

Training in Writing and Publication of Scientific Articles for Teachers-Primary school teachers

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ABSTRAK

Penulisan artikel dan publikasi ilmiah merupakan salah satu bentuk pengembangan profesi guru yang dapat berkontribusi dalam meningkatkan mutu pengajaran dalam proses belajar mengajar. Namun, jumlah artikel penelitian yang dihasilkan oleh guru profesional masih sedikit. Kendala yang dialami guru ketika menulis artikel ilmiah adalah mengembangkan ide atau pemikiran menjadi sebuah tulisan ilmiah yang runut dan runtut, pemahaman terkait mekanisme penelitian tindakan kelas yang harus dilakukan untuk memulai menulis artikel ilmiah masih cukup rendah. Menghasilkan karya ilmiah dan publikasi ilmiah merupakan salah satu bagian dari kompetensi profesional yang harus dicapai oleh guru. Akan tetapi, belum semua guru memiliki kompetensi tersebut. Untuk itu, perlu dilakukan pelatihan penulisan artikel ilmiah dan publikasinya sebagai upaya peningkatan kompetensi guru dan juga sebagai pemenuhan syarat angka kredit terkait dengan kenaikan jabatan dan sertifikasi guru. Guru Madrasah Ibtidaiyah Negeri Sikka menjadi target peserta dalam pelaksanaan pelatihan ini. Metode dalam pengabdian ini adalah *In Service Training (IST)* melalui ceramah, diskusi dan presentasi. Hasil dari pengabdian ini, peserta memahami konsep makalah penelitian dan dapat membuat makalah penelitian yang siap dipublikasikan di jurnal nasional terakreditasi. Kegiatan ini dikatakan berhasil karena pemahaman peserta terhadap materi meningkat, reaksi peserta terhadap kegiatan sangat positif.

ABSTRACT

Writing articles and scientific publications is a form of teacher professional development that can contribute to improving the quality of teaching in the teaching and learning process. However, the number of research articles produced by professional teachers is still small. The obstacles experienced by teachers when writing scientific articles are developing ideas or thoughts into coherent and coherent scientific writing, understanding regarding the mechanisms of classroom action research that must be carried out to start writing scientific articles is still quite low. Producing scientific work and scientific publications is one part of the professional competence that teachers must achieve. However, not all teachers have this competency. For this reason, it is necessary to carry out training in writing scientific articles and publishing them as an effort to increase teacher competency and also to fulfill credit score requirements related to promotion and teacher certification. Sikka State Madrasah Ibtidaiyah teachers are the target participants in implementing this training. The method for this service is In Service Training (IST) through lectures, discussions and presentations. As a result of this service, participants understand the concept of research papers and can write research papers that are ready to be published in accredited national journals. This activity was said to be successful because participants' understanding of the material increased, participants' reactions to the activity were very positive.

INTRODUCTION

The teaching profession has officially been aligned with other professions as professionals. Teachers as professionals mean that teacher work can only be carried out by certain people who meet a number of requirements, namely having academic qualifications, competencies and educational certificates, being physically and spiritually healthy, and having the ability to realize national education goals. One of the obligations of teachers in carrying out their professional duties is to develop qualifications and competencies on an ongoing basis in line with developments in science, technology and art.

In developing professionalism, a teacher must be able to write scientific papers in the field of education, discover technology in the field of education, make learning tools or teaching aids, create scientific papers, and take part in curriculum development activities. Teacher professionalism is stated in Law no. 14 of 2005 article 10 concerning Teachers and Lecturers states that professional teachers are required to have four competencies, namely pedagogical competence, personality competence, social competence and professional competence.

To improve teacher competence, especially pedagogical and professional competence can be done by writing scientific papers (Emaliana, 2019). With the activity of writing scientific papers, teachers are required to read a lot, listen to various information related to the topic of writing, and communicate their thoughts. If these activities can be carried out intensively, then teacher competence can be improved on an ongoing basis so that in turn teacher professionalism also increases (Hayuhantika, 2017).

Then through writing, teachers can be an inspiration for students. Teachers should not only ask their students to work through writing, but teachers should also be able to display their written work. So, teachers can be good role models for students in their work. Thus, the teacher's competence will increase. Apart from that, teachers can also express teaching obstacles that have been found in the classroom (Widiana, et al. 2022).

One important policy is related to the promotion of teacher promotion/rank through work performance. These work achievements, in accordance with their main duties, are in the areas of activity: (1) Education, (2) learning process, (3) professional development and (4) supporting the learning process (Sumartini et al, 2019). Decree of the Minister of State for Administrative Reform number 84/1993 concerning Teacher Functional Positions and Credit Scores, essentially aims to foster teachers' career ranks and professionalism. This policy requires teachers to carry out the four activities in their respective areas of duty, and only those who succeed in carrying out the activities are given credit points. Furthermore, the credit score is used as one of the requirements for career advancement. The use of credit scores as one of the career advancement selection requirements aims to provide fairer and more professional awards for promotions which are recognition of the profession, and then provide increased welfare (Bachtiar, 2021).

