
ASSISTANCE FOR INNOVATIVE SCIENTIFIC WORK OF MGMP OF SOCIAL STUDIES TEACHERS

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Abstract

One of the competencies that teachers need to improve is professional competence. One indicator of a professional teacher is an increase in the ability to develop knowledge, especially in writing innovative scientific publications such as research work, thoughts or ideas, popular scientific articles, and journal articles. In this regard, teachers need to participate in PKB training for the Development of Innovative Teacher Work. This training aims to enable teachers to improve their professionalism as professional teachers, ultimately impacting the quality of education in Indonesia. Therefore it is deemed necessary to hold community service for forms of innovative scientific publication training for social studies teachers at SMAN 13 Semarang and the obstacles and constraints of teachers in innovative scientific publication training. The objectives of this activity are Socialization in the form of providing reference knowledge about efforts and innovative scientific publication training for social studies teachers with the mentoring method is carried out by delivering material related to innovative scientific article writing techniques and the rules of the environment in several scientific journals, both those that have not been accredited and those that have been accredited.

Keywords: Social Studies Teacher; Scientific Work; Publication Training.

Preliminary

Along with the development of the world of education, teacher professionalism inevitably has to be improved. The teacher's ability to master the material alone is not enough but must also be balanced with the teacher's ability to carry out innovative scientific publications. Teachers have a very strategic task in improving the quality of education and learning. The teacher's duties are not limited to educating, teaching, guiding, directing, training, assessing, and evaluating students at various levels of education, namely: early childhood education through formal education, primary education, and secondary education. A teacher has mandatory competencies that must be possessed, namely: professional competence, social competence, and pedagogical competence. Some of these competencies are inherent in the teacher as a provision in making learning more active, innovative, creative, effective, and fun. High and low quality of education and learning is determined mainly by the teacher's ability to manage to learn.

One of the competencies that need to be improved by teachers is professional competence and qualification standards that teachers can carry out to improve their competency performance, namely through the Continuing Professionalism Program (PKB). This follows Ministerial Regulation (Permen) Number 16 of 2017 concerning academic qualification standards and teacher competence. Based on the law, the focus is that a teacher must be able to master competence and be able to apply the knowledge possessed and the skills of the teacher.

In addition, teachers must be more productive, especially in writing and publication. Kusworo (2017) states that developing research learning modules can improve student learning outcomes. This will undoubtedly have an impact on improving the quality of learning. In this regard, the role of the teacher needs to be optimized. One indicator of a professional teacher is an increased ability to develop knowledge, especially in writing innovative scientific publications such as research work, thoughts or ideas, popular scientific articles, and journal articles. In this regard, teachers need to participate in PKB training for the Development of Innovative Teacher Work. This training aims to enable teachers to improve their professionalism as professional teachers, ultimately impacting the quality of education in Indonesia. And journal articles. In this regard, teachers need to participate in PKB training for the Development of Innovative Teacher Work. This training aims to enable teachers to improve their professionalism as professional teachers, ultimately impacting the quality of education in Indonesia. And journal articles. In this regard, teachers need to participate in PKB training for the Development of Innovative Teacher Work. This training aims to enable teachers to improve their professionalism as professional teachers, ultimately impacting the quality of education in Indonesia.

Based on the consideration of academic analysis and field review shows that social studies teachers do not have the skills to publish scientific publications of innovative works for social studies teachers at SMAN 13 Semarang, and the barriers and constraints of teachers in innovative scientific publication training formulation of the problem in this community service are:

1. What is the form of assistance for scientific publications of innovative works for social studies teachers at SMAN 13 Semarang City?
2. What are the obstacles and constraints for teachers in training innovative scientific publications?

Method

There are two aspects studied in the research on implementing Innovative Scientific Publication Training activities for Teachers of SMAN 13 Semarang, namely related to the form of implementation and obstacles in training. This training aims to improve the professionalism of a teacher. Teacher professionalism must be improved continuously and sustainably. For this reason, it is necessary to have Continuing Professional Development (PKB) which is the obligation of teachers to improve their performance and competence, which are carried out independently or through collective activities of teachers with self-development activities,

scientific publications, and innovative works (Permendiknas Number 35 of 2010; Priansa, 2017).

The method of implementing community service includes several stages and details of activities. The stages of implementation and details of the author's activities are explained in detail and outlined in each sub in the method of implementing community service to make it easier to understand how the work concept of community service activities works.

Based on the results of the situation analysis described in the initial section, several problems were experienced by partners. These issues include:

1. Barriers and constraints for teachers in training scientific publications of innovative works
2. Lack of teacher skills in writing scientific work articles
3. The obstacles faced are the lack of opportunities to write innovative scientific works

Based on the results of problem identification, the PPM team and partners agreed there are two aspects studied in the research the implementation of Innovative Scientific Publication Training activities for Teachers of SMAN 13 Semarang, related to the form of implementation and obstacles in training. First, this training aims to improve the professionalism of a teacher. Teacher professionalism must be improved continuously and sustainably. For this reason, it is necessary to have Continuing Professional Development (PKB) which is the obligation of teachers to improve their performance and competence, which is carried out independently or through collective activities of teachers with self-development activities, scientific publications, and innovative works (Permendiknas Number 35 of 2010; Priansa, 2017).

