



Classroom Action Research Training for Indonesian Language Teachers of Vocational Schools in Rembang Regency

Fathurohman, Irfai^{1*}, Darmuki, Agus¹, Nugraheni, Luthfa¹, Surachmi, Sri¹, Nanda Fatimatuz Zahro¹

¹Universitas Muria Kudus, Kudus, 59327 Central Java, Indonesia

*Corresponding Author: irfai.fathurohman@umk.ac.id

Available online 30 December 2020

Abstract: This research aims to analyze employee performance improvement through competency, organizational culture and organizational commitment at public and private vocational schools in Rembang Regency. There were 275 respondents. Primary data uses a questionnaire. The analysis tool concludes that (1) Teacher Competency has a significant positive effect on increasing organizational commitment in Public and Private Vocational Schools in Rembang Regency, this explains that the better the competency, the more organizational commitment will increase. (2) Has a significant positive effect on increasing organizational commitment at public and private vocational schools in Rembang Regency, this explains that with better learning media, organizational commitment will increase. (3) Competence has a significant positive effect on improving teacher performance in public and private vocational schools in Rembang Regency, which explains that the better the competency, the teacher performance will increase. (4) There is a significant positive influence on improving teacher performance in public and private vocational schools in Rembang Regency, which explains that the better the teacher's performance, the greater the organizational commitment. Participation has a significant positive effect on improving teacher performance at public and private vocational schools in Rembang Regency. This explains that when teachers perform better, organizational commitment increases. This service is a form of realization of the main performance indicators for higher education launched by the government, including the acquisition of off-campus experience by PKM.

Keywords: Teachers, Vocational Schools, Improvement, Learning Media

1. Introduction

According to, the development of the times, learning in schools began to be required to be based on technology. One of the uses of technology in learning is the existence of teaching materials that use digital technology, Ahsin, et. al (2020); Al Mabruroh, et. al (2020); Angelia, et. al (2020); Arukah, et. al (2020). Learning from learning media that can be done so that it can achieve learning objectives effectively and efficiently, Fathurohman, et. al (2020); Kara, et. al (2020); Kara, et. al (2020); Lestari, et. al (2020); Nisa, et. al (2020); Nugraheni, et. al (2020). Learning media has a crucial role in the educational process, connecting messages and ideas with students so that it can stimulate their thoughts, feelings, and interests, and facilitate the teaching and learning process, Ahsin, et. al (2020); Arukah, et. al (2020); Devi, et. al (2020); Fathurohman, et. al (2020). Especially in vocational schools, learning media plays an important role in training future generations, with the aim of producing potential human resources, Nugraheni, et. al (2020); Nurhadi, et. al (2020); Prayogo, et. al (2020); Purnaningtyas, et. al (2020). In the context of language, speaking proficiency is essential, with language skills including listening, reading, speaking and writing being the main focus of Indonesian language learning. However, teaching students to write fluently is not an easy task, with many college students having difficulty in organizing ideas, stringing words together, and developing ideas systematically, Purnaningtyas, et. al (2020); Rodli, et. al (2019); Roysa, et. al (2020); Satria, et. al (2020); Sofia, et. al (2020); Sulistyowati, et. al (2020).

Indonesian language teaching refers to the Education Unit Level Curriculum (KTSP), which pays attention to the development of all four language skills. This is in line with the view that language learning should focus on improving students' communication skills, Tamarudin, et. al (2020); Umah, et. al (2020); Widiyanto, et. al (2019); Ahsin, et. al (2019). However, as technology develops, many students rely on the Internet and Android devices to complete tasks, resulting in

a decline in creativity in writing and thinking, Ahsin, et. al (2019); Cahyono, et. al (2020); Kurniasih, et. al (2020); Ristiyani, et. al (2019); Wanabuliandari, et. al (2019).

Teachers have a strategic role in improving the quality of education. They have a big responsibility in guiding and developing students towards optimal learning goals. In the field, teachers are often caught up in time-consuming work routines, Wanabuliandari, et. al (2019); Fathurohman, (2013); Fathurohman, (2014); Fathurohman, et.al (2014). However, it is important for them to set aside time to conduct Classroom Action Research (CAR) (Supriyanto, 2017). The role of teachers in guiding students to achieve learning goals is very important. A teacher is said to be professional when he/she has four main competencies: pedagogical, personality, social, and professional competencies (Jana & Pamungkas, 2018). The four competencies are interrelated and essential to help learners reach their full potential. Professional teachers also have a role in solving learners' learning problems or difficulties in the classroom, which can be done through Classroom Action Research (CAR) (Wiradimadja et al., 2019). PTK allows teachers to actively engage in research, understand students' learning needs and development, and adjust learning effectively.

Classroom action research is an important tool for teachers to solve learning problems and improve the quality of learning in a sustainable manner, Fathurohman, et. al (2015); Fathurohman, et. al (2017); Fathurohman, et. al (2018); Fathurohman, et.al (2019). Through PTK, teachers can be actively involved in the research process, from problem identification, planning, implementation, to evaluation. This allows teachers to better understand the learning needs and development of their students, and adjust learning more effectively.