As stated in the Joint Regulation of the Minister of National Education Number 03/V/Pb/2010 and the Head of BKN Number 14 of 2010 Article 17 paragraph 2, for promotion you are required to carry out continuous professional development activities which include the sub-elements of self-development, scientific publications and/or innovative work . This shows that teachers must write scientific papers as an essential part of their professional development.

Scientific articles is writing that contains creative ideas, arranged comprehensively based on data and facts, analyzed in a coherent, detailed manner and ending with a conclusion. Scientific article is a report or written study of a problem (research) by a person or team by fulfilling the rules of scientific ethics which are confirmed and adhered to by the scientific community (Melfianora, 2017).

Scientific articles can be produced from simple research process in the classroom, such as classroom action research. Classroom action research according to Arikunto, et al. (2009), is a research carried out by teachers, in collaboration with researchers or carried out by teachers themselves who also act as researchers in the classroom or at the school where they teach with an emphasis on perfecting or improving learning processes and practices. This means that when a teacher carries out classroom action research activities, after compiling a research report, an article can be written based on the results of the classroom action research.

Ideally, every scientific paper can be published in a journal or scientific meeting. Publication is a means of conveying information which is expected to make a positive contribution to the development of a person's scientific insight. Scientific publications can be done by making scientific publications on research results in the form of articles or books. Apart from the quality of the work produced, the place of publication must also be chosen according to criteria that guarantee the suitability of a manuscript, both in terms of substance and appearance, in accordance with predetermined rules. By conducting scientific publications, someone can develop knowledge and disseminate that knowledge to the public. However the publication productivity of academic staff in Indonesia is still very low (Marwa, 2020).

The reality on the ground shows that there are obstacles in professional development efforts through scientific writing activities. According to Sukarno (2016), the challenges faced by teachers in writing scientific papers include low motivation to write, limited time, lack of understanding of writing techniques, difficulty collecting and managing data, lack of mastery of technology, unavailability of reference books, lack of functioning of teacher working group activities, and the existence of "ghost writer" services.

Those problems are also experienced by teachers in East Nusa Tenggara Province, including Sikka Regency. Based on observations and interviews towards teachers in Madrasah Ibtidaiyah Negeri Sikka, There are several factors that cause the lack of scientific papers and scientific publications carried out by teachers, (1) Teachers are very conditioned by the environment, including colleagues, to only complete the main task, teachers are more focused on designing and implementing learning activities in accordance with the learning content they provide at school. (2) Teachers experienced difficulties in carrying out classroom action research. This is because the understanding and ability to compose classroom action research proposals and writing scientific papers is still inadequate. (3) Teachers are not familiar with research activities, writing scientific papers, and publications, even though teachers are aware of the usefulness of scientific publications, including as a condition for promotion to rank or class. (4) underdeveloped writing habit.

The willingness and ability of teachers to write scientific papers still needs to be improved. Basically, every teacher has competency skills in the language aspect, namely speaking, because teachers have to communicate with students every day. However, teachers must also be able to write down their thoughts in order to analyze the root of the problem and ideas for solving the problem. For this reason, it is necessary to carry out training in writing scientific articles in the form of research reports or writing articles in scientific journals. In this way, the soft skills of teachers' writing skills can increase along with fulfilling the prerequisites for proposing a promotion.

Therefore, concrete steps are needed to increase the publication of scientific articles, preceded by research and writing quality articles that have the potential to be published in reputable national and international journals. Referring to the fact about Indonesia's low publication rate, it is necessary to reiterate to teachers and research lecturers to increase their productivity in producing scientific work, especially in the form of scientific articles. So, it is necessary to carry out scientific writing and publication training activities for teachers especially in Madrasah Ibtidaiyah Negeri Sikka to help teachers get out of the trouble of getting credit from scientific articles. The aim of carrying out this service activity is: a) to increase teachers' understanding of classroom action research, (b) to increase teachers' understanding of the techniques for writing scientific papers, (c) to increase teachers' ability and skills to prepare proposals and carry out classroom action research, and (d) to increase teachers's understanding of the methods and systematics of scientific publications.

METHOD

This activity is held face-to-face at the Madrasah Ibtidaiyah Negeri Sikka. The number of target audiences is 25 people from school principal and teachers. To achieve its objectives, this service uses several methods, starting with observing the potential of elementary school teachers in Sikka District regarding writing and publishing scientific works; the service team prepared

various materials related to introducing the world of article writing in general, classroom action research in particular, and publication mechanism in reputable journals; In Service Training (IST), IST is carried out using lecture, discussion and presentation methods, with the aim of increasing teacher competence in terms of teacher understanding and skills in writing scientific papers. In this activity, the resource person presents the systematics of classroom action research and scientific articles, participants discuss, identify problems found in learning, and determine the solutions that will be offered to these problems, how to put it in to articles and then choosing the platforms for publications.