The PPM team did this to introduce the values of concern for student literacy so that the learning process takes place comfortably and the learning objectives to educate the nation's life can be achieved. To help realize the form of social studies teachers' innovative work training, the solutions offered by universities to overcome the above problems are: 1) socialize the form of innovative scientific publication training for social studies teachers at SMAN 13 Semarang helps provide solutions in overcoming obstacles and constraints for teachers in innovative scientific publication training.

Results and Discussion

A. High School Teacher's Perspective on the Importance of Writing Innovative Scientific Articles

As part of scientific activity, writing is a mandatory skill possessed by teachers because writing is inseparable from the world of academia and education that teachers are involved. After all, it is not only the skill of reading, understanding, and interpreting the context of an event or learning material verbally. This plays an important role, but more than that, writing

activities make the idea or knowledge more eternal because it is documented through concrete written language. Unfortunately, this writing skill for most people is considered something that takes time or cannot be done quickly and integrates with human abilities.

High school teachers, especially Social Studies, Sociology, and Geography at SMAN 13 Semarang, also have various perspectives on writing skills. However, some of the primary arguments that they feel are part of their daily academic experience are essential to serving as a basis for these teachers' perspectives. The following are some of the teachers' perspectives at SMAN 13 on writing skills:

1. Writing skills are fundamental, but the culture of writing scientific work is still low among teachers. This was stated by Mrs. Rini as follows:

"We realize that writing scientific papers, especially innovative ones, is very important, but related to that, and we feel that the culture of writing for teachers is still low. Some of these teachers have tried writing, but they were limited to writing classroom action research (PTK) and never proceeded to writing articles published in journals, even though articles are significant because they are part of research and no less important are articles that can add to the credit points/numbers for teachers, especially for promotions."

From this statement, it can be said that the teachers' willingness and potential to write are still there, but their skills are inadequate. In addition, when a small number of teachers only do this, the writing activity is still not internalized into a culture that is a necessity or a means of self-expression. This writing activity is still understood as an obligation only, where there are certain times when teachers will only write if there is a particular stimulus. Writing activities carried out by teachers are still limited to classroom action research (PTK) activities. The teachers have not started directing their research results into an article published in scientific journal media.



Figure 1. Documentation of MGMP 2022

Mrs. Endang put forward a similar argument from SMAN 13 Semarang. The following are interview excerpts related to the writing skills of teachers:

“I am actually really interested in writing, but to be honest, I have never written. I am well aware that this is related to a culture of literacy which is still very low.”

Social studies teachers have felt awareness of the importance of writing skills; however, at that level, many stops at the level of ideas and intentions so that actualization in writing practice cannot be aligned with these thoughts. This is also caused by the low reading and writing culture, which is the main supporting force so that teachers, in particular, or writers, in general, can produce written works that various groups can read.

2. Writing is essential for teachers, but teachers are required to always complete tasks related to administration.

This is as stated by Mr. Khaeruddin from SMAN 13 Semarang as follows:

“Writing is important and should be part of a teacher's daily life. However, on the other hand, many teacher activities are dominated by the many administrative demands, demands on the implementation of the 2013 Curriculum, the Independent Curriculum, and demands for satisfactory results on the national exam (UN) so that writing skills can be said to be somewhat neglected ... ”

Teacher activities related to orderly administration are felt to be quite time-consuming and energy-consuming for teachers, so they put aside another main task, namely writing. Therefore, in their academic activities, teachers need to make measurable plans about what will be and have been done. This is related to the fact that writing is also an academic activity which is one of the prerequisites for promoting the teacher concerned. In addition, writing activities are also an integral part of reading and teaching activities. Understanding the material through reading and activities as a teaching provision can also be used as a basis for writing. Matters related to teaching can often be the principal capital in writing, let alone the subject matter. Therefore, reading, teaching, and writing can be done if teachers plan their academic activities better and are measurable with time. This is also still felt as a complicated thing by the teacher. So, the main thing that must be built is strong motivation and will so that the teacher's academic tasks can be appropriately realized.



Figure 2. Documentation of MGMP 2022

3. The teacher has written but does not know how to write articles in scientific journals.

This can be seen from the excerpt of the statement from Mr. Eko from SMAN 13 Semarang as follows:

“I am very motivated to write and have some experience writing in local media, especially media for teachers in the Semarang City area. I have been interested in writing this for a while now. However, I have never tried writing-related articles for scientific journals. I also cannot imagine the difficulty I will face if I try to write an article in a journal. Is it the same as writing in media that I have tried. Moreover, I usually get rewarded by writing in these media, even if it is not much. However, how come I am the one who has to pay for writing in a journal. Do not worry; this will further reduce the teacher's interest in journal articles.”

