

## **WORKSHOP AND ASSISTANCE: ENHANCEMENT OF ELEMENTARY SCHOOL TEACHERS ON WRITING RESEARCH PAPER**

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### **Abstract**

This workshop's primary goal is to provide professional elementary school teachers writing scientific papers for their professional development. Operationally, the objectives of the activity are 1) skilled teachers who are ready to carry out the socialization of various types of teacher professional development; 2) talented teachers to be able to develop professions, especially in writing classroom action research (CAR) papers; 3) Improved teachers in compiling research reports and scientific journal articles; 4) Compilation of research reports on CAR activities written by teachers. To achieve this goal, training, workshop, and mentoring methods are used. At the end of this program, the following results were obtained: 1) A total of 25 elementary teachers attended the training activity as a whole for 26 lesson hours; 2) There was four times assistance in planning, implementing, and writing CAR reports; 3) There are 25 CAR reports that each participant has provided with the assisting team's guidance and direction; 4) The two best articles are ready to be published in periodicals published by institutions. This activity is an extension of socializing various professional development activities to teachers in the field, especially in scientific papers from classroom action research in the future..

**Kata Kunci:** workshop, classroom action research, elementary school teachers

### **Abstrak**

*Tujuan utama lokakarya ini adalah untuk membekali para guru sekolah dasar profesional menulis karya ilmiah untuk pengembangan profesional mereka. Secara operasional, tujuan kegiatan adalah 1) guru terampil yang siap melaksanakan sosialisasi berbagai jenis pengembangan profesi guru; 2) guru berbakat agar mampu mengembangkan profesinya, khususnya dalam penulisan makalah penelitian tindakan kelas (PTK); 3) Meningkatnya guru dalam menyusun laporan penelitian dan artikel jurnal ilmiah; 4) Penyusunan laporan penelitian kegiatan PTK yang ditulis oleh guru. Untuk mencapai tujuan tersebut digunakan metode pelatihan, lokakarya, dan pendampingan. Pada akhir program diperoleh hasil sebagai berikut: 1) Sebanyak 25 guru SD mengikuti kegiatan pelatihan secara keseluruhan selama 26 jam pelajaran; 2) Ada empat kali pendampingan dalam perencanaan, pelaksanaan, dan penulisan laporan CAR; 3) Terdapat 25 laporan CAR yang masing-masing peserta telah berikan arahan dan arahan dari tim pendamping; 4) Dua artikel terbaik tersebut siap dipublikasikan di terbitan berkala institusi. Kegiatan ini merupakan kelanjutan dari sosialisasi berbagai kegiatan pengembangan keprofesian kepada para guru di bidangnya khususnya dalam karya tulis ilmiah hasil penelitian tindakan kelas kedepannya.*

**Keywords:** lokakarya, penelitian tindakan kelas, guru sekolah dasar

## **INTRODUCTION**

The ability to write for teachers is essential because it is a professional requirement. For career development and to keep learning, teachers must meet the requirements of writing scientific papers. This requirement is often an obstacle to teachers' promotion classes considering the low ability and interest in writing among circles teacher. Recognizing this, teachers are a demanding profession with a specific set of competencies and qualifications. Competence is a set of knowledge, skills, and behavior that teachers must own, lived, and controlled by teachers in carrying out professional duties (Danim, 2012; Suhandani & Julia, 2014). The teachers have a position as professional staff at primary education, secondary education, and early childhood education in the appropriate formal education pathway with laws and regulations (see PMPTK, 2012; Pusat Pengembangan Profesi Pendidik, 2012).

Furthermore, teachers must have academic qualifications, competencies, teacher certificates, physically and mentally healthy, and realize national education goals. Competence includes pedagogic competence, personal competence, social competence, and professional competence obtained through professional education (Cahyani, 2014; Darmadi, 2016; Nurtanto, 2016). By this competence, the teacher as a staff professional who must meet the following criteria such as 1) Having talents, interests, vocation, and idealism; 2) Committing to improving the quality of education, faith, piety, and noble character; 3) Have the appropriate academic qualifications and educational background task field; 4) Have the necessary competencies under the field of work; 5) Has responsibility for the implementation of professional duties; 6) Obtain an income determined under work performance; 7) Have the opportunity to develop professionalism sustainable by lifelong learning; 8) Has guaranteed legal protection in carrying out duties professionalism; and 9) Has a professional organization that has the authority to regulate matters relating to teacher professional duties.

