

Training on Writing Scientific Papers for Teachers at Public Junior High School 3 Batukliang, Central Lombok

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Received: April 20, 2023

Revised: May 22, 2023

Accepted: June 15, 2023

Published: June 25, 2023

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DOI: [10.29303/ujcs.v4i2.450](https://doi.org/10.29303/ujcs.v4i2.450)

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Abstract: This training activity aims to improve the competence of teachers at Public Junior High School 3 Batukliang, Central Lombok Regency in the field of writing scientific papers. This activity is carried out in three stages. The stages involved in solving this problem are the preparation stage, the implementation stage, and the evaluation stage. The results of the training showed that the teachers who attended were very enthusiastic about following and observing what was explained by the community service team regarding the models and strategies taught in class to compile them into a scientific work. In addition, the training participants wanted the training activities to be sustainable.

Keywords: Scientific work; Teacher competency; Training

Pendahuluan

Teachers are one of the main factors that determine the quality of education (Nurgiansah, 2021). In addition to educating and teaching, teachers must also continue to learn in order to improve their competence so that they are not left behind by technological developments that continue to advance and develop (Daud et al., 2019).

A teacher is said to be professional if he has four competencies, namely pedagogic competence, personal competence, social competence, and professional competence obtained through professional education (Febriana, 2021; Rasam et al., 2019; Rohman, 2020). Professional teachers are needed by every educational unit, because professional teachers are a determining factor in the quality education process so that they play an important role in the change and progress of a nation including the Indonesian nation (Efferi, 2015; Octavia, 2019).

Today's teachers are required to be more professional, more reliable, and more competent, this is the demand of modern society (Isjoni et al., 2021; Prasetyono et al., 2022). So, it is natural and proper that writing in the form of scientific publications is a means to improve teachers' abilities in developing their profession more

advanced. Teacher scientific publication activities are further strengthened by the presence of the Minister of Administrative and Bureaucratic Reform and RB Number 16 of 2009 concerning Functional Positions of Teachers and Their Credit Scores. Based on these regulations, teachers at any level are required to carry out scientific publications, so that there is not the slightest gap for teachers who wish to develop their careers to avoid the obligation to carry out scientific publications (Hafid et al., 2018; Irawadi et al., 2019).

In the current condition, there are still many teachers who have not been able to make other scientific work due to limited knowledge and sources of information available in the formal education environment. The teacher's lack of understanding of scientific writing has an impact on delaying the promotion process due to the lack of a research component that they must do. Based on the results of field interviews with several teachers and school principals regarding the condition of teachers at Public Junior High School 3 Batukliang, Central Lombok Regency, that there are still many teachers who experience difficulties in compiling and writing scientific papers and publishing them in journals. The teacher's lack of ability to compile scientific articles is caused by their limited knowledge or understanding of scientific writing in practice.

How to Cite:

Susilawati, S., Sahidu, H., Doyan, A., Harjono, A., & Hikmawati, H. (2023). Training on Writing Scientific Papers for Teachers at Public Junior High School 3 Batukliang, Central Lombok. *Unram Journal of Community Service*, 4(2), 27–30. <https://doi.org/10.29303/ujcs.v4i2.450>

One effort to solve this problem is by conducting training for teachers at Public Junior High School 3 Batukliang, Central Lombok Regency so that they can know how to write scientific papers properly and correctly. In addition, through this training, teachers are expected to have the ability to write scientific papers. Increasing the teacher's ability to write scientific papers will cause teacher competence to increase, so that teacher professionalism will also increase.

Method

Responding to problems related to the lack of ability of teachers at Public Junior High School 3 Batukliang, Central Lombok Regency in writing scientific papers, this problem can be overcome by conducting training for teachers at Public Junior High School 3 Batukliang, Central Lombok Regency in the form of training to write scientific papers. Several stages were passed in solving this problem, namely the preparation stage, the implementation stage, and the evaluation stage (Doyan et al., 2021; Susilawati et al., 2020). In simple terms, these stages are represented in Figure 1.

