

Article

Training and Guidance on the Preparation of Islamic Value Based Lesson Plans and Writing Classroom Action Research for Mathematics Teachers at Lhokseumawe Vocational High School

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ABSTRACT

Activities carried out in community service for Lhokseumawe City Vocational School mathematics teachers are Classroom Action Research (CAR) writing activities and designing lesson plans based on Dinul Islam. The aim of this activity is for Lhokseumawe City Vocational School mathematics teachers to be able to create CAR and design lesson plans based on Dinul Islam on an ongoing basis in order to improve teacher careers. The form of this activity is to carry out training and mentoring for 4 days from 26 to 29 April 2021 with a total time of 32 JP with an allocation of 2 days of training and mentoring for CAR writing and 2 days for designing Dinul Islam-based lesson plans. This is then continued with assistance in the form of guidance in writing CAR and lesson plans based on Dinul Islam from May to June 2021. The work system carried out by teachers is group in nature and they work together in determining the CAR title and writing CAR. Meanwhile, the work system in designing Dinul Islam-based RPPs is individual. The results obtained resulted in 10 CAR titles with continuous writing, while Dinul Islam-based lesson plans were printed and 26 lesson plans were collected from 30 participants.

Keywords: Training, Mentoring; Guidance; Dinul Islam-based RPP; Classroom Action Research

1. INTRODUCTION

Aceh is the only province in Indonesia that currently implements Islamic law, which can be seen from the number of qanuns based on sharia. Currently, the education qanun focuses on the implementation of a curriculum based on Islamic teachings. Since 2019, this curriculum has begun to be implemented in vocational schools in Lhokseumawe, especially in the preparation of the Learning Implementation Plan (RPP). This is in line with the Aceh Governor's Regulation Number 66 of 2019 which regulates the technology-based education curriculum and Islamic entrepreneurship at Aceh Vocational Schools. The purpose of this regulation is to develop the potential of students to become individuals who: 1) have faith and devotion to Allah SWT, 2) have noble character, 3) master technology, 4) be able to open a new business, 5) be independent, 6) intelligent, 7) skilled, 8) creative, 9) innovative, and 10) responsible. The design of the lesson plan in question is an Islamic teaching-based lesson plan, which does not change the pattern of the national lesson plan, namely K13-based lesson plan, but adds learning activities related to Islamic teachings, so that the teaching and learning process in the classroom becomes more Islamic nuanced and learning goals can be achieved according to the expectations set out in the Governor's Regulation.

Associating mathematics lessons with Islamic teachings can have a positive impact on the lesson itself, because learning mathematics becomes more meaningful and can influence students' character in a better direction in accordance with Islamic values. Students who have a positive attitude towards mathematics are shown by interest, desire to learn, and awareness of the benefits of mathematics. This interest will foster an interest in learning deeper. The willingness to learn mathematics reflects the positive attitude of students. More attention to mathematics will encourage students to study deeper, so they will more easily accept the lessons taught by the teacher, which in turn has an impact on student learning outcomes. In addition, the goals of mathematics learning according to Rahmi (2013) can contribute to changing students' character, including discipline, honesty, hard work, creativity, curiosity, independence, communication skills, and responsibility. This character strengthening will be more meaningful and embedded in students if it is linked to Islamic teachings. Thus, mathematics learning based on Islamic teachings will bring positive changes in both students' attitudes and characters, which are useful for themselves and others. According to Nuning (2014), the application of Islamic teachings in learning in schools can help students better understand the essence of the truth of the existence of God Almighty, do

deeds based on virtue values, provide peace to fellow Muslims and non-Muslims, and have a sense of love for Allah SWT, fellow humans, and nature and its contents, as well as behave non-violently in responding to ethnic differences. race, religion, and others. However, teachers, especially mathematics teachers, still experience difficulties in compiling lesson plans based on Islamic teachings. Based on an interview with the head of the Lhokseumawe City Vocational School Mathematics MGMP, currently mathematics teachers are still facing obstacles in making Islamic teaching-based lesson plans. Even though they have participated in workshops and socialization, the material provided is still general and not specific to mathematics subjects. In addition, the results of a meeting with mathematics teachers of Lhokseumawe City Vocational School at the Training and Assistance in Writing Classroom Action Research and Lesson Plan Design Based on Islamic Teachings from April 26 to 29, 2021 showed that problems in the design of Islamic teaching-based lesson plans include: 1) difficulties in choosing Qur'anic verses that are relevant to the Basic Competencies (KD) of mathematics, 2) lack of understanding of the interpretation of the Qur'an, and 3) difficulty finding verses of the Qur'an or hadith that are in accordance with the subject matter.

