2020, which was carried out face-to-face. The method used in this activity is the portopolio method, where as resource persons and researchers we correct the work assigned to the participants beforehand, then each participant consults their work, teachers are invited to dialogue about their work to better understand and improve again within the specified time.

c. *In-service Training 2 (IN-2)*

In-service Training 2 (IN-2) was carried out through face-to-face activities to report the results of activities and share experiences from on job training. The method used is the performance method, in which activity participants are asked to present the PTK proposal that has been prepared to the resource person and other teachers. This activity is to determine the success of training and mentoring activities as well as to get input on improvements to the proposals that have been prepared from other participants and resource persons. This stage of the activity ended after all participants submitted their proposals.

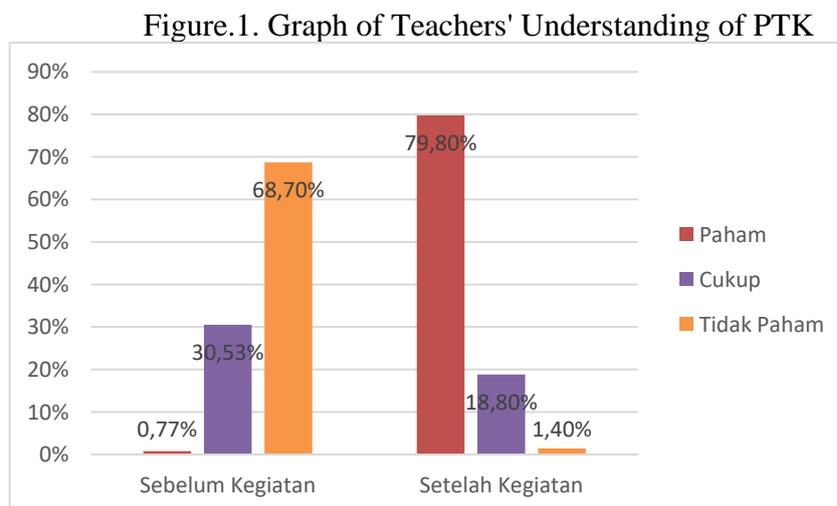
2. Teachers' Understanding of Classroom Action Research

The understanding of teachers of SD Negeri 1 and 2 Sunur, Buay Runjung Sub-district about classroom action research (PTK) was analyzed based on indicators, namely (1) the meaning of research, (2) the meaning of classroom action research, (3) the purpose of classroom action research, (4) the benefits of classroom action research, (5) the characteristics of classroom action research, (6) the objectives of classroom action research, (7) the principles of classroom action research that teachers should pay attention to, (8) classroom action research procedures, (9) the problems studied in classroom action research, and (10) the expected results of PTK. The analysis process was carried out twice by processing the data that had been collected through the test results at the beginning and at the end of the activity. Each indicator was given a score between 1-10, so the highest total score for each participant was 100. The final criteria determined that teachers were categorized as understanding (M) if they scored at least 75, understanding (CM) if they scored less than 75, and not understanding (TM) if they scored 50 or less.

Based on the data processing, it is known that the average score of teacher understanding in these two schools before the training and mentoring was 58, which means that it can be categorized as not understanding. This is evident from the percentage of participants who are in the category of not understanding or not understanding PTK by 68.70%, in the category of moderately understanding PTK as much as 30.53%, and still very few and even can be said that there are no teachers who understand PTK well (0.77%). Thus, it still needs intensive attention.

While the results of the analysis of teacher understanding after training and mentoring, it is known that the average score of teacher understanding of PTK in these two schools is 80, so it can be categorized as understanding. This is evidenced by the percentage of participants who are in the category of understanding PTK or understanding about PTK of 79.8%, while those in the category of sufficient understanding of PTK are 18.80%, and there are still teachers who do not understand PTK (1.40%). Thus, this training and mentoring activity was successful.

The distribution of the percentage of understanding of teachers of SD Negeri 1 and 2 Sunur in Buay Runjung sub-district about PTK based on the data above can also be seen more clearly in the figure below.