Teaching media has a strategic position in achieving a competency as a form of learning tool. According to, meaningful learning will be successful when teachers are able to use the right media to convey the material being taught and supported by existing technology. In the context of learning media development, training and mentoring for teachers in creating innovative and interactive learning media is important. Teacher creativity in utilizing digital technology in learning is also required, especially with the adoption of Curriculum 2013. Through training and mentoring in creating interesting and interactive learning media, Indonesian language teachers can meet the demands of Curriculum 2013 and increase creativity in learning. Another solution is digital learning skills training, which can improve teachers' understanding of the use of digital learning media and improve the overall quality of learning. PTK, first introduced by Kurt Lewin in 1946, allows teachers to conduct small studies in their own classrooms, based on the problems they face. It is not only a scientific activity, but also a reflection tool to improve learning scientifically and responsibly (Simanjuntak et al., 2017; Handayani & Rukmana, 2020).

The implementation of project-based learning (PjBL) model is a potential alternative to improve Indonesian language learning outcomes in the classroom, Fathurohman, et.al (2015); Fathurohman, et.al (2017); Fathurohman, et.al (2018); Fathurohman, et. al. (2019). With teacher participation in all stages of the research, including problem formulation, planning, analysis and reporting, PjBL can be an effective and interesting learning method for students, Hartani, et.al (2018); Hanif, et. al (2018); Ristiyani, et.al (2018); Wibowo, et.al (2018). In addition, training and mentoring in the creation of interesting and interactive computer-based learning media can increase teacher creativity in teaching, Darmuki, et.al (2019); Darmuki, et.al (2019); Hidayati, et.al (2018); Darmuki, et.al (2017). It is also important to conduct digital learning skills training so that teachers can use digital learning media effectively in the learning process.

Indonesian teaching materials in the form of digital ethnographic posters were created by teachers to be applied in their learning, and students were also seen using the posters in their speaking practices. The researcher aims to re-present the literary botany of the scene using digital posters, Roysa, (2017); Ristiyani, et.al (2017); Fakhriyah, et.al (2017); Hadiprayitno, et. al (2024); Fakhriyah et.al (2016); Pujiati, et.al (2018). Literary botanical expressions of theater are a rare and urgent regional cultural heritage, containing aspects of popular culture, particularly traditions passed down from generation to generation. Until now, the learning process in Indonesia is still dominated by classrooms that make teachers the main source of knowledge, ignoring students' prior knowledge, Kanzunnudin, et.al (2018); Yuliani et.al (2018); Kanzunnudin, (2017); Ardianti, et. al (2017); Kanzunnudin, (2017). Therefore, learning methods with more interesting materials are needed to increase student motivation and learning outcomes, Ristiyani et. al (2017); Ristiyani, et. al (2017); Ahsin, et.al (2018); Ahsin, et.al (2017); Rodli, et.al (2019); Darmuki, et.al (2019).

Based on the problems described above, the author plans to apply a project-based learning model (PjBL) with the title "Application of project-based learning model" to improve operational and learning outcomes of Indonesian language in the classroom. The research is conducted in a participatory manner by involving teachers in all stages of the research, including problem formulation, planning, analysis and reporting. The teacher will conduct an assessment after the learning process to determine the results. The stages of the PTK cycle rotate from one cycle to the next, starting from planning, action, observation, to reflection.

Learning as a concept of gaining knowledge in practice is widely embraced. Teachers act as teachers who try to provide as much knowledge as possible, while students actively collect or receive it. This teaching and learning process is often dominated by memorization activities, where students are considered to have learned if they have memorized the things learned. However, the notion of learning must be expanded to be adequate. Learning resources include all sources that can be used by students in learning, either separately or in combination, to achieve certain learning objectives or competencies. Learning resources are materials needed in the learning process, which can increase student activeness, especially in today's digital era.

In a teaching and learning process, teaching methods and learning media are two important elements. A teacher, especially in SMK, must have the ability to create interesting learning media, both visual and audiovisual computer-based. These skills become more important given the demands of the current curriculum which emphasizes innovation.

Referring to this problem, training and assistance in making interesting and interactive computer-based learning media is needed for Indonesian language teachers. One alternative to improve teachers' ability to create learning media is to provide training and mentoring. Teachers at SMK Rembang need to improve their knowledge of digital media through digital learning skills training. Success can be measured by how many teachers carry out the practice of delivering digital learning media and how many digital tools are provided for teachers and students in SMK Rembang.

2. Methods

This research was conducted in a participatory manner by involving Indonesian language teachers at SMK Rembang. Documentation data was collected through the collection of documents related to Indonesian language learning in SMK Rembang. The method was implemented by training and mentoring to teachers of SMK Rembang with the following stages. The implementation steps are as follows:

First, data collection of Indonesian language teachers in all SMK Rembang. This data collection aims to find out how many Indonesian language teachers are in the school.

Second, preparation of training assistance for making digital media learning media for teachers. This stage is assumed to prepare assistance to SMK Rembang teachers about training and assistance in making digital learning media.

Third, program introduction and apperception. Before conducting training assistance for the introduction of digital media making, the mentor conditioned the participants as much as possible. As an introduction, an introduction to what media is, what digital is, and giving apperception about the importance of making learning media. This is so that the minds of SMK Rembang teachers are focused and conditioned to follow the mentoring. Mentors conveyed the theme of the importance of creating digital learning media.

Fourth, the practice of digital learning media for Indonesian language teachers at SMK Kudus. Fifth, mentoring together. After the previous mentoring was completed, all participants were again conditioned for the joint mentoring stage. The mentor explains about the media creation that has just been made. In addition to explaining, mentors or assistants also provide examples and evaluate the learning media made.