Another activity that is also important is the writing of scientific papers. A scientific paper is a report about a research or study that meets scientific principles. This scientific paper is a form of teacher professional development and is now an obligation for teachers, especially for civil servant teachers. Ministerial Regulation No. 16 of 2009 in article 17 states that promotion from IIIc to IIIId and so on must be accompanied by scientific publications, which come from scientific papers that must be made by a teacher. In addition to these obligations, writing scientific papers can also develop teachers' self-potential, train them to better understand the situation around them and increase their interest in reading.

The scientific paper in question is a research report conducted by teachers through classroom action research (CAR). CAR starts from the problems faced by teachers and finds solutions to overcome these problems by conducting research. This means that teachers must be able to find solutions to the difficulties they face through CAR, and the results of the report are appreciated by the government as a condition for the increase in the teacher class. Whether you realize it or not, this CAR will improve the quality of the teacher's learning process, which of course has an impact on student learning outcomes. In addition, CAR can also increase teachers' confidence as professional teachers with adequate quality. However, the writing of scientific papers in the form of CAR is still very minimal among mathematics teachers at Lhokseumawe City Vocational School. This is based on an interview with the chairman of the MGMP Mathematics Vocational School of Lhokseumawe City. Many of them hire CAR writing to others. This is due to their lack of understanding of CAR, lack of time to write, and a focus that is still centered on dense school activities. Another problem is the absence of assistance or guidance from the beginning in the process of writing CAR to completion, so they do not have experience in making CAR correctly.

At the beginning of the meeting with mathematics teachers of Lhokseumawe City Vocational School in the Training and Assistance in Writing Classroom Action Research and Lesson Plan Design Based on Islamic Teachings from April 26 to 29, 2021, the problems faced include: 1) difficulties in compiling the background of the problem or not knowing where to start writing, 2) lack of understanding in writing CAR, 3) difficulty in determining problem-solving actions, 4) lack of reading about learning models or methods, 5) lack of reading other people's scientific papers, 6) lack of ideas in writing, 7) limited time or busyness with routines, and 8) very low interest in writing.

Based on these problems, support and motivation are needed for teachers to get used to writing and reading related to the problems faced in the learning process. One of the steps that can be taken is to hold training and mentoring activities that begin with identifying problems raised by mathematics teachers at SMK Lhokseumawe City. These problems are expected to be solved or answered during training and mentoring, so that teachers can understand the curriculum based on Islamic teachings and CAR writing correctly. Furthermore, assistance during the design of Islamic teachings-based lesson plans and the making of proposals to the final report of CAR is also very important. To facilitate the implementation of training and mentoring, it can be done through the Subject Teacher Conference (MGMP) in order to reach all mathematics teachers at SMK Lhokseumawe City. Thus, it is hoped that the creation of lesson plans based on Islamic teachings and the writing of CAR can be carried out by mathematics teachers well in accordance with existing rules through regular meetings of Mathematics Subject Teacher Deliberations. The purpose of this activity is to help mathematics teachers of Lhokseumawe City Vocational School understand and design lesson plans based on Islamic teachings and write CAR as scientific papers.

2. METHOD

a. Activity Schedule

The implementation of community service programs through Training and Assistance in Writing Class Action Research (CAR) and RPP Design based on Dinul Islam has been carried out between March and June 2021. The following are the details of the schedule of the activity:

1. Conducted a preliminary survey in March 2021.
2. Coordinating with the Chairman of the Mathematics MGMP of Lhokseumawe City Vocational School in March 2021.

