

Training On Writing Of Scientific Works And Articles For Elementary And Junior High School Teachers In Boti, District Of Kie, In South Central Timor Regency

¹⁾Malkisedek Taneo ²⁾Fransina A. Ndoen ³⁾Aleksius Madu
⁴⁾Stevridan Y. Neolaka ⁵⁾Flafianus S. Rato
^{1,2,4,5}Lecturer at the UNDANA History Education Study Program
³Lecturer at the UNDANA Mathematics Education Study Program

ABSTRACT

The purpose of this Community Service activity is to assist teachers at Boti Elementary School and Boti Junior High School in writing articles and scientific papers (Classroom Action Research). While the background of this activity was due to the ability of teachers in Boti Elementary and Junior High School in writing scientific papers (Classroom Action Research and Articles) in general is still very low, but in fact this paper is one of the requirements that must be fulfilled in improving teacher performance. The specific target to be achieved through this community service activity is to improve the ability of teachers to write papers (Classroom Action Research and Articles) correctly and accurately.

The methods used in this activity are lectures, discussions, questions and answers. The first material is related to the systematic writing of Classroom Action Research, then participants are given the opportunity to discuss and ask questions so that participants do not experience confusion. The second material is about how to compile scientific articles and publish articles in scientific journals and article making workshops.

The result obtained in this activity was very good, where all participants were determined to compile Classroom Action Research and make articles so that they were useful for themselves for the needs of performance improvement and promotion/rank as teachers.

KEYWORDS: community service, scientific work

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I. INTRODUCTION

The life of the scientific community cannot be separated from the activities of writing scientific papers (Wahab, 1994). Therefore, in life, members of the scientific community (teachers, lecturers) should be directly involved in writing scientific papers. In fact, not all members of the scientific community are engaged in this field, some are never at all. Among the reasons that exist are the lack of knowledge and skills to write scientific papers.

In order for teachers to be motivated to write scientific papers, various methods have been used, either through training in compiling research proposals, treating participants (teachers) like followers of Educational Research courses, and compiling lesson plans that will be accompanied by the preparation of research reports. The efforts that have been made have not produced much results. In fact, in order to improve the quality of education through improving the quality and work performance of teachers, it has been determined through the Decree of the Minister of State Apparatus Empowerment Number 26 / MENPAN / 1989 dated May 2, 1989 concerning Credit Figures for Teacher Positions within the Ministry of National Education.

The trainings that are centralized and given on a mass basis are deemed insufficient to be able to help teachers, especially in preparing scientific papers as the main component of promotion to higher ranks and ranks. It was concluded that elementary and junior high schools in Boti have not shown the ability to work independently, this indicates that programmatic guidance in the preparation of scientific papers is very urgent. Based on this consideration, the training in writing scientific papers (Classroom Action Research and articles) carried out so far, namely collaboration between teachers and lecturers using portfolios is in accordance with the wishes expected by teachers, especially those preparing for promotion.

The training on writing scientific papers (Classroom Action Research and articles) was held on 27 and 28 August 2020 at the Boti State Middle School Hall in the Ki'e district. There were 35 registered training participants on the first and second day (100% attendance), most of whom were SD Boti cluster teachers, junior high school teachers and school principals.

The training for writing scientific papers for teachers is carried out collaboratively between the service team (lecturers) and the teachers. This activity is considered to be better than the trainings provided by the South Central Timor District Education Office or training provided by school supervisors, which until now have not been followed up. Even school supervisors who are now functional staff have not yet used this facility for promotion. This paper seeks to trace the problems that arise in the writing of scientific papers, so that it is hoped that they can be taken into account in similar activities in order to accelerate the development of the teaching profession, especially in South Central Timor Regency.

Carrying out research in the field of education is a new thing for teachers. Various responses were made by the teachers regarding the obligation to submit scientific papers as the main component for advancing to a class and to a higher level. Some teachers said they were satisfied to be able to reach the IVa level, and some felt inadequate because they had no experience writing scientific papers. Even more concerned, they surrendered not to be promoted to a higher level.

