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Scientific Paper Writing Training Socio-Cultural Themes for Teachers in MGMP Sociology Semarang City

Hartati Sulistyo Rini, Ninuk Sholikhah Akhiroh, Ulfa Safangatun, Nur Rokhmat

Universitas Negeri Semarang, Indonesia

Abstract

According to Permenpan No. 26 of 2009 concerning functional positions of teachers and their credit points, teachers are required to produce scientific publications or innovative works as part of self-development. In addition, the benefits of writing scientific papers can also be used to complete credit points for promotion. However, the activity of writing scientific papers, especially those published in journals, is still difficult for teachers. Therefore, this scientific paper writing training is important to do. The methods used in this community service activity are lectures and interactive discussions. The lecture contains a presentation that describes material about writing scientific papers, its urgency, and the format for writing articles in scientific journals. The presentation also provides brief and technical instructions on uploading articles to several journals, such as the Social Science Forum Journal and the Community Journal. The results of this community service activity are related to: 1) problems experienced by teachers in compiling scientific papers, and 2) a SWOT analysis of the implementation of scientific paper writing training for teachers at the MGMP Sociology in Semarang City. The problems experienced by teachers are in identifying ideas or written concepts, Sociology teachers still have difficulty determining which ideas are considered interesting, the format for writing articles is still considered difficult to understand because it varies from one journal to another, and teachers are still less confident in expressing ideas in scientific writing standards. The SWOT analysis conducted is used to prepare a follow-up plan for future community service activities.

Keywords : articles, sociology teachers, journals, scientific papers

INTRODUCTION

The teaching profession currently faces extraordinary challenges in its efforts to develop its profession. Teacher professionalism is closely linked to competence, certification, and professional allowances, all three of which are considered to influence the quality of education in Indonesia (Slameto, 2014). According to Permenpan No. 26 of 2009 which replaced Permenpan No. 84 of 1993 concerning functional positions of teachers and their credit points, teachers are required to produce scientific publications or innovative works as part of self-development. Sukamto (2016) stated that Continuous Professional Development (PKB) for teachers through scientific publications (written works) can help teachers' promotion and position as a form of accountability for professional educators. Various types of scientific papers that can be produced by teachers include research reports, scientific articles, papers, books, modules/training, popular scientific writings and translated works.

However, writing is a problem for teachers. There are still few teachers who publish their writings in various scientific journals (Jaedun, 2011; Pribadi & Delfy, 2015). Teachers' writing competence is still very low and teachers feel that writing is a very difficult activity. For example, in classroom action research, teachers master the activities in the classroom, but have difficulty writing reports. In fact, teachers' writing skills are very much needed for the learning and education process as an instrument for delivering material.

Meanwhile, if teachers' writing skills are not improved, then not having scientific papers means that teachers cannot apply for promotion and position. In particular, teachers who will be promoted to rank III/c are required to have scientific publications. Another problem is that even certified teachers still have very low performance in terms of scientific article publication (Slameto, 2014). In fact, the activity of writing scientific papers is an important point in the

accountability of post-certification teacher professionalism (Santoso, 2015; Rochmad, Agoestanto, & Kharis, 2016).

However, it seems that writing activities have not become an important need for them. They are not confident in writing even though they are rich in experience in the field, but do not yet know good writing techniques. Sociology teachers still have difficulty identifying socio-cultural themes and learning and expressing them in the form of scientific works.

For that reason, it is deemed necessary to conduct community service to the sociology teacher group that is part of the Sociology MGMP in the form of scientific paper writing training to develop the professional competence of a teacher. The community service team has expertise in the field of scientific paper writing as well as mastering socio-cultural themes. Thus, it can provide technical and appropriate input for teachers.

METHOD

The community service team partners are sociology teachers who are members of the Semarang City Sociology Subject Teachers' Forum (MGMP) both civil servants and honorary, both certified and uncertified. There are 48 Sociology teachers who participated in this activity, from public and private high schools, and from MA (Islamic Senior High School) in the Semarang City area. This MGMP is chaired by one of the senior Sociology teachers in Semarang, namely Drs. Suratno, M.Pd. from SMA N 5 Semarang City. This Community Service Team successfully held the activity on July 23, 2019, in the Hall of SMA Negeri 5 Semarang starting at 13.00-15.30 WIB.