3. Identifying Problems through the Chairman of the Mathematics MGMP of Lhokseumawe City Vocational School in April 2021.
4. Organizing Training and Mentoring Events in April 2021.
5. Carrying out Training and Mentoring Events from April 26 to 29, 2021.
6. Providing assistance in writing CAR and designing lesson plans based on Dinul Islam from May to June 2021.
7. Prepare a Community Service Activity Report in June 2021.

b. Participants

The community service activities carried out focus on community education. The target of the Classroom Action Research Writing (CAR) and Lesson Plan Design activities based on Dinul Islam is all mathematics teachers at SMK Lhokseumawe City, both those who have teacher certification and those who have not. The implementation of this activity involves a non-structural organization, namely MGMP Mathematics, which serves as a platform for discussion and guidance in making lesson plans based on Dinul Islam and writing CAR. With this MGMP, it is hoped that the process of making lesson plans based on Dinul Islam and writing CAR can be more motivated and improved both in terms of quality and quantity. Participants in the Training and Assistance for CAR Writing and RPP Design activities based on Dinul Islam consisted of 30 mathematics teachers who are members of the MGMP Mathematics of SMK Lhokseumawe City. In detail, participants came from various schools, namely: 5 teachers from SMKN 1 Lhokseumawe, 6 teachers from SMKN 2 Lhokseumawe, 4 teachers from SMKN 3 Lhokseumawe, 1 teacher from SMKN 4 Lhokseumawe, 4 teachers from SMKN 5 Lhokseumawe, 1 teacher from SMKN 6 Lhokseumawe, 2 teachers from SMKN 7 Lhokseumawe, 3 teachers from SMKN 8 Lhokseumawe, 2 teachers from SMKS Ulumuddin, and 2 teachers from SMKS Karya Beringin Lhokseumawe.

c. Implementation Method

The implementation of community service activities is carried out through several stages as follows:

1. **Problem Identification** The first step taken is to identify the problem to understand the extent of difficulties faced by mathematics teachers at SMK Kota Lhokseumawe related to the writing of CAR and the design of lesson plans based on Dinul Islam. This identification process also serves as the basis for the implementation of training and assistance in writing CAR as well as the design of RPP based on Dinul Islam.
2. **Preparation of Training Agenda and Assistance** The activity agenda is prepared based on the problems identified. These problems will be discussed with resource persons so that the material presented can be directly related to solutions to the challenges faced by mathematics teachers in writing CAR and designing lesson plans based on Dinul Islam. In addition, mentoring aims to provide guidance to teachers so that they can overcome problems that are considered difficult.
3. **The implementation of Training and Assistance Activities** This activity was carried out for four days, from April 26 to 29, 2021. The resource person for the writing of CAR was invited from the Lhokseumawe City Regional Office Branch Education Office, because so far the assessment of the feasibility of CAR as research has been carried out by the agency. Thus, teachers can immediately understand the rules and procedures for assessing CAR writing from the Education Office. Meanwhile, the resource person for the design of Dinul Islam-based RPP was invited from the chairman of the MGMP Mathematics SMK Lhokseumawe City, considering that the resource person had participated in Dinul Islam-based RPP training in Banda Aceh City several times.

The assistance lasted for four days and was limited to a question and answer session regarding the difficulties faced by mathematics teachers in starting to write CAR and designing lesson plans based on Dinul Islam. However, more concrete assistance was carried out from May to June 2021 by visiting participating schools. The mentoring was carried out three times, where each session will provide guidance in writing CAR and designing RPP based on Dinul Islam.

3. IMPLEMENTATION OF ACTIVITIES

3.1 Activity Process

Community service activities carried out by mathematics teachers at Lhokseumawe City Vocational High School (SMK) are carried out through interviews, training, and mentoring. This activity took place at the State Islamic Institute (IAIN) Lhokseumawe. The process began with a survey conducted through interviews with several teachers from vocational schools in Lhokseumawe City. The purpose of this survey is to identify early problems related to difficulties faced by teachers who have not yet found solutions. The survey was conducted by interviewing three mathematics teachers from SMK Lhokseumawe City, namely Fitria Rizka Putri, S.Pd from SMKN 1 Lhokseumawe, Lia Amalia Nurina, S.Pd., M.Pd from SMKN 1 Lhokseumawe, and Muhammad Isa, S.Pd from SMKS Ulumuddin. The results of the interview show that the

difficulties experienced by teachers today are in making Classroom Action Research (CAR) and integrating Dinul Islam into the Learning Implementation Plan (RPP). In general, problems related to CAR writing include: 1) Difficulty in starting the background of the problem, 2) Lack of ideas for writing, 3) Lack of insight into learning models or methods, 4) Limited time. Meanwhile, the problems related to the design of the Dinul Islam-based lesson plan are 1) Lack of study materials on the relationship of Al Quran verses and Hadith with mathematical concepts, 2) Fear in interpreting the Al Quran incorrectly.

