

## Implementing Classroom Action Research Findings for Practical Improvement of the Learning Process: An Evaluation of Their Implementation in School Educational Practices

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### Abstract

This study aims to examine teachers' experiences in applying classroom action research results for learning improvement, as well as identifying factors that influence these experiences. The method used in this research is a literature study that collects and analyzes various sources of information relevant to the topic of study. The results of the study show that teachers' experience in implementing classroom action research results is a complex journey influenced by various factors, such as understanding research results, the ability to manage change, work environment support, and resource availability. The experience experienced by teachers can be positive or negative, both of which have an important role in determining the success of the learning improvements made. The implication of this research is the need for comprehensive support from schools and educational institutions to help teachers overcome various challenges faced and improve the quality of the process of sustainable application.

**Keywords:** Classroom Action Research, Teacher Experience, Learning Improvement.

### Abstrak

Penelitian ini bertujuan untuk mengkaji pengalaman guru dalam menerapkan hasil penelitian tindakan kelas untuk peningkatan pembelajaran, serta mengidentifikasi faktor-faktor yang memengaruhi pengalaman tersebut. Metode yang digunakan dalam

penelitian ini adalah studi literatur yang mengumpulkan dan menganalisis berbagai sumber informasi yang relevan dengan topik penelitian. Hasil penelitian menunjukkan bahwa pengalaman guru dalam menerapkan hasil penelitian tindakan kelas merupakan perjalanan yang kompleks yang dipengaruhi oleh berbagai faktor, seperti pemahaman terhadap hasil penelitian, kemampuan mengelola perubahan, dukungan lingkungan kerja, dan ketersediaan sumber daya. Pengalaman yang dialami guru dapat bersifat positif atau negatif, keduanya memiliki peran penting dalam menentukan keberhasilan peningkatan pembelajaran yang dilakukan. Implikasi dari penelitian ini adalah perlunya dukungan komprehensif dari sekolah dan lembaga pendidikan untuk membantu guru mengatasi berbagai tantangan yang dihadapi serta meningkatkan kualitas proses penerapan yang berkelanjutan.

**Kata kunci:** Penelitian Tindakan Kelas, Pengalaman Guru, Peningkatan Pembelajaran.

## A. Introduction

Classroom action research has become a key strategy in education to improve the quality of learning processes and outcomes. Teachers, as the primary actors in learning activities, play a central role in conducting this research, as they understand the needs and problems that arise in the classroom. This step is crucial for encouraging sustainable behavioral change through increased awareness within the school environment.<sup>1</sup>The results of this classroom action research are expected to provide concrete and applicable solutions to various problems encountered in the learning process, thereby continuously improving the quality of education. Through appropriate education, opportunities for social mobility for children from underprivileged backgrounds in urban areas can also be expanded.<sup>2</sup>Implementing the research results requires special efforts and abilities from teachers, because it not only involves changes in learning methods or strategies, but also involves adjustments in various aspects related to learning activities in the classroom.<sup>3</sup>

Teachers' experience implementing classroom action research findings is a determining factor in the success of their learning improvement efforts. Each teacher has different characteristics, educational backgrounds, and abilities, so their experiences in implementing research findings will also vary.<sup>4</sup>This difference is often influenced by teachers' readiness to adapt and mental resilience in facing challenges in

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<sup>1</sup>Gautama, Elly Christanty, and Rahayu Mardikaningsih. "Driving Sustainable Behavior Change Through Education and Public Awareness." *Journal of Social Science Studies* 2.1 (2022): 259

<sup>2</sup>Hartono, R., and B. Sulisty. "The Role of Education in the Social Mobility of Poor Children in Urban Settings." *Indonesian Social Science Studies* 2.1 (2022): 109

<sup>3</sup>Putri, Nadia Sari, and Tri Agung Nusantara Kr J. Tompong. "Classroom Action Research as a Means of Improving Teacher Professionalism and Learning Quality in the Digital Age." *Gateway for Understanding Research in Education* 1.1 (2025): 39

<sup>4</sup>Ervina, Ervina, et al. "Classroom Action Research in the Perspective of Teacher Professionalism: A Theoretical Study and its Implications." *Multidisciplinary Indonesian Center Journal (MICJO)* 2.3 (2025): 2685

the professional work world.<sup>5</sup>Some teachers may find it easy to implement research findings and see positive impacts on learning outcomes, while others may encounter various challenges that make implementation more challenging. Furthermore, barriers to technology access and limited digital skills often serve as barriers that widen the gap between achieving educational success.<sup>6,7</sup>The experiences of teachers can provide an overview of aspects that are working well and aspects that still need improvement, so that they can be used as a basis for developing more effective strategies for implementing the results of classroom action research.

The application of classroom action research results not only provides benefits for improving classroom learning, but also has a positive impact on the development of teacher professionalism itself.<sup>8</sup>Through this implementation process, teachers will have the opportunity to develop their skills in analyzing problems, designing solutions, implementing changes, and evaluating the results achieved. This competency development process also impacts character development and social skills within a broader interaction environment.<sup>9,10</sup>These skills are part of the professional competencies every teacher must possess to carry out their duties. Furthermore, this implementation process will also increase teachers' confidence and motivation in carrying out their duties, as they can directly see the impact of their efforts on improving the quality of learning and student learning outcomes.