The stages of implementation of the activities carried out include: Initial socialization , and implementation of training. In the initial socialization stage, the Chairperson of the MGMP Sociology throughout Semarang City to convey the activity plan that will be carried out by the community service team from the Department of Sociology and Anthropology FIS UNNES to the Sociology teachers. This socialization aims to collect problems and needs desired by the target audience so that the activities will be carried out effectively. can be explained as written below:

The next stage is the implementation of training. In this activity is divided into 2 activities, namely lectures and provision of materials, while the second stage is interactive discussion. The provision of materials through lectures, is done with materials displayed on power point. This material will later be given to teachers as learning materials to be practiced independently . After the presentation of the material, it is continued with an interactive discussion related to 2 important things, namely:

1) Academic material, either in the form of initial ideas or concepts, or in the form of journal articles that the teacher has previously written.
2) Technical matters, in the form of tips and tricks, as well as non-academic obstacles that often affect teacher productivity in writing articles as a form of strengthening self-competence.

In the initial plan made by the community service team, the workshop method was included as one way to convey teachers' ideas or thoughts in this activity. However, this could not run as planned due to time constraints, and teachers were not yet trained to identify problems so that this method could not be carried out. After the activity ended, an initiative emerged from one of the teachers to send one of his written works to be published.

RESULTS AND DISCUSSION

The implementation of Permenpan No. 16 of 2009 which came into effect on January 1, 2013 has successfully made it difficult for teachers to get promoted. Kompas on April 22, 2013 presented data that at least 800 thousand teachers in Indonesia have stagnant careers because they are unable to publish research results and scientific papers. Of course, this is very unfortunate considering the many things that teachers can write. The aspect of improving the professional quality of teachers in the field of writing scientific papers is still low. Teachers' writing competence is very lacking, while teachers' ability to write is not yet optimal (Santoso, 2015; Sukamto, 2016). This is also a reflection of the quality of education in Indonesia.

Classroom learning experiences, student observations inside and outside the classroom,

and various teacher experiences can be used as writing materials. The results of these scientific works can also be learning materials for students. The media for writing scientific papers are also increasing with the existence of various journals in Indonesia with good quality and according to standards, for example the SINTA ranking by the Ministry of Research, Technology and Higher Education and indexed by DOAJ (Ardi, Erlamsyah, & Ifdil, 2017). When various writing topics and media for distributing scientific papers are widely available and easily accessible, but the number of teachers' papers is still low, then such conditions require identification of problems and of course the right solution.

Based on these needs, UNNES through the Community Service Team from the Department of Sociology and Anthropology, Faculty of Social Sciences, wants to touch on this area by implementing scientific article writing training activities. The activity entitled Scientific Writing Training on Socio-Cultural Themes for MGMP Sociology Teachers in Semarang City is expected to be able to mediate what is happening at the level of secondary education practice with the resources owned by universities related to strengthening teacher competence in writing scientific articles.

In this activity, the material presented is related to the writing of scientific papers in general that can be done by teachers. Furthermore, the material is sharpened on the types of scientific papers that are multi-functional for teachers. This means that it examines the types of scientific papers that are not only as academic expressions of teachers but also related to functions that support aspects of credit point assessment for promotion. Then the presentation is focused on writing scientific articles published through journals. Starting from the writing format, written expression, to the technical mechanism for uploading articles is conveyed through this activity. The journals used as references are the Social Science Forum Journal managed by the Faculty of Social Sciences, UNNES and the Community Journal from the Department of Sociology and Anthropology, FIS UNNES.

The presentation of material and the sharpened discussion of scientific papers to the writing of scientific articles in this journal are based on the following considerations:

1. The teacher has conducted research and has a research report that can be processed into an article.

   With such assumptions, the teacher's academic creative process does not stop at research reports, but can be increased to the level of article writing. And through this activity, there is an accumulation of teacher knowledge related to writing scientific articles in journals.