The fact that some teachers have been active in writing is indisputable. Their writings fill the local media columns published in the area. Writing ability, popularly, is a very significant initial capital to be able to do scientific writing activities in several journals. On the other hand, the rules of writing in the different forms of popular and scientific work must also be understood by teachers. Scientific principles, such as this journal article, must be fulfilled in writing scientific papers and are essential knowledge for teachers who want to write in journals. From writing the background and research methods to the results of the discussion and bibliography, there are provisions very different from the popular writing rules that previous teachers have understood. Besides that, word choice and sentence structure implement excellent and correct use of Indonesian. Effective sentence structure, the hallmark of scientific writing, must also be seen as a fundamental difference from how to write in popular writing, which is lighter, flowing, and plain.



Figure 3. Documentation of MGMP 2022



Figure 4. Documentation of MGMP 2022

In addition, another understanding that teachers must know is the working mechanism of scientific journals with popular writing, both in magazines and newspapers. If you write in a magazine, the writer will usually get a reward. However, different things occur in writing scientific articles in journals; some journals, especially journals that have been accredited and international journals, require authors to make a predetermined contribution when they have passed the stages of writing improvements and are eligible for publication; however, some journals such as journals that have not been accredited do not implement this or in other words, do not need to pay contributions.

Understandings related to scientific mechanisms of writing and technical mechanisms are essential to convey to teachers so that they are more motivated to write. It is also hoped that the introductions to several research journals will be able to open teachers' insights about the magnitude of opportunities and writing media that exist in the academic world.

B. Mechanism of Training and Assistance in Writing Scientific Articles

To answer the needs of teachers regarding knowledge and understanding of writing articles in these scientific journals, the training which is held in the form of community service activities is an important thing to do. Therefore, this activity was carried out on July 8, 2022,

in the multipurpose room of SMAN 13 Semarang. Thirty participants in this training were teachers of Sociology, Geography, and History at SMAN 13 Semarang.

Knowledge, understanding, and writing skills that tertiary institutions mainly produce must be synergized with academic needs in a more operational direction, namely secondary education. Through this activity, universities can appear as water towers that transfer knowledge in all directions so that their benefits can be felt not only by higher education institutions but also at the secondary education level, even in primary education. At least two (2) mechanisms can be taken to facilitate the teacher's needs.

This is important to note, considering that the ability to write does not continuously come to writers but is often seen as a process that can come at unexpected times and opportunities. The habit of pouring the writing on small note media that can be taken wherever we go. In addition, we can also devote time to writing as best; for this second alternative, the speaker suggests that teachers spend or at least provide a particular time to concentrate and focus on the writing process because the time needed to write is for everyone. People are different from then

Another mechanism that can be taken is to intensify teaching preparation for teachers. That is, when the teacher prepares for the lesson, it also becomes a vehicle for reflection on the interest in theoretical material with conditions that are more real in everyday life. If there is a discrepancy in the process with theoretical expectations, that is a research problem as a starting point for scientific writing. This can be a source of inspiration for writing that teachers can carry out continuously and is not limited by space and time.

1. Assistance Mechanism

After training on the rules of writing articles in scientific journals, participants are allowed to practice writing articles. One source that can be used and processed into articles is the research results from these teachers. Some teachers have even tried to conduct classroom action research in their respective schools. Therefore, the current research results are left to be processed and adapted to the principles of scientific writing in referenced journals, both community journals and social science journals (FIS). Assistance in writing these articles was facilitated not only by the speakers but also by the entire team of lecturers involved in this community service activity, which means that participants can contact more than one lecturer to be able to consult and brainstorm the results of their writing. This assistance mechanism can be done directly or indirectly. Directly, the teacher can go to one of the selected lecturers to discuss the written work that has been made; the second alternative that can be chosen is indirect assistance using electronic mail media or e-mail (electronic mail).

C. Facilitation of the Journal Network for Teachers

The community service team also provides information on which journals teachers can access who wish to publish their articles. Journals that can be accessed include Community journals and Social Science Forum journals (FIS) which are several journals published by Semarang State University (UNNES) and can accommodate the writings of the Sociology teachers. The Community Journal is a journal managed by the Department of Sociology and Anthropology FIS UNNES and is one of two journals throughout Indonesia that are nationally accredited. However, to be published in the Community journal is not easy because enthusiasts from all over Indonesia and even from all over the world compete so that their articles can be published in the journal. Another journal accessible to teachers is the Social Sciences Forum (FIS) journal, a relatively easy option for teachers to reach. This journal accommodates writers' ideas from social science backgrounds, not only from the scientific point of view of sociology and anthropology but also history, geography, civics education, politics, and other social sciences.

Conclusion

There are various perspectives of SMAN 13 Semarang teachers on the importance of writing scientific articles, namely a) Writing skills are critical, but the culture of writing is still low among teachers, b) Writing is vital for teachers, but teachers are required to always complete assignments related to administration, and c) The teacher has written but does not know how to write articles in scientific journals. Therefore, the implementation of this community service activity consists of a training mechanism and mentoring in writing scientific articles. The training aims to strengthen teachers' understanding of the basics of scientific writing, the code of ethics for scientific writing, types of scientific writing for publication, and techniques and rules for scientific writing.

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