Various factors can influence teachers' experiences implementing classroom action research findings to improve learning. These factors include teachers' understanding of the concepts and principles of classroom action research, support from the principal and colleagues, the availability of necessary resources, and the school's work environment. Effective principal leadership plays a key role in determining appropriate strategies to improve educational quality.<sup>11</sup>Teachers who have a good understanding of classroom action research will find it easier to implement the research findings, while teachers who receive adequate support from their work

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<sup>5</sup>Liwak, Shohibul, Didit Darmawan, and Muhammad Yusron Maulana El-Yunusi. "Adaptation Readiness and Resilience Building of Novice Teachers in Navigating the World of Education Professional Work." *Journal of Social Science Studies* 3.1 (2023): 213

<sup>6</sup>Arifin, Samsul, and Didit Darmawan. "Technology Access and Digital Skills: Bridging the Gaps in Education and Employment Opportunities in the Age of Technology 4.0." *Journal of Social Science Studies* 1.1 (2021): 163

<sup>7</sup>Ghozali, Solchan, et al. "Digital literacy as a pillar of improving the quality of modern education." *Journal of Education, Research, and Community Service* 4.2 (2024): 17.

<sup>8</sup>Ondeng, Syarifuddin, and Khalifah Mustami. "Improving Teacher Professionalism Through Classroom Action Research to Achieve Better National Education Quality." *Golden Ratio of Data in Summary* 5.4 (2025): 117

<sup>9</sup>Gani, A. "Character education and children's socio-emotional development in the social interaction environment." *Indonesian Social Science Studies* 5.1 (2025): 103

<sup>10</sup>Hariani, Mila, Mirza Elmy Safira, and Sri Wahyuni. "Multidisciplinary education and the growth of social competence in children." *Journal of Social Science Studies* 1.2 (2021): 253

<sup>11</sup>Ismaya, Bambang, et al. "Strategy for leadership: how principals of successful schools improve education quality." *Al-Tanzim: Journal of Islamic Educational Management* 7.1 (2023): 247

environment will be more motivated to implement needed changes. This support also includes creating inclusive communication that enables collaboration between groups within the institution.<sup>12</sup>Understanding the factors that influence teachers' experiences will help to develop appropriate strategies to support teachers in implementing classroom action research results effectively.

The discussion regarding teachers' experiences in applying the results of classroom action research to improve learning in this study is based on the Reflective Theory in Education developed by Schön (2017).<sup>13</sup>This theory explains that the process of learning and improving professional practice can be achieved through practitioners' reflection on the experiences they have had in carrying out their duties. The application of this reflection aligns with efforts to raise awareness of future developments in science and technology.<sup>14</sup>According to this theory, teachers, as educational practitioners, can develop their skills and improve their performance through reflection on their experiences, including applying the results of their research. This theory also emphasizes that teachers' experiences play a crucial role in shaping their understanding and skills, thus providing a basis for improving and developing teaching practices.

The Reflective Theory in Education described previously provides a relevant framework for analyzing how teachers' experiences implementing classroom action research findings can be used to improve learning. The application of this theory demonstrates that the process of implementing research findings is not merely a technical activity, but also a learning and self-development process that can improve the quality of teaching practices. This reflective activity also paves the way for the future reconstruction of society through more participatory education.<sup>15</sup>This theory also emphasizes that teachers' reflection on their experiences will help them understand the strengths and weaknesses of their efforts, allowing them to determine appropriate improvements for future implementation. This demonstrates that teachers' experiences play a crucial role in determining the success of learning improvements implemented through the application of classroom action research findings.

Based on a review of various previous studies, there is still limited understanding of teachers' experiences in applying classroom action research findings

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<sup>12</sup>Sajjapong, Thanawat, Mochamad Irfan, and Jeje Abdul Rojak. "Fostering Multicultural Collaboration in Higher Education Through Inclusive Communication." *Journal of Science, Technology and Society (SICO)* 6.1 (2025): 25

<sup>13</sup>Schön, Donald A. *The reflective practitioner: How professionals think in action*. Routledge, 2017. <https://doi.org/10.4324/9781315237477>

<sup>14</sup>Zahid, Reza Ahmad, et al. "Efforts to Increase Student Awareness and Skills in Facing the Future Era of Artificial Intelligence." *Ibn Sina's Journal of Devotion* 4.2 (2025): 129

<sup>15</sup>Warin, Araya Kanchanapisek. "Reconstructing Community Futures Through Non-Formal Education for Participatory and Inclusive Social Advancement." *Journal of Social Science Studies* 2.1 (2022): 183

to improve learning. Some studies only discuss the general process of implementing classroom action research or the benefits that can be gained from such research, without examining in-depth the experiences of teachers in implementing the research findings. If left unchecked, this information gap could exacerbate the inequality in access to equitable, quality education.<sup>16</sup> Meanwhile, some other studies discuss the problems teachers face in implementing classroom action research without linking them to the experiences they have had in implementing the research findings. This limitation makes it difficult to fully understand the process of implementing classroom action research findings and the factors that influence it.

