



SURVEY RESEARCH TRAINING FOR VOCATIONAL SCHOOL TEACHERS IN JAKARTA

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Abstract

This activity is one of the efforts to encourage and empower educators to be more professional and competent. It is intended to make efforts to improve teacher competence in terms of educational and academic professionals and to be able to improve quality continuously. The target audience is teachers of SMKN 10 and SMKN 50. This training provides understanding and knowledge for teachers of SMKN 10 and SMKN 50 in East Jakarta when conducting survey research and writing scientific papers. The results of the training activities went well and smoothly. The teacher's positive appreciation is evidence of this. This appreciation can be seen in the participants' enthusiasm for participating in the activities amid the teachers' busy schedules.

Keywords: teacher, competency, professional, survey research

INTRODUCTION

Law Number 14 of 2005 states that teachers and lecturers must own several things, including academic qualifications. Academic qualifications are diplomas for academic education levels by the type, level, and unit of formal education at the place of assignment. Competence Competence is a set of knowledge, skills, and behaviors that must be owned, internalized, and mastered in professional tasks. Educator Certificate: An educator certificate is formal evidence of recognition given that the individual is a professional who can realize educational goals.

Teacher competency standards must include four competencies, as stated in the law on educators and education staff: personal competence, social competence, pedagogical competence, and academic and professional competence. Teacher Pedagogic Competence is the ability or skill of a teacher to manage a learning process or teaching and learning interaction with students. Personality competence is related to personal character. Some indicators reflect the upbeat personality of a teacher, namely: friendly, patient, disciplined, honest, humble, authoritative, polite, empathetic, sincere, noble, acting according to social & legal norms, etc. Teacher Professional Competence is an ability or skill that must be possessed to complete teacher tasks correctly. Social competence relates to communication skills, attitudes, and interactions in general, be it with students, fellow teachers, education staff, parents of students, and the wider community <https://pintek.id/blog/kompetensi-guru/>. These four competencies support each other and correlate with teacher competence and student achievement.

The duties and responsibilities of a teacher include creating an atmosphere or climate in the learning process that can motivate students to study well and enthusiastically. The duties of a teacher include several things; namely, the teacher has various tasks that are implemented in the form of dedication. These tasks cover the professional, humanitarian, and social fields. Tasks include educating

teachers as a profession, teaching, and training. Educating means continuing and developing the values of life and life. Teaching means continuing and developing science and technology. While training means developing skills in students. The teacher's duties and responsibilities are part of the four teacher competencies. Efforts that teachers can do to improve their competence are writing scientific papers, either through classroom action research or other scientific research. This effort was carried out to enhance teacher competence regarding educational and academic professionalism. Currently, many methods can be used to understand or solve research problems. One of the most widely used methods is survey research. Survey research means critical observation/investigation to collect research data, namely interviews and questionnaires (questionnaires).

Understanding and mastering quality instrument preparation techniques is essential for teachers. In the 2018 fiscal year, it organized training activities and mentored scientific work emphasizing classroom action research. However, the results of the activities still need to be more optimal due to the busyness of teachers who have to teach 24 hours per week. Based on the discussions with the participants, similar activities were agreed upon again, specifically for research training, which is more fundamental and easy to carry out. In contrast, the teachers carry out their duties, namely teaching, so that the ability to account for teachers increases in mastering types of research other than PTK to provide solutions in completing learning outside the classroom and improve the quality of learning. Survey research is more fundamental and accessible than classroom action research. Survey research can be conducted at any time outside of teaching hours. This will undoubtedly encourage teachers to create scientific works. Therefore, there is a need for steps to enrich. The purpose of this training is to provide understanding and knowledge for teachers at SMKN Mitra in Jakarta, namely SMKN 10, SMKN 50 in conducting survey research and increasing the motivation of teachers at SMKN Mitra in Jakarta, namely SMKN 10, SMKN 50 in writing scientific papers, especially survey research. The benefits of this research are expected to increase the understanding and motivation of teachers in carrying out survey research, which in the future can be used as a means of developing and improving the quality of learning by using appropriate methods, models, approaches, learning strategies to enhance student learning outcomes.

METHOD AND PROCEDURES

The target of the training in this community service activity is the Teachers of Partner Vocational Schools in Jakarta, namely SMKN 10 and SMKN 50, where SMK teachers can carry out survey research in the classes they teach so that teachers know the level of effectiveness of the learning they have implemented, can write articles based on survey research results published in a reputable journal. This publication is also needed to increase the employee class for teachers.

