

Scientific Publication Article Development Training For SMK Teachers

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ABSTRACT

The purpose of implementing this community service is to provide information, knowledge, and equip teachers in arrange article ready scientific for published in journal scientific, grow atmosphere academic environment school so that could repair quality education and learning with to do activity study. The methods used in this activity include: (a) lectures or material delivery or information presentation for materials related to making scientific articles for publication, (b) questions and answers that provide opportunities for teachers to explore as much knowledge as possible about writing scientific articles, and (c) simulations to provide opportunities to practice the acquired training materials. The results of the implementation of community service can be felt by the community service team and participants. The training that has been carried out has gone well, smoothly in accordance with the goals to be achieved in this activity, and is very satisfying. The YPPD Vocational School teachers gain knowledge and experience sharing about techniques for writing scientific articles and publications to journals and also expect there will be assistance from FE UNJ lecturers in making articles so that they can be published in scientific journals. This is a good response from the training participants with training in the preparation of scientific article publications for SMK teachers.

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INTRODUCTION

The teacher's role in producing a quality and moral generation of the nation is very important so that a teacher is required to always have competence according to the requirements set by the government. According to Law no. 14 of 2005 concerning Teachers and Lecturers, the definition of teachers is professional educators who have the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal primary education and secondary education.

The teaching profession is the same as other professions, of course, it has rules or professional provisions that apply or bind its members. Teacher professional development is a teacher activity in the context of applying science and technology knowledge and skills to improve the quality of both the teaching and learning process and the professionalism of other education personnel as well as in order to produce something that is beneficial to education and culture. The professional development activities in question are: 1) making scientific papers/works in the field of education, 2) discovering technology in education, 3) making learning tools/props or guidance tools, 4) creating works of art, and participating in development activities curriculum, 5) writing books, 6) writing modules (Depdiknas, 2001:2-3, Permendiknas No. 18 of 2007). Thus, writing scientific papers is an important choice of activities and needs to be done by teachers to support their career/position.

Writing scientific papers is one way to add insight and play an important role in the development and dissemination of knowledge. Good and quality writing will also provide a great opportunity for the scientific work to be published in scientific journals or other scientific works. The benefits of writing can be felt by many parties, the teacher's desire to write scientific papers is also of course very useful for himself which can increase the knowledge and insight of the teacher because the teacher will be encouraged to collect written materials from various sources related to what he wrote and then review it. This of course will support the professional competence of teachers, especially the mastery of science which is their field of knowledge. A teacher's career/position can also increase along with an increase in teacher skills in producing quality written work.

Scientific articles published in scientific journals have the aim of informing ideas, ideas, and findings that are important for readers to know. Ideas written in the form of articles are new findings that have novelty, originality, and have a high contribution to the progress of science (I Wayan Surata, 2012).

In order to improve the quality of education, various teacher quality improvement programs have been carried out by both the government and universities through community service programs. These activities include training related to the teaching and learning process and professional development, including classroom action research training, scientific writing, literacy, and literature learning. It is important to provide scientific writing training to teachers considering that there are still many teachers who have difficulty making scientific papers. In fact, teachers must become professional educators as

mandated in the Law on Teachers and Lecturers.

Based on the description above, it is considered necessary to carry out scientific writing training activities for teachers, due to limited time, energy and knowledge and abilities of teachers. This activity is carried out using the workshop method and assistance with research results and products in the form of scientific journal drafts. This list of scientific articles comes from the results of classroom action research conducted by teachers. The training focuses on increasing the willingness and ability (motivation) of teachers to write scientific papers. The hope is that teachers will be productive in producing scientific papers. The aim of implementing this training is to provide information, knowledge, and equip teachers in compiling scientific articles that are ready for publication in scientific journals, fostering an academic atmosphere in the school environment so that they can improve the quality of education and learning by carrying out research activities.

