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Teacher capacity building strategy in writing scientific works

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ABSTRACT

This research is a qualitative research, in the form of an analysis of the causes of high school teacher difficulties in writing scientific papers as one of the development of teacher professionalism. Scientific writing or what is commonly called KTI is a written report on a scientific activity. The characteristics of an KTI can be studied from at least 4 aspects, namely presentation structure, components and substance, author's attitude, and written language. Efforts to improve teacher professionalism sometimes only focus on the learning process. Admittedly or not through scientific writing activities can improve teacher professionalism. In fact, teachers who currently occupy positions and ranks in existing groups feel that they still lack the ability to write scientific articles. Several observations and interviews with teachers when providing training related to scientific publications provide clarity on why teachers are not able, willing, and used to writing scientifically. One example of improving the teaching profession is through writing scientific papers. The teacher's efforts to improve his professionalism through writing scientific papers have not been maximized. In general, the development of teacher professionalism at SMA Negeri 1 Wanasari, Brebes Regency is through writing scientific papers, especially writing Classroom Action Research.



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Introduction

Continuous professional development is the development of teacher competencies that is carried out according to needs, in stages, continuously to improve their professionalism, one of which is with scientific publications (KTI).

Efforts to encourage teachers to write scientific papers have been made by the Minister of State Apparatus Empowerment and Bureaucratic Reform by issuing Permenpan Nomor 16 Tahun 2009 Tentang Jabatan Fungsional Guru Dan Angka Kreditnya, 2009) dated November 10, since 2011 for PNS teachers who will propose promotions and positions must meet the criteria for obtaining credit points obtained from: (1) Self-development activities (Training or Collective Activities), (2) Writing in the form of scientific writing, making teaching aids, learning tools, technological/art works. The ministerial regulation emphasizes the importance of efforts to increase teacher professionalism through self-development activities and writing scientific papers. For promotions/ranks one level higher than First Teacher, the rank of Junior Administrator, class III /a up to Primary Teacher, rank of Principal Advisor, class IV/e class is required to carry out continuous professional development activities which include sub-elements of self-development, scientific publications, and/or

innovative work This Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform comes into force on the set date of November 10, 2009.

The positive impacts of the KTI policy as a condition for promotion can be summarized as follows: (1) Teachers are more motivated in improving their competence and performance; (2) Teachers always strive to develop their profession and not just carry out their profession as teachers; (3) Teachers become accustomed to making scientific writing (Sukanti, 2014). In addition to the positive impacts, on the other hand, there are also negative impacts, such as (1) Teachers who cannot write scientific papers cannot be promoted; (2) There will not be many teachers who propose promotion because the requirements for writing scientific papers are considered difficult; (3) There will be service bureaus that offer the creation of scientific papers for teacher promotion (Asmita, 2019).

Scientific writing or what is commonly called KTI is a written report on a scientific activity. The characteristics of an KTI can be studied from at least 4 aspects, namely presentation structure, components and substance, author's attitude, and written language (Alwi et al., 2020). The KTI study structure usually consists of an introduction, a subject matter, and a final section which is a conclusion. An KTI can be said to be the result of professional development if it meets the "APIK" criteria (Original, Necessary, Scientific, and Consistent).

Efforts to improve teacher professionalism sometimes only focus on the learning process. Admittedly or not through scientific writing activities can improve teacher professionalism (Daud et al., 2020). The condition that occurs for teachers is writing competence which is still of concern (Sutrisnayanti, 2019). This can be seen from the willingness of teachers to write is still low. As an educator the ability to write is highly expected when the teacher delivers the material .

Based on the explanation above, it can be concluded that it is expected that they are always active in carrying out activities that support the teaching profession, but what happens is that there are still many teachers who have not been maximally productive in relation to improving the teaching profession. One example of improving the teaching profession is through writing scientific papers. The teacher's efforts to improve his professionalism through writing scientific papers have not been maximized.

This research was conducted at SMA Negeri 1 Wanasari, Brebes Regency. Why was SMA Negeri 1 Wanasari, Brebes Regency chosen as the research location? This is because almost all of the teachers at SMA Negeri 1 Wanasari, Brebes Regency are certified educators and this school has teachers who have taken the academic qualifications of S3 (doctoral). In qualitative research, this uniqueness and uniqueness is the consideration for choosing a research location.

Method

This research is a qualitative research, in the form of an analysis of the causes of high school teacher difficulties in writing scientific papers as one of the development of teacher professionalism. The choice of a qualitative approach in this study was based on the opinion of Apuke that qualitative research is research that produces findings that cannot be achieved using statistical procedures or by means of qualification (Apuke, 2017). The reason for choosing a qualitative approach in this study is because the researcher wants to gain an in-depth understanding of the difficulties of Wanasari 1 Public High School teachers in Brebesd Regency in writing scientific papers as a form of developing teacher professionalism and efforts that can be made to develop the ability to write scientific papers for professional teachers. at SMAN 1 Wanasari, Brebes Regency.