The teacher doing research is a logical consequence of being a holder of a professional position, however the obligation to carry out research is only required for teachers who wish to advance in rank. In general, before conducting research, the teachers first make a research proposal (proposal). The ability to compile research proposals is an indicator of success in carrying out research, namely by carrying out a step-by-step process that must be followed carefully, supported by evidence of development in the form of a portfolio.

Scientific work in the field of education according to Suhardjono (1995) consists of 1) scientific papers on the results of studies, surveys and evaluations in the field of education, 2) papers or papers containing reviews or scientific reviews of the results of their own ideas in the field of education, 3) writing popular science in the field of education and culture disseminated through mass media, 4) infrastructure in the form of reviews, ideas or scientific reviews delivered in scientific meetings, 5) textbooks or modules, 6) textbooks, and 7) textbook translation works / scientific work that is useful for education. Among these seven fields, the scientific writing results of studies, surveys, and evaluations in the field of education are perceived as too difficult for teachers.

The making of scientific papers in the field of education is one of the components in assessing the credit score for teacher positions, both subject teachers, practice teachers, guidance and counseling teachers, and even now it is also applied to supervisors. Although the obligation to submit scientific reports is given to intermediate teacher positions up to level First Class Senior teachers, and Administrator teacher positions to Super Administrator teachers, in practice this obligation only applies to Administrator teachers and above. To bridge the ideas of the service team with the wishes of the teachers for effective communication and not taking up time in carrying out official duties, a portfolio was chosen as a form of communication tool.

A portfolio is a container that contains a collection of evidence collected for a specific purpose (Collin, 1992). This evidence is a document that can be used by a person or group of people to conclude about the knowledge, skills, and / or character of the compiler. One of the keys to compiling a portfolio is that there is a focus on its objectives, namely what the portfolio is for. In this case the portfolio is used as a communication tool between the trainer and the teachers as training participants.

There are 2 things that must be distinguished in preparing a portfolio, namely those relating to its purpose and use. The purpose of preparing a portfolio is a firm statement to state the knowledge and skills whether the evidence is in the form of documents in the portfolio. Meanwhile, the use of a portfolio is intended to state how the portfolio will be used.

According to Collins (1992), there are 4 types of evidence that may be collected, namely objects or goods produced by human intelligence, reproduction or photocopies, results of validation, and production (results). Objects or goods resulting from human intelligence are documents produced in the normal work activities of a portfolio developer, this evidence is used as teacher performance, as well as an indicator of the success of training delivery. Barrow (1993) teachers who develop portfolios have an advantage over those who do not develop them because they have a responsibility to learn, including to face the task of evaluating themselves. This is facilitated by the opportunity for teachers to investigate problems for which they are unique. Teachers, portfolio developers are intrinsically motivated to learn and are helped to organize and structure their learning outcomes. The teacher also reflects critically on what they need to know by helping them assemble the parts into a whole.

Portfolios also provide opportunities for teachers to clarify problems through discussions with service teams or through interactions with fellow teachers in their groups. In general, according to Barrow (1993) portfolios promote teacher learning environments that carry their potential for reflective thinking, study actively and make learning the center of activities. Through the portfolio the service team can identify the strengths of the teacher and provide opportunities for them to show what they know. Teachers can be motivated to further investigate issues that initially do not interest them at all. Furthermore, portfolios can be developed

by all teachers because in the developer it is possible to have differences in learning styles, attitudes and interests.

II. ACTIVITY METHOD

The implementation of this service activity follows the implementation of action research activities consisting of preparation, implementation (action), observation and evaluation and reflection. The methods used in this activity are lectures, discussions, questions and answers. The provision of material 1, which is related to the schism of writing scientific articles, then participants are given the opportunity to discuss and ask and answer questions so that participants do not experience confusion. The provision of material 2 is about how to publish articles in scientific journals. The partners involved in this program are the principal, teachers at Boti Elementary and Middle School. Participation of partners in this program is providing information on problem data when the community service implementation team conducts a needs analysis and gives permission for teachers at Boti Elementary and Junior High Schools to participate in classroom action research writing training and scientific articles carried out by the service implementation team. Participate in classroom action research writing training and scientific articles conducted by the community service implementation team.