LITERATURE REVIEW

A. Definition of Scientific Writing

Several notions of scientific writing include: according to Brotowidjoyo (1985: 8-9) says that "scientific essays are scientific essays that present facts and are written according to a good and correct writing methodology". According to Wahyu (2001: 61) said that "an essay can be said to be scientific if it expresses a problem with the scientific method". According to Maryadi in Harun, et al (2001: 14) defines scientific work as "a work that contains and examines a particular problem by using scientific principles". According to Kamin Sumardi (2009), scientific writing is all writing produced by humans in expressing messages in the form of feelings, ideas, or findings about something. Based on these four definitions, it can be concluded that scientific writing is an essay or writing that presents and discusses a problem in a certain scientific field scientifically.

B. Forms and Types of Scientific Writing for Teachers

Based on the Guidebook for Assessment of Scientific Work at the 2015 Teacher Scientific Forum (Published by the Ministry of National Education), there are 5 types or forms of Scientific Writing for teachers, including:

1. Quantitative Research Hypothesis Testing, in this study presents Quantitative Data (Figure Data) as in Thesis and Thesis in general.
2. Classroom Action Research, this research has the main characteristics of success indicators and tiered research designs from initial observation activities to problem identification, Cycle 1 activities and so on until the Success Indicators are achieved or exceeded.
3. Model Development Research, the main feature of which is to have a Model Development Design attached with an Instrument Development Example.

4. Qualitative Research, has the characteristics of Data Validity Criteria (Qualitative Descriptive).
5. Best Practices, in the Discussion Chapter contains problem analysis based on literature review and supported by empirical data in education units.

For teachers, the types of written work produced include papers, research articles, research reports, textbooks, modules, diktat, and translation books. The form and type of Scientific Writing can be divided into two groups, namely:

- 1) Scientific Writing which is a report on research results
- 2) Scientific Writing in the form of a review/review/scientific idea. Both can be presented in 7 forms of work that can be recognized and get credit points, namely:
 - a. Research
 - b. Books
 - c. Scientific Writing
 - d. Diktat
 - e. Popular Scientific
 - f. Translation
 - g. Seminar.

C. Scientific Article Publication Function

According to Kamin Sumardi (2009) the functions of publishing scientific articles include:

1. Contribute to science, disseminate and maintain knowledge
2. Maintaining the existence of science so that it does not have to be remembered in the human brain
3. Exchange of information to avoid repetition of research, and promote scientific progress
4. Knowing one's scientific reputation and discussing the results of his own research with other experts in the same field
5. Presenting science for teaching purposes
6. Protect intellectual property rights, (copyright)
7. Scientific career parameters (became famous because of the list of publications).

D. Tips in Publishing Scientific Articles

According to Kamin Sumardi (2009) tips in publishing scientific articles include:

1. Research results must be worthy of publication.
2. Publish only substantial and new results.
3. The content of the publication is far more important than the number of publications.
4. Publish only true & confirmable results. Do not falsify or fabricate data because Referees will compare the new publication with the previous one.

5. Discussion is not based on history but based on logic.
6. Check the status of knowledge, including from things that are known and new from our articles, other publications that support or contradict our articles, Check references and don't believe in secondary references.
7. Only original results, not republished.
8. Accept intellectual property rights and copyrights, no plagiarism. The date of entry determines the priority of rights.
9. Choose a suitable journal for publication.
10. Choose the right time for publication.
11. The writing team is only people who contribute.
12. The content of the article must be approved by all the writing team.
13. Define the formal structure of the paper

According to Karya Wijaya in a scientific article writing paper (2018), he reveals tips and tricks for publishing research results in scientific journals, including:

- 1) Article material is linked to our ongoing research
- 2) Refer to our road map and passion
- 3) Once ready to write, it must be carried out immediately and not to be interrupted by other work that can interfere with our focus
- 4) If the article must be written in a foreign language, consult with colleagues or a competent language institution whether our manuscript is worthy of submission
- 5) Several journals or competent language institutions are our manuscripts worthy of submission?
- 6) Several journals offer a *Proof Reader* that we can use to correct our articles
- 7) Choose a journal with an *impact factor* that is not too high and is Scopus indexed or nationally accredited.