Another issue that arises is a lack of understanding of how teachers' experiences can be used as a basis for developing more effective strategies for implementing classroom action research findings. Although many teachers have conducted classroom action research and applied its findings to their teaching, their experiences are often not documented or analyzed in depth, making them unusable as learning resources for other teachers or as a basis for developing policies that support learning improvement. Proper documentation is needed so that each experience can serve as a reference for improving professional standards.<sup>17</sup> Lack of understanding regarding this makes efforts to improve learning through the application of classroom action research results less structured and cannot be developed sustainably.

This study, which examines teachers' experiences implementing classroom action research findings for learning improvement, aims to provide a comprehensive understanding of the topic. It is hoped that this research will provide a clear picture of teachers' experiences, both positive and negative, in implementing classroom action research findings. It is also hoped that the results will provide an understanding of the factors influencing teachers' experiences and how these experiences can be used as a basis for developing more effective strategies for implementing classroom action research findings. Ultimately, this effort aims to create a more inclusive and responsive education system to the challenges of the times.<sup>18,19</sup> Understanding this will help to improve the quality of the process of implementing the results of classroom action research and achieve the desired learning improvement goals.

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<sup>16</sup>Rojak, Jeje Abdul, and Rafadi Khan Khayru. "Disparities in access to education in developing countries: Determinants, impacts, and solution strategies." *Journal of Social Science Studies* 2.1 (2022): 31

<sup>17</sup>Liwak, Shohibul, Didit Darmawan, and Muhammad Yusron Maulana El-Yunusi. "Adaptation Readiness and Resilience Building of Novice Teachers in Navigating the World of Education Professional Work." *Journal of Social Science Studies* 3.1 (2023): 213

<sup>18</sup>Sajjapong, Thanawat, Mochamad Irfan, and Jeje Abdul Rojak. "Fostering Multicultural Collaboration in Higher Education Through Inclusive Communication." *Journal of Science, Technology and Society (SICO)* 6.1 (2025): 25

<sup>19</sup>Arifin, Samsul, and Didit Darmawan. "Technology Access and Digital Skills: Bridging the Gaps in Education and Employment Opportunities in the Age of Technology 4.0." *Journal of Social Science Studies* 1.1 (2021): 163

Based on the description presented, the research problem formulation in this study is how teachers' experiences in applying the results of classroom action research to improve learning, and what factors influence these experiences. The purpose of this study is to examine the experiences of teachers in implementing the results of classroom action research to improve learning, and to analyze the factors that influence these experiences. This study also aims to identify ways that can be done to improve the quality of the process of implementing the results of classroom action research based on the experiences that have been experienced by teachers. The results of this study are expected to contribute to the development of science in the field of educational research and teacher professional development, as well as provide practical benefits for teachers and related parties in the world of education.

### **B. Literature Review**

Classroom Action Research (CAR) has become one of the most widely recognized approaches for improving instructional quality through systematic and reflective inquiry conducted by teachers within their own classrooms. The fundamental purpose of CAR is not merely to produce research findings but to generate practical solutions to real classroom problems. Through cycles of planning, action, observation, and reflection, teachers can continuously refine instructional strategies based on evidence gathered from their teaching practices. This cyclical nature positions CAR as a bridge between educational theory and classroom practice, enabling teachers to become agents of change within their educational environments.<sup>20</sup>

The literature emphasizes that the value of Classroom Action Research lies not only in the research process itself but also in the implementation of its findings. Many educational innovations fail because research outcomes remain documented rather than applied. Effective implementation of CAR findings allows teachers to translate classroom evidence into pedagogical improvements that directly influence student learning experiences. Consequently, the success of CAR should be evaluated based on the extent to which its recommendations are incorporated into daily teaching practices.<sup>21</sup>

Several scholars argue that CAR functions as a powerful mechanism for professional development. Unlike traditional training programs that often provide generalized solutions, CAR encourages teachers to investigate context-specific challenges. Through reflective inquiry, teachers develop deeper pedagogical understanding and acquire skills necessary for evidence-based decision making. The

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<sup>20</sup> Siti Khasinah, "Classroom Action Research," *Pioneer: Journal of Education*, 2013; Ade Rahayu & Arna Saskia, "Classroom Action Research Method: Concepts, Stages and Advantages in Learning Practice," (2025)

<sup>21</sup> M. Noor Sulaiman Syah, "Classroom Action Research as Professional Development of Teachers in Indonesia," *Tarbawi*, 2015; "Research and Development of Classroom Action Research Process to Enhance School Learning," *Procedia Social and Behavioral Sciences*, (2015)

implementation of research findings therefore contributes not only to student achievement but also to the continuous professional growth of teachers.<sup>22</sup>

The relationship between CAR implementation and instructional improvement is evident in numerous empirical studies. Research conducted in various educational settings demonstrates that applying findings derived from classroom action cycles leads to increased student engagement, improved learning outcomes, and more effective classroom management. Such improvements occur because instructional decisions are informed by actual classroom data rather than assumptions or external prescriptions.<sup>23</sup>

A key characteristic of successful implementation is the utilization of reflective practice. Reflection enables teachers to analyze the effectiveness of interventions and determine necessary modifications for subsequent learning activities. Through continuous reflection, research findings become embedded within instructional routines, resulting in sustainable educational improvement rather than temporary change.<sup>24</sup>

