

## TRAINING TO IMPROVE TEACHERS' ABILITY TO COMPILE SCIENTIFIC PAPERS AT SD ISLAM AL-KARIMAH

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### Abstrak

PKM ini dirancang untuk meningkatkan kapasitas tenaga pendidik dalam menghasilkan karya akademik di SD Islam Al-Karimah. Intervensi tersebut melibatkan program keterlibatan masyarakat yang berfokus pada peningkatan keterampilan pendidik dalam menyusun makalah akademik untuk fakultas di Sekolah Dasar Islam Al-Karimah, yang terletak di Desa Bodak, Kecamatan Praya, Lombok Tengah, Nusa Tenggara Barat. Langkah-langkah prosedural meliputi: (1) melakukan pertemuan dengan para pendidik SD Islam Al-Karimah, (2) mengidentifikasi tantangan yang dihadapi oleh para pendidik, (3) merancang strategi untuk mengatasi tantangan dan hambatan ini, dan (4) menguraikan agenda untuk sesi pelatihan. Metodologi penelitian yang digunakan bersifat kualitatif, memanfaatkan berbagai metode pengumpulan data seperti observasi, wawancara, tinjauan dokumentasi, dan kuesioner yang menggabungkan pertanyaan terbuka atau deskriptif melalui Google Forms. Hasil dari usaha PKM yang dilakukan menunjukkan efektivitas bantuan yang diberikan oleh tim proyek kepada para pendidik di SD Islam Al-Karimah. Temuan dari publikasi penelitian akademis mengungkapkan tingkat pencapaian 85% dalam memenuhi tujuan yang ditetapkan.

**Kata kunci:** Pelatihan, Peningkatan, Karya Ilmiah

### Abstract

This Participatory Knowledge Management (PKM) initiative is designed to enhance educators' capacity in producing academic papers at Al-Karimah Islamic Elementary School. The intervention involves a community engagement program focused on enhancing educators' skills in composing academic papers for the faculty at Al-Karimah Islamic Elementary School, located in Bodak Village, Praya District, Central Lombok, West Nusa Tenggara. The procedural steps encompass: (1) conducting meetings with the educators of Al-Karimah Islamic Elementary School, (2) identifying challenges faced by the educators, (3) devising strategies to address these challenges and impediments, and (4) outlining the agenda for the training sessions. The research methodology employed is qualitative in nature, utilizing various data collection methods such as observations, interviews, documentation review, and questionnaires that incorporate open-ended or descriptive inquiries through Google Forms. The outcomes of the PKM endeavor conducted demonstrate the efficacy of the assistance provided by the project team to the educators at Al-Karimah Islamic Elementary School. The findings from the academic research publications reveal an attainment rate of 85% in meeting the set objectives.

**Keywords:** Training, Improvement, Scientific Work

### INTRODUCTION

The enactment of Law No. 14 of 2005 regarding Teachers and Lecturers stipulates that teachers hold professional roles, necessitating academic credentials, competencies, educator certifications, physical and mental wellness, and the capacity to actualize national educational objectives (Simarmata, 2024). Improving the quality of education through literacy is a part that all elements of society must accelerate. One of the ways to improve this is by improving the quality of teachers' carrying out learning activities in the classroom. Teachers can improve learning in the classroom by carrying out research activities, be it classroom research, qualitative and quantitative, and even development.

A good learning process is learning that makes students learn and not teachers who learn. Teachers are one of the most important parts of the learning process (Alfiyanto, 2022; Alfiyanto & Hidayati, 2022). The teacher's task is to design a two-way interaction process between students, masters, and learning resources to realize learning objectives (Astuti et al., 2017; Syofyan et al., 2019). The ability of teachers to direct learning is one of the characteristics that distinguishes the teaching profession from other professions (Supriyanto, 2017). To develop educational competence, teachers must, of course, also have professional competence as kindergarten teachers, especially in Central Java Province. Most of the participants in the 2021 PPG-TK UKSW Batch 2 do not have PTK-based scientific works as a development of proficient and academic competence. Based on the regulation on the Determination of Teachers' Functional Positions and Their Credit Scores regulated in the Decree of the Minister of State for the Empowerment of the State Apparatus Number 84 of 1993 states that teachers are important to write scientific articles in order to be able to learn students who have superior quality (Mediatati & Jati, 2023).

In recognition of this fact, Law No. 14 of 2005 concerning Teachers and Lecturers accentuates the necessity for teachers to possess specific competencies and qualifications. Within the introductory segment of Article 1, clause 10, Competence is delineated as a collection of knowledge, skills, and behaviors that teachers or lecturers must possess, embody, and excel in while executing their professional responsibilities. Moreover, Article 2, clause 1 specifies that teachers hold a professional status in the realms of primary education, secondary education, and early childhood education within the formal educational trajectory stipulated by statutes and directives.

