ASSISTANCE PROGRAM FOR THE COMPOSITION OF SCHOLARLY ARTICLES BY TEACHERS AT MIS DDI LAPEO

Meryta Febrilian Fatimah[1], Laila Qadrini[2], Hirman Rachman[3]

[1,3]Mathematics Department, [2]Statistics Department, FMIPA, Universitas Sulawesi Barat

e-mail: laila.qadrini@unsulbar.ac.id

Abstract

An academic article is acknowledged as a scholarly endeavour, encapsulating the research findings of academicians. These articles are conventionally disseminated through academic journals. In compliance with governmental directives, educators are required to draft and publish scholarly articles in such journals. To facilitate adherence to this mandate, the provision of training in academic article writing is imperative. This training aims to scrutinize and reconcile articles previously authored by educators with prevailing scholarly writing standards. The participants of this program were educators from MIS DDI Lapeo, with the goal of augmenting their proficiency in the composition of academic articles. This program saw the participation of 14 educators from MIS DDI Lapeo, encompassing both classical and individualized methodologies. The classical methodology entailed a structured training process in academic article preparation, commencing with an exposition on journals, articles, and the core principles of article creation, culminating in the actual drafting of academic articles. Conversely, the individualized approach was implemented in the context of one-on-one mentorship for article composition. The outcomes of this mentorship included an enhanced understanding among educators in the formulation of academic articles and an increased propensity towards engaging in article writing. Notable challenges encountered by these educators in the process of scholarly writing encompassed a paucity of references, constrained time allocations, and a lack of creative ingenuity, predominantly manifesting in their focus on Classroom Action Research.

Keywords: Assistance Program, Academic Article, MIS DDI Lapeo

Abstrak

Sebuah artikel akademis diakui sebagai upaya ilmiah, yang merangkum temuan penelitian para akademisi. Artikel-artikel ini secara konvensional disebarluaskan melalui jurnal akademik. Sesuai dengan arahan pemerintah, pendidik wajib menyusun dan menerbitkan artikel ilmiah di jurnal tersebut. Untuk memfasilitasi kepatuhan terhadap mandat ini, penyediaan pelatihan penulisan artikel akademis sangat penting. Pelatihan ini bertujuan untuk mencermati dan merekonsiliasi artikel-artikel yang telah ditulis sebelumnya oleh para pendidik dengan standar penulisan ilmiah yang berlaku. Peserta program ini adalah para tenaga pendidik dari MIS DDI Lapeo, yang bertujuan untuk meningkatkan penguasaan mereka dalam komposisi artikel akademik. Program ini melibatkan partisipasi 14 pendidik dari MIS DDI Lapeo, yang mencakup metodologi klasikal dan individual. Metodologi klasik memerlukan proses pelatihan terstruktur dalam persiapan artikel akademik, dimulai dengan pemaparan jurnal, artikel, dan prinsip-prinsip inti pembuatan artikel, yang berpuncak pada penyusunan artikel akademik yang sebenarnya. Sebaliknya, pendekatan individual diterapkan dalam konteks pendampingan satu lawan satu untuk komposisi artikel. Hasil dari pendampingan ini mencakup peningkatan pemahaman di kalangan pendidik dalam perumusan artikel akademis dan peningkatan kecenderungan untuk terlibat dalam penulisan artikel. Tantangan penting yang dihadapi oleh para pendidik ini dalam proses penulisan ilmiah mencakup kurangnya referensi, terbatasnya alokasi waktu, dan kurangnya kecerdikan kreatif, yang terutama terlihat dalam fokus mereka pada Penelitian Tindakan Kelas.

Kata Kunci: Program Bantuan, Artikel Akademik, MIS DDI Lapeo

'

INTRODUCTION

Education is crucial in moulding a promising future for both individuals and society. Teachers play a crucial role in guiding pupils and shaping the next generation, putting them at the forefront of the educational process (Sopiah & Sriharini, 2023). Hence, the significance of teachers' role in enhancing the standard of education is paramount and should not be disregarded (Sholeha et al., 2023). As part of our ongoing commitment to improve the quality of education at Madrasah Ibtidaiyah Swasta DDI Lapeo in Campalagian Sub-district, Polewali Mandar Regency, West Sulawesi, our team acknowledges the need for prioritizing the development of teacher professionalism. According to

(Chodzirin, 2016), teachers who consistently acquire new knowledge and enhance their skills greatly enhance the quality of students' learning experiences.