The implementation of CAR findings is also closely related to the concept of evidence-based education. Contemporary educational reforms increasingly emphasize the importance of data-informed decision making. CAR provides locally generated evidence that is directly relevant to specific classroom contexts. Consequently, teachers who implement CAR findings are more likely to adopt instructional strategies that address the unique needs of their students.<sup>25</sup>

Research on active learning models further demonstrates the practical significance of implementing CAR outcomes. Studies involving inquiry learning, problem-based learning, cooperative learning, and integrated active-learning approaches consistently report improvements in student participation and academic performance when interventions identified through CAR are systematically applied. These findings indicate that implementation is the critical stage through which research translates into educational impact.<sup>26</sup>

Despite its potential benefits, the implementation of CAR findings often encounters various challenges. Teachers frequently face limitations related to time, institutional support, workload, and research dissemination. As a result, valuable findings may remain confined to reports without influencing broader educational

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<sup>22</sup>Meilina Bustari, "Developing Elementary School Teacher Competencies through Classroom Action Research," *Dynamics of Education*, (2015)

<sup>23</sup>Dyah Perwita et al., "Reframing Undergraduate Economics Education through an Integrated Active and Engaging Learning Model," 2025; Dita Prihatna Wati et al., "The Implementation of the Inquiry Method in Improving Student Learning Outcomes," (2023).

<sup>24</sup>Khasinah, "Classroom Action Research"; Meghan McGlenn Manfra, "Action Research and Systematic, Intentional Change in Teaching Practice," (2019)

<sup>25</sup>Manfra, "Action Research and Systematic, Intentional Change in Teaching Practice"; Hermawan et al., "Professional Development of Indonesian Teachers," (2023)

<sup>26</sup>Rosyida et al., "Implementation of Problem Based Learning Model"; Perwita et al., "Integrated Active and Engaging Learning Model"; Sutiono et al., "Problem-Solving Learning Model

practices. Addressing these challenges requires supportive school leadership and collaborative professional learning communities.<sup>27</sup>

School leadership plays a significant role in facilitating the implementation process. Principals who encourage reflective practice, allocate resources, and provide opportunities for collaborative discussion contribute to the sustainability of CAR-based innovations. Organizational support helps transform individual teacher initiatives into school-wide improvement efforts.<sup>28</sup>

The literature further suggests that collaborative implementation enhances the effectiveness of CAR findings. When teachers share research outcomes with colleagues, successful interventions can be adapted across different classrooms and subject areas. This collaborative dimension extends the influence of CAR beyond individual practitioners and promotes a culture of continuous improvement within schools.<sup>29</sup>

Another important aspect concerns the sustainability of educational change. Sustainable improvement occurs when CAR findings are integrated into curriculum planning, assessment practices, and instructional policies. Such integration ensures that innovations become institutionalized rather than dependent on individual teacher initiatives.<sup>30</sup>

Recent studies also highlight the growing relevance of CAR in responding to educational innovation and technological change. Teachers increasingly utilize action research findings to evaluate digital learning strategies, student-centered pedagogies, and technology-enhanced instruction. The implementation of these findings supports adaptive and responsive educational practices in contemporary learning environments.<sup>31</sup> Overall, the literature indicates that the implementation of Classroom Action Research findings constitutes a crucial mechanism for improving educational practice. CAR serves as both a research methodology and a professional development strategy that empowers teachers to become reflective practitioners. The effectiveness of CAR ultimately depends on the successful translation of research findings into practical classroom improvements. Therefore, evaluating the implementation of CAR findings is essential for understanding their contribution to instructional quality, teacher competence, and student learning outcomes.

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<sup>27</sup>Rida Restu Restalillah, "Strategies for Overcoming the Challenges of Implementing Limited Trial Processes in PTK," 2025; Bustari, "Developing Teacher Competencies

<sup>28</sup> "Research and Development of Classroom Action Research Process to Enhance School Learning," (2015)

<sup>29</sup> Hermawan et al., "Professional Development of Indonesian Teachers," (2023)

<sup>30</sup> Abidin et al., "Classroom Action Research as a Strategy to Improve Teacher Competence," (2025)

<sup>31</sup> Villan & Santos, "ChatGPT as Co-Advisor in Scientific Initiation," 2023; Beatty et al., "Teacher Learning of Technology-Enhanced Formative Assessment," (2008)

### C. Method

This research uses a literature review method that focuses on collecting, reviewing, and integrating various relevant scientific sources to gain a comprehensive and structured understanding of the topic. This method was chosen because it allows researchers to examine various previous studies related to classroom action, teacher experiences, the application of research findings, and learning improvement efforts. With this approach, researchers can explore various perspectives, findings, and emerging ideas, particularly regarding teacher experiences, in utilizing classroom action research results to improve the quality of learning. This method is considered appropriate because it aligns with the research objectives, namely compiling a summary and analysis of previous studies, thereby providing a clearer picture of the phenomenon being studied.