Sixth, reflection. In reflection, the Indonesian language teachers of SMK Rembang worked together to reflect on the learning media created and conducted a brief simulation. Seventh is the follow-up stage. Before this mentoring was completed, each of the SMK Rembang Indonesian language teachers was given a monitoring guide called a life prospect map. In the guide teachers are given guidelines on how to make good digital learning media. After one or three months the life prospect map of each SMK Rembang teacher will be evaluated for reinforcement.

3. Results and Discussion

Training and assistance in making creative and innovative learning media using digital media was carried out for seven days. Starting from May 11-17, 2021, which was attended by all Indonesian language teachers as many as 12-14 teachers per group. The total group is 5-7 members. The community service program with the title "Assistance in Making Learning Media using digital for Indonesian Language Teachers at SMK Rembang" has been carried out in accordance with the implementation plan. The activity received a positive response from teachers and principals at SMK Rembang. The teachers of SMK Rembang know and understand more about digital media applications, and know how to make them. The media made in the training and mentoring in this community service is fully the right of the learning media maker.

This community service is carried out effectively. The results achieved in this activity, broadly speaking, consist of: 1) Data collection, 2) Program preparation, 3) Program introduction and apperception, 4) Joint mentoring, 5) Social correlation, 6) Joint mentoring 7) Reflection, and 8) Follow up.

The activities that have been carried out are as follows.

1. Data Collection Stage

At this stage the service team collected data to Rembang district to find data on PKM members. Field studies to find information on Rembang teacher member data. Collection of reference sources and literature studies. Searching for data and creating small groups to become a learning media training team.

2. Program Preparation Phase

Preparing assistance to PKM on digital learning media assistance. In order to have a target to achieve the goal later when practicing mentoring. As a form of direction to be more conditioned. The development of such learning resources has changed the learning paradigm from manual or face to face to digital and inter-connecting. With this, program preparation is optimally designed and mature.

3. Program Introduction and Apperception

Program introduction and apperception. Before providing learning media assistance, the mentor should condition the participants as much as possible. As an introduction to what digital learning media is, as well as giving an apperception of the importance of digital learning media to teachers and students. This is so that the minds of teachers and students of Rembang district are directed and conditioned to follow the mentoring. Mentors conveyed the theme of this time a traditional game, namely about the importance of digital media in the era of millennial times. Teachers are instructed to pay attention to the direction of learning media by one of the mentors or assistants. It is hoped that with this introduction teachers and students can contribute to effective digital learning, and are easily understood by both parties. Both parties, must really pay attention to it, otherwise it will be less effective to carry out activities in the next stage.

4. Joint Mentoring Stage

After the previous mentoring was completed, all participants were again conditioned for the joint mentoring stage. The mentor explains about the show that has just been watched and its relation to the digital theme. Mentors must explain in detail, because this mentoring is not done repeatedly. Next, the mentor explains the meaning of developing insightful learning media. In addition to explaining, mentors or assistants also provide examples of how to deliver using good digital media, such as photos or videos displayed through the LCD. This is to make it easier for teachers to be interested and to remind them of the importance of digital media.

5. Social Correlation Stage

At this stage, the mentor or companion in the delivery connects the meaning of the importance of learning through digital, then connects it close to the teacher's life. This activity must be able to generate a reciprocal relationship to the teacher and the students. In this correlation is done in detail.

6. Joint Mentoring Stage

After the joint mentoring stage, participants are conditioned to the group mentoring stage. Participants are divided into small groups. For example, one group consists of 5-7 members. Each group has a mentor who accompanies the mentoring process. In this stage, problem identification is carried out in relation to the difficulties of teachers in digital delivery. After the participants' problems have been identified, they will conclude the problem and design (write down) learning media plans.

7. Reflection Stage

Teachers work together with their groups to express and practice examples of learning media delivery. The expression is written on paper then collected to the mentor and then practiced using digital tools. This way, teachers can measure their skills up to which stage. Teachers among teachers can give suggestions to their groups, what needs to be improved in this activity. Then the mentor will assess the results of this activity.

8. Follow-up Stage

Before the mentoring is completed, each teacher is given a monitoring guide called a teaching prospect map (see attachment). The guide provides guidelines on how to deliver through digital media. After one or three months the teacher's teaching prospect map will be evaluated for reinforcement.

9. Activity Evaluation Stage

Evaluation of this service activity will be carried out in two stages of evaluation, namely:

a. Evaluation by the mentor as a companion

This evaluation activity is carried out by the mentor in the form of activities to assess and provide advice, input and appreciation for the practice of digital media learning.

b. Evaluation of training and mentoring results

Evaluation activities, namely assessing, providing advice, input and appreciation related to the results of mentoring, simulations and digital learning media practice activities with millennial era education insights carried out by teachers.

4. Conclusion

The community service program with the title "Assistance in Making Learning Media using digital for Indonesian Language Teachers at SMK Rembang" has been carried out successfully and received a positive response from teachers and principals at SMK Rembang.

The results achieved in this activity:

- 1 Teachers of SMK Rembang know and understand more about digital media applications, and know how to make them.
- 2 The media made in the training and mentoring in this community service is fully the right of the learning media maker.
- 3 Teachers can contribute with digital learning that is effective, and easily understood by both parties.
- 4 Teachers can measure their ability to which stage in using digital media.
- 5 Teachers receive a monitoring guide called a teaching prospect map to help them in their delivery through digital media.

This program has provided significant benefits for Indonesian language teachers in SMK Rembang, improving their ability to use digital media for learning.

