

Workshop and Assistance with Article Publication as an Effort for Teachers' Continuous Professional Development

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ABSTRACT

Teachers play an important role in realizing national education goals. Teachers need to be aware and determined to develop themselves to become professionals. Continuous self-development can provide added value for teachers, professional organizations, and the quality of education. One of the self-development that teachers can do is scientific publications. However, some teachers at SMA Negeri 6 Semarang have difficulty writing scientific papers. Apart from that, teachers are also confused about publishing their articles. Therefore, the Sultan Agung Islamic University lecturer service team is trying to solve this problem through workshops and assistance in writing articles. The workshop participants were 56 teachers. The problem-solving method in this service activity is through a group-based, comprehensive, and resource-potential approach. Implementation of service activities consists of four stages including socialization, workshops, mentoring, and evaluation. As a result of the workshop activities, it was found that 71% of participants were able to publish articles in the form of best practice reports, newspaper articles, and journal articles

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INTRODUCTION

Teacher professionalism is currently a central issue in efforts to improve the quality of education in Indonesia (Firmansyah et al., 2022; Maulana Iqbal Lubabun Najib et al., 2023). Teachers are expected to teach not only as a habit but also as a dynamic process that requires quality improvement (Purwanto, 2022). Teachers are required to continue to improve the quality of their performance through professional teaching practices, including the publication of scientific papers. So far, not many teachers have been interested and productive in conducting research and publishing research articles (Alber et al., 2022; Nur Prabawati & Ryane Muslim, 2018; Triadi et al., 2022). This is because teachers feel comfortable teaching in their style. Teachers are of the view that there is no need to carry out innovation or independent research because educational science has been created by many experts.

Teachers can improve the quality of learning as well as writing skills so they can develop their sustainable profession. This approach is implemented as part of improving the quality of teacher-managed learning. Apart from that, the research process can also encourage teachers to develop themselves to be more competent in carrying out their duties (Ali, 2022; Ismunandar et al., 2019; Nuraini et al., 2023). The results of the initial situation analysis showed that there were only 20% of teachers had written scientific papers to fulfill continuous professional development activities.

Teachers have lots of creative ideas to express but have difficulty writing them. The lack of teachers writing scientific articles in the context of sustainable professional development is because most teachers experience difficulties in writing articles and publishing them in periodic journals (Irawati et al., 2023; Nuraini et al., 2023; Nurlina et al., 2022; Toraja et al., 2023). The results of the questionnaire on the interest of teachers at SMA Negeri 6 Semarang in writing articles can be seen in Figure 1.

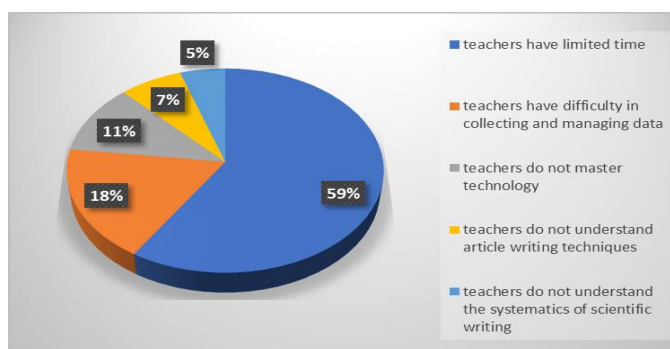


FIGURE 1. Results of the Teacher Interest Questionnaire in Writing Articles

In Figure 1, the results of a questionnaire show the lack of interest of teachers at SMA Negeri 6 Semarang in writing scientific papers because 59% of teachers have limited time, 18% of teachers have difficulty in collecting and managing data, 11% of teachers do not master technology, 7% of teachers do not understand article writing techniques, and 5% of teachers do not understand the systematics of scientific writing.