To support the program's objectives, the community service team at the Faculty of Economics, Jakarta State University, will conduct training related to survey research for Teachers of Partner SMKNs

in Jakarta, namely SMKN 10 and SMKN 50. The activities used lecture, discussion, and question-and-answer methods. The application of the community service implementation method is as follows:

1. The resource person explained the objectives and the material discussed.
2. Resource persons provide survey research training materials
3. The resource person also asked the participants to share their experiences in the learning activities carried out so far.
4. The resource persons provide output to the teacher to make research titles and survey research formulations so that they can monitor the extent of their understanding of survey research.

RESULTS

Implementation of community service activities at SMKN 10 and SMKN 50

The implementation of community service regarding Survey Research was implemented at SMKN Partners, namely SMKN 10, SMKN 50, starting from 08.30-12.30 on June 20, 2022, at SMKN 10, on June 22, 2022, at SMKN 50. The number of participants at SMKN 10 was 35 teachers, and at SMKN 50, a total of 37. The training in the two SMKNs was carried out on different days/dates. The first implementation was conducted at SMKN 10 and two days later at SMKN 50. The place of implementation was at SMKN 10 in the lab room computers, and the place of implementation was at SMKN 50 in the school hall.

The community service activity was opened by representatives of the FE UNJ team of lecturers, and it continued with remarks from the principal/deputy principal. It also continued with the presentation of material by resource persons using laptops and a focus on assisting the training process. The presenter explained survey research material, including the definition of survey research, characteristics of survey research when surveys are used, survey research objectives, survey collection methods, attributes of survey methods, survey research steps, survey research process, survey stages, preparing questionnaires, preparation of questionnaires, pilot surveys, sampling procedures and techniques, advantages, and disadvantages of survey methods, examples of survey research, examples of survey research titles and formulations. They were then combined with the question and answer method with the aim of closeness between the resource persons and with Mr and Mrs teachers participating in the training.

Questions and answers are expected to further enliven the atmosphere of training activities in the form of questions and answers, sharing various information and experiences of teachers in carrying out the learning process with problems in teaching in class. The training will be implemented to determine the title and formulation of the problem the teacher will carry out after completing the survey research training. Based on the material presented, survey research has four categories. The first is that it examines the attitudes and behavior of respondents, the second uses large populations, and the third examines the relationship between the dependent and independent variables. In this regard, learning outcomes can be used as the dependent variable. In contrast, independent variables can look at methods,

learning models, and others, and the fourth is data collection using questionnaires, questionnaires, or interviews.

This training aims to provide SMKN teachers with skills in understanding and preparing survey research proposals. In the long term, teachers can also carry out this research. As a measure of the success of the training, look at the number of participants who attended and their level of seriousness. When participating in survey research training, all participants seemed enthusiastic and began to be motivated to make survey research proposals. The initial step before compiling a survey research proposal is for each teacher to determine the research title and survey research problem formulation. One of the teachers at SMKN 10 asked if there would be other activities in the form of mentoring Mr and Mrs teachers to make research proposals after this activity. Likewise, during the training activities at SMKN 50, he assessed his comments that the training activities carried out by the FE UNJ Community Service Team were beneficial and, in the future, could still be carried out with other research topics. It shows that the participants/teachers are enthusiastic about applying the training to research outputs that can be carried out. From this activity, it is hoped that the insight of teachers as educators and researchers will increase.

The assessment or evaluation of the implementation of this training is very good with the advice given. Namely, the participants hope that there will be further training held by a team of lecturers at the Faculty of Economics, Jakarta State University, which will encourage teachers to be more able to improve the quality of education through the application of appropriate learning models. It is more interesting for students to increase motivation and student learning achievement.

Documentation of Community Service Activities



Figure 1 Speakers presenting material at SMKN 10



Figure 2 Training participants at SMKN 10



Figure 3 Group photo of training at SMKN 10



Figure 4 Opening by the Principal of SMKN 50 and the FE UNJ Team



Figure 5 Training Implementation at SMKN 50



Figure 6 Group photo of training at SMKN 50

CONCLUSION

Based on the results of the training activities carried out at SMKN Mitra, namely SMKN 10 and SMKN 50, the survey research training activities have run well and smoothly. The positive appreciation from the teacher evidences this. This appreciation can be seen in the participants' enthusiasm for participating in the activities amid the teachers' busy schedules.

Teachers feel the need to apply survey research in future learning to assess the success rate of the methods and models that have been carried out. Thus, this survey research training activity is essential for teachers to improve their ability to prepare survey research proposals, and this training has high effectiveness and efficiency because teachers need this training material to enhance their teaching.

The suggestion put forward with this activity is that considering there are still many teachers who need help understanding survey research well, it is necessary that this activity be held and resumed to support the development and improvement of the professionalism of teacher competence. Teachers are

expected to increase collaboration in survey research and design learning activities through a cooperative approach so that the problems teachers face in class can be solved together.

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