III. RESULT AND DISCUSSION

Result

The results of the service activities until the last meeting can be grouped into 2 categories, namely (1) The research proposal has been completed and is ready to be carried out in classroom research activities through the CAR, although matters related to the results of similar research (part of the literature review) are not yet complete. There are 6 research topics in this category; (2) The research proposal until the end of the activity cannot be implemented, however, the training participant states the ability to complete it, with the guidance of other participants who are considered successful, as in category 1 above.

The results of service activities are in the form of participant responses, and become consideration for carrying out similar activities. This was revealed from several comments from participants, both during the training and after the implementation of activities. Teacher A, expressed his gratitude, because he has been in class IVa for several years, unable to propose promotion due to constraints on scientific writing. Now the hope of going up to class IVb is wide open, because this can complete research proposals in the field of mathematics. In the previous case, he had given up on the IVa class, even though this teacher was still relatively young. Gratitude also comes from his words, because there are still people who care about the teaching profession. The activities carried out according to him were far more meaningful than the training he had attended.

A positive response was also made by a father. He raised a research proposal in the field of elementary school social studies, namely Teacher B, a father, who taught in grade V SD, although it was a bit slow but he was able to complete his proposal in the field of classroom teachers. He realized this delay because writing a research proposal was his first experience since he became teacher. He was determined to complete the research until the final form of a research report, although he did not know whether his work was fully appreciated when proposing a promotion later. He is aware that the consequences of this activity are not only time consuming, but also money and energy. For him this is a form of dedication and wants to reach the highest career as a teacher. Another response came from a father. She raised a research proposal in the field of science for junior high school, namely Teacher C, a mother who wants to reap multiple functions in training activities. On the one hand, his comments are the same as for other participants, namely wanting to be promoted. However, he also reaped the results of this activity, because the material provided until the implementation of the action is a valuable study material in taking the Final Project at Bachelor Degree. He felt lucky because this activity never happened, especially in the form of guidance, like a student who is writing an undergraduate thesis.

IV. DISCUSSION

This section will discuss the constraints in completing the task of preparing a research proposal. Besides that, the success that has been obtained will also be reported. In preparing the research background, the training participants were asked to verbalize the problems faced as a teacher. Besides them speaking, they were also asked to write down their problems. They were also asked to state the efforts that have been made to solve the problem. They were asked to take turns speaking again until a specific problem arose. In this way, they felt, it was not that difficult to raise problems as a prerequisite for conducting research. The easier it is for them to express partially, the more prepared they will be to state the background that should be researched.

Their delays in completing the research proposal can be identified, namely: (1) Pouring out non-operational teaching difficulties, they find it difficult to raise past experiences. One reason is that they do not have complete data on the background of the research topic; (2) Not all of them use written language skillfully, so they are only concentrated on improving sentence structure. The negative impact that appears is that research proposals are not written in scientific language; (3) Most of the participants do not have computer

facilities, when they submit the next manuscript to be repaired, the old manuscript has not been repaired, and this hinders the smooth running of the mentoring process, because old questions are still repeated.

Meanwhile, writing using a writing machine is considered to be lagging behind, namely (1) Participants are not accustomed to reading other people's writings, this is due to the difficulty of finding relevant research journals. School libraries are not supportive, while the ability to access via the internet is still foreign to them; (2) The impact of these weaknesses is that the schedule of training activities is delayed so that the frequency of meetings in training activities is out of the original plan.

Although there are many deficiencies in the activities of completing research proposals, there are signs of success. Too few successful proposals are made according to the schedule, so they are not satisfactory quantitatively. This activity is a learning process for teachers, so they will unconsciously be trained to complete more complex tasks. Both related to the improvement of their profession, as well as in relation to daily tasks, through mastery of knowledge and skills in writing scientific papers.

V. CONCLUSION

Based on this community service activity conclusions can be taken as follows 1) the teacher could be guided through their writing of research proposal, and 2) quantitatively, this activity did not bring out the most result sought, nevertheless, qualitatively, the teachers are helped through this activity and can be used later as one of the models to teach the teachers in making scientific writing.

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