Apart from being an important requirement for professional development, writing is also a means of self-development (Idris et al., 2020). If good writing is not published to the public, its value will be low. Because writing has no useful value for other people and over time it will become obsolete. Therefore, publication is an inseparable part of a scientific article. Through publishing, these concepts or ideas can not only be conveyed to the public to gain recognition but are also useful for receiving input in the form of suggestions, criticism, and comments that are useful for improvement and further writing.

Articles are often published periodically, for example in journals. Scientific journals can be classified into two types, namely scientific journals and non-scientific journals. In scientific journals, the editorial requirements for accepting articles are stricter than in popular scientific journals. Most so-called “journals” are scientific periodicals. Scientific periodicals are often structured to include abstracts and keywords. Meanwhile, in popular scientific periodicals, these two components are not needed. Apart from that, scientific periodicals must follow the format and writing style of scientific journals or periodicals.

Another thing that sets it apart is the depth of research. In scientific research, it is often intended for articles that discuss research results regarding a particular problem which is presented at the beginning of the article. Meanwhile, in popular scientific periodicals, writings on scientific topics can only be in the form of presentations or descriptions on certain topics without any problems or solution methodologies being presented.

Not all periodic journals can be used to publish scientific articles (Arifudin, 2023; Hasanah & Waruwu, 2023; Silitonga et al., 2023). For this reason, a periodic publication needs to be classified so that it is worthy of being selected to publish scientific article manuscripts that have been prepared (Wijayanti et al., 2023). Several criteria for journal publications that are suitable for publishing scientific articles include having an ISSN (International Standard Serial Number), which is a periodical publication code that applies internationally.

Procedures that are not usually carried out by most teachers make them reluctant to write articles and publish them, which results in their continued professional development being hampered. For this reason, the Sultan Agung Islamic University lecturer service team held workshops and assistance in writing and also published them in periodic journals for teachers at SMA Negeri 6 Semarang.

METHOD

The problem-solving framework is implemented through group-based learning, comprehensive, and based on human resources potential. Teachers at SMA Negeri 6 Semarang need help in searching for periodic scientific journals and submitting online to selected periodic scientific journals.

Service activities are carried out for one month, starting from the socialization, training, mentoring, and program evaluation stages. This program was carried out by fourth lecturers at FKIP Sultan Agung Islamic University Semarang and assisted by fourth students. This activity was attended by 56 teachers of SMA Negeri 6 Semarang who were then divided into three groups. The division into groups is based on the desired product output, namely best practice reports, popular articles, and scientific articles. The workshop strategy is shown in Figure 2.

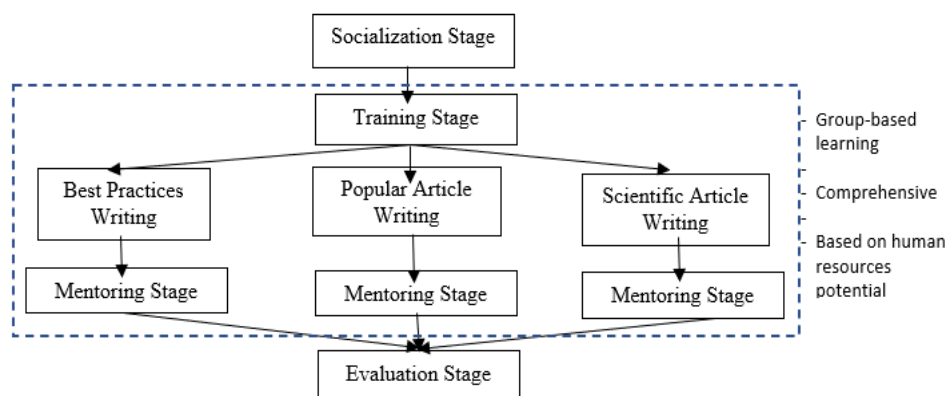


FIGURE 2. Scheme for Implementing Community Service

Based on Figure 2, it can be seen that the solutions offered based on priority partner problems are as follows;