The data sources in this study are derived from scientific literature relevant to the topic. The selected literature includes textbooks on classroom action research, learning management, teacher professional development, and educational psychology. Additionally, scientific articles from indexed academic journals, research reports from reputable educational institutions, and other scientific publications discussing teachers' experiences in carrying out their duties and applying research findings were also used as references. All sources were selected based on their high level of credibility and academic quality, ensuring that the information obtained can be scientifically justified and serve as the basis for accurate analysis and synthesis.<sup>32</sup>

Data analysis in this study was conducted using a thematic analysis approach. Information collected from various literatures was grouped into main themes according to the research focus. The analysis process began by identifying the core ideas of each source, then organizing them into relevant categories, and finally compiling them into a systematic and structured presentation. In this way, researchers were able to compare and contrast different perspectives and formulate a comprehensive synthesis of teachers' experiences to use the results of classroom action research to improve learning. Thematic analysis helped researchers organize information logically and facilitated the identification of patterns across the literature.<sup>33</sup>This technique provides an opportunity for researchers to present in-depth and comprehensive explanations.<sup>34</sup>Thus, thematic analysis strengthens the validity of research results through the presentation of structured and critical descriptions.

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<sup>32</sup>Taherdoost, Hamed. "A guide to evaluate academic sources to develop research paper: Source selection in academic writing." *Asian Review of Social Sciences* 11 (2022): 54. <https://doi.org/10.51983/arss-2022.11.1.3085>.

<sup>33</sup>Huberman, A. M. M. B. *"Qualitative data analysis a methods sourcebook."* (2014). <https://doi.org/10.4135/9781452230153>.

<sup>34</sup>Yin, Robert K. *Case study research and applications. Vol. 6.* Thousand Oaks, CA: Sage, 2018.

#### D. Result and Discussion

Classroom Action Research (CAR) is a form of reflective inquiry conducted by educators, either collectively or independently, within a social educational setting to improve the rationality and fairness of their teaching practices. Scientifically, this process is grounded in a cyclical and participatory qualitative research methodology, in which teachers play the dual role of researchers and practitioners, observing phenomena in their own classrooms. This aligns with efforts to develop students' character and social-emotional abilities within a broader interactive environment.<sup>35</sup>The essence of Classroom Action Research lies in systematic efforts to identify instructional problems and then design strategic interventions to resolve them or improve student learning outcomes. Technically, this activity is a form of good educational governance aimed at achieving organizational goals.<sup>36</sup>

The research followed a rigorous yet flexible logical process, beginning with an action planning phase based on an accurate problem diagnosis. Once the plan was developed, the researchers implemented the action in the classroom while conducting in-depth observations to collect data on student behavior, the effectiveness of the methods, and the learning dynamics. This process relied heavily on how teachers implemented educational innovation to maintain professional standards.<sup>37,38</sup>The collected data is then critically analyzed in the reflection phase to evaluate the extent to which the intervention achieved its intended goals. The results of this reflection serve as a scientific foundation for determining whether the research cycle was sufficient or whether it needs to be continued to the next cycle with more rigorous modifications to the action.

Within an academic framework, Classroom Action Research is seen as a bridge between educational theory and practice because it allows for the validation of theory through direct application in real-world settings. Its scientific validity is supported by the researcher's intellectual honesty, documenting every change and impact, both positive and obstacles encountered. Through this ongoing process, teachers not only teach but also produce practical knowledge that contributes to the development of educator professionalism and the overall transformation of educational quality, starting from the smallest unit, the classroom.

Teachers' experiences applying classroom action research findings are a journey involving changes in practice, new learning, and reflection on the learning activities undertaken. This process begins with an understanding of the research findings, where teachers must be able to identify key findings and their implications for

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<sup>35</sup>Yin, Robert K. *Case study research and applications. Vol. 6.* Thousand Oaks, CA: Sage, 2018.

<sup>36</sup>Akmal, et al., *Educational Management*, (Bandung: Intipresindo Pustaka, 2015).

<sup>37</sup>Sinambela, Ella Anastasya Sinambela, Rahayu Mardikaningsih, and Didit Darmawan. *"Educational Innovation and Teacher Professionalism."* IntiPresindo Library, Bandung. (2014).

<sup>38</sup> Damayanti, N., et al. *"Classroom Action Research."* IntiPresindo Library, Bandung (2011).

improving learning.<sup>39</sup>Each teacher will experience a different process depending on their abilities, background, and the work environment. Educational institutions play a crucial role in supporting teacher adaptation and fostering student discipline and participation in the classroom.<sup>40</sup>These differences in experience provide an overview of the complexity of the process of applying the results of classroom action research in the context of classroom learning.

Teachers' experiences using classroom action research findings also include various challenges and obstacles they must overcome. These challenges can include difficulty understanding the research findings, limited resources, difficulty changing existing learning habits, and obstacles stemming from the work environment.<sup>41</sup>Improving teacher performance in facing these obstacles is greatly influenced by the level of competence, work motivation, and professionalism they possess.<sup>42</sup>Teachers who face these challenges will experience more challenging experiences in implementing research findings. However, these challenges can also provide opportunities for teachers to develop their skills and enhance their understanding of the learning process and potential improvements. These experiences will shape teachers' perceptions and attitudes toward classroom action research and their role in improving learning.

