

## Writing scientific papers training for elementary school teachers in pademawu pamekasan

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**Abstract** Scientific writing is one of the requirements in the promotion of elementary school teachers. However, the elementary school teachers who make scientific work are still very limited. The teachers are still experiencing difficulties for the promotion because of the requirements to write scientific papers. It is estimated that teachers have difficulty in writing scientific papers due to lack of knowledge and ability in making scientific papers. For this reason, there must be an activity to provide knowledge and skills for elementary school teachers, especially elementary school teachers in Pademawu Pamekasan in the form of training or workshops for the writing of scientific papers. This activity has been carried out in conjunction with the KKN 2019 period and was followed by 30 (thirty) elementary school teachers in Pademawu Pamekasan. The methods used in this training are questions and answers, demonstrations, and practices. The target of this training activity is to obtain significant knowledge for elementary school teachers in Pademawu Pamekasan about how a teacher has the will and skills to make scientific papers so as to increase knowledge and at the same time increase his/her income. Another achievement is to obtain a picture of the teacher's ability to write scientific papers on how to identify, choose, and formulate research topics; arrange and organize the writing framework; collect reference materials as a basis for written theory; pouring ideas into written form; check the level of authenticity of scientific papers that have been made; as well as publishing scientific papers that have been made.

**Keywords:** Empowerment; Publication; Scientific; Writing; Teacher

### INTRODUCTION

Improvement and development of the teaching profession is the teacher's activity in applying science, technology, and skills to improve the quality of learning both in the Teaching and Learning Process inside and outside the classroom as well as the quality of the teaching staff in order to produce products, values, and competencies that are beneficial to education and culture. The intended professional development activities are 1) making scientific papers in the field of education, 2) finding innovative technology or work in the field of education, 3) making learning tools/teaching aids and guidance tools, 4) and participating in curriculum development activities (Ministry of National Education, 2001). Therefore, writing scientific papers is an absolute requirement for teachers who will be promoted and ranked according to the requirements.

The main tasks, functions, and responsibilities of teachers are so high and decisive in achieving the nation's development goals, it is appropriate for teachers to

receive appropriate rewards for welfare and in meeting the needs of themselves and their families. However, efforts to improve teacher welfare are obtained regularly such as regular promotions that can be done every 2 years without having to wait 4 years, as well as promotion to the highest class by fulfilling specified requirements. In general, there are still many teachers who find it difficult to move up the ranks due to the weakness of making the required scientific papers that must be met with a minimum credit score from the elements of professional development which include writing scientific papers in the field of education.

Scientific writing has become a requirement in certain ranks and the teachers must have the ability to make scientific papers. However, teachers who make scientific works are still very limited. The teachers are still experiencing difficulties for the next promotion because of the requirements to write scientific papers. In addition, it is suspected that the teachers are less eager to write scientific papers because of lack of knowledge and ability in making scientific papers, which in the end is feared that many teachers use non-own articles or fake credit figures because they find it difficult to make scientific papers to submit for promotion.

Based on the description and considerations above, it is necessary to conduct a training activity or workshop on writing scientific papers for teachers, especially elementary school teachers. Due to limited time and energy, the training is focused on empowering the writing and publication of teacher's scientific papers in various types of writing scientific papers, dictates, modules, and classroom action research (CAR). The target of this activity is elementary school teachers in Pademawu Pamekasan who have the will and ability to be trained in writing scientific papers. The selection and setting of training participants considers strategic rationale in relation to efforts to increase the number, type, and quality of elementary school teacher's scientific papers in the future.

The objectives of this workshop are: increasing the willingness of teachers to write scientific papers in the form of papers, dictates, and research reports, increasing the ability of teachers to write scientific papers in identifying, selecting, and formulating research topics, compiling and organizing writing frameworks, collecting reference materials as a basis for written theory, pouring ideas into written form, checking the level of authenticity of scientific papers that have been made, and publishing scientific papers that have been made.

The methods for carrying out the scientific writing training activities are as follows:

#### 1. Question and Answer Methods

This method was chosen to explain the theoretical material related to the laws and regulations relating to the promotion of the Teacher's Functional Position and his Credit Score which requires an increase in class by collecting credit points. It is also used to convey a variety of scientific papers, especially articles, class action research reports, and dictates.

#### 2. Demonstration Method

This method is used to explain a work process in stages so as to make it easy for participants to observe carefully the process of making scientific papers from preparation to becoming a textbook, research reports, and papers.

### 3. Practice Methods

In this method participants practice making scientific papers with the guidance of the trainers so that participants can make scientific papers well.