Acknowledgments

First and foremost, we would like to thank God Almighty for His mercy and grace that has given us the strength and ability to complete the research and writing of this article. We would also like to thank the journal [Uniglobal Journal of Social Sciences and Humanities] for the opportunity given to publish this article. We hope that this article can make a useful contribution to the world of education, especially in improving the quality of Indonesian language learning in SMKs in Rembang district. Finally, we apologize for any shortcomings in this article. Constructive criticism and suggestions are welcome to improve our research in the future.

Reference

- Ahsin, M. N., & Ristiyani, R. (2019). Penerapan model sinektik untuk meningkatkan kemampuan menulis cerpen bagi mahasiswa. *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, 3(1), 148-156. <https://doi.org/10.24176/kredo.v3i1.4060>
- Ahsin, M. N., & Arumsari, N. R. (2018). Pengembangan bahan ajar bahasa indonesia sd berbasis kewirausahaan untuk menumbuhkan jiwa entrepreneurship pada generasi muda. *Jurnal Ilmiah Pendidikan Dasar*, 4(2), 91-103. <http://dx.doi.org/10.30659/pendas.4.2.91-103>
- Ahsin, M. N., & Arumsari, N. R. (2017). Pengembangan Bahan Ajar Bahasa Indonesia Berbasis Kewirausahaan Pada Generasi Muda. <http://eprints.undip.ac.id/60538/>
- Ahsin, M., Ristiyani, R., & Lusianti, D. (2019, October). Making Speech Therapy Aids for Children with Special Needs. In *Proceeding of the 2nd International Conference Education Culture and Technology, ICONECT 2019*, 20-21 August 2019, Kudus, Indonesia. <http://dx.doi.org/10.4108/eai.20-8-2019.2288162>
- Ahsin, M. N., & Fathurohman, I. (2020). Penerapan Blended Learning dengan Moodle dan Media Website dalam Pembelajaran Jurnalistik Daring. *Sasando: Jurnal Bahasa, Sastra Indonesia, dan Pengajarannya Lembaga Penelitian dan Pengabdian Masyarakat Universitas Pancasakti Tegal*, 3(2), 33-46. <https://doi.org/10.24905/sasando.v3i2.126>
- Ahsin, M. N., & Roysa, M. (2020). Pendampingan Pembuatan Media Pembelajaran Dengan Aplikasi Video Scribe Untuk Guru Ma Nu Hasyim Asy'Ari 2. *Muria Jurnal Layanan Masyarakat*, 2(2). <https://doi.org/10.24176/mjlm.v2i2.4423>
- Al Mabruroh, Z., Kanzunuddin, M., & Nugraheni, L. (2020, November). Penggunaan Bahasa Iklan Barang Dan Jasa Sebagai Bahan Ajar Jual Beli Dalam Mata Kuliah Bipa Di Universitas Muria Kudus. In *Prosiding Seminar Internasional Seminar Kepakaran Bahasa Indonesia Untuk Penutur Asing (SEMAR BIPA) (Vol. 3, No. 1, pp. 157-161)*. <https://conference.umk.ac.id/index.php/semarbipa/article/view/285>
- Angelia, B., Widiyanto, E., & Fathurohman, I. (2020). Kohesi Dan Koherensi Pada Buku Pengajaran Bipa Tingkt C1. In *Prosiding Seminar Internasional Seminar Kepakaran Bahasa Indonesia Untuk Penutur Asing (SEMAR BIPA) (Vol. 3, No. 1, pp. 31-37)*. <https://conference.umk.ac.id/index.php/semarbipa/article/view/269>
- Ardianti, S. D., Pratiwi, I. A., & Kanzunudin, M. (2017). Implementasi project based learning (pjbl) berpendekatan science edutainment terhadap kreativitas peserta didik. *Refleksi Edukatika: Jurnal Ilmiah Kependidikan*, 7(2). <https://doi.org/10.24176/re.v7i2.1225>
- Arukah, D. W., Fathurohman, I., & Kuryanto, M. S. (2020, October). Peningkatan Hasil Belajar Siswa dengan Menggunakan Media Ledu. In *Prosiding Seminar dan Diskusi Pendidikan Dasar*. <https://journal.unj.ac.id/unj/index.php/psdspd/article/view/17738>
- Arukah, D. W., Fathurohman, I., & Kuryanto, M. S. (2020). Peningkatan Hasil Belajar Siswa Kelas IV Sekolah Dasar Negeri 2 Karangbener Menggunakan Model Think Pairs Share. *EduBase: Journal of Basic Education*, 1(2), 127-135. <https://doi.org/10.47453/edubase.v1i2.141>