This service activity is said to be successful if: participant attendance is greater than 75%; participant response was good; participants' understanding of classroom action research and writing scientific articles is good; Participants' understanding of the publication platform is good.

RESULT AND DISCUSSION

Result

This service activity is carried out within one day, starting at 08.00 s.d. 15.00 which is divided into a morning session and an afternoon session. In the morning session, the implementation of the service begins with the delivery of material about (1) types of scientific articles, (2) the structure of writing scientific articles, and (3) scientific articles resulting from classroom action research. In the afternoon session the delivered material were (1) Definition of scientific publication; 2) Characteristics and requirements for articles that are suitable for publication in accredited journals; 3) How to access accredited scientific journals; 4) introduction of accredited journals; and 5) How to submit articles to accredited scientific journals. This material presentation activity is followed by a discussion session where the teacher is given the opportunity to discuss things that are not yet understood and how to start expressing ideas in scientific articles that will be developed.

Documentation of material presentation activities is presented in Figure 1. The material presentation session was followed by a discussion session. Teachers are given the opportunity to ask questions and discuss things that the teacher does not understand. Documentation of discussion activities is presented in Figure 2.



Figure 1. Material Presentation by Source Person.



Figure 2. QnA and Discussion session

In discussion session, many interesting questions were asked to the source person and team. Also teachers are invited to identify problems in the class that teach. Next, teachers are invited to identify and determine the root cause of the problem and propose the best solution they can think of. This discussion lead to give an example of simple way to conduct a classroom action research, which identify the problems, propose a solution and execute. Documentation of participants and presenters at the end of the activity session is presented in Figure 3.



Figure 3. Source Person, Participant, and Team in the end of the Program

From the program, it shows about 92% of participant can describe each problem they face as a teachers and find gaps to be able to start the activity of writing scientific papers.

Discussion

Teachers still have great difficulty in creating works scientific, whether in the form of papers, research reports or research articles. Teachers continue to generate relatively few and limited scholarly papers. The teacher claimed to find it difficult to articulate his ideas or conceptions, particularly while writing scientific articles. Even though in classroom learning there are problems that need to be found solutions through classroom action research. Apart from that, teachers also feel confused about starting to prepare classroom action research themselves. Teachers also feel they don't know how to write good scientific articles. Teachers do not know the correct systematics of writing articles. Not only that, teachers also don't understand how to publish work that teachers have created, especially scientific articles. often experience obstacles such as low teacher motivation to develop their own profession, as well as a lack of counseling, training in the field of teacher professional development, as well as a lack of information about professional development, especially information on publishing scientific articles and scientific presentations.

Based on the service activities that have been carried out, it is known that several teachers experience problems in writing. Teachers are not used to expressing their thoughts and ideas in written form. Teachers feel hesitant and lack confidence in the writing they have written. In writing, teachers do not only express ideas in written form, but also require a thinking or cognitive process and good literacy skills. In accordance with previous research which states that writing skills involve a person's cognitive abilities in the form of ideas which are realized in the form of a series of words arranged in symbolic and written form. Writing is essentially the act of putting ideas, knowledge from science, and personal experiences into written form in addition to allowing one to communicate thoughts and feelings. This writing skill is closely linked to one's literacy skills (Habibi et al., 2015)

Teachers' obstacles and constraints in writing can be overcome by providing training in writing scientific papers. This is followed by training and assistance with scientific publications. The service carried out has been declared successful because the attendance of participants in this training was more than 75%; positive participant response and enthusiasm; Teachers' understanding of scientific writing and publications increases

In general, this service activity ran smoothly and teachers participated in this activity with enthusiasm because they felt directly the benefits of this activity. They admitted that they had learned many new things. In particular, they gain knowledge that can be applied to support the participants' career achievements or promotion. In fact, some of them continued the consultation until they had completely discussed their research report to be compiled into a scientific article. This activity was said to be successful because the participants' understanding of the material increased, the participants' response to this activity was very positive, and there was one teacher who was able to write scientific articles and was ready to publish them in one of the accredited national journals.

This kind of activity has never been carried out at Madrasah Ibtidaiyah Negeri Sikka, therefore the teachers and Head of Madrasah asked for this kind of activity to be held again and continued with mentoring activities.

CONCLUSION

The implementation of community service for the Madrasah Ibtidaiyah Negeri Sikkas's teachers went very well. This is indicated by 92% of participants feeling the benefits of taking part in this scientific paper writing training. The result of this service is that participants are able to understand the concept of scientific articles and can create scientific articles from classroom action research that are ready to be published in reputable journals. This activity was said to be successful because the participants' understanding of the material increased, and the participants' response to this activity was very positive. From the socialization and training held, the advice

given to teachers is that teachers can develop their creativity in the form of scientific work that can be shared with the general public regarding teaching effectiveness or obstacles to teaching in the classroom. Then the teacher's suggestion is that the teacher ask for regular guidance regarding writing scientific papers so that the results of scientific work are more focused and remain motivated to explore emerging issues for research.

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