The graph above shows that basically the understanding of teachers of SD Negeri 1 and 2 Sunur after participating in training and mentoring activities increased very significantly. This can be seen both from the difference in average scores and from the difference in the percentage of teachers who are in the understanding category. So if it is related to the acquisition of the maximum score of evidence of success set at 75%, then the

condition of the teacher's understanding after participating in the activity has been above the established success limit. Thus it can be said that community service activities in the form of training and mentoring with the In-On-In pattern can improve the understanding of teachers of SD Negeri 1 and 2 Sunur, Buay Runjung District about the basic concepts of classroom action research.

3. Teachers' Skills in Developing Classroom Action Research Proposals

The skills of teachers of SD Negeri 1 and 2 Sunur, Buay Runjung Subdistrict in preparing class action research proposals (PTK) were analyzed based on indicators of (1) PTK title, (2) problem, (3) problem solving plan, (4) research objectives, (5) research hypothesis, and (6) research cycle. The analysis process was carried out by processing data on the skills of teachers participating in the activity that had been collected through the results of the review of the participants' draft proposals before the activity and the results of the review of the PTK proposals that had been prepared by the participants after the activity. For each indicator, a score between 1 and 4 was given, so that the highest total score for each participant was 24. The final criteria for this assessment was determined that the teacher was categorized as skilled (T) if the score was at least 17, moderately skilled (CT) if less than 17, and very unskilled (TT) if the score was less than 9.

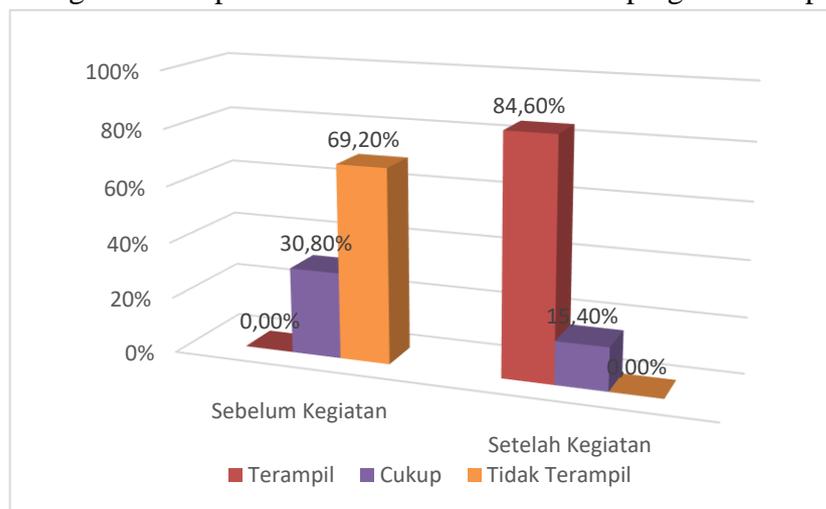
Based on the data processing, it is known that the average score of the participants' skills in designing PTK proposals before the training and mentoring was 9.2 or still in the sufficient category, which means that most of the activity participants were still in the unskilled category in designing class action research proposals. This is also evident from the percentage of participants who are in the unskilled category in designing PTK proposals of 30.80%, while the remaining 69.20% of participants whose skills in designing PTK proposals are only in the sufficient category. Likewise, it can also be seen that none of the participants were in the skilled category. The success rate before the activity was carried out also only reached 41.99%. This result is still very far from the desired success standard.

While the results of the analysis of the participants' skills in preparing PTK proposals after the training and mentoring were carried out, it is known that judging from the average score that in general the skills of the teachers are 20 which means that they are already in the skilled category. This is evidenced by the percentage of participants who are in the

skilled category in preparing PTK proposals of 84.60%, while those in the sufficient category are 15.40%. Thus, this training and mentoring activity was successful.

The distribution of percentage gains seen from the achievement of scores in each category of skills of SD Negeri 1 and 2 Sunur teachers in Buay Runjung District before and after the training and mentoring with the In-On-In pattern above, can also be seen more clearly in the picture below.