## **COMMUNITY OUTREACH AND DEVELOPMENT GOAL**

The target and achievement of this training activity is to obtain significant knowledge for elementary school teachers in Pademawu Pamekasan about how a teacher has the will and skills to make scientific papers so as to increase knowledge and at the same time increase his/her income. Another achievement is obtaining a picture of the teacher's ability to write scientific papers on how to identify, choose, and formulate research topics; arrange and organize the writing framework; collect reference materials as a basis for written theory; pouring ideas into written form; check the level of authenticity of scientific papers that have been made; as well as publishing scientific papers that have been made.

## **DISCUSSION**

Implementation of activities that have been carried out in order to achieve the objectives of the activity through the method of activity is intensive training with the details as follows:

- a) Lectures on scientific papers involving the Pademawu Pamekasan UPT Education Supervisor Coordinator, UTM Lecturers, UTM KKN students, and elementary school teacher participants throughout Pademawu District;
- b) Lectures on scientific papers and tutorials involving UTM Lecturers, UTM KKN students, senior elementary school teachers, and elementary school teacher participants in Pademawu District;
- c) Practice writing scientific papers involving UTM Lecturers, UTM KKN students, and elementary school teacher participants in Pademawu District;
- d) Improving the results of the practice of writing scientific papers by involving UTM Lecturers, UTM KKN students, Pademawu Pamekasan UPT Education Supervisor Coordinator, and elementary school teacher participants throughout Pademawu District.



Figure 1. Training of writing scientific papers

To carry out this activity takes approximately one month from the signing of the work contract carried out until the submission of the final report of activities (dated 1-31 July 2019). The various forms of activities carried out are as follows:

- a. Preparation of activities carried out by the service team (UTM Lecturers) to plan activities that include time, material, and technical implementation of the activity.
- b. Confirmation with the Pademawu Education Supervisor Coordinator. This confirmation is related to the time of implementation, implementation of activities, place, infrastructure, and participants. This activity involved a service team (UTM lecturers) and KKN students.
- c. Training Implementation. This training activity was opened by the Principal of SDN Bunder 2 Pademawu and was attended by all members of the UTM Community Service Team, KKN students, District Education Supervisor, senior teacher with experience in making scientific papers, and all training participants. The core of the activity is the making of scientific papers and tutorials with training participants and accompanied by a team of dedication, the implementation of tutorials in the writing of scientific papers which includes articles, dictates, and CAR reports.

The schedule of activities is as in the following table:

Table 1. Writing Scientific Papers Training for Elementary School Teacher in Pademawu Pamekasan Pademawu, Pamekasan July 2019

<b>No</b>	<b>Dates</b>	<b>Agenda</b>	<b>Pembicara</b>	<b>PIC</b>
1	06 July 2019	Question and Answer: the laws and regulations relating to the promotion of the Teacher's Functional Position and his Credit Score	UPT Education Supervisor Coordinator	UTM
2		Question and Answer: Experiences in Writing Scientific Papers for Next Promotion	Senior Teacher	UTM
3	13 July 2019	Question and Answer: Proses in Writing Scientific Papers	UTM	UTM
4	20 Juli 2019	Practices and Tutorials in Writing Scientific Papers	UTM	UTM
5		Self-Assessment	UTM	UTM

From delivering the material with various methods provided, it can be described that in general the Pademawu Elementary School teachers in making scientific papers is because of the motivation to get a Credit Score. The credit scores referred to are categorized into the fields of Education, Learning Implementation (PKG), Sustainable Professional Development (PKB), and Supporting Activities. Writing scientific papers included in the category of Sustainable Professional Development (PKB), which includes Personal Development (following training, seminars, in service training, etc.), Scientific Publications, and or Making Innovative Works.

Table 2. The distribution of teacher credit score needs

Dari pangkat	Ke pangkat	Jumlah angka kredit minimal dari Publikasi Ilmiah/Karya Inovatif	
		AK yang Dibutuhkan	Jenis publikasi ilmiah dan atau karya inovatif yang wajib ada
IIIa	IIIb		
IIIb	IIIc	4 (empat)	Bebas pada jenis PI/KI
IIIc	IIId	6 (enam)	
IIId	IVa	8 (delapan)	Minimal ada: 1 laporan penelitian
IVa	IVb	12 (dua belas)	Minimal ada : o 1 laporan penelitian o 1 artikel yang dimuat di jurnal yang ber -ISSN/artikel ilmiah minimal tingkat provinsi
IVb	IVc	12 (dua belas)	
IVc	IVd	14 (empat belas)	Minimal ada: o 1 laporan penelitian o 1 artikel yang dimuat di jurnal yang ber -ISSN o 1 buku pelajaran atau pendidikan yang ber-ISBN
IVd	IVe	20 (dua puluh)	
<ul style="list-style-type: none"><li>▪ Jumlah publikasi yang berbetuk diktat, karya terjemahan, atau tulisan ilmiah populer maksimal 3, jumlah buku pedoman guru maksimal 1</li><li>▪ Karya inovatif maksimal 50% dari angka kredit yang dibutuhkan</li><li>▪ Untuk laporan penelitian maksimal 2 pertahun</li></ul> <p>Bagi Pembina Utama Madya, golongan ruang IV/d; dan Pembina Utama, golongan ruang IV/e.</p> <ul style="list-style-type: none"><li>▪ –wajib melaksanakan presentasi ilmiah</li></ul>			