The primary objective of national education is to cultivate the potential of students into individuals who have faith in and reverence for God Almighty, exhibit virtuous character, maintain good health, possess knowledge, demonstrate creativity, foster independence, and evolve into democratic and accountable members of society (Law No. 20 of 2003). In order to realize this objective, educators or teachers emerge as pivotal figures in the educational landscape. For the effective execution of the national education framework and the attainment of national educational objectives, a teacher must adhere to four competency standards: pedagogical competence, personality competence, social competence, and professional competence (Law No.14 of 2015).

Teaching is oriented towards cultivating knowledge and competencies that students can apply in their daily lives. Within the realm of education, teachers undergo a structured career advancement trajectory, which aligns with enhancing the educational experience in the classroom and the evolution of teachers into adept professionals. Educators are required to possess a foundational set of four key competencies: pedagogical, social, personal, and professional competencies. The progression of the teaching profession involves a series of endeavors aimed at aligning teachers' professional skills with the requirements of the field of education and pedagogy (Alfiyanto et al., 2021). The evolution of the pedagogical field within the realm of education is focused on enhancing professional standards, impartial evaluation of performance, openness and responsibility, as well as driving incentives to enhance performance and outcomes (Soewarni, 2004). Efforts aimed at enhancing the teaching profession may be executed by enhancing and refining the skills acquired through education and training (Muhammad et al., 2021).

To provide opportunities for teachers to become professionals, there is a verse that states the opportunity for teachers to fulfill it, as stated in article 7, paragraph 2, that the empowerment of the teaching profession or the empowerment of the lecturer profession is carried out through self-development that is carried out democratically, fairly, non-discriminatory, and sustainable by upholding human rights, religious values, cultural values, national plurality, and professional code of ethics.

Writing for a teacher is not a strange thing. Moreover, most teachers have done so by writing scientific papers. Written works are not only professional demands but also ethical demands for the teaching profession. A teacher is always required to improve professionalism. One of the indicators of a professional teacher is being able to compile written work. However, the reality in the field is not so (Fazalani & Handayani, 2021). There are still many teachers who find it difficult to compile scientific papers. Writing as a basic skill is still often considered difficult for most people (Handayani et al., 2023). Therefore, it is unsurprising that most teachers still have writing difficulties. One of the reasons is that writing activities, besides needing practice, are also related to other language activities, namely reading. As a complex activity, writing cannot be done without any seriousness. Writing requires practice and a long process (Widodo et al., 2023).

So far, the government has made several efforts to improve teachers' ability to write scientific papers that are worthy of publication. There has been training in writing scientific papers for teachers, but it has not continued and again does not support the results compiled by teachers. The training has not achieved the desired results nor provided participants with a direct learning experience. There are still many teachers who are not able to write scientific papers adequately (Sa'diyah et al., 2023)

Teachers ideally aspire to cultivate strong reading skills in order to enhance their overall understanding and perspective. The abundance of educational materials available makes it convenient for teachers to access relevant information. It is essential for educators to prioritize resources that directly pertain to their professional responsibilities. A continuous inclination towards exploring advancements in science and technology is imperative for teachers. Teachers must be diligent in reading and have a target. Through this reading, they can show hypotheses to overcome learning through research results.

If there are still teachers who are lazy to write, it can be caused by the person concerned being lazy to read. In the future, teachers must be more diligent in writing, and it needs to be habituated in daily life or activities in the educational environment (Hanafi et al., 2023). The focus can be attributed to the importance of research. Through this focus, the learning experience can be poured into research in scientific papers, which is not for a teacher. Stop being lazy to write by allowing writing on a footing, and write down what has been done. You will undoubtedly become addicted to writing research. If teachers are still less sensitive to time, what a loss it will be (Supriyanto, 2017).

Scientific works can be classified into 2 (two), namely (1) scientific papers that report research results and (2) scientific works that are scientific reviews. These scientific works can be presented in the form of books, diktats, modules, translations, papers, writings in journals, and articles in the mass media. Scientific works are also of different types, namely: (a) research, (b) books, (c) diktat, (d) scientific essays, (e) popular science, (f) seminar infrastructure, and (g) translation (Daud et al., 2020).

Every research endeavor should encompass scientific veracity, grounded not solely in logic but also substantiated through empirical evidence (Suryani et al., 2022). Rationalism is grounded in the utilization of ratio or reasoning, whereas empiricism is grounded in the utilization of evidence or facts. Engaging in scientific thought entails amalgamating rational and empirical modes of thought. The instantiation of scientific thought is denoted as scientific research, while the outcomes of employing scientific methodologies are denoted as scientific endeavors. Consequently, not all written endeavors possess scientific attributes (Fazalani et al., 2024).

Scientific papers are composed through a series of stages, one of which is the revision stage. The pre-writing phase involves initial planning and preparation, such as identifying the writing topic or issue, gathering necessary materials, and creating an outline for the essay. Subsequently, the writing stage entails transforming the essay's framework into a coherent piece by elaborating on each main idea present. The revision stage is focused on enhancing the quality of the content, organization, grammar, and spelling within the writing. Authors engage in revisions to refine their work, incorporating feedback from both themselves and external reviewers (Agustyaningrum et al., 2023).