Figure. 2. Graph of Teachers' Skills in Developing PTK Proposals



By paying attention to the diagram above, it can be seen that basically the skills of the teachers of SD Negeri 1 and 2 Sunur in Buay Runjung Sub-district in preparing class action research proposals after training and mentoring with the In-On-In pattern, more than 85% of the teachers are already in the skilled category. Thus, it means that this training and mentoring activity can improve the skills of the teachers of the two schools in preparing class action research proposals.

4. The Effect of Mentoring on Teacher Ability

Furthermore, the effect of providing training and mentoring with the In-On-In pattern on improving teachers' abilities or understanding and skills of teachers of SD Negeri 1 and 2 Sunur, Buay Runjung Subdistrict in designing or compiling classroom action research proposals, is carried out quantitative descriptive analysis in the form of N-Gain Score analysis.

The results of the analysis show that there are differences in the ability of teachers of SD Negeri 1 and 2 Sunur, Buay Runjung Subdistrict to design PTK before and after being given treatment. There were six teachers who scored in the high category for the ability to design PTK and seven teachers scored in the medium category for the ability to

design PTK. Thus, it can be said that the training and mentoring activities with the In-On-In pattern in the preparation of PTK proposals are said to be successful because the N-Gain Score value is in the medium and high categories.

5. Participants' Response to the Implementation of Mentoring

The response of training and mentoring participants in improving the ability of teachers of SD Negeri 1 and 2 Sunur to design or compile this class action research proposal, seen from the attendance rate shows that participants always attend 100% and on time at each stage of the activities carried out. In terms of motivation, it also showed that 100% of participants were motivated to take part in the activities and develop class action research proposals and even wanted to carry out class action research. Participants feel happy because they can add information and knowledge about PTK and can also share if there are problems that occur in the classroom so that they can find solutions to the problems they face.

All participants said that the In-On-In training gave them the time and guidance they needed to develop PTK proposals and conduct research. The training was really useful in building their knowledge and skills about classroom action research. In fact, they also said that the knowledge and skills to conduct research they gained can also be applied to other research besides PTK.

The In-Service Training 1 activities were felt by participants to be very useful in building their knowledge and understanding of the concepts of classroom action research. The varied methods of delivering the material were very enjoyable and not boring. In fact, participants also said that they could build good cooperation even outside the training because the training was always conducted in groups.

The On Job Training activity was the most favorable part of the training and mentoring for designing PTK with the In-On-In pattern. This activity, which lasts for approximately one month, provides sufficient time for participants to apply the research theories obtained in In-Service Training 1. Moreover, this On Job Training activity is complemented by mentoring and monitoring activities carried out by facilitators during the activity. Participants felt that these monitoring and mentoring activities were very useful in guiding and monitoring the implementation of the tasks they carried out, namely preparing PTK proposals.

In-Service Training 2 activities were felt by participants to be very useful in building mastery and self-control and mental resilience. The demonstration method applied provided participants with their own experience in presenting and defending the work they produced in front of other participants and resource persons.

DISCUSSION

The understanding of SD Negeri 1 and 2 Sunur teachers in Buay Runjung sub-district about class action research and the skills of teachers in preparing class action research proposals after training and mentoring using the In-On-In pattern has increased significantly and has been able to exceed the specified success limit of 83.33%. These results are in accordance with some of the results of the services that have been carried out for teachers.

For example, research and community service carried out by Ahmad Suprianto (Supriyanto, 2017). The results show that one of the teacher's abilities in the field of research can be improved through classroom action research training in educational units. Support from various stakeholders can facilitate teachers in conducting good PTK. Likewise, the results of research and service conducted by Dini Siswani Mulia, the results of this activity are that partners have insight into the local wisdom of Banyumas, and understand that PTK can be carried out using Banyumas local wisdom as a specific PTK that suits the needs and character of students. Partners have insights and skills in preparing proposals, implementing PTK in the classroom, and preparing PTK reports based on local wisdom, partners have insights and skills in compiling scientific articles, partners have successfully compiled PTK reports and scientific articles that have been published in scientific journals of education.