E. Stages in Writing Scientific Articles

There are several stages in the preparation of scientific papers. The following are the stages in compiling a scientific paper:

1. Determining the topic and formulating the title
The topic (Greek: *topoi*) is the main core of the entire content of the writing to be conveyed or better known as the topic of conversation. The topic is the first thing that is determined when the author will write. Things to consider in choosing a topic are:
 - a. The issues are still hot.
 - b. National or international events.
 - c. Something (objects, works, people, etc.) associated with political, educational, religious, and other issues.

d. Heavy personal experiences.

After the topic is determined, the next step is to formulate the title of the article. The title of the article must represent the content of the article and can be taken directly from a really specific topic to be written or from the formulation of words on the chosen topic so that it deserves to be a title of the article.

2. Making Outlines

Writing outline, also known as outline, design, or essay outline, is the arrangement of presenting the main points of an article in a systematic way into a single unit. This writing framework is very useful for systematizing the ideas, data, and information written so that the writing becomes coherent and easy to understand. The outline of an essay is a work plan that contains the outlines of an essay or writing that will be written or discussed, a systematic arrangement of the main thoughts and explanatory thoughts that will be the subject of the writing.

3. Collection of Writing Materials

The next step after the writing framework is structured is to collect writing materials, in the form of data, concepts, theories, and relevant information. These written materials can be obtained through various sources, including print and electronic media, such as books, newspapers, journals, magazines and others. The thing to note is the suitability of the selection of materials with the topic being written.

4. Organizing and Drafting

The next step after the relevant writing materials have been collected is organizing and conceptualizing. Organizing is the grouping of materials to determine which part will come first and which part will be last. The grouping of writing materials consists of three parts: introduction, content, and closing. Based on the grouping of each section, the writing materials are grouped again or sorted into writing topics according to the writing framework that has been made, then studied properly in order to obtain a correct understanding of the main ideas to be written. This step is called drafting.

5. Writing and Editing

In writing scientific papers, it is necessary to pay attention to the applicable rules, language, and writing systematics. In writing scientific papers, of course, there are applicable rules, which can be used as guidelines in the assessment of good and correct scientific works. In writing scientific papers by paying attention to the use of language, namely 1) the vocabulary used is chosen carefully, 2) the word formation is carried out perfectly, 3) sentences are formed with a perfect structure, and 4) paragraphs are developed in a complete and coherent manner. In addition, the relationship between ideas is clearly neat, and systematic. While the systematics of writing scientific papers in this case articles and papers in general can be grouped into three parts, namely 1) the initial section consisting of the title and abstract, 2) the core section consisting of the introduc-

tion, content, and closing, and, 3) the final section. consisting of bibliography and appendices (if any). After the scientific paper is written in good and correct language and systematics, it is continued with editing. Editing is the process of preparing writing with the aim of completing what is lacking, discarding what is less relevant, avoiding repeated or overlapping presentations, avoiding the use of language that is less effective, such as in writing and word selection, sentence structure, paragraph preparation, and application of rules. spelling.

MATERIALS AND METHODS

Based on the problems described in the previous chapter, the problem-solving framework is to provide Training for the Preparation of Scientific Publication Articles for Vocational Teachers at SMK YPPD Depok. The target of training in community service activities This is a teacher at SMK YPPD Depok , where SMK teachers need scientific work to improve skills in writing scientific papers which in turn can improve the quality of education and learning and careers or teacher positions will also increase along with improving teacher skills in producing written results. To support the program's objectives, the community service team of the Faculty of Economics, State University of Jakarta will conduct training on the preparation of scientific publication articles for teachers at SMK YPPD Depok. Activities carried out using lecture, demonstration, assignment. The implementation of community service implementation methods are:

1. Resource persons explain the objectives to be achieved and the material discussed.
2. Resource persons provide systematic material for writing research articles so that they can be published.
3. Resource persons do demonstration and surgery example from a number of title study and example articles that have been published in the journal national or international .
4. Provide information on how to be able to submit to scientific journals.