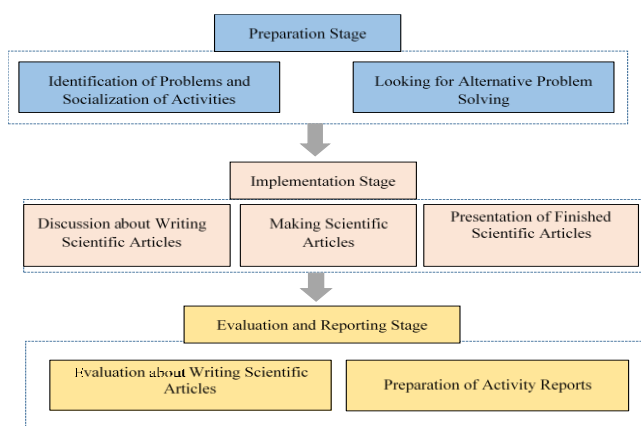


Figure 1. Stages of scientific paper writing training at Public Junior High School 3 Batukliang

Result and Discussion

The training activity for writing scientific papers by the Community Service team by Physics Education Lecturers, Faculty of Teacher Training and Education, University of Mataram aims to realize an increase in teacher competence at Public Junior High School 3 Batukliang, Central Lombok Regency in the field of writing scientific papers. The training was carried out through several stages, namely the preparation stage, the implementation stage and the evaluation stage (Doyan et al., 2021).

In the preparatory stage, observations were made of teachers at Public Junior High School 3 Batukliang, Central Lombok Regency, in order to identify the problems encountered in writing scientific papers. The results of the observation found that the teachers of Public Junior High School 3 Batukliang, Central Lombok Regency, did not receive information about writing scientific papers, so they did not know how to write scientific papers.

Next is the implementation stage. This implementation stage is a follow-up to solving problems experienced by teachers at Public Junior High School 3 Batukliang, Central Lombok Regency regarding how to write scientific papers, namely by carrying out direct training on how to write good and correct scientific papers (scientific articles), so that have the ability to write scientific papers. At this stage, the teacher is given basic material by the resource persons regarding the systematics of preparing scientific articles. The fundamental material referred to includes the definition of scientific work, the benefits and purposes of writing scientific papers, the differences between scientific articles and other articles, the characteristics of scientific writing, the principles and forms of scientific work, the advantages and disadvantages, the stages of implementing scientific article writing.



Figure 2. Opening of training activities by the principal of Public Junior High School 3 Batukliang



Figure 3. Books handed over to principal of Public Junior High School 3 Batukliang by physics education lecturers

Prior to the delivery of material by the resource persons, the activity was first opened by the Principal of Public Junior High School 3 Batukliang, then continued with the delivery of material by the resource persons and continued with the submission of books to schools where the purpose of the submission was to help teachers understand more about the material.



Figure 4. Presentation of material by physics education lecturers



Figure 5. Assistance activities for making scientific work

During the training process, there was a lot of interaction between the trainees and the resource persons as indicated by the many participants asking questions to the speakers regarding the material presented. This shows that the training participants were very enthusiastic about participating in the activity. In addition, with this training, it can motivate teachers at Public Junior High School 3 Batukliang to write, such as reports or articles that can be published, so that they can assist teachers in applying for promotion, improve the organization of facts/data in a clear and systematic way, to obtain intellectual satisfaction and to broaden the horizons of knowledge.

The result of the training was that teachers at Public Junior High School 3 Batukliang felt helped by the training, both in making article titles and writing scientific articles. This can be seen from the response of the teachers who were directly involved in the training. The responses obtained were in the form of evaluation sheets for training activities, which contained two categories, namely

positive aspects and negative aspects. The response is shown in Table 1.

Table 1. Teacher Responses in Scientific Paper Writing Training Activities

Positive Aspect	Negative Aspect
Can improve the performance and motivation of teachers at Public Junior High School 3 Batukliang so that they are more professional in teaching.	-
Can add knowledge about how to write good scientific papers, for the teacher himself and the place of teaching.	-
The existence of this collaboration makes teachers' understanding of various learning methods increase. Opening the minds of teachers at Public Junior High School 3 Batukliang more broadly and openly, as well as getting closer and adding information about the need for publication of scientific papers and links to go to.	Time is too short
Gain invaluable knowledge, be able to know the stages of writing scientific papers and gain new insights about techniques for writing scientific papers in scientific journals.	-
Very good because it can increase knowledge about making scientific articles in our school and encourage teachers' enthusiasm in making scientific papers.	-
Can add understanding and insight for us in making scientific articles and become a motivation in developing abilities in writing scientific papers.	-
With this training, we have a better understanding of writing scientific papers and are able to write scientific articles to be published in scientific journals.	-

Conclusion

The scientific paper writing training at Public Junior High School 3 Batukliang, Central Lombok Regency, shows that the teachers present were very enthusiastic about following and observing what the community service team explained regarding the models and strategies taught in class to compiling it into a paper writing training scientific. Although in the implementation of this socialization the results have not been maximized due to time constraints, it is considered progress if the teachers are able to design a scientific paper.

Acknowledgements

The author would like to thank LPPM University of Mataram for providing financial support for this dedication.

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