

Workshop: Writing Techniques Scientific Papers as an Improvement Effort Competency of Physical Education, Sports, and Health (PJOK) Teachers in the District of Tasikmalaya

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ABSTRACT

The purpose of this community service activity provided training techniques for writing scientific works to teachers of Physical Education, Sports, and Health (PJOK) in the district of Tasikmalaya. This program is followed by 30 teachers of PJOK in the District of Tasikmalaya who are members of the National Sports Teachers' Association (IGORNAS) in Tasikmalaya district. The method of this program is a workshop that is carried out with the methods of lectures, discussions, and consultations, with materials such as the introduction of scientific work, techniques for writing scientific works, and strategies for making articles and submitting them to national journals. To find out the success of the activity, evaluation is done by doing pretests and posttests with asking questions about the writing of scientific work. The results were that 29 participants (97%) stated that the material provided was perfectly suitable for their needs, 1 participant (0.3%) said it was suitable, 30 participants (100%) said that the workshop was beneficial, and then 30 participants (100%) stated that they were motivated to write scientific writing after attending the workshop as well as to create scientific writing independently.

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INTRODCTION

Lifelong learning must always be embedded in every teacher. This is, of course, to continually improve their competence. In accordance with Law No. 14 of 2005, article 20 paragraph b, it is stated that in carrying out professional duties, teachers are obliged to improve and develop competencies continuously in line with science, technology, and art. One of the competencies that a teacher must have is the ability to write. The ability to write for teachers is a professional requirement that must be carried out and is a means for self-development and a requirement for a teacher's career development (Marsiyem et al., 2019). With his writing skills, a teacher will be productive in producing research results. So apart from being useful for career development, the writing produced by teachers can also be useful for progress in the field of education, especially in the field of science, which is the subject they teach.

Writing scientific papers should not be taboo for a teacher because this activity has become a requirement of the profession. However, this does not necessarily mean that teachers have good writing competence. The results of the author's observations within the Tasikmalaya Regency National Sports Teachers Association (IGORNAS) show that the writing skills of Physical Education, Sports, and Health (PJOK) teachers are felt to be lacking. This can also be seen from the lack of written work in the field of sports produced by PJOK teachers there. This situation is certainly not something that should happen, because if the teacher is not able to do it (write), the teacher cannot carry out the education and learning process well (Defazio et al., 2010).

The current condition is that PJOK teachers in Tasikmalaya Regency do not have many opportunities to improve their writing competence. However, this should not be allowed. There must be activities that can provide opportunities for teachers to improve their writing competence. Moreover, the work produced must be a scientific paper. Scientific writing is intellectual property for an institution and the country individually and is a medium for self-actualization for a researcher. In other words, scientific writing is an ability and understanding of reading with the ability to think critically in developing science in line with the opinions of scientists (Kurniadi, 2017; Ndjoeroemana, 2012). There are many things that must be considered when we write scientific papers. Writing scientific papers must be based on scientific studies and scientific work methods with library studies and field studies, and in writing, theories or opinions must not be expressed carelessly (Nurhayatin et al., 2018).

This writing competency is included in one of the continuous professional development activities for a teacher. In accordance with the mandate in Ministerial Regulation No. 16 of 2009, article 16 paragraph 2 states that a teacher who can be promoted from class III/a to IV/e must carry out continuous professional development (PKB), one of which is producing published scientific papers. From this statement, it is very clear that when a teacher can improve his competence, he is also developing his professionalism, and when this is successful, it will make him a more professional teacher and he will be more respected and admired by all parties. Therefore, professional development is something that absolutely must be done by every physical education teacher (Hartati et al., 2021).

Juwita et al., (2021) in their research entitled Barriers to Sports Teachers Writing Scientific Writing explained that 76% of respondents had obstacles in compiling Scientific Writing, 96% of respondents had obstacles of lack of motivation, 68% of respondents had ways of dealing with these problems by remembering the importance compiling scientific papers, 56% of respondents have obstacles outside themselves with no companion when writing scientific papers, 76% of respondents have a way to overcome this by looking for information from the internet, 96% of respondents are aware of obstacles from within and outside themselves, 96% of respondents know the impact in improving the preparation of scientific papers, 80% of respondents realized what had not been done in dealing with obstacles in writing scientific papers, 60% of respondents took part in the exercise in preparing scientific papers which was effective. Then Gusril et al., (2023) said that by conducting training for PJOK teachers in West Padang, there was an increase in

the knowledge, skills, and motivation of PJOK teachers in the district. West Padang, and there is an increase in the skills of West Padang Elementary School PJOK teachers in Padang City in writing articles.