Many elementary school teachers in Ketapang Regency are still stuck in class IVa (administrators) to meet qualification demands. The cases happened because the teacher will propose a promotion/position from IVa (administrators) or

upper above is required to meet a minimum number of 12 credits of professional development. On previous promotion is not required to fulfill and or have credit from professional development elements passed smoothly by every teacher. The problem arises when they move up from IVa (administrators) to IVb (first-class administrators) or upper). This fact is in line with several credit score assessment teams (PAK), showing that the teacher is supposed to make scientific work as part of the profession, not accustomed to writing and developing into scientific works. Moreover, the requirements must be met, namely APIK (Original, Necessary, Scientific, and Consistent) (Suprayitno, 2019; Suhandani & Julia, 2014), in many things that cannot be fulfilled and are even viewed as mere requirements solely and ignore these provisions.

Given the current conditions, various efforts are needed to help teachers overcome getting credit from paper scientific. For that, we need upgrading and workshops to develop writing skills. Activities that are viewed as possible and related to the creation of the paper, as well as can improve the profession and competence in increasing the learning achievement of students and improve performance in carrying out the learning process through classroom action research (CAR). CAR is essentially an activity scientific knowledge that can reflect on the teacher's learning activities concerned through scientific procedures and can be accounted for by procedures and requirements that a teacher can carry out without prejudice to class and student achievement. Upgrading activities and workshops regarding CAR need to be designed to improve teachers' ability and be directly capable of conducting research activities.

We and partners (elementary school teachers) determine teacher professional development as a priority problem that must be picked up based on practical experience and in-depth discussion. Core problems that are the leading cause of teacher rank accumulation in category IVa (administrators) were empirically revealed when we did socialization activities for supervisory teacher professional development activities in Ketapang regency. One of the evaluation results revealed that elementary school teachers do not hold standard guidelines for writing works scientific credit scores to meet professional development elements. In this regard, it

is natural that teachers' work is always judged to have not met the criteria professional development activities compiled by the Biro Kepegawaian Depdiknas (National Civil Service Agency). Through intense discussions between participants and us, they concluded that they agree and expect assistance directly from those who know the standard criteria for assessing teacher scientific papers. Elementary school teachers can make scientific papers independently according to the standards set.

## **METHOD**

The method offered to support the realization program is training, workshops, and mentoring. The training involved 25 elementary school teachers who have a minimum IVa (administrators) of four years. The CAR Training and Workshop activities help teachers do as part of their professional work every day and express their research results in report research and articles in scientific journals. In detail, Training and Workshops aim to help teachers: (1) Understand Classroom Action Research (CAR) as part of the professional duties of teachers; (2) Understand the principles and Classroom Action Research (CAR) procedures (see Mertler, 2019; Supardi & Suharsimi, 2009); (3) Able to design and write a proposal; (4) Able to perform cycles (planning, action, observation, and reflection); and (5) Be able to present the results of the CAR in the form of a research report and scientific journal articles. In this connection, the training and the PTK workshop's expected outcomes are: 1) the teachers develop professions, especially in writing classroom action research papers. 2) Improved teachers in compiling research reports and scientific journal articles results of PTK activities.

Specifications of socialization materials, activity models and CAR reports, journal articles scientific, and published scientific journals, its physical form refers to provisions issued by the Government. The training and workshop activities are designed for 26 hours, done for three days. Meanwhile, the mentoring process was carried out four months after the training and workshop activities are completed. Implementation of activities begins with planning, implementation and ends with a report.