This can be understood because basically training is a process of activities intended to improve attitudes, behavior, skills and knowledge of both the resource person or trainee to meet standards (standards of attitude, behavior, skills and knowledge set). As said by Bernardin and Rusell (Bernardin and Russel, 1998). that Training or training as an activity that intends to improve and develop the attitudes, behavior, skills and knowledge of employees in accordance with the wishes of the company. The intended training is training in a broad sense not limited to developing skills alone. Meanwhile, according to Hartatik, training also means guiding and directing the development of trainees through knowledge, skills and attitudes obtained to meet certain standards (Syarnubi, 2020).

Effective training for teachers in improving teacher competence by looking at the effects of changes on the teachers themselves, students, schools and government in general (Syarnubi, & ahiroh, 2024). Some factors that should be considered in a training in order to be categorized as effective training according to Zulyetti (Zulyetti, 2016). namely time design and delivery methods, training materials, training evaluation and follow-up programs. Training time design is an important factor in determining the effectiveness of a training (Syarnubi, S., Efriani, A., Pranita, S., Zulhijra, Z., Anggara, B., Alimron, A., ... & Rohmadi, 2024). Most training programs are designed as short training programs with a specific duration of between 3 days and several weeks. This type of training program design is referred to as 'one-shot' strategies. However, according to Mirici, one-shot strategies are less effective than ongoing programs. "Ongoing programs are generally considered more fruitful and effective in achieving the desired objective than one-shot teacher training programs" (Mirici, 2006). In line with this, Fullan (1980, cited from CERI (Innovation), 1982) agrees that "most in-service training is 'ineffective because it is frequently based on one-shot workshops involving a large or in any case undifferentiated group of teachers, and provides limited time for teachers to learn'. In other words, short, time-limited training is considered ineffective because the design of such training limits teachers' learning opportunities. Thus, the length of the training is important in determining the effectiveness of the training as the limited time available will also limit the opportunity for trainees to learn and develop their knowledge and skills.

Delivery methods also play an important role in training. According to Uri, a training based solely on the delivery and theoretical presentation of certain materials is no longer appropriate and effective as a method of delivering training materials (Uri, 1992a). According to Uri, training for professional development should be based on a "theory of action", which is "a thoughtful, systematic, and principled rationale underlying practice by means of continual interaction between the theoretical and practical components of a course".

Uri further explains that: The main objective of an effective ELT course must be the development of trainee teachers' personal theory of action; and hence its main focus should be an ELT pedagogy course into which teaching practice and observation is integrated, and which uses a variety of experiential techniques as well as lectures, reading, discussion (Uri, 1992b). This implies that the method of delivering material in a training should vary from theoretical exposure to the application of the theory that has been presented.

The next element that also determines the effectiveness of training is the training material itself. Fullan (1980, cited by CERI) (CERI, 1982) states that one of the causes of ineffective training is that the training materials presented are not in accordance with the needs of the trainees. This indicates that the training materials should be designed according to the immediate needs of the trainees, especially those related to the main tasks and functions of the trainees. This will have an impact on the motivation and seriousness of participants in participating in the training.

CONCLUSION

Some things that can be taken as conclusions from the training and mentoring activities in improving the ability of teachers of SD Negeri 1 Sunur and SD Negeri 2 Sunur, Buay Runjung District to design classroom action research with the In-On-In pattern are:

1. Training and mentoring in designing classroom action research (PTK) with the In-On-In pattern provides space and time to apply the theory, concepts and procedures of PTK into the real experience of teachers of SD Negeri 1 Sunur and SD Negeri 2 Sunur, Buay Runjung sub-district in preparing PTK proposals. The training process during In-Service Training 1 (IN-1) was very useful in building teachers' knowledge and understanding of the concept of PTK. The mentoring process in the form of coaching during on job training can make teachers who are participants in the activity more focused and stable in designing PTK. The sharing of experiences during In-Service Training 2 (IN-2) provided additional insights, strengthening, and emotional control for the participants for better results.
2. Before the mentoring, the participants' understanding of the concept of PTK was not good. However, after the mentoring, the understanding of teachers in both schools was classified as understanding.
3. Before the mentoring, the skills of activity participants in preparing PTK proposals were classified as unskilled. However, after the mentoring, the skills of teachers in both schools are classified as skilled.
4. This mentoring activity can also be said to be successful because the N-Gain value is in the medium and high categories.
5. The response of participants and school principals during the activity was also very good.

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