The research method used in this study is a descriptive method that aims to describe the results of the research by describing in detail, complete and in-depth the results of interviews, observations, document analysis and focus group discussions from informants, namely teachers at SMAN 1 Wanasari Brebes Regency who are already certified educators (certification). . This is done to obtain data that can be described in full in order to find out the factors that cause teachers' difficulties in writing scientific papers and the efforts made by teachers of SMAN 1 Wanasari, Brebes Regency in writing scientific papers as a form of developing teacher professionalism.

Data collection techniques used in this study were: (a) interviews, (b) document analysis, (c) participatory observation, and (d) Focus Group Discussion (FGD), using data analysis which included: (a) data reduction , (b) display or presentation of data, (c) draw conclusions and then verify them. The validity of the data in this study was carried out by: (a) extending the involvement of observations; (b) observation persistence; (c) triangulation; (d) peer debriefing interviews; (e) adequacy of references; (f) negative case analysis; (g) checking members/member checks (Elmusharaf, 2013).

Results and Discussions

The focus of this research is SMA Negeri 1 Wanasari Brebes Regency teachers who already have an educator certificate. Teachers who already have an educator certificate can be declared as professional teachers. SMA Negeri 1 Wanasari is located on Jl. Sidamulya, Sidamulya, Kec. Wanasari, Kab. Brebes 52253. There are 42 educators at SMA Negeri 1 Wanasari with the status of 16 PNS Teachers, 14 PPPK Teachers, 12 Non PNS Teachers. As for the teachers who have received certification, there are 11 teachers namely

Table 1. List of Certified Teachers

Name/NIP	Rank/class	Position
Hardi, S.Pd., M.Eng 196701021993011002	Pembina/IVa	Head Master
Dr. Sutikno., M.Pd 196407201987031011	Pembina Tk. I/IVb	Indonesian Teacher
Baroroh, S.Pd 196703091997022001	Pembina/IVa	History Teacher
Kasir, S.Pd., M.M 196506251997021003	Pembina/IVa	Geography Teacher
Widji Heriasih, S.Pd 197201222005012005	Pembina/IVa	Economic Teacher
Sugi Hestutiana, S.Pd 197507032003122005	Penata Tk.I/IIId	Biology Teacher
Sri Budiastuti, S.Pd 197304012005012008	Penata Tk.I/IIId	Mathematic Teacher
Dedy Sutriono, M.Pd 197606172006041013	Penata Tk.I/IIId	Physic Teacher
Rojikin, S.Pd 196905262006041007	Penata Tk.I/IIId	English Teacher
Lastri, S.Pd 197408202007012009	Penata Tk.I/IIId	Chemical Teacher
Maylane Boni Abdillah, S.Kom.,MT 198205072009041002	Penata Tk.I/IIId	Informatic Teacher

Classification Based on Type of Difficulty

Time

How much free time is available but if there is no will/self-motivation of course it will not produce written work, as explained by the following informant “ “To write I seem to be constrained by time, especially as a woman, I come home tired and still have to do household chores, time flies really fast. At night, prepare material for tomorrow so I don't think I have time to write. Plus the books I have are also very limited.” (LS1, 13 June 2022).

Motivation

Most of the teachers at the research site that the researcher is currently conducting are feeling lazy to write because they do not know how to write scientific papers as stated by the following informants “ “How come I'm so lazy and have no idea at all for writing. Later, if I have to, I'll write. I don't know, ma'am, there is no intention at this time.” (RJ1, 14 June 2022).

Writing

Lack of teacher knowledge, understanding, and skills in writing scientific papers and unclear writing techniques make many teachers reluctant to start or write papers (Zahra et al., 2022). Basically, high school teachers are generally not used to writing, as explained by the following informant, "My difficulty in writing is not clear writing. I don't know what PTK is written like. There are those who say PTK is 'ngene-ngene', in the workshop that I took part in, I didn't understand 100 percent, right? Only part of it, I only glanced at it and there was never an explanation at school, so I'm not clear on how to write PTK. “. (DS1, June 15, 2022)

Collecting Data

Based on research data, most of the new high school teachers wrote scientific papers in the type of classroom action research. Because it was a study, the difficulty that many experienced was data collection, on the grounds that the teacher, besides being a researcher, was also a teacher so that a lot of data was missed. The following is the narrative of the informant "My difficulty in writing is finding data in the field. This is actually my own fault, sometimes my absences are not complete, my diary notes for students are also not thorough. Then how do I analyze the data? rather than research." "(RJ2, 14 June 2022).

Technology Mastering

Based on the results of the study there are still some high school teachers who cannot operate computers (creepy) as one of the reasons teachers are reluctant to write as explained by the following informants, "I can't do computers, sir, I'm clueless, so I'm lazy, I'm constrained by the inability of IT, people can't even operate a computer, it's too complicated, sir." (BR1, 14 June 2022)

Reference

Preparation in writing is a causal factor that is mostly discussed by informants. Preparation in this case includes the availability of supporting books as reference materials when writing because writing activities cannot be separated from the existence of reference books available in the school library or those that are owned by themselves. The following is the narrative of informant DS. "Regarding the preparation for writing sir, I prepared books in advance that I could use as a reference by borrowing them from friends, or borrowing them elsewhere such as at the regional library, there are very few books in the high school library that can be used as a support for writing. works, ... in the library, there are only books for children, including textbooks, so if I want to write PTK, I have to look everywhere." (DS2, June 15, 2022).

