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ANALYSIS OF THE DIFFICULTIES OF TEACHERS AT THE DARUNNAJAH ISLAMIC BOARDING SCHOOL IN JAKARTA TO CARRY OUT CLASSROOM ACTION RESEARCH (PTK)

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ABSTRACT

This research analyzes the difficulties experienced by teachers at the Darunnajah Islamic Boarding School, Jakarta, in carrying out Classroom Action Research (PTK). The quality of teacher professionalism is key to ensuring students receive the best education, and PTK is an important tool to improve the learning process. However, implementing PTK in the field is often not easy, and many teachers face various challenges, including in the Islamic boarding school environment. This research aims to identify teachers' understanding of PTK, the difficulties they face, and solutions to overcome them. A qualitative approach with case study methods is used to understand this phenomenon in depth. Primary data was collected through interviews with teachers at the Darunnajah Islamic Boarding School, while secondary data was obtained from relevant school records, books and journals. Data analysis uses the Miles and Huberman interactive model which includes data reduction, data presentation, and drawing conclusions.The research results show that teachers have a basic understanding of PTK as a practical tool for improving learning, but their knowledge of formal methodology is still minimal. The main difficulties found were limited time, minimal understanding of research methodology, lack of writing culture, and lack of systemic support from the school. The proposed solution is to organize practice-based training, build a research and writing culture, and provide systematic support through school policies, incentives, and collaboration with external parties.

Kata Kunci:
Penelitian Tindakan Kelas
Analisis Kesulitan
Guru
Pondok Pesantren

ABSTRAK

Penelitian ini menganalisis kesulitan yang dialami oleh guru di Pondok Pesantren Darunnajah, Jakarta, dalam melaksanakan Penelitian Tindakan Kelas (PTK). Kualitas profesionalisme guru menjadi kunci untuk memastikan siswa menerima pendidikan terbaik, dan PTK adalah salah satu alat penting untuk meningkatkan proses pembelajaran. Namun, implementasi PTK di lapangan seringkali tidak mudah, dan banyak guru menghadapi berbagai tantangan, termasuk di lingkungan pesantren. Penelitian ini bertujuan untuk mengidentifikasi pemahaman guru tentang PTK, kesulitan yang mereka hadapi, dan solusi untuk mengatasinya. Pendekatan kualitatif dengan metode studi kasus digunakan untuk memahami fenomena ini secara mendalam. Data primer dikumpulkan melalui wawancara dengan guru di Pondok Pesantren

Darunnajah, sementara data sekunder diperoleh dari catatan sekolah, buku, dan jurnal yang relevan. Analisis data menggunakan model interaktif Miles and Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru memiliki pemahaman dasar tentang PTK sebagai alat praktis untuk perbaikan pembelajaran, tetapi pengetahuan mereka tentang metodologi formal masih minim. Kesulitan utama yang ditemukan adalah keterbatasan waktu, minimnya pemahaman metodologi penelitian, kurangnya budaya menulis, dan kurangnya dukungan sistemik dari pihak sekolah. Solusi yang diusulkan adalah menyelenggarakan pelatihan berbasis praktik, membangun budaya riset dan menulis, serta menyediakan dukungan sistematis melalui kebijakan sekolah, insentif, dan kolaborasi dengan pihak luar.

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A. Introduction

Improving the quality of teacher professionalism is key to ensuring students receive the best possible education. One of the focuses for improving the quality of education is on the learning process. This is because the core or spirit of education is the learning process. If the learning process is good, it can be expected to provide better quality education. Therefore, the quality of the learning process in schools or classrooms needs to be improved. Classroom action research (PTK) is a reflective research activity conducted by teachers in their own classrooms with the aim of improving, improving, or changing behaviors, processes, and learning outcomes. Through PTK, teachers are not only teachers, but also researchers who constantly evaluate and develop their teaching practices (Khaddafi et al., 2025). Classroom Action Research (PTK) itself can be interpreted as research conducted by educators in their own classrooms through self-reflection with the aim of improving their performance so that the quality of student learning results increases.

However, the implementation of PTK in the field is often not easy. In line with the thinking (Darmadi et al., 2024), (Sitorus, 2021) and (Vani, 2016) Many teachers face various challenges, ranging from time constraints, high administrative burden, to lack of understanding of research methodologies. There are many factors that cause teachers to be unable or unable to carry out classroom action research, including: (a) teachers are only focused on completing the implementation of the main task, while self-development through research is neglected; (b) teachers' knowledge related to the implementation of classroom action research is still minimal; (c) the teacher's knowledge and experience in terms of publication is still minimal; (d) the culture of writing among teachers has not been built. The effect of this is that many teachers experience obstacles in the promotion of functional positions. This phenomenon is also seen in the pesantren environment, including at the Darunnajah Islamic Boarding School in Jakarta, an Islamic educational institution that has special demands in terms of curriculum and extra activities. Teachers in this pesantren are required to not only teach general subjects and religion, but also to educate the character of the students (Pratiwi et al., 2023). With a tight schedule and a variety of roles, the difficulty in implementing PTK is an important issue to analyze.