2. Published articles have greater useful value.

   When the results of research or academic work are published through scientific journals, it opens up space for the spread of information and data in the writings that are made so that they can reach a wider community. The process of sharing knowledge becomes wider in scope by creating articles and publishing them through scientific journals. Another benefit is related to the author. Teachers involved in the writing can use the points obtained through the publication for promotion. 10 points in an unaccredited national journal and 25 points in an accredited journal are additional values that are very meaningful in collecting credit points for promotion.

3. Writing articles is a more flexible academic task because it can be done individually or in groups with a greater number of people involved and is not limited by institutions .

   With this condition, the writing of scientific articles can be done by teachers from various schools, and can even involve lecturers from universities. This flexibility is an advantage in writing scientific articles for teachers, because the bureaucratic shackles (related to permits, cooperation agreements, etc.) that often limit academic work are relatively free. Writing articles can prioritize cooperation and a more liberating process of sharing knowledge.

Based on the implementation of these activities, several findings and results were obtained, namely as follows:

Problems Faced by Teachers in Writing Scientific Papers

Based on the results of the discussion conducted in this activity, the problems faced by SMA/MA Sociology teachers in Semarang city in creating scientific papers can be explained as follows: 1) teachers' limitations in finding ideas or concepts for writing; 2) teachers still have difficulty determining which ideas are considered important to write and which are not; 3) the existence of habits regarding writing format standards, resulting in teachers having difficulty adjusting to the wishes of each different journal; and 4) teachers still lack confidence in

expressing ideas through writing, with scientific writing standards.

First, teachers' limitations in finding ideas or writing concepts. In this forum, teachers acknowledged that there were various factors that caused these teachers to have difficulty finding ideas related to things to write. One of these things is regarding teachers' busyness, both in terms of administrative learning and administrative activities related to the structural burden carried out in their respective schools. Actually, this is a classic issue that often still limits teachers from carrying out writing activities. The busyness of preparing administrative completeness for learning, and the difficulty of dividing time are crucial things that are felt. This also reaches a situation where teachers who are academically potential also function structurally in the management of school institutions so that they are caught up in routine activities at the administrative level. This is as stated by Mrs. Fadjarwati (SMA N 4 Semarang) as follows:

" *Writing is a passion, but a structural activity as The Vice Principal of Student Affairs must be responsible for student achievement. Especially if other schools win the competition, there must be demands for schools to participate. The enthusiasm to write is there but there is no time yet .*
(Source: field data)

Writing is a big challenge for most academics because it requires a lot of knowledge, rhetoric, and the right diction selection strategy in expressing their ideas. This is very different from the expression of ideas done orally. On the other hand, ideally, this writing activity is the estuary of reading activities carried out by academics. Therefore, without reading, it is relatively difficult to find interesting ideas in the writing process. This means that writing is a complex activity that requires high concentration and focus.

But to just stop at this point is also something that should not be done. The process of finding ideas and concepts is very unlimited. It can be obtained through daily experiences in the learning process both in class and outside the classroom. Writing ideas are also obtained from the experience of carrying out various learning activities related to learning methods that lead to the process and results of student learning. Even the difficulties and challenges in the learning process can also be processed into interesting writing. Writing ideas can also be generated from the interactional process between teachers and students in the learning process, which can involve academic and non-academic activities.

Second, teachers still have difficulty determining which ideas are considered important to write and which are not. In the interactive dialogue, interesting things were revealed in the process of finding ideas and writing ideas, namely regarding the measure of interesting and uninteresting writing ideas that will be created. Teachers in this situation feel that they still lack information on how to determine an interesting theme in writing scientific papers. The word "interesting" itself causes multiple interpretations among them, so that the debate is endless and ultimately does not produce any work at all. This was stated by Mrs. Rini (SMA N 13 Semarang) as follows:

" *I still have difficulty choosing an idea, so I also still have difficulty identifying what interesting theme is .* "
(Source: field data)