- Cahyono, T. A., Ulya, H., & Ristiyani, R. (2020). Media Konkret Sebagai Upaya Meningkatkan Kemampuan Mengungkapkan Kalimat Permintaan Maaf pada Kelas II SD. *Jurnal Prakarsa Paedagogia*, 3(2). <https://doi.org/10.24176/jpp.v3i2.5858>
- Devi, I., Fakhriyah, F., & Roysa, M. (2020). Implementasi model problem solving berbantuan media komik tematik untuk meningkatkan kemampuan berpikir kritis siswa. *Jurnal Kreatif: Jurnal Kependidikan Dasar*, 11(1), 9-16. <https://doi.org/10.15294/kreatif.v11i1.25956>
- Darmuki, A., Andayani, A., Nurkamto, J., & Saddhono, K. (2017). Peer Review: Cooperative, Synectics, and CTL Learning Models toward Speaking Ability Viewed from Student's Motivation. <http://repository.ikipgribojonegoro.ac.id/345/>
- Darmuki, A., & Hariyadi, A. (2019). Peer Review: Peningkatan Keterampilan Berbicara Menggunakan Metode Kooperatif Tipe Jigsaw Pada Mahasiswa Pbsi Tingkat Ib Ikip Pgri Bojonegoro Tahun Akademik 2018/2019. <http://repository.ikipgribojonegoro.ac.id/343/>
- Darmuki, A., & Hariyadi, A. (2019). Eksperimentasi Model Pembelajaran Jucama Ditinjau Dari Gaya Belajar Terhadap Prestasi Belajar Mahasiswa Mata Kuliah Berbicara Di Prodi PBSI IKIP PGRI Bojonegoro. *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, 3(1), 62-72. <https://doi.org/10.24176/kredo.v3i1.4021>
- Darmuki, A., & Hidayati, N. A. (2019). Peer Review Peningkatan Kemampuan Berbicara Menggunakan Metode Kooperatif Tipe NHT pada Mahasiswa Tingkat IA PBSI tahun akademik 2018/2019. <http://repository.ikipgribojonegoro.ac.id/1553/>
- Fakhriyah, F., Masfuah, S., Roysa, M., Rusilowati, A., & Rahayu, E. S. (2017). Student's science literacy in the aspect of content science?. *Jurnal Pendidikan IPA Indonesia*, 6(1). <https://doi.org/10.15294/jpii.v6i1.7245>
- Fakhriyah, F., & Roysa, M. (2016). Pengaruh Model Problem Based Instruction Dalam Mengembangkan Kemampuan Berpikir Kritis Siswa Sekolah Dasar. *Jurnal Konseling GUSJIGANG*, 2(1). <https://doi.org/10.24176/jkg.v2i1.559>
- Fathurrohman, I. (2013). Wujud Kesantunan Berbahasa dalam Buku Ajar Bahasa Indonesia Sekolah Dasar Tingkat Rendah Karangan Muhammad Jaruki. <http://hdl.handle.net/11617/3427>
- Fathurohman, I., Nurcahyo, A. D., & Rondli, W. S. (2014). Film Animasi sebagai media pembelajaran terpadu untuk memacu keaksaraan multibahasa pada siswa Sekolah Dasar. *Refleksi Edukatika: Jurnal Ilmiah Kependidikan*, 4(1). <https://doi.org/10.24176/re.v5i1.430>
- Fathurohman, I. (2014). Peran Guru dalam Pengembangan Sikap Positif dan Internalisasi Nilai-nilai luhur melalui teks dongeng dalam kurikulum 2013 di Sekolah dasar. Tersedia secara online di: http://eprints.umk.ac.id/1281/2/MAKALAH_UNISSULA.pdf [diakses di Kota Malang, Indonesia: 24 Maret 2017]. https://eprints.umk.ac.id/1281/2/MAKALAH_UNISSULA.pdf
- Fathurohman, A. (2015). Konservasi Energi Pada Vacuum Pump Sistem Untuk Pemasakan Gula Dengan Jet Condenser. *Prosiding Semnastek*. <https://jurnal.umj.ac.id/index.php/semnastek/article/view/497>
- Fathurohman, E. A. I. I., & Setiawan, D. (2017). Makna Dan Nilai Buka Luwur Sunan Kudus (Sumbangan Pemikiran Mewujudkan Visi Kampus Kebudayaan). *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, 1(1), 44-57. <https://doi.org/10.24176/kredo.v1i1.1752>
- Fathurohman, I., Supriyanto, T., Nuryatin, A., & Subyantoro, M. (2018, September). Human Problems in Remy Sylado Mbeling Poetry: the Analysis of Norm Srata by Ingarden. In *International Conference on Science and Education and Technology 2018 (ISET 2018)* (pp. 255-258). Atlantis Press. <https://www.atlantis-press.com/proceedings/iset-18/55910639>
- Fathurohman, I., Kanzunudin, M., Tamarudin, A., & Cahyaningsih, R. D. (2019, October). Education In Era 4.0 Based On Local Wisdom: Existence Of Value And Technology. In *ICONECT 2019: Proceeding of the 2nd International Conference Education Culture and Technology, ICONECT 2019, 20-21 August 2019, Kudus, Indonesia* (p. 200). European Alliance for Innovation.
- Fathurohman, I., & Setiawan, D. (2020). The Utilization Of Culture Map Board Media To Improve Teachers' Skills In Elementary School. *Journal of Education Technology*, 4(3), 279-284. <https://doi.org/10.23887/jet.v4i3.28456>
- Fathurohman, I., & Purbasari, I. (2020). Peningkatan Hasil Belajar Siswa SDN 5 Gondoharum Kudus Melalui Model TGT dan Media DaperR. *Jurnal Ilmiah Wahana Pendidikan*, 6(3), 264-274. <https://doi.org/10.5281/zenodo.3960155>
- Fitria, H., Kristiawan, M., & Rahmat, N. (2019). Upaya Meningkatkan Kompetensi Guru Melalui Pelatihan Penelitian Tindakan Kelas. *Abdimas Unwahas*, 4(1), 14-25. <https://doi.org/10.31942/abd.v4i1.2690>