In addition to challenges, teachers' experiences also include various successes and satisfactions derived from implementing classroom action research findings. Teachers who successfully apply research findings will see positive changes in the learning process, such as increased student participation, better understanding of the subject matter, and improved learning outcomes.<sup>43</sup>Maximum learning outcomes at both vocational and elementary levels are often tangible evidence of the pedagogical competence of quality teachers.<sup>44</sup>This success will foster a sense of satisfaction and confidence in teachers, as well as increase their motivation to continue conducting

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<sup>39</sup>Puspita, Ghany, Nabih Alimul Hakim, and Oktavia Dian Anggitasari. "The Importance of Classroom Action Research (CAR) to Improve Teacher Professionalism." *Social, Humanities, and Educational Studies (SHES): Conference Series*. Vol. 7. No. 3. 2024.

<sup>40</sup>Rozikin, Mochammad Zainul, Solchan Ghozali, and Didit Darmawan. "Teacher Adaptation and the Role of Educational Institutions to Foster Learner Discipline and Participation in the Classroom." *Journal of Social Science Studies* 3.1 (2023): 199-212.

<sup>41</sup>Maharbid, D. A., and Markum, M. "Improving teacher competence through assistance in writing classroom action research." *Before*, 7.2 (2023): 206–206. <https://doi.org/10.31000/prima.v7i2.8289>

<sup>42</sup>Mardikaningsih, Rahayu, Ella Anastasya Sinambela, and Vatosoa Mendrika. "The role of work motivation, competency, and professionalism on teacher performance." *Economics, Finance, Investment and Sharia (EQUITY)* 4.1 (2022): 250-255.

<sup>43</sup>Vaughan, Sinéad. "Exploring teachers' experiences of action research." *London Review of Education* 18.3 (2020): 408-422.

<sup>44</sup>Romli, Ahmad Bagus Syifaur, and Didit Darmawan. "The influence of teacher pedagogical competence on student learning outcomes at vocational high school level." *Journal of Islamic Religious Education and Management* 3.2 (2025): 130-146.

research and applying the results to their teaching. This successful experience will also strengthen teachers' belief in the benefits of classroom action research as a tool for improving the quality of learning and developing their professionalism.

Understanding the results of classroom action research is a key factor influencing teachers' experiences in implementing it. Teachers who have a good grasp of the concepts, methods, and research findings will find it easier to determine the steps necessary to implement those findings. This includes teachers' ability to manage their classrooms and use effective learning media to inspire students' enthusiasm for learning.<sup>45</sup> They can identify aspects of learning that need to be changed and determine appropriate strategies for doing so. This aligns with Hopkins's view that a comprehensive understanding of research findings is a key prerequisite for successfully implementing and improving learning practices.<sup>46</sup>

A teacher's ability to manage change also plays a crucial role in determining the experience of using classroom action research findings. The process of implementing research findings often requires changes in various aspects of learning, such as teaching methods, the use of learning media, or the assessment system used. One effective strategy is to use inquiry models and interactive media that can train students' critical thinking skills.<sup>47</sup> Teachers who are able to manage change effectively will be more able to adapt to necessary changes and overcome potential obstacles. This aligns with Fullan's explanation that managing change is a crucial competency for teachers to apply research findings and continuously improve learning.<sup>48</sup>

The support provided by the work environment also influences teachers' experiences in using classroom action research findings. This support can come in the form of supportive policies from the principal, the provision of necessary resources, or opportunities to collaborate with colleagues. A positive work environment has been shown to significantly contribute to teachers' career development.<sup>49</sup> Teachers who receive adequate support will feel more motivated and confident in implementing research findings and will have easier access to necessary resources. This aligns with the findings of Hargreaves and Fullan, who stated that social support and a conducive

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<sup>45</sup>Romli, Ahmad Bagus Syifaur, and Didit Darmawan. "The influence of teacher pedagogical competence on student learning outcomes at vocational high school level." *Journal of Islamic Religious Education and Management* 3.2 (2025): 130-146.

<sup>46</sup>D Hopkins, David. *A teacher's guide to classroom research*. McGraw-Hill Education (UK), 2014. <https://doi.org/10.1007/978-1-4419-1428-6>

<sup>47</sup>D Darmawan, Didit, Yurid Citra Ayu Putri, and Riska Auliatus Solichah. "The Role of Inquiry Models and Interactive Media in Developing Critical Thinking Skills of MI Students: A Literature Review." *Takuana: Journal of Education, Science, and Humanities* 4.4 (2026): 1429-1444.

<sup>48</sup>Desjardins, Richard, Veriene Melo, and Jeongwoo Lee. "Cross-national patterns of participation in adult education and policy trends in Korea, Norway, and Vietnam." *Prospects* 46.1 (2016): 149-170.