In response to this, determining whether a scientific work is interesting or not can at least be seen from several sides. First, an interesting theme can be related to the novelty of ideas or things related to current phenomena. The challenges of learning in today's schools can be used as a basis for determining whether an idea or writing idea is interesting or not. Moreover, if it is related to the conditions of our education where the curriculum or methods that are dynamically changing certainly result in practices in the field or in classes also experiencing changes. As the spearhead, teachers are the first party to feel the effects. Therefore, this can also be used as an idea or writing idea. Second, the interestingness of a writing idea is related to the discovery of alternative answers to the challenges faced in the learning process. Innovative learning practices can be an alternative source to the challenges faced in the world of education. This is also interesting to be a study and discourse in writing scientific articles. Moreover, the context of advances in information and communication technology is increasingly making increasingly varied learning methods a phenomenon in their own learning practices. Third, an idea that is said to be interesting is an idea that is always a

basic need in the learning process. Examples that can be taken for example are about strengthening teacher competence through various approaches. The issue of strengthening teacher competence may be an old issue, but this continues to be related to the situation and conditions of development and the needs of the world of education which are increasingly complex. This means that old issues that have sustainability and are related to other education issues are also interesting writing ideas.

Third, the existence of habits regarding writing format standards, makes it difficult for teachers to adjust to the wishes of each different journal. In the discussion that emerged, teachers wanted uniformity in the writing format so that if it was not accepted in one journal, it could be immediately submitted to another journal. On that occasion, the community service team said that in general, the format requested by the journals was broadly the same, consisting of an introduction, contents and conclusion. What distinguishes them is the desired details and the suitability of the writing structure and technical writing of references. So actually these things do not need to be a separate concern. What the author must do is simply adjust to the needs of the journal in question.

Figure 1. The teacher is having an opinion
Source: Field data

Fourth, teachers are still not confident enough to express ideas through writing, with scientific writing standards. The habit of writing has not become a habit at various academic levels. So this is also what happened to these high school teachers. Determining the right series of sentences, diction, and limited perspectives create a gap between teachers and writing scientific articles. Articles are still considered very difficult for teachers to do. One thing that the community service team can put forward on this occasion is the idea of collaboration between teachers and lecturers in writing articles. The opportunity to exchange ideas and experiences is an interesting thing to do in order to strengthen the capability of writing scientific articles. A space for mutual learning between teachers and lecturers is inevitable to answer this challenge.

SWOT Analysis Related to Efforts to Improve Teachers' Professional Competence Through Scientific Paper Writing Training

After the activity was held, the community service team conducted a SWOT (*Strength, Weakness, Opportunity, Threat*) analysis of the implementation of this activity. This was done to determine the sustainability of the Community Service program, especially related to the follow-up plan that will be carried out targeting the Sociology teacher level in the city of Semarang.
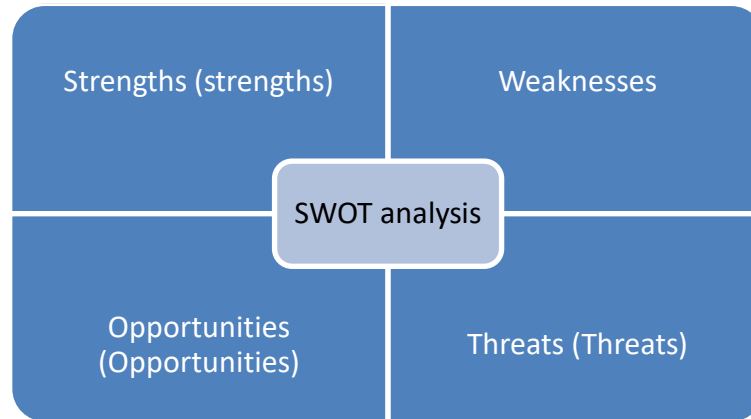
Figure 2. SWOT Analysis

Strength . Through this activity, several strengths were identified that could be the potential for the sustainability of community service programs in the future in general, and writing scientific papers or articles for teachers in particular.