Based on the results of this survey, the working team held a meeting with the chairman of the MGMP Mathematics of Lhokseumawe City Vocational School to validate the survey results and discuss other issues related to teachers' difficulties in writing CAR and designing lesson plans based on Dinul Islam. The results of the discussion with the Chairman of MGMP showed that mathematics teachers still had difficulties in compiling CAR, as seen from the number of teachers who chose to pay others to prepare their CAR. In fact, they have participated in training on the theory and how to compile CAR, but so far they have not had a supervisor who can direct the writing of CAR to be appropriate and worthy of a research. In addition, problems related to the design of the lesson plan based on Dinul Islam did not go well, because teachers only focused on the relationship between teaching materials and verses of the Quran or Hadith, making it difficult to find relevant details of mathematics material. The design of the Dinul Islam-based lesson plan should not only focus on the material, but can also be associated with other Core Competencies (KI), such as spiritual and social attitudes. This information is not widely known by mathematics teachers at SMK Lhokseumawe City.

The next meeting with the Chairman of the Mathematics MGMP of Lhokseumawe City Vocational School discussed steps to provide solutions to the difficulties faced by mathematics teachers. The agreement reached is to carry out Training and Mentoring, where the training carried out no longer discusses CAR or RPP theories, because teachers have often obtained theories from MGMP activities or seminars organized by the relevant agencies. Therefore, this activity is more focused on how to write CAR and properly design a lesson plan based on Dinul Islam. In addition to providing training, assistance was also carried out to direct teachers in writing CAR and designing lesson plans based on Dinul Islam. This assistance is expected to motivate teachers to write CAR and design lesson plans based on Dinul Islam. This is a rare opportunity given by the work team to mathematics teachers who are members of MGMP at SMK Kota Lhokseumawe, where they will be guided directly outside of school activities.

Based on a meeting with the Chairman of the MGMP Mathematics of Lhokseumawe City Vocational School, the work team prepared a training and assistance activity for CAR writing and RPP design based on Dinul Islam. This activity was carried out for four days, with details of two days for CAR writing and two days for RPP design, starting from 08.30 WIB to 16.30 WIB every day. For CAR training, the work team invited speakers from the Education Office of the Lhokseumawe City Regional Office, considering that the examination of scientific papers has been carried out by the Education Office. In Lhokseumawe City, the examination of scientific papers is carried out at the Education Office Branch. So far, the results of the examination from the Education Office are often rejected or there are many errors that are not understood by the author, especially in the writing of CAR. Therefore, the work team decided to invite speakers from the Lhokseumawe City Office Branch Education Office so that participants could technically understand the flow and procedures for writing CAR to get a good assessment. Furthermore, the work team visited the Lhokseumawe City Office of the Branch Education Office and met with the Head of the Office to discuss this activity. The Head of the Service welcomed this activity and stated that the activity was very useful to improve teachers' knowledge and professionalism.

For the Dinul Islam-based lesson plan design activity, the work team chose the Chairman of the Lhokseumawe City Vocational School Mathematics MGMP as the presenter, because he has conducted several trainings in Banda Aceh and the work team has interviewed the MGMP regarding the problems and solutions of the Dinul Islam-based lesson plan. The provision of CAR writing materials and lesson plan design based on Dinul Islam lasted for 2 to 3 hours, after which the work team provided assistance in writing CAR and designing lesson plans based on Dinul Islam. On the first day, the activity began with technical training on CAR writing delivered by representatives of the Lhokseumawe Regional Office Branch Education Office. The presenter explained how to make a title that reflects CAR research and provided several examples of appropriate CAR titles. The explanation continued with the division of writing consisting of three parts: opening, content, and support. The opening section includes the title page, endorsement sheet, preface, table of contents, table list, list of images (if any), list of attachments, and abstract. The content section includes Chapter I Introduction which consists of the background of the problem, the formulation of the problem, the purpose of the research, and the benefits of the research. Chapter II discusses theoretical foundations, relevant research, and a framework of thinking or action hypothesis. Chapter III explains the research setting, research subjects, data collection techniques and tools, KKM indicators, data analysis techniques, and research procedures. Chapter IV discusses the research process, including the description of cycle I, cycle II, and so on, as well as discussions between cycles. Finally, Chapter V Conclusions and Suggestions explains how to prepare conclusions and suggestions that reflect the CAR report. The speaker also explained the supporting section which contains a bibliography and appendices that need to be presented in the CAR writing report.