This training activity was carried out for 4 months starting from the preparation stage until the submission of the final report. The stages of implementing this activity are described as follows. The preparatory stages carried out include: (1) Field observations aimed at finding out the needs and problems of partners, carried out by visiting and conducting interviews with teachers, (2) Consolidating the Targeting, Time, and Place of Training, aiming to ensure the correct participants, (3) Technical planning for the implementation of training activities, and (4) Preparation of training materials/materials. Implementation This training activity is carried out in several meetings (online meeting), with different material for each meeting. The details of the activities at this stage are as follows: (1) Opening, giving motivation to write, exploring the potential of teachers in terms of writing scientific papers, and managing ideas and strategies for finding good and appropriate references, (2) Submission of material on systematics and writing techniques articles, (3) Submission of material on ethics and rules for writing scientific articles, (4) Submission of material on tips for submitting scientific articles to journals, (5) Practice of making scientific articles by participants, (6) Review of scientific articles by tutors followed by revision scientific articles by participants, (7) Closing, filling out questionnaires and giving certificates. At the final stage, namely (1) Evaluation, it is necessary to find out how far this activity is running according to the targets and outcomes to be achieved, and (2) Compilation of reports and articles.

## **RESULTS AND DISCUSSION**

In general, the results of the implementation of scientific writing training activities for teachers can be said to be satisfactory and successful according to plan. This is reflected in the indicators of conformity between planning and implementation, the arrival of participants in each meeting, and the results of filling out questionnaires by participants. All materials planned in the proposal can be delivered on time as planned. The number of teachers present at each meeting is at least 80% of the 25 total participants. The evaluation questionnaire revealed the information that: (1) the training in writing scientific articles

increased the participants' knowledge and insight regarding the procedures for writing and the purpose of the journal, which was indicated by the statement that the participants understood the material presented well and the participants thought the training material was very useful; (2) the material made by the presenter is considered quite complete, the method of presenting the material by the presenter is considered very good and in accordance with the expectations of the participants, the interaction with the participants is good, and is supported by facilities and facilities that help the smooth delivery of materials and training.

A series of training activities and CAR workshops to foster teachers to plan, conduct, and compile research reports in five stages. First, the stage of developing socialization and training materials. The socialization material is intended to provide provisions for various professional development activities. This material refers to the Ministry of National Education guidelines (Kemendikbud) and is packaged in PowerPoint format and recorded on CD (compact disc). Meanwhile, the training material is packaged in the form of a guidebook, which is expected to become a reference for teachers in carrying out professional development activities, especially in scientific papers.

Second, the training stage. Training is an initial activity for teacher coaching. The training materials that will be given are: 1) Classroom Action Research as Teacher Professional Development; 2) Problem exploration and literature review; 3) Writing a proposal/design of the CAR; 4) Preparation of Research Reports; 5) Writing journal articles. The training time allocation for the five materials was 26 hours, divided into three days. Documentation of training activities is shown in Figure 1.



**Figure 1. Problem Exploration**

Third, online mentoring stage. Mentoring is intended to assist teachers in conducting Classroom Action Research (PTK). We implemented accompaniment to teachers. The forms of mentoring include: (1) the implementation of CAR in the form of providing input to plans or learning scenarios, especially in the reflection stage; (2) writing research reports by giving directions on how to write research reports, and (3) writing articles, the form of assistance is in the form of directions on the procedures for writing articles.

Mentoring is aimed at assisting teachers in doing Classroom Action Research. Lecturers carry out mentoring to teachers. The form of mentoring that has been implemented is the implementation of CAR to provide input to plans or learning scenarios, especially in the reflection and writing stages of research reports, by providing directions for ways of writing research reports. Online mentoring is carried out every Sunday by involving four lecturers, each assisting five teachers.

Fourth, the seminar stage. The seminar was conducted to display the results research. Participants make a preliminary or paper based on the research results. Input during the seminar is used as input in analyzing research findings as material for improving journal articles. Fifth, the journal publishing stage. Journal publishing is a follow-up activity after participant articles have been compiled and

corrected in seminars. The journal in question is a special edition published by PGRI Pontianak. The number of editions is around 5-8 special editions.

Based on the stages or steps taken above, the following results were obtained for this program activity: 1) A total of 25 elementary school teachers attended 26 hours of activities. ;2) Performed four times assistance in planning activities, implementation, and writing of the CAR report; 3) There are 25 CAR reports that each participant has provided with the assisting team's guidance and direction; 4) The two best articles are ready to be published in periodicals published by institutions.