RESULTS AND DISCUSSION

Prior to the implementation of community service activities, a team of community service lecturers conducted a survey by visiting several vocational schools in Depok to apply for the implementation of community service with the theme of Training for the Preparation of Scientific Publication Articles for Vocational Teachers. .

On Wednesday 26 August 2020, one day of community service was carried out starting with preparations from 09.00 to 12.30 with a total of 53 YPPD Depok Vocational School teachers participating in the training. The activity began with reading the agenda by the host, Mrs. Ati Sumiati and also concurrently as moderator. MC opened the event by reading the agenda first. The first arrangement of the

program is the remarks. The first remarks from the principal of SMK YPPD Depok, then followed by a second speech from representatives of members of the FE UNJ community service team, represented by Mrs. Rida Prihatni.

Presentation of the material for the preparation of scientific publication articles with the resource person, Mrs. Dr. Rd Tuty Sariwulan and Mrs. Dr. Siti Nurjanah, SE, M.Sc. This year's training cannot be carried out face-to-face because of the COVID-19 pandemic, so the training is carried out online at their respective homes using the zoom platform. This did not reduce the enthusiasm of the participants who took part in this training. The training material can still be delivered properly by *sharing power points* through the zoom media and can be seen in Figure 1, Figure 2, and Figure 3.

The presentation of the material was carried out by two resource persons, the first speaker was Mrs. Dr. Rd. Tuty Sariwulan, M.Si. He explained the material for the preparation of scientific article publications including, among others: an explanation of scientific articles covering the meaning of scientific articles, the function of scientific articles, the purpose of making scientific articles, types of scientific papers, and exploring the systematics of writing research articles, Providing examples of research titles at the level of S1, S2, S3, various research methods.

Followed by the second resource person, Mrs. Dr. Siti Nurjanah, M.Si. He gave an example of his research which succeeded in obtaining a superior research grant from the University with the title E-conosmart 2.0 Development in the Context of Accelerating Economics Teachers to Become Motivating Teachers in the Context of Independent Learning.

After the presentation of the material, it was followed by a question and answer session guided by the moderator, Mrs. Ati Sumiati. The moderator gave participants the opportunity to ask questions related to the material discussed with the aim of establishing closeness between the resource persons and the training participants' teachers. Participants are allowed to directly ask questions related to the material discussed with the aim of establishing closeness between the resource persons and the training participants' teachers. Questions and answers are expected to liven up the atmosphere of the training activities, and can find out the teacher's problems in writing scientific papers .

While waiting for the questions asked by the participants, the moderator also invited Mrs. Dr. Rida Prihatni as the head of research and one of the managers of the FE UNJ journal to provide additional material that may be conveyed to participants, for the opportunity given by the moderator, Mrs. Dr. Rida Prihatni conveyed the Criteria for a Scientific Journal and how to send articles to Scientific Journals by simulating opening the web from one of the journals at the Faculty of Economics, UNJ.