<sup>49</sup>Novrianda, D., T. Agustin, and D. Darmawan. "The Contribution of Subjective Norms and Work Environment to Developing Professionalism." *Journal of Economics, Business and Management* 2.1 (2012): 47-58.

work environment are crucial factors in determining teachers' experience and success in using research findings and improving instruction.<sup>50</sup>The determining factors are organizational culture, discipline, and work environment.<sup>51</sup>

The availability of necessary resources also influences teachers' experiences in applying classroom action research findings. These resources can include teaching materials, learning tools, sufficient time, or access to necessary information and knowledge. Teachers with access to sufficient resources will find it easier to use research findings and achieve desired learning improvement goals. This aligns with the view expressed by McNiff and Whitehead, who stated that the availability of adequate resources is a crucial supporting factor in determining the quality of teachers' experiences in applying classroom action research findings and implementing continuous learning improvements.<sup>52</sup>

The reflection process carried out comprehensively by teachers, both during the transition to action and post-implementation of classroom action research, is a crucial cognitive mechanism that filters raw experiences in the field into structured and meaningful pedagogical knowledge.<sup>53</sup>Through critical deconstruction of experiences, teachers are able to objectively map the correlation between interventions and students' objective responses. This allows each success to be codified as good practice, and the root cause of each anomaly can be identified for future mitigation. This awareness is also crucial for developing students' global perspectives, better preparing them to face the challenges of higher education.<sup>54</sup>This consistent and systematic reflection is not merely a technical evaluation, but rather an intellectual exercise that sharpens professional intuition and situational analysis skills, ultimately triggering the evolution of mindsets from mere curriculum implementers to adaptive learning architects. By integrating the results of reflection into the next teaching cycle, teachers create a continuum of continuous quality improvement, where the reflective experience serves as a driving force for increasing standards of professionalism and instructional effectiveness oriented towards student progress.

Collaboration with colleagues also influences teachers' experiences using classroom action research findings. Through collaboration, teachers can share experiences, provide feedback, and work together to overcome various challenges. This collaboration is part of developing independent competencies to achieve

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<sup>50</sup>Hargreaves, Andy, and Michael Fullan. *Professional capital: Transforming teaching in every school*. Teachers college press, 2012. <https://doi.org/10.1007/s11125-013-9276-9>.

<sup>51</sup>Darmawan, Didit. "The Influence of Organizational Culture." *Competence, Professionalism, Discipline, Career Development, Work Environment on Loyalty*, Metromedia, Surabaya (2018).

<sup>52</sup>J M McNiff, Jean, and Jack Whitehead. *All you need to know about action research*. Sage publications, 2011. <https://doi.org/10.4135/9781446250473>.

<sup>53</sup>Ferencová, Janka, et al. "Development of teacher's professional competence through action research as a form of professional development." *Vilnius Pedagogical Journal* 53 (2024): 128-143.

<sup>54</sup>Hariani, Mila, and Rahayu Mardikaningsih. "The Role of Social Education in Shaping Students' Global Awareness in Higher Education." *Journal of Social Science Studies* 2.1 (2022): 55-60.

expected professional standards.<sup>55</sup> Teachers involved in the collaboration will receive additional support and knowledge that can help them better apply research findings. This collaborative experience will also create a more conducive work environment for improving teaching and overall teacher professional development.

The level of difficulty of the research findings being implemented also influences the teacher's experience. Research findings that are simple and easy to implement will lead to a more positive and satisfying experience for teachers. Conversely, complex research findings that require significant changes in learning will be more challenging and require greater effort from teachers.<sup>56</sup> In addition, the principal's leadership style also determines the extent to which teacher performance can be optimized in the school environment.<sup>57</sup> Teachers who successfully use complex research findings will gain more valuable experience and enhance their ability to make deeper learning improvements.

Intrinsic motivation deeply rooted in an educator acts as a psychological catalyst that radically transforms their perception of the application of classroom action research findings, transforming what initially appears to be an administrative procedure into a fulfilling intellectual journey.<sup>58</sup> This high motivation is closely related to the professionalism of teachers in carrying out learning tasks and forming student discipline.<sup>59</sup> When a teacher is driven by an internal desire to achieve pedagogical excellence and professional self-actualization, technical and situational obstacles in the field are no longer viewed as tiring distractions, but rather as challenging research variables to be solved through continuous innovation. This enthusiasm creates a positive reinforcement cycle where each small success in classroom interventions strengthens self-efficacy, while failures trigger deeper critical reflection to refine subsequent strategies. Systemically, this motivation ensures that the integration of research findings is not done superficially for the sake of mere formality, but is organically internalized into daily practice, thus creating an adaptive, dynamic learning ecosystem that provides long-term impacts on the growth of teacher competency and student academic achievement comprehensively.

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<sup>55</sup>Sinambela, Ella Anastasya, et al. "Development of self competence and supervision to achieve professionalism." *Journal of Islamic Economics Perspectives* 1.2 (2020): 33-42.

<sup>56</sup>Abrenica, Jennilee T., and Honelly Mae S. Cascolan. "Impact of action research in education: Experiences and challenges faced by teachers." *International journal of scientific and management Research* 5.2 (2022): 1-15.

<sup>57</sup>Bashor, Muhammad, Muhammad Yusron Maulana El-Yunusi, and Didit Darmawan. "The Influence of Principal Leadership Style, Teacher Professionalism, and Work Environment on Teacher Performance at MI Muslimat NU Pucang Sidoarjo." *Journal on Education* 7.1 (2024): 2427-2451.

<sup>58</sup>Mayangsari, D., et al. "Unraveling intrinsic motivation: The key to empowering teacher professional growth." *Evaluation In Education* 6.1 (2024). <https://doi.org/10.37251/jee.v6i1.1390>.