- Teachers at SMA Negeri 6 Semarang have difficulty writing scientific papers, whether best practice reports, popular articles, or scientific articles. The solution offered to solve this problem is to hold training in writing scientific papers for teachers at SMA Negeri 6 Semarang with presentation of material in the form of continuous professional development for teachers, tips for writing research reports in the form of scientific articles, best practice reports, and newspaper articles. The indicator of success, in this case, is that the training activity was attended by 85% of teachers at SMA Negeri 6 Semarang and produced a product in the form of a scientific article.
- Teachers at SMA Negeri 6 Semarang are confused about choosing a place to publish both popular articles and periodic scientific journals. The solution to this problem is to provide assistance in submitting articles to periodic scientific journals (JPSA, "Kontinyu" Journal, PBSI Journal published by the Faculty of Teacher Training and Education, Sultan Agung Islamic University) for teachers at SMA Negeri 6 Semarang and newspaper articles published online.

The indicator of success in this case is that 70% of training participants succeeded in creating articles that were ready to be published.

RESULT AND DISCUSSION

Result

This workshop on writing and publishing scientific papers was attended by 56 out of 60 teachers at SMA Negeri 6 Semarang or the equivalent of 93.33%. Participants were very enthusiastic both in participating in training sessions and assisting in writing articles and publishing them in periodic journals. One of the strategies sought to attract teachers' interest in participating in this activity is a certificate as a participant issued by a formal educational institution. Apart from that, this activity is carried out when students are on end-of-semester holidays so that it can make teachers focus on participating in activities.

Problem-solving in continuous professional development activities for teachers at SMA Negeri 6 Semarang is carried out using several approaches simultaneously, including (1) Based on study groups, all community service activities are carried out by making SMA Negeri 6 Semarang teacher's participants in training and mentoring which are then monitored and evaluated. (2) Comprehensive, where all community service activities are carried out simultaneously regarding human resources (HR), training and mentoring processes, outreach, and publication. (3) Based on human resource potential by training and assisting in writing scientific papers published in periodic journals.

Furthermore, these three methods are implemented in four stages, namely Socialization, Training, Mentoring, and Monitoring and Evaluation. In more detail it is explained as follows;

- **Socialization Stage**

As a first step, the community service team conducted a preliminary study with the relevant school leaders, namely the principal, Dra. Lukita Yuniati, M.Kom, and deputy principal for curriculum, Nanik Widayati, S.Pd. confirmation was obtained that one of the needs expected by teachers at SMA Negeri 6 Semarang was solving the problem of publishing scientific papers.

Socialization was carried out to all teachers at SMA Negeri 6 Semarang to prepare everything needed to achieve the training output target. One of the preparations that is disseminated to participants includes data on student learning outcomes and teacher teaching tools which can be used as study material for research results, reference books that can be used as reference material, as well as draft articles that

have been made by teachers if any. The principal through regular monthly meetings conveys information and is assisted by the deputy principal for curriculum to register teachers as participants in training in writing scientific papers.

The lecturer team as presenters and teachers built an agreement to change the teacher's mindset that writing scientific writing and publishing it is easy, strengthening commitment to learning, and understanding the community service program and the flow of the community service program stages including targets and output results. In this initial activity, the teacher signs a statement of commitment to participate in training and mentoring activities.

- Training Stage

Scientific work publication training for teachers at SMA Negeri 6 Semarang was carried out using interactive discussion and demonstration methods. Interactive discussions are carried out so that students can understand directly while the material is being presented. If there is any confusion, participants can ask the material source. Demonstration activities are practiced in making scientific writing based on a journal template, in this case, the Sultan Agung Education Journal template used in delivering the material. This makes the majority of participants active in implementing this service activity. Figure 3 shows that the resource person is delivering training material.



FIGURE 3. Presentation of Material by the Team

Participants in this scientific paper writing training were 56 teachers from various scientific disciplines. The presentation of the training material was divided into three stages, including in the first session an explanation of literacy culture in the digital era in the context of increasing learning competence, which was presented by Dr. Mochamad Abdul Basir, M.Pd. and the second material about the importance of continuous professional improvement through scientific publications delivered by Dr. Imam Kusmaryono, M.Pd.