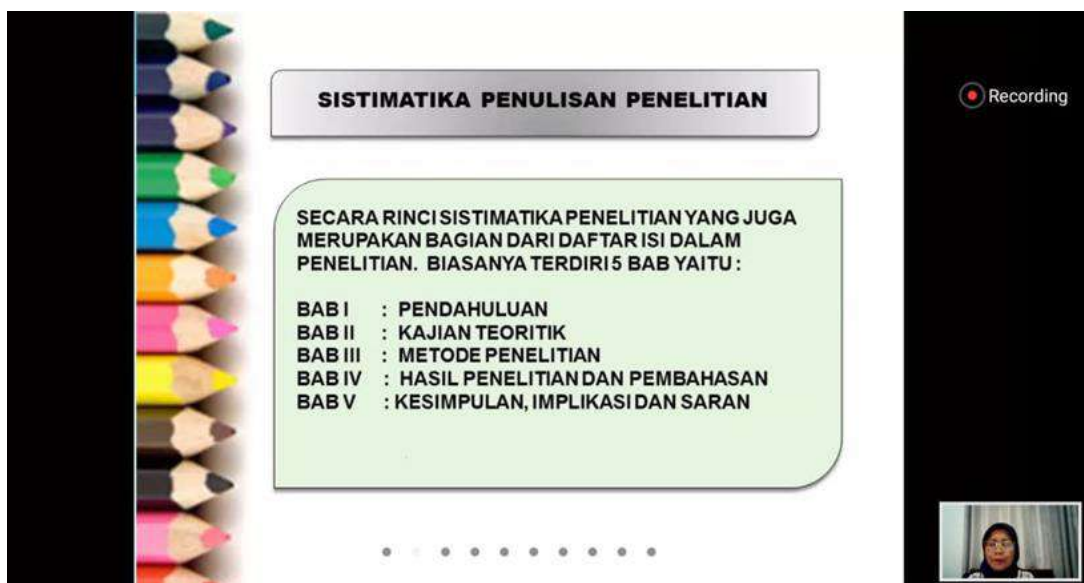


Figure 1.
Presentation of Speaker 1.

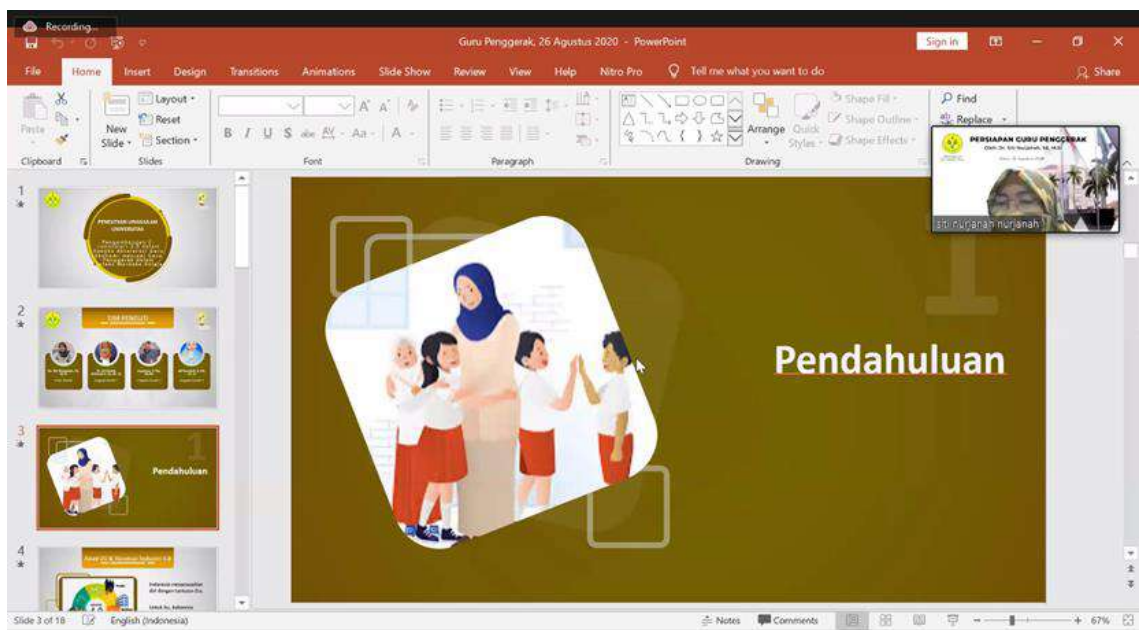


Figure 2.
Presentation of Speaker 2.