<sup>59</sup>Darmawan, Didit, and Muhammad Izzul Haq. "Professional Competence of Islamic Religious Education Teachers in Motivating and Disciplining MTs Students." *Al Yasini: Journal of Islam, Social, Law and Education* 11.02 (2026): 334-334.

The time available to implement classroom action research findings also influences teachers' experiences. Teachers with sufficient time will be able to carry out the implementation process more effectively and make necessary adjustments gradually. Conversely, teachers with limited time will struggle to implement the implementation process optimally and may feel pressured to complete the various tasks.<sup>60</sup>Effective time management is part of improving performance and work discipline in educational environments.<sup>61</sup>Experiences experienced in limited time conditions will be more challenging and require good time management skills from teachers to be able to handle them well.

The manifestation of the impact resulting from the implementation of classroom action research serves as an empirical validation instrument that fundamentally shapes a teacher's psychological and professional orientation toward pedagogical innovation. If the intervention results in a real transformation in the form of increased active involvement and escalation of students' cognitive achievements, a phenomenon of strengthening self-efficacy emerges that provides deep intellectual satisfaction, so that teachers tend to position research no longer as a formal obligation but as a strategic necessity for class progress.<sup>62</sup>This success proves that improving student abilities is highly dependent on teacher competence in managing classroom dynamics.<sup>63</sup>On the other hand, the emergence of deviations from expectations or even new instructional complications requires mental resilience and professional maturity so that situational disappointments do not degrade long-term motivation; at this point, the experience of these impacts becomes a critical test for teachers' persistence in making continuous improvements. Systemically, teachers' perceptions of the effectiveness of classroom action research depend heavily on their ability to interpret each result, whether it be a motivating success or an educational failure, as valuable data that enriches their practical knowledge base to construct more precise and impactful learning strategies in the future.

Teachers' experiences using classroom action research findings will also influence their desire to conduct research and use the results in the future. Teachers

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<sup>60</sup>Izzati, Nur, Rindi Antika, and Alona Dwinata. "Classroom Action Research: What Are Mathematics Teachers' Problems in the Implementation?." *Gantang Journal* 8.1 (2023): 75-83. <https://doi.org/10.31629/jg.v8i1.5673>.

<sup>61</sup>Mubasysyir, M. Mushthofa, and Didit Darmawan. "Improving Performance: The Role of Teacher Professionalism and Discipline at the Tahsinul Akhlaq Bahrul Ulum Foundation Surabaya." *Hikamatzu| Journal of Multidisciplinary* 1.1 (2024): 337-354.

<sup>62</sup>Sriyanto, S., Suyatno, S., and Ishafit, I. "Efforts to Improve The Professionalism of High School Teachers In Bantul Regency: The Impact of Classroom Action Research On Teaching Performance." *Nidhomul Haq*, 10(2), (2025): 489–500. <https://doi.org/10.31538/ndhq.v10i2.167>.

<sup>63</sup>Putra, A. R., D. Darmawan, and R. Mardikaningsih. "Improving Student Ability with Teacher Professionalism and Competence." *Indonesian Scientific Journal of Educational Management* 3.3 (2017): 139-150.

with positive experiences will be more enthusiastic about conducting classroom action research on an ongoing basis and will continually strive to improve the quality of their teaching.<sup>64</sup> Conversely, teachers who have had negative experiences will be more hesitant to conduct research and may be reluctant to use the research results in the future. This suggests that teachers' experiences play a crucial role in determining the sustainability of learning improvement efforts through classroom action research.

Understanding teachers' experiences implementing classroom action research findings can serve as a basis for developing more effective strategies to support them in this process. Based on these experiences, various aspects that need improvement and development can be identified to enhance the quality of the implementation process of classroom action research findings. Support through supervision and teacher competency development is essential to achieving maximum professional standards.<sup>65</sup> The strategies developed can be adapted to the needs and conditions experienced by teachers, so that they can provide more appropriate and effective support to help teachers use the results of classroom action research to improve learning.

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<sup>64</sup>Ondeng, Syarifuddin, and Khalifah Mustami. "Improving Teacher Professionalism Through Classroom Action Research to Achieve Better National Education Quality." *Golden Ratio of Data in Summary* 5.4 (2025): 117-126.

<sup>65</sup>Sinambela, Ella Anastasya, et al. "Development of self competence and supervision to achieve professionalism." *Journal of Islamic Economics Perspectives* 1.2 (2020): 33-42.

## **Conclusion**

Teachers' experiences using classroom action research findings are a complex journey involving various aspects, from understanding the research findings, through the process of changing practices, to reflecting on the impact achieved. These experiences are influenced by various factors, such as teacher understanding, ability to manage change, supportive work environments, resource availability, and motivation. Teachers' experiences can be both positive and negative, both of which play a crucial role in determining the success of the learning improvements undertaken. Understanding these experiences can serve as a basis for developing more effective strategies to support teachers in using classroom action research findings. The results of this study have implications for schools and educational institutions to provide comprehensive support to teachers in implementing classroom action research findings. This support can include providing necessary resources, creating a conducive work environment, and providing opportunities to collaborate and share experiences with colleagues. For teachers, the results of this study provide an understanding of the importance of reflection and self-development in the process of implementing research findings. Implementing appropriate strategies will improve the quality of the classroom action research implementation process and achieve the desired learning improvement goals.

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