In the second session, participants received material explanations about tips and tricks for writing and publishing scientific papers in the form of best practice reports by Dr. Imam Kusmaryono, M.Pd, non-popular articles (mass media) by Nila Ubaidah, M.Pd, and scientific journal articles by Dyana Wijayanti, Ph.D.

In the mentoring session, all community service teams from Sultan Agung Islamic University lecturers were involved in providing direction and guidance to participants in creating scientific articles according to the applicable template. Participants are divided into three small groups so that assistance and guidance can be focused and directed according to the selected report scheme.

- Mentoring Stage

At this stage, participants are active in discussing and consulting about producing research reports in the form of articles, best practices, and mass media articles. The lecturer team reviews the participants'

writing results to obtain writing results that are suitable for publication in periodic scientific journals, best practice reports, and mass media articles. The process of assisting the community service team can be seen in Figure 4.



FIGURE 4. Stage of assistance to the publication of scientific work by the team

To make it easier to communicate further progress, the service team provides online consultation facilities in the WhatsApp group that have been agreed upon by the service team and the training participants. In the final stage of mentoring, the lecturer team visited offline in the auditorium of SMA Negeri 6 Semarang to conduct a review and provide important notes for the perfection of the articles that had been written by the participants.

- **Evaluation Stage**

Continuous professional development activities are developed based on teacher performance profiles as a manifestation of teacher performance assessment results which are supported by self-evaluation results. Teachers whose performance assessment results are still below competency standards or in other words low performers are very enthusiastic about participating in the Continuous Professional Development (PKB) program which is oriented towards achieving these standards. Meanwhile, for teachers who have reached competency standards, this community service activity is directed at improving teacher professionalism so that they can meet future demands in carrying out their duties and obligations to school needs.

Discussion

Based on the results of service activities carried out by the Sultan Agung Islamic University lecturer team, it can be seen that workshop participants can write scientific articles that comply with the applicable writing systematics. Professional development influences the quality of education in schools (Apiyani et al., 2022; Basir et al., 2021; Salam et al., 2024). The Continuous Professional Development Program is needed by teachers because it can increase teacher professionalism through various activities that can increase competence in managing learning and other abilities in improving students' skills both in developing knowledge through the learning process and self-development (Maharani et al., 2022; Oktaviani, 2022). Teachers' continuous professional development activities include; (1) self-development, which consists of functional training and collective teacher activities that increase teacher competence and/or professionalism, (2) scientific publications, which consist of scientific publications on research results or innovative ideas in the field of formal education and publication of textbooks, enrichment books, as well as teacher manuals, (3) innovative work, which includes finding appropriate technology, determining/creating works of art, making/modifying learning/display/practicum tools, and following the development of standards, guidelines, questions and the like.

One type of scientific publication that can be assessed with a credit score of 2 in a teacher's promotion proposal is best practice, namely written work containing "best practice" experiences from the success of

a teacher or group of teachers in carrying out learning tasks including in overcoming various problems or obstacles that arise. faced. Teachers, principals, and school supervisors certainly have a lot of experience in successfully overcoming various educational problems in carrying out their duties. This experience needs to be expressed in writing that can inspire to improve the quality of education. This article is then compiled into a best practice report with a predetermined format. Best practice reports can also be realized in the form of scientific papers in the form of journal articles. Workshop and mentoring activities run smoothly. This is due to the awareness of teachers to improve their profession, the high motivation of teachers to write, and the willingness of teachers to write (Haryati et al., 2021).

CONCLUSION

Based on the output of workshop activities and mentoring of scientific writing for teachers at SMA Negeri 6 Semarang, it was found that 93.33% of teachers took part in workshop activities and 71% of workshop participants were able to draft articles ready for publication with the following details, 29.7% of best practice reports; newspaper articles as much as 48.7%; and journal articles as much as 21.6%. In this way, service activities for teachers at SMA Negeri 6 Semarang can be categorized as successful.

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