- Hartani, A., & Fathurohman, I. (2018). peningkatan kualitas pembelajaran menyimak cerita pendek melalui model picture and picture berbantuan media cd cerita pada siswa kelas v sd 1 mejobo kudas. *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, 2(1), 17-38. <https://doi.org/10.24176/kredo.v2i1.2576>
- Hanif, S. L., Fathurohman, I., & Pd, S. M. (2018). Peningkatan Keterampilan Membaca Puisi Dengan Eksperimentasi Model Circ Bermedia Video Pembacaan Puisi Pada Siswa Kelas V Sd 1 Tritis Jepara. *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, 2(1), 65-80. <https://jurnal.umk.ac.id/index.php/kredo/article/viewFile/2784/1476>
- Hidayati, N. A., Waluyo, H. J., Winarni, R., & Suyitno, S. (2018, January). Ritual Animism and Religious on Sura Thanksgiving Ceremony of Samin Jepang Margomulyo Tribe Community (Turnitin). In *Proceedings of the 1st International Conference on Intellectuals' Global Responsibility (ICIGR 2017)* (Vol. 25, pp. 348-353). Atlantis Press. <http://repository.ikipgribojonegoro.ac.id/1425/>
- Handayani, S. L., & Rukmana, D. (2020). Peningkatan Kemampuan Menulis Karya Ilmiah Guru Melalui Pelatihan Penelitian Tindakan Kelas bagi Guru SD. *Publikasi Pendidikan*, 10(1), 8.
- Jana, P., & Pamungkas, B. (2018). Pelatihan Penelitian Tindakan Kelas Bagi Guru Sd Negeri Guwosari. *Abdimas Dewantara*, 1(1), 39. <https://doi.org/10.30738/ad.v1i1.2289>
- Kara, R. B., Fathurohman, I., & Fajrie, N. (2020). Improving Poem Writing Skill Through Smart Ludo Media For Grade IV Students. *Jurnal Ilmiah Sekolah Dasar*, 4(3), 496-504. <https://doi.org/10.23887/jisd.v4i3.27538>
- Kara, R. B., Fathurohman, I., & Fajrie, N. (2020). Upaya Meningkatkan Keterampilan Menulis Puisi melalui Media Ludo Pintar. *Journal of Education Action Research*, 4(3), 363-370. <https://doi.org/10.23887/jear.v4i3.27231>
- Kanzunudin, M., Rokhman, F., Sayuti, S. A., & Mardikantoro, H. B. (2018, September). Folklore local wisdom values of Rembang Society. In *International Conference on Science and Education and Technology 2018 (ISET 2018)* (pp. 340-344). Atlantis Press. <https://www.atlantis-press.com/proceedings/iset-18/55910655>
- Kanzunudin, M. (2017). Menggali Nilai dan Fungsi Cerita Rakyat Sultan Hadirin dan Masjid Wali At-Taqwa Loram Kulon Kudus. *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, 1(1), 1-17. <https://doi.org/10.24176/kredo.v1i1.1748>
- Kanzunudin, M. (2017). Struktur dan Nilai Cerita Rakyat Mbah Rogo Moyo. In *International Conference on Language, Literature and Teaching*. <https://eprints.umk.ac.id/11832/2/Cover.pdf>
- Kurniasih, N., Wanabuliandari, S., & Ristiyani, R. (2020). Bibliometrics analysis in articles of verbal bullying in schools. *Library Philosophy and Practice*, 2020, 1-10.
- Lestari, E. E., Roysa, M., & Purbasari, I. (2020). Implementasi Media Permainan Codaka dalam Meningkatkan Hasil Belajar Ranah Keterampilan Siswa di Kelas IV SDN Sambung. *Trihayu: Jurnal Pendidikan Ke-SD-an*, 7(1). <https://doi.org/10.30738/trihayu.v7i1.8394>
- Nirwanto, B. G., Murtono, M., & Fathurohman, I. (2021). Media Puzzle Berbantu Augmented Reality pada Muatan Pelajaran IPA Tema Ekosistem. *Jurnal Edutech Undiksha*, 9(2), 275-283. <https://doi.org/10.23887/jeu.v9i2.38503>
- Nisa, K., Kanzunudin, M., & Nugraheni, L. (2020, November). Pengenalan Pembelajaran Sastra Melalui Novel Hujan Karya Tere Liye Bagi Mahasiswa Bipa Di Universitas Muria Kudus. In *Prosiding Seminar Internasional Seminar Kepakaran Bahasa Indonesia Untuk Penutur Asing (SEMAR BIPA)* (Vol. 3, No. 1, pp. 183-193). <https://conference.umk.ac.id/index.php/semarbipa/article/view/288>
- Nugraheni, L., Budayasa, I. K., & Suwarsono, S. T. (2018). A Metacognitive Profile of Vocational High School Student's Field Independent in Mathematical Problem Solving. In *Journal of Physics: Conference Series* (Vol. 947, No. 1, p. 012066). IOP Publishing. <https://iopscience.iop.org/article/10.1088/1742-6596/947/1/012066/meta>
- Nugraheni, L., & Ahsin, M. N. (2020). Pendidikan Karakter dalam Pementasan Drama "Pelayaran Menuju Ibu" Karya Ramli Prapanca sebagai Bahan Ajar Pengkajian Drama Mahasiswa PBSI. *Jurnal Educatio FKIP UNMA*, 6(2), 684-689. <https://doi.org/10.31949/educatio.v6i2.730>
- Nugraheni, L., Suyitno, Ekowardani, N., & Waluyo, H. J. (2020, September). Pictures Series As Learning Media Of Folklore At Elementary School. In *Proceedings of the 4th International Conference on Learning Innovation and Quality Education* (pp. 1-4). <https://doi.org/10.1145/3452144.3453760>
- Nurhadi, M., & Utaminingsih, S. (2020). Pengaruh Model Pembelajaran Inquiry terhadap Hasil Belajar Siswa Materi Operasi Hitung Bilangan Cacah di Kelas VI Sekolah Dasar. *VIVABIO: Jurnal Pengabdian Multidisiplin*, 2(1), 44-60. <https://doi.org/10.35799/vivabio.2.1.2020.28804>
- Prayogo, W., Roysa, M., & Widiyanto, E. (2020). Alih kode dan campur kode dalam interaksi jual beli di pasar tradisional prawoto sukolilo pati. *ALFABETA: Jurnal Bahasa, Sastra, dan Pembelajarannya*, 3(2), 1-12. <https://doi.org/10.33503/alfabeta.v3i2.891>