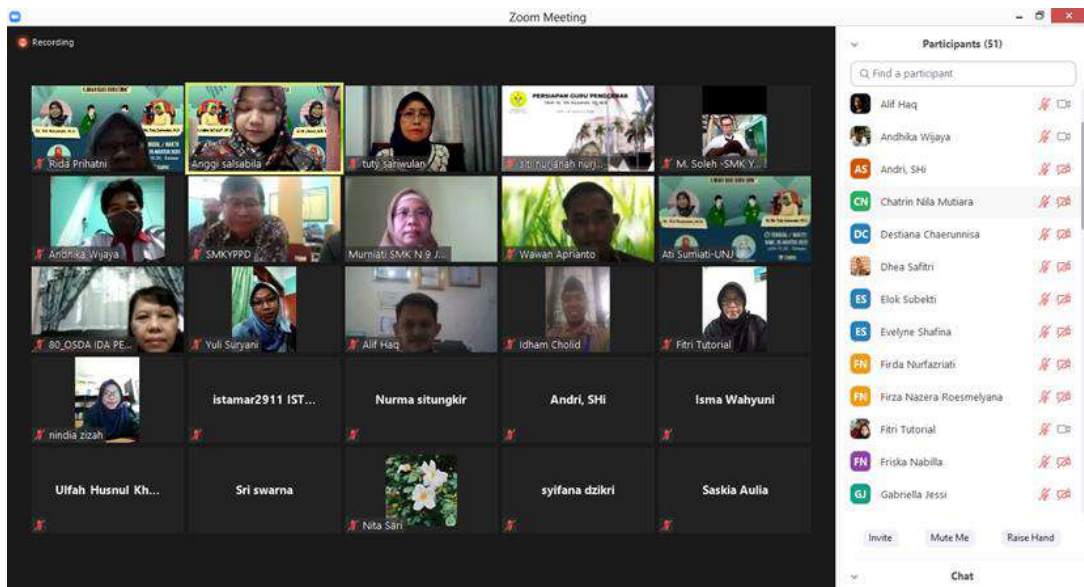


Figure 3.
Question and Answer Session.

Questions and requests given by one of the participants, namely the participants hoped that there would be assistance from the FE UNJ lecturers for teachers to write articles until they could be published in scientific journals. The teacher admits that his knowledge in writing is still very lacking and there is a need for mentoring by FE UNJ lecturers. This is a good response from the training participants with training in the preparation of scientific article publications for SMK teachers by the FE UNJ Community Service Lecturer team.

The material presentations carried out are very useful for the teacher in increasing knowledge and insight in writing scientific articles and having views on research titles that may still be relevant for the teacher to be able to do and knowing how to send scientific journals.

CONCLUSIONS AND RECOMMENDATION

Conclusion

Based on the results of the training activities that have been carried out, it can be concluded that the training activities for the preparation of scientific article publications for YPPD SMK teachers delivered by the speakers from the FE UNJ community service team have gone well and smoothly. Some things related to success this training is:

1. The implementation of the training gets a response positive and high enthusiasm from the participants.
2. Increase the knowledge, and insight of the trainees about preparation of scientific article publications.
3. Most of the participants understood how to write scientific papers and the importance of writing scientific papers in supporting professional development for teachers.
4. Understanding of the training participants about making Proposals Classroom Action Research is on the rise.
5. Community service activities in terms of writing scientific papers can be used as a means of conceptual knowledge and practice of implementing scientific article writing in reality.

Thus, it can be said that this training activity for preparing scientific article publications for YPPD Vocational School teachers is indispensable for teachers to improve the ability of teachers to write scientific articles and publish them.

Suggestion

The suggestion put forward with this activity is that there are still many teachers who do not understand well about writing scientific articles, it is necessary that this activity can be held and resumed in order to support the development and improvement and support the professionalism of teacher competencies. Teachers are expected to be motivated to improve professionalism in developing and master-

ing the required competencies and qualifications shown and proven by writing scientific papers and apply the knowledge and skills acquired during the training in writing scientific papers.

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