Understanding in depth the difficulties faced by teachers at the Darunnajah Islamic Boarding School in conducting PTK is crucial. This analysis will be the first step to designing the right solution, such as a training or mentoring program tailored to their needs. Therefore, this study seeks to systematically analyze what difficulties exist and the factors that cause them, so that it can make a real contribution to improving the quality of education in Islamic boarding schools. Based on the problems presented in the background above, the researcher is interested in studying more deeply the analysis of teachers' difficulties in the

darunnajah boarding school to conduct classroom action research (PTK). This research is focused on finding out (1) the understanding of teachers at Darunnajah Islamic Boarding School Jakarta regarding the basic concept of PTK, (2) the difficulties experienced by teachers at Darunnajah Islamic Boarding School Jakarta in implementing PTK, (3) solutions to overcome the difficulties of teachers at Darunnajah Islamic Boarding School Jakarta in conducting PTK. This research is important for improvement in the implementation of learning in schools and for improving the quality of education as a result.

B. Methods

This approach was chosen because it aims to describe, analyze, and interpret naturally occurring phenomena. In this context, the researcher will delve deeply into the difficulties experienced by teachers in conducting PTK, not to test hypotheses or measure the relationship between variables statistically, but to understand the existing reality through narratives and descriptions. The approach used is qualitative with case study research methods. The reason for the selection is because the problems being studied are holistic, complex and meaningful so that to more easily understand a problem about a group of individuals in depth, holistic, and naturalistic, a qualitative approach with a case study method is used. The data used in this study are primary data and secondary data. Primary data is various information and information obtained directly from the source, namely information from teachers at the Darunnajah Islamic Boarding School in Jakarta. Secondary data is a variety of theories and information obtained indirectly from the source. The secondary data used in this study are books, journals and relevant research results as well as notes from the vice principal for curriculum which contains data on teachers who have and have not done PTK, the data collection technique in this study is an unstructured planned interview and documentation in the form of a note belonging to the deputy principal for curriculum which contains a list of teachers who have and have not done PTK..

The data analysis technique used is the interactive analysis of the Miles and Huberman model (Putriani et al., 2016). The data analysis technique is carried out through two stages, namely analysis before entering the field and analysis in the field. Analysis before entering the field was carried out by analyzing secondary data in the form of records of the deputy principal in the field of curriculum which contained data on teachers who have and have not done PTK, journals, books, and relevant research results. Analysis in the field is carried out through three stages, namely data reduction, presenting data in patterns and concluding findings in the field. The data reduction stage is carried out by reducing or reducing the data obtained from the field. The reduction activity is based on data that supports the research variables, namely the reasons why most economics teachers have not done PTK and the efforts that have been made by the school to encourage and overcome the difficulties experienced by economics teachers to do PTK (Halidjah et al., 2023). After the field data is reduced, the next step is to create a pattern and present the field data that has been reduced to the pattern that has been created. The next step is to conclude the data obtained from the pattern presentation process. The data conclusion is in the form of a description or description of the variables studied, namely the reasons why most economics teachers have not done PTK and the efforts that have been made by the school to encourage and overcome the difficulties of teachers at the Darunnajah Islamic Boarding School Jakarta to do PTK.

C. Result and Discussion

1. Teachers' Understanding of Classroom Action Research (PTK)

Teachers' initial understanding of PTK in Darunnajah tends to focus on improving the quality of learning in the classroom. They see PTK as a practical tool to overcome the problems they face on a daily basis, such as students' lack of motivation, difficulty understanding the subject matter, or less effective teaching methods. According to (Zetriuslita & Ariawan, 2021) Data collected through interviews and observations show that teachers prioritize the practical and solutive aspects of PTK rather than complex academic theories. They understand that PTK is an iterative cycle, starting from identifying problems, designing actions, implementing, observing, and reflecting on the results. Although they understand PTK values such as reflection and

improvement, they may not yet see it as part of formal self-development through research. They apply PTK as a way to solve problems in the classroom (main assignments), not as a structured activity for career development or publication. Therefore, if there is no push or a strong system, PTK activities will only become an informal repair cycle that is not well documented. This is in line with (Darmadi et al., 2024) This lack of knowledge can be an obstacle when they have to document, analyze data, or present the results of PTK scientifically. They may have conducted "action research" informally trying new methods and reflecting on them, but it is difficult to turn them into systematic and rules-based PTK reports.

According to (Pratiwi et al., 2023) since their understanding of PTK focuses more on the immediate impact in the classroom rather than on the formal aspect, it is natural that their knowledge and experience in terms of publication is minimal. Their main goal is to improve teaching, not publication in scientific journals. They may not be familiar with the procedures, ethics, or standards of writing for publication. Therefore, even though effective corrective actions have been taken, the results of the PTK have never reached the wider public. This factor is very relevant to all of the above points. Although teachers have done the PTK cycle informally (identifying problems, trying solutions, and reflecting), they have not yet had the habit of documenting them in written form. Their practice- and verbal understanding makes their thought process unstructured in a written format. Without a writing culture, the valuable findings of PTK will be lost, cannot be shared with other teachers, and cannot be used as publication material.