- Pujiati, P., Kanzunudin, M., & Wanabuliandari, S. (2018). Penerapan Contextual Teaching and Learning Berbantu Blok Pecahan untuk Peningkatan Pemahaman Konsep Siswa. *ANARGYA: Jurnal Ilmiah Pendidikan Matematika*, 1(2), 122-129. <https://doi.org/10.24176/anargya.v1i2.2713>
- Purnaningtyas, A. R. I. D., Fathurohman, I., & Kuryanto, M. S. (2020, October). Pemanfaatan Media Unos dan Model Pembelajaran Teams Games Tournament untuk Peningkatan Keterampilan Mengajar Guru di Sd Negeri Geritan Pati. In *Prosiding Seminar dan Diskusi Pendidikan Dasar*. <https://journal.unj.ac.id/unj/index.php/psdpd/article/view/17737>
- Purnaningtyas, A. R. I. D., Fathurohman, I., & Kuryanto, M. S. (2020). Peningkatan Hasil Belajar melalui Model Teams Games Tournament Berbantuan Media Unos pada Siswa Kelas IV Sekolah Dasar. *Jurnal Pendidikan Dasar Borneo (Judikdas Borneo)*, 2(2), 15-23. <https://doi.org/10.35334/judikdas%20borneo.v2i2.1479>
- Ristiyani, R., & Roysa, M. (2019). BULLYING VERBAL SEBAGAI BENTUK DISFEMISME TUTURAN DI SEKOLAH. *Jurnal Educatio FKIP UNMA*, 5(2), 174-181. <https://doi.org/10.31949/educatio.v5i2.276>
- Ristiyani, M., Roysa, M., & Ahsin, M. N. (2018, September). The Use of Utterance Politeness by Nursemaid in Creating Character of Homeless Children. In *International Conference on Science and Education and Technology 2018 (ISET 2018)* (pp. 400-402). Atlantis Press. <https://www.atlantis-press.com/proceedings/iset-18/55910666>
- Ristiyani, R., Roysa, M., & Fakhriyah, F. (2017). Kelayakan Buku Santun Berbahasa Untuk Pengasuhan Berbahasa Peserta Didik Tk Di Kabupaten Kudus. *Refleksi Edukatika: Jurnal Ilmiah Kependidikan*, 7(2). <https://doi.org/10.24176/re.v7i2.1227>
- Ristiyani, R. (2017). Analisis Strata Norma Kumpulan Sajak Nikah Ilalang Karya Dorothea Rosa Herliany: Menggeser Ideologi Kontra Feminis dalam Masyarakat Patriarkhi. *Deiksis: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 4(1), 77-88. <http://dx.doi.org/10.33603/deiksis.v4i1.408>
- Rodli, R., Nugraheni, L., & Ediyono, S. (2019). Pemikiran Filsafat dalam Novel “Gerak-Gerik” Karya AH. J. Khuzaeni. *Pentas: Jurnal Ilmiah Pendidikan Bahasa dan Sastra Indonesia*, 5(1), 15-23. <https://e-jurnal.unisda.ac.id/index.php/pentas/article/view/1515>
- Roysa, M., & Ahsin, M. N. (2020). Inovasi Pembelajaran Digital Menggunakan Model Poe pada Mata Kuliah Jurnalistik di Prodi PBSI Universitas Muria Kudus. *Sasando: Jurnal Bahasa, Sastra Indonesia, dan Pengajarannya Lembaga Penelitian dan Pengabdian Masyarakat Universitas Pancasakti Tegal*, 3(2), 99-107. <https://doi.org/10.24905/sasando.v3i2.133>
- Ristiyani, R., & Ahsin, M. N. (2017). Validitas Buku Santun Berbahasa Untuk Interaksi Pengasuhan Berbahasa Anak Jalanan di Rumah Singgah. *Transformatika: Jurnal Bahasa, Sastra, dan Pengajarannya*, 1(2), 246-261. <https://core.ac.uk/download/pdf/145603871.pdf>
- Rodli, R., Nugraheni, L., & Ediyono, S. (2019). Pemikiran Filsafat Dalam Novel “Gerak-Gerik” Karya Ah. J. Khuzaeni. *Pentas: Jurnal Ilmiah Pendidikan Bahasa dan Sastra Indonesia*, 5(1), 15-23. <https://e-jurnal.unisda.ac.id/index.php/pentas/article/view/1515>
- Roysa, M. (2017). Analisis Buku Bacaan Anak “Belajar Sambil Berternak Ayam” berdasarkan Pendekatan Stuktural. *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, 1(1), 18-30. <https://doi.org/10.24176/kredo.v1i1.1750>
- Satria, E. P., Fathurohman, I., & Ardianti, S. D. (2020). Meningkatkan hasil belajar siswa SD melalui model teams games tournament dan media scrapbook. *EduBasic Journal: Jurnal Pendidikan Dasar*, 2(1), 45-51. <https://doi.org/10.17509/ebj.v2i1.26954>
- Sofia, E. M., Fathurohman, I., & Purbasari, I. (2020). Penerapan Model Contextual Teaching And Learning Terhadap Peningkatan Keterampilan Menulis Pendapat Pribadi. *Kredo: Jurnal Ilmiah Bahasa dan Sastra*, 3(2), 249-262. <https://doi.org/10.24176/kredo.v3i2.4783>
- Simanjuntak, E., Manullang, S., & Sinaga, M. S. (2017). Peningkatan Profesionalisme Guru Sekolah Menengah Pertama Negeri (Smpn) Dengan Melakukan Pelatihan Penelitian Tindakan Kelas. *Jurnal Pengabdian Kepada Masyarakat*, 23(3), 383. <https://doi.org/10.24114/jpkm.v23i3.7474Soejoto>
- Sulistiyowati, T., & Surachmi, S. W. (2020). Introducing Local Wisdom through Narrative: Teaching English in Higher Education. *Indonesian EFL Journal*, 6(1), 81-88. <https://doi.org/10.25134/ieflj.v6i1.2641>
- Supriyanto, A. (2017). Peningkatan Kemampuan Guru Dalam Penulisan Karya Ilmiah Melalui Pelatihan Penelitian Tindakan Kelas. *ABDIMAS PEDAGOGI*, 1(1), 1-7.
- Susanto, T. A., Fathurohman, I., & Pratama, H. (2022). Developing Nearpod E-Media Through Model Discovery to Improve Learning Independence for Elementary School Students. *Uniglobal Journal of Social Sciences and*