a. Knowledge about writing scientific papers, especially scientific articles for Sociology teachers is one of the strengthening of teacher competency capacity. This is one of the accumulations of knowledge that becomes capital to be developed in the future.

b. The enthusiasm of teachers in responding to the problems of writing scientific papers needs to be a special note that actually Sociology teachers in Semarang have potential that can be developed. Some things related to this are: there are several teachers who are active in the socialization of the 2013 Curriculum who are quite active in providing socialization and assistance nationally; There are also Sociology teachers in Semarang who have won the National Teacher Olympiad in 2017; and there are also teachers who have actively written scientific articles, so that this opportunity is used as a medium to exchange ideas (although it is done outside the activity session).

c. This activity is one of the bridges that mediate activities in the Department of Sociology and Anthropology FIS UNNES and MGMP Sociology Semarang City which have been constrained by several technical situations. By carrying out this activity, it can open and intensify relations between campuses and teachers in schools, especially Sociology in Semarang City at another level.

d. The implementation of this activity is also a promotional media for the Journal managed by UNNES, especially those related to the field of Sociology in particular and social sciences in general. Several discussions created between the service team and participants were also based on the needs and standards of writing scientific articles that can be published in the Social Science Forum Journal managed by the Faculty of Social Sciences, and the Community Journal managed by the Department of Sociology and Anthropology, FIS UNNES. The Social Science Forum Journal is an example of an unaccredited journal, and the Community Journal is an example of a Nationally Accredited Journal. In this case, it can be a comparison between the two journals, in terms of what themes can be raised into writing, and the level of difficulty that can be identified between the two.

Weakness (Weakness). Weaknesses were also identified in the implementation of this activity, namely as follows:

a. This activity still lacks the involvement of writing practices from teachers. Thus, the output in the form of teacher skills cannot be measured clearly. Several new article writing ideas emerged after this activity was carried out. The initial design of this activity was indeed designed to involve writing practices by teachers with a general idea writing pattern. The time allocated for this activity in the initial design was in the morning until noon, starting at 08.30 - 12.00 WIB. However, due to various situations, this activity could not be carried out according to the initial design, and it was agreed to be in the afternoon.

    b. Due to time constraints, not all teachers' aspirations and ideas could be accommodated. The process of identifying problems in each case from the participants could not be fully revealed.

Opportunity . Among the strengths and weaknesses found, there are also opportunities that can be used by the service team to continue cooperation with teachers related to improving educator competence. The following are opportunities that can be created for future opportunities:

    a. The theme of community service activities can be continued with more intensive article writing assistance through structured workshops. Teachers can prepare writing materials in advance so that the assistance process can be more controlled.

    b. Considering that writing scientific journal articles is a long process and full of dynamics, it is better if article writing can also be started from strengthening teachers' writing skills at the popular article level. This is what was stated by one of the teachers who has experience in writing, namely Mr. Suratno (Sociology Teacher at SMA N 5 Semarang):

    " *Writing scientific articles such as journal articles is indeed more difficult, so maybe we can start by writing popular articles in the mass media which are lighter, both in terms of content and structure* . "
(Source: field data)

Therefore, it may be possible to provide popular article writing training for Sociology teachers as well.

    c. This kind of partnership-based activity pattern between teachers and lecturers can be improved at other levels, such as: strengthening and refreshing Sociology learning materials, learning innovations, ICT-based learning media, and discussions on the suitability of school subject matter with lecture material.

Threat . Through the implementation of this activity, threats and challenges can also be identified, namely as follows: Although the enthusiasm of teachers to participate in this activity is very high, the writing process is different, and can be very difficult. Therefore, it is necessary to anticipate a decrease in teacher participation in activities themed on writing scientific papers which could experience a decrease.

CONCLUSION

From the results of the implementation of the community service activities above, the community service team prepared the following follow-up plan: 1) There needs to be a follow-up activity that involves more practice from teachers, so that the accumulation of knowledge for teachers can be created, and 2) There needs to be a more structured systematic implementation of community service activities related to the needs of journal articles, which are related to the emphasis in the introduction, method, content, and conclusion.

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