Scientific writing products that have been produced by the teacher are in the appropriate format and fall into the proper category. The indicators assessed in the skills of preparing scientific papers include identification and action in overcoming problems, research titles, problem formulations and objectives, research benefits, thinking frameworks, research methods, descriptions of research results, discussion of research results, conclusions and suggestions, and Bibliography (Fitrah, 2018; Nugrahai & Hum, 2014; Hamdi & Bahrudin 2015). Before pouring into a written paper, the teacher is expected to be able to identify problems that occur in class. Then plan some solutions to overcome these problems. The research carried out by the teachers was classroom action research. Based on the results of the assessment of scientific writing products produced by the teacher, the most important indicator difficult to achieve is in terms of identifying problems that exist in class.

The obstacles that exist for teachers include internal and external obstacles. The external obstacle that occurs is the provision of hours (time) of online mentoring which is designed for only 1 (one) meeting a week. Internal obstacles that occur are the busyness of the teachers which causes obstruction in the data collection process in the field and the lack of motivation of teachers in compiling a scientific paper. In this mentoring activity, monitoring is carried out during the data collection process up to the preparation of reports. The main effort that must be made to improve teacher writing skills is to improve the scope of learning methods and techniques, especially the writing technique itself. Improvement



must include conceptions in planning and acculturation of concepts effectively and efficiently by empowering functional interrelationships between approaches, strategies, methods, and teaching and learning techniques.

Participants are very enthusiastic about participating in the activity scientific writing training. They actively ask when given material about methods of writing scientific articles. They can understand the given material well. However, when writing practice there are still many participants who do not comply rules of writing scientific papers. This matter because they are not used to writing scientific work. Other problems experienced by the teachers in this scientific paper writing training are related to references, citation writing, and reference lists. They difficulty finding quality relevant references. This is partly due to a lack of reading and lack of skill in finding references from the internet. Intensively, presenters provide guidance to participants according to the problem at hand.

Mentoring helped participants to organize and improve the outline of their articles have after being equipped with knowledge technical and theoretical about how to write articles for publication in academic journals (Hutabarat, Palit & Gultom, 2019; Gunawan, Triwiyanto & Kusumaningrum, 2018; Fauzi & Mardiana, 2021). With the guidance of the trainer, finally the participants can finish writing the article although the quality still needs to be improved. The supporting factors for this activity are the high motivation of the participants to attend training. Besides, the availability facilities that adequate at the place of implementation training supported from the principal has helped smooth implementation of this training. This activity has been well to encounter the obstacles. There are several participants who are still not fluent in operating computer or laptop. This can be overcome by manually writing draft articles made during practice.

## **SIMPULAN**

Several observations and interviews with teachers when providing training related to scientific publications provide clarity as to why teachers are not able,

willing, and accustomed to writing scientifically. The causes of the low ability of teachers in writing scientific papers, namely: (1) lack of knowledge, understanding, and skills of teachers in writing scientific papers, especially writing scientific articles, (2) limited scientific reading facilities, especially in the form of scientific magazines or journals and do not know how can access the scientific reading materials, (3) there are no magazines or journals available in the school, education office or district/city office of the Ministry of Education that can accommodate the writings of teachers, (4) there are still limited holding of scientific writing competitions organized by the education office or the Ministry of Religion both at the national, provincial and district levels, and (5) the low motivation of teachers to participate in scientific writing competitions.

This activity was very beneficial for the participants who wanted to move up to IVb (first-class administrators). The workshop overcomes the problems of advancing from Iva (administrators) to IVb or above. The difficulty and the teachers collect 12 credits from professional activity development, including writing in CAR; through this activity, a solution can be obtained. On that basis, PGRI participants and administrators wish to design and continue this program through self-help and self-funding activities. It is hoped that the implementation team for this program will participate in their activities, especially as resource persons and assistants. PGRI wants to involve many participants in these activities so that later all teachers can write scientific papers by the standards expected by the assessment team for the credit score for teacher professional development.

The outcomes have been acquired from the PGRI's (Teacher Association of The Republic of Indonesia) perspective, this activity is the implementation of a strategic program to provide teacher competency development services, particularly in planning, implementing, and making reports on the results of CAR. From the perspective of policymakers, this activity is an extension of socializing various professional development activities to teachers in the field, especially in scientific papers from classroom action research.

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