Each part of the CAR is explained in detail so that the teacher really understands the CAR writing techniques and is able to write the CAR well. The explanations provided are interactive, where participants do not only wait for the overall explanation, but can immediately ask questions if there is anything that is poorly understood. Thus, the participants' understanding can be accounted for. The presenter also gave questions during the explanation, so that the delivery of the

material became more interactive. The rest of the time from noon to afternoon was filled with question and answer sessions and discussions about CAR writing by the work team as companions. The companion gave the participant an assignment to make a CAR title. When creating the title, participants experienced difficulties in determining the solution to the problem that must be seen in the title, caused by the lack of knowledge of participants in recognizing and understanding the learning model or method that is in accordance with the learning problem they are facing. Therefore, the facilitator provided an explanation of several relevant learning methods. After the CAR title is completed, the companion asks the participants to prepare a background on the issues related to the title and will be presented on the second day. On the second day, the companion explained how to create a background to the problem. In the background of the problem, there should be three main parts: the opening, the problem, and the solution. The companion also explained the importance of the linkages between paragraphs. The difficulties felt by participants were in starting sentences in the background of the problem, as well as the lack of proper and correct mastery of language in writing. In addition, the participants' writing ideas in writing CAR are also very limited. Based on the results of the question and answer, it is known that the main cause is a lack of reading, both educational books and other people's research results, such as journals.

Furthermore, three participants took turns presenting the results of writing the background of the problem. From the three participants, there were common errors, namely the lack of connection between one paragraph and another, as well as the disclosure of problems that were too general and not based on the problems faced which resulted in low student learning outcomes. At the end of the background problem, participants also have difficulty connecting the problem solving to the problem itself. Nevertheless, the work team really appreciated the will and motivation of the participants, who felt happy and grateful for the guidance in writing CAR, so that they could write without obstacles, because any difficulties could be directly asked to the companions. The third day of this activity was filled with material on the design of lesson plans based on Dinul Islam. The speaker gave a brief explanation of the Dinul Islam-based lesson plan which is edutechnopreneur. This is important because vocational school students must be prepared to be able to work both independently and in companies that are in accordance with their fields, with attitudes and responsibilities based on Dinul Islam. Education at vocational schools is more aimed at readiness to enter the world of work, so it is clear that vocational schools have more hours of practice than theory. Therefore, vocational school students need to be instilled with an entrepreneurial spirit from an early age which is integrated in the lesson plan of each subject.

The entrepreneurial spirit must be based on the teachings of Islam which are related to the attitudes, behaviors, or characters that an entrepreneur must have. In addition, vocational school students also need to understand how to respond to today's world of work, where they must realize that making money without the foundation of Islam will lead to a sinful life. The speaker explained technically how to implement the Dinul Islam-based RPP. The learning applied must be enriched with the values of Dinul Islam, namely the Al Quran and Hadith. Mathematics teachers will certainly have difficulty interpreting the Quran and Hadith in accordance with the material taught, or even the material does not have a direct relationship with the Quran and Hadith. So far, mathematics teachers at SMK Lhokseumawe City have the idea that the design of the lesson plan based on Dinul Islam must focus on teaching materials. However, according to the presenter, the design of the Dinul Islam-based lesson plan is not only limited to the material, if teachers have difficulty connecting the material with the Al Quran and Hadith, they can associate it with other competencies, such as competencies related to attitudes and religion. In addition, teachers can also apply Al Quran and Hadith in early learning activities, by providing advice on the importance of learning, so that students are motivated to learn and achieve success.