Overall, although teachers at Darunnajah Islamic Boarding School have a strong basic understanding of the essence of PTK, these four factors show that this understanding has not developed into a systematic, documented, and published research practice. Existing understandings are still stuck at the level of personal application, rather than as part of a broader culture of science and professionalism. The results of in-depth interviews show that teachers' understanding of the basic concept of PTK is still varied. Most teachers understand PTK as an effort to improve learning, but their understanding is often limited to general concepts and not in depth. Understanding of Basic Concepts: A number of teachers are able to explain that PTK is research conducted by teachers in their classes. However, when asked more about the PTK cycle, namely the stages of planning, action, observation, and reflection, many showed a lack of structured understanding. Some equate PTK with new learning methods or just innovation.

2. Difficulties experienced by teachers in implementing PTK

The research findings identified some of the main difficulties teachers experienced**.** Teachers have difficulty identifying real problems that occur in the classroom that deserve to be raised as a research topic. Often, the problems they find are too common and not a problem of action that can be fixed through PTK. According to (Khaddafi et al., 2025) The most dominant difficulty is time management, teachers have a busy teaching schedule, coupled with extracurricular tasks such as picketing, student guidance, and extracurricular activities. This makes it difficult for them to find sufficient time to plan, implement, and compile PTK reports. Teachers have difficulty collecting data objectively. The observations made are often unstructured, and they are also confused in determining the right instrument, many teachers feel overwhelmed in writing research reports. They are not familiar with the format of scientific writing, so the results of research are often not well documented, and the lack of mentoring or ongoing guidance from the school management or mentor is an important factor. (Darmadi et al., 2024) training that is only carried out once is not enough to equip teachers in carrying out PTK independently. Limited access to scientific literature, reference books, or research journals is also an obstacle.

Based on the findings of the research, the limited limited teaching time limits teachers' opportunities to develop their research understanding and skills. This lack of understanding makes the PTK process feel complicated, thus hindering their motivation to start. The lack of systemic support from schools also exacerbates this situation. Therefore, teachers' difficulties in

implementing PTK are not only individual problems, but also systemic problems that require structured intervention from the school.

3. Solutions to overcome teachers' difficulties in doing PTK

Some teachers have low motivation to do PTK because it is considered a mere administrative demand, not a need for professional development. Inadequate scientific report writing skills are a major obstacle. (Sitorus, 2021) The dense teaching load and strict curriculum demands leave teachers with no room for exploration and research. Support from the school, both in the form of policies, time allocation, and mentoring, has not been fully optimal. We are a discussion forum or community of teachers who are active within the pesantren to share experiences and guide each other in PTK. Organizing PTK training that not only focuses on theory, but also on real practice. This training must be adapted to the context of the pesantren, using case examples relevant to the learning of religion, Arabic, or general science in Darunnajah. Training should emphasize practical steps, from identifying problems, developing a simple action plan, to reflecting on results. Teachers who are experienced in PTK can be appointed as mentors for other teachers. This approach is more personalized and effective because the mentor understands the challenges his or her peers are facing. Building a culture of research and writing requires systematic support from pesantren leaders. This solution aims to change the teacher's view from just teaching to also being a researcher. Give awards or incentives to teachers who successfully complete PTK, even if it is only in the form of internal reports. These incentives can be in the form of appreciation, additional points in performance appraisals, or small funds to support research. Make a policy where the completion of PTK is one of the important requirements for promotion or promotion of professional status. This will provide strong motivation for teachers. Collaborate with the nearest university to provide training, mentoring, or even publication for teachers who successfully complete PTK. This collaboration can open up access to a wider range of resources and experts.

D. Conclusion and Suggestion

The heavy teaching load and assignments outside the classroom make it difficult for teachers to find the time to plan, implement, and compile PTK reports, Their understanding of PTK methodologies is often unstructured. They have difficulty in identifying issues that are worth researching, collecting data objectively, and using the right instruments. Teachers are not familiar with the format of scientific writing, so the results of their research are not well documented or published. Their motivation is low because PTK is often considered just an administrative demand. These obstacles are exacerbated by the lack of support from the school, both in the form of mentoring, time allocation, incentives, and active discussion forums.

Schools must organize PTK training that emphasizes practical steps and is adapted to the context of the pesantren. This training should involve senior teachers as mentors to provide more personalized assistance. Islamic boarding school leaders need to build a culture of writing and research among teachers. This can be done by providing incentives and rewards for teachers who successfully complete PTK. Schools can make policies that make PTK one of the requirements for promotion to positions or professional status. In addition, collaboration with universities can open up access to resources and experts, which is very helpful in the implementation and publication of PTK.

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