- Tamarudin, A. (2020). Analisis faktor otentik kesulitan belajar program linier berbasis problem-based learning. ANARGYA: Jurnal Ilmiah Pendidikan Matematika, 3(1), 8-14. <https://doi.org/10.24176/anargya.v3i1.4142>
- Umah, S. W., Suad, S., & Roysa, M. (2020). Model Group Investigation Berbantuan Media Diorama Peristiwa Untuk Meningkatkan Hasil Belajar Siswa. DIDAKTIKA: Jurnal Pendidikan Sekolah Dasar, 3(2), 89-100. <https://doi.org/10.21831/didaktika.v3i2.33744>
- Widwiarti, Yudha. "ANALISIS KESALAHAN BERBAHASA DALAM PENULISAN LAMARAN PEKERJAAN SISWA KELAS XII TPM 4 SMK NEGERI REMBANG KABUPATEN PASURUAN TAHUN PELAJARAN 2019/2020." *sarasvati* 2.1 (2020): 17-32.
- Wiganda, S. (2014). Pelatihan Penelitian Tindakan Kelas Bagi Guru-Guru Se-Jakarta Timur. Sarwahita, 11(1), 1. <https://doi.org/10.21009/sarwahita.111.01>
- Wiradimadja, A., Kurniawan, B., & Sukamto, S. (2019). Pelatihan Ptk Bagi Guru Ips Smp/Mts Malang Raya. Jurnal Praksis Dan Dedikasi Sosial, 2(1), 6. <https://doi.org/10.17977/um032v0i0p6-12>
- Wanabuliandari, S., & Ristiyani, R. (2019). Program Hypnomathematics melalui Kata-Kata Positif untuk Guru SD 4 Bae, Kudus. Jurnal Pengabdian Pada Masyarakat, 4(3), 249-254. <https://doi.org/10.30653/002.201943.150>
- Wanabuliandari, S., Ardianti, S. D., Ristiyani, R., Bintoro, H. S., & Sutiksno, D. U. (2019, July). e-Jas module: effort to improvement the environmental care and responsibility character. In 1st International Conference on Life, Innovation, Change and Knowledge (ICLICK 2018) (pp. 118-123). Atlantis Press. <https://www.atlantispress.com/proceedings/iclick-18/125913282>
- Widianto, E., & Fathurohman, I. (2019). Variasi Tunggal Bahasa dalam Interaksi Penjual dan Pembeli di Kawasan Makam Sunan Muria. KREDO: Jurnal Ilmiah Bahasa dan Sastra, 3(1), 164-170. <https://doi.org/10.24176/kredo.v3i1.3403>
- Wibowo, S. A., & Roysa, M. (2018). Efektivitas penggunaan model think talk write berbantuan media komik strip dalam peningkatan keterampilan menulis dialog sederhana siswa kelas V SD 1 Tritis. KREDO: Jurnal Ilmiah Bahasa dan Sastra, 1(2), 145-159. <https://doi.org/10.24176/kredo.v1i2.2215>
- Yuliani, I., Kanzunudin, M., & Rahayu, R. (2018). Penerapan Model Creative Problem Solving Berbantuan Media Bongkar Pasang untuk Peningkatan Berpikir Kreatif Matematika Siswa Sekolah Dasar. Anargya: Jurnal Ilmiah Pendidikan Matematika, 1(1), 29-36. <https://doi.org/10.24176/anargya.v1i1.2283>