The speaker concluded that there are no difficulties in designing a Dinul Islam-based lesson plan, because every part of the lesson plan can be associated with the Al Quran and Hadith, although not all of them have to be connected, at least there is something that can be connected in the design of the lesson plan. On the same day, after the presenter gave an explanation about the design of the Dinul Islam-based RPP, it was followed by a question and answer session and learning to design a Dinul Islam-based RPP with the assistance of the work team. When starting the design of the lesson plan, teachers began to feel the ease of making a lesson plan based on Dinul Islam, because the design of this lesson plan does not only focus on theory or material that is connected to the Al Quran and Hadith, but all parts of the lesson plan design can be connected. The work team reminded teachers that the design of the lesson plan is now enough for one sheet, which includes learning objectives, initial activities, core activities, and closing activities. In addition, it can also be used as an attachment, such as assessment sheets, material sheets, and others. The completion of the RPP design is expected to be completed the next day.

On the fourth day, the activity continued by completing the design of the Dinul Islam-based lesson plan with the assistance of the work team. On this occasion, the teachers asked a lot about how to connect the Quran and Hadith in the opening activity. Opening activities are general, but must be relevant to the material to be taught. The work team explained that the purpose of the opening activity was to motivate students to learn with enthusiasm and focus on the material taught by the teacher. Activities can be carried out by providing examples of material that is useful for students in daily life, learning attitudes that students should have to achieve success, and the importance of studying knowledge related to today's competitive world of work. All of these parts can be connected to the Quran and Hadith, depending on the teacher's creativity in determining which parts to link. The difficulty felt by teachers is connecting the material with the Al Quran and Hadith in the core activities, because teachers must understand the interpretation and its relationship with mathematical materials.

Therefore, teachers are expected to read a lot of Al Quran and Hadith interpretations. However, if the difficulties cannot be overcome, it is enough to connect the Quran and Hadith in the initial activity.

The activity carried out for four days was not rigid, because the writing of the CAR and the completion of the design of the Dinul Islam-based RPP could not be completed within the four days. Therefore, the work team initiated assistance and guidance to mathematics teachers in writing CAR and completing the design of the Dinul Islam-based lesson plan during May to June 2021. The mentoring was carried out three times, where the work team visited the participating schools, but there were also participants who came directly to the IAIN Lhokseumawe campus to get guidance on writing CAR and completing the design of the lesson plan based on Dinul Islam. The problems faced by participants from the first to the third visit were almost similar. On the first visit, participants experienced errors in writing CAR, namely 1) Unfocused background of the problem, 2) Lack of relationships between paragraphs, 3) Lack of references from experts in the background of the problem, 4) Not explaining the relationship between problem solving and the problem faced in the background of the problem. Meanwhile, in the design of the Dinul Islam-based lesson plan, there are no significant difficulties, there are only a few problems, such as teachers who only connect the Quran and Hadith in the initial activities, even though in the core activities, the teaching materials should be able to be connected with the Al Quran and Hadith. This shows that participants still do not try to find information related to the interpretation of the Quran and Hadith that is relevant to mathematics teaching materials.

On the second visit, the results of writing the CAR on the theoretical basis were seen to be correct even though there were still a few errors in the writing procedure, such as numbering, inserting footnotes, and forming tables. In the research method section, the structure or core that will be explained is correct, but participants are still confused in determining assessment indicators that are in accordance with the ability being researched, for example researching learning outcomes that are different from assessment indicators of mathematical concept comprehension skills, as well as mathematical communication skills. Meanwhile, the background part of the problem still experiences obstacles in explaining the relationship between the learning method that is used as a solution and the problem to be researched. The completion of the design of the Dinul Islam-based RPP looks good and perfect even though there are a few meaningless errors, such as untidiness in the insertion of tables and numbering. On the third visit, the participants were generally able to understand how to write CAR, and some of them began to make a chapter on the results and discussion of the CAR report. The work team or companion provides motivation to participants who are serious in writing CAR to help them enter their writings into the journal. Please note that not all participants complete the CAR writing thoroughly, this is due to busy or busy schedules at school. Basically, the participants have carried out the research seriously, it's just that the completion time cannot be determined, so they write the CAR slowly according to the opportunity and time available.