An essential measure to enhance teacher professionalism involves engaging in research and producing scholarly publications (Ningsih, 2020). Academic publications serve as a means of disseminating knowledge and are also a potent instrument for intellectual and academic advancement (Ningsih, 2020). Analysis of the pretest questionnaire responses revealed that 90% of the teachers at MIS DDI Lapeo encounter difficulties when writing Academic publications. Their comprehension of fundamental principles in writing Academic Articles is restricted, and some individuals need help to distinguish between research reports and Academic Articles. Consequently, they frequently replicate research reports into Academic Articles without genuinely grasping the underlying material. This scenario results in a need for more confidence among teachers when it comes to disseminating their study findings. As per the findings of (Ayumida et al., 2019), training is a process of acquiring knowledge and skills to adhere to established criteria. Therefore, it is crucial to offer support in the composition of Academic publications.

Teachers need to master the basic concepts of writing Academic Articles and choose the appropriate publication platforms. They should also be accustomed to publishing in various media, such as journals or seminars. (Hayuhantika, 2017) emphasizes the importance of language skills in Academic writing. Authors must be able to conduct a comprehensive literature review and express ideas or thoughts in the form of Academic writing. (Winarto et al., 2016) State that there are limitations in Academic writing that must be adhered to according to the rules established by previous scientists. Teachers feel the need to receive guidance in writing Academic Articles to make them publishable, including selecting relevant journals or seminars for their research topic. As university lecturers, our service team feels the need to assist these teachers by organizing training for the teachers at MIS DDI Lapeo in writing Academic Articles.

The university lecturer team initiates this activity focused on solving social problems to enhance human resource quality, as stated (Riduwan, 2016). The purpose of this activity is to provide support and guidance to the teachers at MIS DDI Lapeo in conducting research and writing Academic Articles. Our goals are as follows:

1. Encourage teachers to actively participate in research activities relevant to education at MIS DDI Lapeo.
2. Improve teachers' abilities to conduct research and write Academic Articles.
3. Produce Academic Articles that can contribute positively to the understanding and development of education at MIS DDI Lapeo.
4. Enhance the professionalism and reputation of the teachers, both locally and nationally.

This Academic Article-writing mentorship program will be the first step in creating positive change in the educational world at MIS DDI Lapeo. This program also provides new opportunities for the professional and intellectual development of teachers, which will ultimately have a positive impact on the overall quality of education.

METHOD

The training activity for writing Academic Articles aimed at teachers at MIS DDI Lapeo employs two methods: a classical approach and an individual approach. According to (Nugroho, 2019), this training includes objectives, methods, implementation, and evaluation. In the classical approach, teachers are taught how to compose Academic Articles, starting from understanding various types of Academic journals to the methods of their publication. Steps taken include an introduction to Academic journals, types of articles in educational journals, and the basics of article creation. (Ningsih, 2020) emphasizes the importance of using the correct writing format for the target journal. At the same time (Vitse & Poland, 2017) and (Ecarnot et al., 2015) highlight the importance of understanding the basics of articles to create quality work.

The next stages include understanding the basic concepts of article creation, such as determining the title, article structure, and citation style. (Abubakar et al., 2023) Add that accurate references are very important in article writing. Teachers are also required to develop various skills, including writing and editing Academic Articles (Qadrini, 2023). After the classical approach, the training continues with an individual approach. In this phase, the article drafts created by the teachers are guided personally, either through face-to-face meetings or email. The success of this activity is marked

by the achievement of a target where 70% of participants successfully create drafts of articles for publication.

RESULTS & DISCUSSION

The Academic Article writing workshop at MIS DDI Lapeo was executed over two distinct days, December 9 and 10, 2023, encompassing both pedagogical instruction and individualized writing guidance. The preliminary phase of this workshop entailed identifying prevailing challenges and orchestrating team coordination. This phase was initiated with consultations involving five teaching staff members, including the head of the school, to comprehend the obstacles they encountered, particularly in the domain of publishing their scholarly research. Despite their proficiency in Classroom Action Research and its methodologies, these educators often failed to disseminate their research findings in the format of Academic Articles. This factor could potentially impinge upon the quantity of such publications and their professional progression. In response, facilitative measures were undertaken to aid in matters pertaining to publication.