Some of the problems that can be identified related to the low ability of teachers to write scientific articles can be described as follows. Firstly, educators at Al-Karimah Islamic Elementary School lack access to sources of information, such as literature and academic publications. Secondly, the faculty members at Al-Karimah Islamic Elementary School typically lack research findings or concepts to articulate. This issue is closely linked to the initial challenge of inadequate information outlets in the shape of educational resources and scholarly articles concerning the teaching methodologies and oversight practices implemented by the school administration to enhance and advance the educational process and the institution as a whole. Thirdly, the capacity of educators at Al-Karimah Islamic Elementary School to engage in writing or articulate ideas in written form is currently at a rudimentary level. The educators at Al-Karimah Islamic Elementary School are generally unaccustomed to the practice of writing. Lastly, the impediments encountered by the educators at Al-Karimah Islamic Elementary School include a lack of comprehension of the protocols of academic writing within the framework of composing scholarly articles.

## METHOD

The method used in community service activities regarding training to improve teachers' ability to compile scientific papers for teachers of Al-Karimah Islamic Elementary School in Bodak Village, Praya District, Central Lombok, West Nusa Tenggara. The steps taken are as follows: (1) meeting with teachers of Al-Karimah Islamic Elementary School, (2) Identifying teacher problems, (3) Determining

strategies to overcome problems and obstacles, and (4) planning training activities. The research approach used is qualitative research with information collection techniques, namely observation, interviews, documentation, and questionnaires using Google Shape as open-ended or descriptive questions. Information analysis uses interactive information analysis to show information collection, reduction, presentation, and conclusion drawing/verification. This research was conducted at Al-Karimah Islamic Elementary School.

## RESULTS AND DISCUSSION

Training and mentoring activities are carried out face-to-face and online. Training materials are provided online to help people carry out activities more effectively. In certain circumstances, the brave method is more effective than face-to-face communication. One of the benefits is that the trainees are better prepared when assisting in writing scientific articles. Teachers must prepare research topics, problem identification, and action plans before writing assistance. These three things are important for teachers to prepare so that they do not experience difficulties in preparing research. This community service program allows the trainees to prepare reports in the form of PTK or other research per scientific writing standards. However, the provision of material is related to PTK reports and techniques for writing articles from PTK and other research. This is important because teachers demand that the results of the research also be published in the form of scientific articles. Therefore, masters must also be equipped with scientific article publication techniques.



Figure 1. Opening and meeting with teachers of PKM activities

Teachers' enthusiasm for participating in training activities to write scientific papers deserves appreciation. Based on the picture above, the number of participants seen in the picture is 20 participants. The number of participants exceeded the target that had been planned. This indicates that the delivery of material online is more effective and efficient so that the benefits can be felt apart from those of teachers at partner schools. Moreover, delivering this material is very important for students to follow in preparing various kinds of scientific works on campus.

In compiling an introduction, several things must be considered, including compiling the background. Many teacher research results are still not synchronized between the background and the essence of the research. In addition, the teachers are still having difficulty delivering the storyline about the importance of the research being carried out. Therefore, in this service activity, the teachers are guided seriously so that the quality of the PTK produced can be maximized.

Some of the materials delivered by the resource persons at the community service activity were titled of material "Scientific Writing Techniques, Writing Techniques, Methodology, Data Processing, and Scientific Article Writing," after which participants were also directed to conduct training directly to open the intended journal website as training material.



Figure 2. Provision of material to PKM participants

Every teacher must be able to improve their professionalism in their way. In this regard, improving the ability to write scientific papers can be done through scientific paper writing training organized by other institutions. This method effectively improves teachers' ability to write scientific papers. The role of the principal at SD Islam Al-Karimah is to improve the ability of teachers to write scientific papers. Through coaching activities or meetings, the principal motivates teachers to write scientific papers, especially classroom action research (PTK). The principal also provides school facilities to support the teachers who prepare for PTK. The results of this study are supported by the research of Rosyadi and Sardjono, which states that as managers, school principals must motivate their personnel to have the spirit of lifelong education (Rosyadi & Pardjono, 2015).

The lectures and discussions were conducted to build an understanding of classroom action research and its design and procedures, followed by feedback activities between the presenters and teachers. Assistance in the preparation of research reports and articles is carried out on a scheduled basis. The implementation is expected to produce the correct last report of the research article and the article ready to be published in journals at the national and international levels.



Figure 3. Training in writing scientific articles

At this stage of training, the PKM team will also assist in making articles that have been written and ready for publication registered in journals or national seminars. The team will guide intensively until the teachers' articles can be published in scientific journals or national seminar proceedings. From the teachers trained and accompanied, 5 articles were ready to be published in journals and national seminars.

## CONCLUSION

The PKM team considers training activities to make articles ready to be published very important to be carried out in the teacher environment. The active participation of the participants and the results achieved during the activity showed the usefulness of the service carried out by the service team to the teachers at SD Islam Al-Karimah. The results of scientific research articles show that 85% have reached the target.

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