The rise of Scientific Writing Services

Furthermore, based on the results of the interviews, the researcher obtained data that the writing services were indeed widely chosen by teachers because they were related to the next series, namely the ease of obtaining decrees regarding promotions (Çelebi, 2021). Teachers who use the straight, honest, self-made path, do not get easy promotion matters and are inferior to teachers who use the unofficial route. This is the reason why teachers prefer to use the services of writing papers together with management of level increases rather than having to make and prepare them themselves, as explained by the following informant, "For me, it's better to use manufacturing services and so far those who apply for promotions have gone smoothly even though they don't. Those who applied for a promotion with me all asked for help from consultant services with one delivery. (BR2, 14 June 2022)

MGMP activities

Until the researchers obtained this information, MGMP activities rarely discussed issues related to scientific paper writing activities. The main cause of this lack of outreach was due to limited time for activities, limited resource persons, and lack of discipline among members when attending MGMP activity meetings. The following is the narrative of the informant. "So far, there has been very little discussion about writing PTK at MGMP meetings, sir, because it takes up a lot of time and friends themselves also come 'slentarslentir'. Usually, we just discuss things that are experienced every day and if there is information on the results of the workshop, we will inform them, like now this, the Merdeka curriculum, yes this will be the subject of discussion at the MGMP meeting." (DS3, June 15, 2022)

Training and Outreach

Socialization of activities is something that can unravel incomprehension or confusion in carrying out tasks. The confusion of teachers in writing scientific papers was also caused by the lack of school management in providing socialization about techniques for writing scientific papers, especially CAR, so that an understanding of the writing procedures desired by the assessment team was never obtained by the teacher from the school, as explained by the following informant: "At school there was never any socialization on how to write PTK according to what the assessment team wanted. Sak Jane, you need it, at least periodically, so that our understanding of writing PTK is uniform and in accordance with what the assessor wants." (LS2, 13 June 2022). Based on the data that has been described in advance, an image can be made as follows:

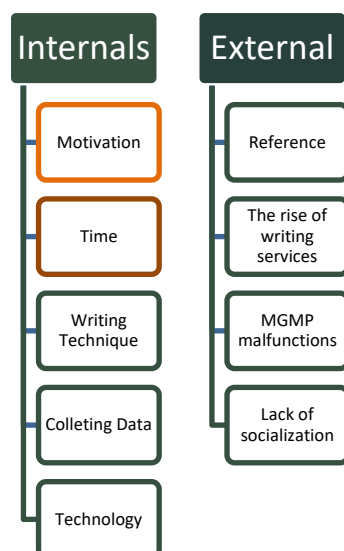


Figure 1. Kind of Difficulty

Classification Based on Age

In terms of age, this study shows that teachers' difficulties in writing scientific papers as part of professional development can be described as follows: (1) Lack of motivation/lazy. Teachers aged 39-47 years said that the feeling of laziness to write was influenced by busyness in the household while teachers aged 51-58 years explained that lazy writing scientific work was influenced by body health such as the eyes were not clear enough to read or write and also decreased power. remember. (2) difficulties in operating the computer. From the results of in-depth interviews, teachers aged 51-58 proved to have more difficulties than teachers aged 39-47 years. (3) Difficulties in the procedure for writing scientific papers, especially PTK. Teachers aged 51-58 proved to have more difficulties than teachers aged 39-47 years. Unaccustomed to writing is the cause of ignorance of procedures in writing scientific papers

Classification Based on Gender

Based on gender, the difficulty of high school teachers in writing scientific papers is one of the continuous professional developments, between female teachers and male teachers is not so significant. Both female and male teachers experience various difficulties.

Conclusions

Efforts made by teachers in the context of developing sustainable professionalism through scientific writing are by participating in workshops/training for writing scientific papers. Workshops/training are activities that many teachers participate in as an effort to minimize difficulties in writing PTK among teachers as part of continuous professional development. The training attended by teachers can be in the form of own/independent initiatives or it can also be sent from institutions/schools.

The next effort made by the teachers in the research locations was by self-study by reading books and looking for examples on the internet or by cultivating self-motivation by creating a kind of slogan that you can do yourself. Besides that, they are not ashamed to ask other people who understand better about PTK writing. In this way, teachers have a bit of an idea about writing CAR which can be used as part of ongoing professional development. The next effort is to take the test. Basically, one of the requirements for participating in the selection of model teachers and/or prospective school principals is that participants must make a scientific work that can be presented during the interview test. It is on this basis that teachers are required and encouraged to write scientific papers. , whether you like it or not, teachers really have to write papers if you want to get success

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