3.2 Results of the Implementation of Activities

The design of the Dinul Islam-based lesson plan has been successfully completed by the participants, where the work team requires each participant to create a Dinul Islam-based lesson plan for one material. The results of the Dinul Islam-based lesson plan have been collected from all participants. However, there are still many participants who do not include the verse and its meaning directly, only mentioning the name of the letter and verse. In addition, the design format of the RPP is diverse, but the points in the RPP have been met. In general, the design of the Dinul Islam-based lesson plan is expected to be in accordance with the rules or procedures conveyed during training and mentoring. In CAR writing activities, the work team requires each participant to have a CAR title. To make writing easier, the working team formed working groups of 30 participants, where each group consisted of three people. The purpose of forming this group is to create cooperation between group members, provide each other with ideas, and remind each other about the correct procedure for writing CAR. If the group can complete the writing of the CAR, then each individual in the group is considered capable of writing the CAR independently and can become a peer tutor for friends at their school. The titles that have been collected from the work team of each group can be seen in the following **Table 1**.

Table 1. Title of Classroom Action Research

No	Title of Classroom Action Research
1	Efforts to Improve the Learning Outcomes of Class XI TKJ 1 SMKN 1 Lhokseumawe Students on Functional Derivative Materials Using the Problem Based Learning Model.
2	Efforts to Improve Student Learning Outcomes in the Online Period with the Discovery Learning Learning Method on Growth and Decay Materials in Class XI Akt. 1 SMK Negeri 3 Lhokseumawe for the 2020/2021 Academic Year.
3	The Use of Visual Media to Improve Understanding of Geometry Materials in Class XI Students of PBS SMK Negeri 3 Lhokseumawe
4	Application of the Discovery Learning Model to Improve Student Learning Outcomes on Two-Variable Linear Equation System Materials at SMK Negeri 5 Lhokseumawe.
5	Efforts to Improve the Learning Outcomes of Class XI AKL 1 SMKN 1 Lhokseumawe Students on Geometry Transformation Materials Using the Discovery Learning Model.
6	Efforts to Improve Student Learning Outcomes with the Discovery Learning Method on Linear Program

	Materials Using the Geogebra Application in Class X Students of SMK Negeri 2 Lhokseumawe.
7	Efforts to Improve Student Learning Outcomes on Derivative Functional Materials Through the Think Pair and Share Type Cooperative Learning Model Class XII at SMK N 6 Lhokseumawe.
8	Implementation of Make A Match Learning to Improve Student Learning Outcomes on Polymer Nomenclature Materials at SMK N 5 Lhokseumawe.
9	Improvement of Student Learning Outcomes Through the Discovery Learning Method on Logarithmic Materials in X Welding Students at SMK N 7 Lhokseumawe.
10	Efforts to Improve Student Learning Outcomes by Using the Role Playing Method on SPLDV Materials in Class X TKJ 1 SMK Negeri 1 Lhokseumawe Academic Year 2020-2021

Based on the table above, not all headings can be resolved well; Some are still in the process of writing research methods and preparing research instruments, some of which have compiled research reports. The lack of smooth writing of the CAR was caused by the tight schedule at school, so that it was difficult for each member of the group to gather to discuss this CAR research. However, the review conducted by the work team shows that the participants or the CAR working group have shown good progress. They have started writing CAR, although not as quickly as expected by the companions. Based on several visits conducted by the work team or companions, it shows that the participants or mathematics teachers of SMK Lhokseumawe City still have difficulty learning various types of effective learning methods to be applied in the classroom. In addition, they also do not like to read mathematics education journals, which is one of the causes of the lack of creative ideas in writing or improving understanding of mathematics material. The absence of a direct effect felt by teachers from the principal's assessment related to CAR writing makes teachers less motivated to write CAR. Sometimes, the compulsion in making CAR does not produce the expected benefits. However, until now, the mathematics teachers of Lhokseumawe City Vocational School have not submitted the final report from CAR, but the companion who also functions as a supervisor will still provide guidance and wait for the final report of the writing of the class action research, and hope that the results of the report can be published in the form of a journal.

4. CONCLUSION

Community service activities carried out by mathematics teachers at SMK Kota Lhokseumawe, especially in writing Classroom Action Research (CAR) and designing Learning Implementation Plans (RPP) based on Dinul Islam, can provide new knowledge that expands insights into CAR writing techniques and RPP design based on Dinul Islam. In addition, this activity also has the potential to motivate teachers in improving their careers. The writing of CAR and the design of lesson plans based on Dinul Islam will contribute to the self-development of teachers in applying learning strategies, methods, or approaches that can be used to solve learning problems, which are then implemented in the form of Dinul Islam-based lesson plans.

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