In collaboration with the educational institution, a comprehensive month-long schedule was formulated for these activities. The training was bifurcated into traditional pedagogical techniques and individual mentoring, strategically distributed across two days to optimize its effectiveness. The organizing team crafted structured, lucid, and potent instructional resources to captivate and inspire the educators, simultaneously ensuring the availability of requisite technological aids such as LCD projectors and infrastructural provisions for documentation and dialogic engagements. Enclosed is an image depicting the mentorship session conducted for the facilitation of Academic Article writing among educators at MIS DDI Lapeo.

Figure 1. The ambience of the instructional support session focused on the composition of Academic Articles for the faculty at MIS DDI Lapeo.

Figure 1 described the ambience of the instructional support session focused on the composition of Academic Articles for the faculty at MIS DDI Lapeo. The inaugural day of the workshop concentrated on acquainting the educators with academic journals and articles, encompassing methodologies for their identification, evaluation, and the ethical composition of a Academic Article. This segment also delved into the cognitive processes underpinning article composition, whether derived from empirical research or literature appraisals. Subsequent activities on the second day involved continued article drafting and presentations within the framework of Focus Group Discussions designed to foster collective ideation and leverage insights from academic lecturers. The educators were apprised of the necessity for Academic Articles to undergo a rigorous review procedure prior to their publication, with the caveat that non-compliance with established standards could result in rejection by journal editors.

Post-training, the mentorship phase for article composition commenced, wherein educators dispatched their manuscripts to mentors via electronic mail for critical assessment. Direct mentorship was accorded to three specific articles. Numerous educators proactively participated in these mentorship sessions, endeavouring to refine their articles for impending publication. The workshop garnered a positive reception from the MIS DDI Lapeo faculty, as evidenced by their steady involvement and the substantial submission of Academic Articles—20 in total—for review.

The foremost objective of this initiative was to amplify the educators' competency in article composition. They attained an informed grasp of the fundamental tenets of Academic writing, thus equipping them to transmute their research findings into publishable material. Despite their fervour, the educators encountered hindrances, such as the constrained scope of their research designs, which were predominantly oriented towards classroom action research. They required motivation to disseminate their insights and research findings across a diverse array of publication mediums. Furthermore, their extensive teaching commitments, coupled with the aspiration for academic publications to augment their professional development, constrained their availability for such scholarly endeavours. This necessitated adept time management strategies, emphasizing the allocation of a minimum of one hour for writing pursuits. The need for an increased corpus of references for article crafting was another obstacle, accentuating the imperative for continuous scholarly enrichment via assorted resources.

CONCLUSION

The culmination of The Academic Article writing mentorship program for educators at MIS DDI Lapeo underscores its substantial role in augmenting their proficiency in scholarly composition. This initiative effectively furnished educators with the requisite expertise and resources to convert their research into articles suitable for academic publishing adeptly. The process facilitated an enhancement in their writing capabilities and fostered a comprehensive understanding of the scholarly publication landscape, encompassing the criteria and expectations of Academic journals. The notable degree of engagement and the volume of articles compiled for evaluation attest to the initiative's beneficial impact and its accomplishment. Consequently, this mentorship endeavour has not only significantly contributed to the professional growth of educators but also raised the calibre of scholarly output from MIS DDI Lapeo, thereby enriching the wider educational discourse.

ACKNOWLEDGMENT OF APPRECIATION

In conclusion to the community service activity in the form of mentorship for educators at MIS DDI Lapeo in the writing of Academic Articles, we extend our heartfelt gratitude to all parties involved.

Initially, our profound appreciation is directed towards the educators at MIS DDI Lapeo for their exceptional dedication and enthusiasm throughout each training session. Their engagement and commitment to this educational process exemplify a strong desire for growth and enhancement in the realm of education. We also express our gratitude to the principal and the teaching staff at MIS DDI Lapeo for their support and collaboration throughout this program. With the assistance and facilitation provided by the school, the smooth execution of this program was possible. Our thanks are also extended to the mentorship team from the university, who enthusiastically contributed their time, knowledge, and expertise. Their hard work and dedication in guiding the educators through the Academic writing process were pivotal to the success of this program. Lastly, we express our gratitude to all parties who supported the realization of this activity, including donors, partners, and all individuals involved, both directly and indirectly. The participation and support from everyone have not only rendered this activity beneficial but have also contributed to a lasting positive impact on the education and professional development of the educators at MIS DDI Lapeo.