Other results presented by Purnamasari et al., (2020), stated that after carrying out training in writing scientific papers, training participants were able to come up with creative and innovative ideas related to handling problems around them. It was also found that training in writing scientific articles for teachers at SMA Srijaya Negara Palembang could be implemented well by teachers so that teachers could develop their professionalism through writing scientific articles (Usra et al., 2018). The Scientific Paper Writing Workshop activity showed that the majority (96.1%) of participants considered the material presented to be appropriate to their needs, and all participants (100%) found it very useful and motivated to write scientific articles (Waskita et al., 2022). Other results stated that PKM activities by providing training material for writing scientific papers made participants feel that they had gained important knowledge that was useful for improving their scientific writing skills. Apart from that, participants also gained broader insight into journal publication procedures, both at the national and national levels international (Amaliyah, 2019). Meanwhile, the workshop conducted by Kusmaryono & Abdul Basir, (2022) was effective in improving teachers' skills in writing scientific articles; 70% of participants succeeded in writing scientific articles. Then, by providing material on techniques for writing scientific papers, teachers can understand when is the right time to write a scientific work, from what kind of problems scientific works can be created, and in what form scientific works can be written by teachers (Kurniawan et al., 2023).

Of the many examples of problem solving that have been carried out, it turns out that PJOK teachers in Tasikmalaya Regency have never received it. So we think that one effort that can be made to improve the writing competence of PJOK teachers in Tasikmalaya Regency is by providing training. Then, after we had discussions both internally with the PKM team and with external parties, namely the administrators of the Tasikmalaya Regency National Sports Teachers Association (IGORNAS), it was agreed to carry out training packaged in the form of a workshop: Techniques for Writing Scientific Papers as an Effort to Increase the Competency of Physical Education Teachers, Sports, and Health (PJOK) in Tasikmalaya Regency. With the hope that the problems at the beginning can be resolved.

METHOD

This Community Service Activity (PKM) aims to improve the writing competence of PJOK teachers in Tasikmalaya Regency. The method we use in this PKM activity is to hold a workshop on techniques for writing scientific papers. This activity was carried out in collaboration between the PKM team from the FPOK UPI Sports Coaching Education Study Program and the Tasikmalaya Regency National Sports Teachers Association (IGORNAS). A total of 30 PJOK teachers who are administrators and members of IGORNAS Tasikmalaya Regency were participants in this workshop activity, which was held on July 7, 2023. For more details on the flow of the implementation of the workshop activities, see Figure 1 below:

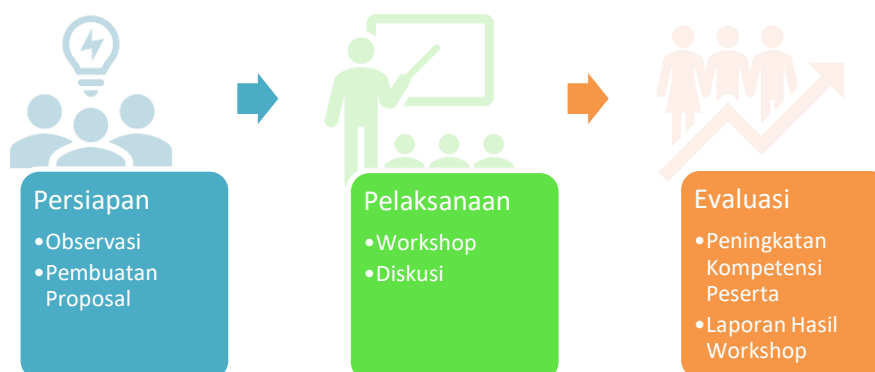


FIGURE 1. Flow of PKM Activities

RESULT

The workshop on Techniques for Writing Scientific Work in the Context of Community Service Activities, which was carried out as a result of collaboration between the PKM Team and the FPOK UPI Sports Education and Training Study Program with IGORNAS Tasikmalaya Regency, was completed on July 7, 2023. This activity was attended by 30 participants, who came from the management and members of IGORNAS Tasikmalaya Regency. The workshop materials presented were Introduction to Scientific Writing, Techniques for Writing Scientific Writing, Strategies for Writing Articles, and Submitting Articles to National Journals.

This workshop activity begins with a pretest for the participants. The aim is to determine the level of competency of the participants and the amount of material that must be delivered. There are three questions in the pretest, namely: (1) Have you ever written a scientific article? (2) Have you ever published scientific articles in national journals? (3) Have you received training in writing scientific papers before? The pretest results can be seen in Figure 2 below:

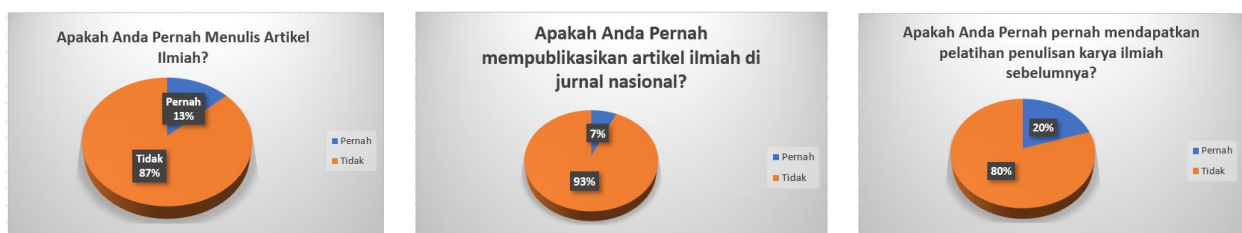


FIGURE 2. Pretest Results of Workshop Participants

After carrying out the pretest, participants were given workshop material by the presenters in turn. The material is given by means of lectures, participant discussions, and practice as an application of the participants' understanding of the material presented. After being given the material, participants are then evaluated by being asked questions again. The purpose of this evaluation is, of course, to find out how successful the workshop was. Evaluation is carried out thoroughly by asking the following three questions: (1) Does the material in this training suit your needs? (2) Was this workshop useful for you? (3) After attending this workshop, are you motivated to write scientific papers? The results of the answers to the final questions submitted are as follows:

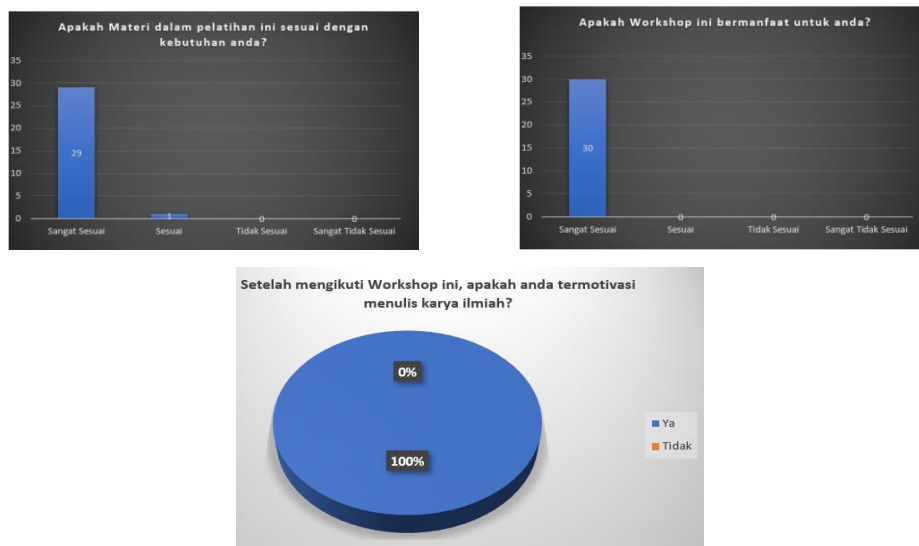


FIGURE 3. Evaluation Result

Based on the results of the evaluation carried out, overall, the implementation of this workshop ran smoothly and successfully. Another parameter that was seen was the huge enthusiasm of the participants. Then the indicators of success that can be used as a reference are, of course, seen from the results of the participants' answers to the evaluation questions given. From there, it can be seen that for question number (1), 29 participants (97%) stated that the material provided was very suitable to their needs, and 1 participant (0.3%) stated that it was appropriate; for question number (2), 30 participants (100%) stated that the workshop was very useful; and then, for question number (3), 30 participants (100%) stated that they were motivated to write scientific papers after attending the workshop.



FIGURE 3. Providing Workshop Materials by the Presenters



FIGURE 5. PKM Team for Sports Coaching Education Study Program FPOK UPI

DISCUSSION

Every teacher must always improve their competence. Likewise with PJOK teachers, they must maintain motivation to always learn to improve their competence. This is important so that they are not only known

for their physical strength but also for their cognitive and affective strength. As stated by Putranto & Ardiansah (2020), PJOK teachers must receive training and mentoring as often as possible to improve their abilities to suit the demands of curriculum changes. With training activities for teachers, teachers will be more creative in developing themselves to support the learning and teaching process (Hartati et al., 2020). So to be able to improve their writing competence, PJOK teachers must be given the opportunity to practice and learn. One of them is participating in training activities.

The workshop material presented to the participants must be interesting. So that during the workshop, participants can follow along well, and furthermore, the material presented will be easy to digest. In this workshop activity, we tried to make the participants able to participate in the activities optimally. One strategy used is to provide material that is light and easy to digest. Then another strategy is to use discussion and practice methods so that participants can apply the material obtained directly.

Other service activities carried out by other people also always emphasize participant comfort, so that the material presented can be well received. The method for delivering material can also be done by adding online meetings so that participants can always communicate with the presenters (Isjoni et al., 2021). Then Nafisah & Budiarmo (2023) stated that providing material using the project-based learning (PBL) method is very good because it provides the freedom, hope, and relevance needed for more effective and meaningful learning. This is in line with what was expressed by Aprianto et al., (2022): that the implementation of the workshop must be accompanied by interesting tasks, one of which is the task of completing a project.

CONCLUSION

All participants felt satisfied and agreed that the workshop was useful for increasing their competence. This is strong enough to be an indicator of the success of community service activities designed to implement this workshop. Then all participants also felt motivated to write scientific writing in the form of research articles after attending this workshop. This situation must be maintained so that participants' motivation is maintained, even to the point of producing products. Efforts that we can make include creating training programs related to increasing the competence of teachers.

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