Furthermore, in this category what is meant by scientific publications are presentations in scientific forums, research results (one of which is Classroom Action Research), Scientific Review of Best Practices or Experiences in the fields of education and teaching, popular scientific writing, articles, textbooks, modules / dictates, books in the field of education, as well as works of translation. In the credit scoring, if it does not meet the requirements, then it is not getting a value. For example, Student Worksheet (LKS), a collection of questions, unfollow the guidelines, no supporting documents, and other scientific papers made which are not their own works.

In the workshop above also explained that basically writing is easy. Writing is easy for those who want to write. The first requirement to write is the will and the second condition to write is the ability, namely the ability to express what will be expressed (content) and how to express (form). The aspects of content and form are two interrelated things. Writing in the correct language but if the content is not convincing, people will be lazy to read because it does not provide added value, so will writing with a good idea, original, and broad, but if the language is not correct it will be chaotic (language shows the author's character). Practicing writing scientific papers must involve both of these elements.

Some of the writing constraints that are often encountered by teachers are: feeling unable to write; feeling ashamed, fear, or lack of confidence that they don't have much knowledge and poor language skills; lazy, no desire to move forward; do not know what should or can be written for writing scientific papers; there is no challenge from the income factor; do not understand the importance of expression through written works; and still fixated on oral culture (talk-talk; chat, watch television, etc.).

For that reason, the first step that can be taken to start writing is to look for topics immediately. Looking for topics that are appropriate to the field because that is the one most mastered, ask you: I am mastered and or interested in what field, read as much as possible: journals, research reports, books, papers, internet access, and peer discussion. From these activities usually appears "inspiration" in our minds.

The next step is writing practice. To be able to write, we must really practice writing directly. Like learning to swim: to be able to swim we must really practice swimming with the risk of drowning. The main obstacle is usually when we start writing, confused and not knowing what to write, or starting with or from where. Everyone experiences it, but we must dare to throw away doubts and self-distrust. Write anything: what is in demand, what is in the mind, what is challenging, without fear of being wrong. Forms of writing may still be expressive scribbles and not interrelated. That does not matter, because the substance is to write down anything, ideas or our opinions. Then try to develop it into an outline.

Writing is essentially expressing ideas into written language. There are a lot of ideas in the mind (both those that are ready to be revealed and those that are still in the form of thoughts that must be developed). In order to be expressed systematically and logically and with the right language, all must be arranged and prepared properly. The arrangement should be concrete not only in the mind but also in the form of writing that can be read. This arrangement was later referred to as the paper's outline. The outline contains the title, topic framework, and subtopics that will be developed into a complete finished paper. By reading the outline, people should be able to imagine what the contents of the essay as a whole. The outline is basically the contents of a paper.



Figure 2. Systematic scientific works

## CONCLUSION AND NEXT STEP FORWARD

This activity generally provides the following benefits:

- a) This activity can equip elementary school teachers in Pademawu Pamekasan to have the will and skills to make scientific papers so that they can increase their knowledge and increase their income as a consequence of their promotion.
- b) This activity can contribute to the progress of science and education as well as in measuring the quality of teachers in general.
- c) This activity also contributes to the achievement of the Strategic Plan (Renstra) and Road Map of Universitas Trunojoyo Madura, namely the Exploration and Preservation of Local Wisdom Values in the Development of Potential Human Resources.

### Program Sustainability Plan

The implementation of the training activities was considered by the service team (UTM lecturers), KKN students, participating teachers, and UPT Supervisory Coordinator in Pademawu Pamekasan was very satisfactory with good training indicators, and therefore the results of the training on the making of scientific papers form or produce papers, dictates and Class Action Research is expected that similar activities can be carried out at different places and times. However, it is hoped that

training participants can continue to develop scientific writing that is the teacher's obligation to improve his/her professionalism which will also increase his/her insight as an educator. Educational officials in Pademawu should motivate teachers to write scientific papers for the advancement of their teachers and students as well as the good name of the region.

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