REFERENCES

Abubakar, R., Fatimah, M. F., & Rifandi, M. (2023). Meningkatkan Pengetahuan dan Pemahaman Siswa Terhadap Materi Matematika dengan Menggunakan Software Geogebra. Ininnawa: Jurnal Pengabdian Masyarakat, 1(1), 65–69.

Ayumida, S., Natalia, F., & Nuraeni, Y. S. (2019). Pelatihan Pembuatan Blog di Yayasan Yatim,Piatu dan Dhuafa Rumah Harapan, Teluk Jambe Timur Karawang. Jurnal Khatulistiwa Informatika, 2(2), 316–322.

Chodzirin, M. (2016). Pemanfaatan information and communication technology bagi pengembangan guru madrasah sub urban. Jurnal Pemikiran Agama Untuk Pemberdayaan, 16(2), 309–332.

Ecarnot, F., Seronde, M.-F., Chopard, R., Schiele, F., & Meneveau, N. (2015). Writing a Academic Article: A step-by-step guide for beginners. European Geriatric Medicine, 6(6), 573–579.

Hayuhantika, D. (2017). Pelatihan penulisan karya tulis ilmiah sebagai upaya pengembangan

profesionalisme guru SMPN 3 Ngunut. Jurnal Adimas, 5(1), 13–17.

Maulana, M. I., Salam, A. M. I., Ardiputra, S., Farhanuddin, F., Pahruddin, P., Qadrini, L., ... & Nirwansyah, S. (2023). Mendeley Citation And Reference Management Application Training And Technical Guidance. Community Development Journal: Jurnal Pengabdian Masyarakat, 4(5), 10689-10694.

Ningsih, S. C. (2020). Pendampingan Penulisan Artikel Ilmiah Bagi Guru SD. International Journal of Community Service Learning, 4(2), 109–116.

Nugroho, Y. A. B. (2019). Pelatihan dan Pengembangan SDM: Teori dan Aplikasi. Penerbit Unika Atma Jaya Jakarta.

Qadrini, L. (2023). Mentoring Programme For Final-Year Students In Research Article Writing At The Faculty Of Mathematics And Natural Sciences, Universitas Sulawesi Barat. Community Development Journal: Jurnal Pengabdian Masyarakat, 4(4), 9402–9405.

Qadrini, L. (2022). Penyuluhan manfaat bakau kepada masyarakat pesisir Desa Panyampa. Jurnal Abdi Masyarakat Indonesia, 2(2), 719-726.

Qadrini, L. (2022). Workshop Tracer Studi Smk Ma'arif Nu 1 Ajibarang, Banyumas. Community Development Journal: Jurnal Pengabdian Masyarakat, 3(1), 302-306.

Qadrini, L., Ardiputra, S., & Seppewali, A. (2020). Bimbingan Teknis Olah Data Dengan Spss 25 Untuk Para Pegawai Kantor Bkad Kabupaten Majene. Dharmakarya: Jurnal Aplikasi Ipteks Untuk Masyarakat, 9(3), 184-187.

Riduwan, A. (2016). Pelaksanaan kegiatan pengabdian kepada masyarakat oleh perguruan tinggi. Ekuitas (Jurnal Ekonomi Dan Keuangan), 3(2), 95.

Sholeha, D., Lubis, N. M., Rifa'i, A., Ayundari, N. F., Sumayyah, L., & Nasution, I. (2023). Peran Supervisi Pendidikan DaIam Meningkatkan Mutu Pendidikan. PUSTAKA: Jurnal Bahasa Dan Pendidikan, 3(2), 29–38.

Sopiah, A. D., & Sriharini, S. (2023). Urgensitas Kepercayaan Diri Terhadap Pendidik. Sentri: Jurnal Riset Ilmiah, 2(5), 1810–1817.

Vitse, C. L., & Poland, G. A. (2017). Writing a Academic paper—A brief guide for new investigators. Vacine, 35(5), 722–728.

Winarto, Y. T., Suhardiyanto, T., & Choesin, E. M. (2016). Karya Tulis llmiah Sosial: Menyiapkan, Menulis, dan Mencermatiinya. Yayasan Pustaka Obor Indonesia.