

## Journal Writing Assistance for IPS Teacher

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### Abstract

*Professional in the field of education, it is important for teachers to have various skills, including the ability to write scientific papers. Writing scientific papers not only helps teachers achieve career advancement such as promotions and recognition, but also provides opportunities to gain awards and recognition for their work. However, it is unfortunate that many teachers do not have experience writing scientific articles that are published in journals or being speakers at national or regional seminars. To overcome this, the community service program implemented is training and mentoring for social studies teachers at MGMP Barito Kuala Regency. The steps in this activity include coordination, conveying information, mentoring and evaluation. The results of this program show that the majority of social studies teachers in Barito Regency still do not understand and master the techniques for writing scientific papers in accordance with applicable regulations. Apart from that, participants also stated that one of the main difficulties they faced in compiling articles was difficulty in starting research due to a lack of ideas, which in turn was caused by a lack of reading and writing culture.*

**Keywords:** Mentoring, Journal, Social Studies Teacher

### Abstrak

Profesional di bidang pendidikan, penting bagi guru untuk memiliki berbagai keterampilan, termasuk kemampuan menulis karya ilmiah. Menulis karya ilmiah tidak hanya membantu guru mencapai kemajuan karir seperti promosi dan pengakuan, tetapi juga memberikan kesempatan untuk mendapatkan penghargaan dan pengakuan atas pekerjaan mereka. Namun, sangat disayangkan banyak guru yang tidak memiliki pengalaman menulis artikel ilmiah yang dipublikasikan di jurnal atau menjadi pembicara di seminar nasional maupun regional. Untuk mengatasi hal tersebut, program pengabdian masyarakat yang dilaksanakan adalah pelatihan dan pendampingan bagi guru IPS di MGMP Kabupaten Barito Kuala. Langkah-langkah dalam kegiatan ini meliputi koordinasi, penyampaian informasi, pendampingan dan evaluasi. Hasil program ini menunjukkan bahwa mayoritas guru IPS di Kabupaten Barito masih belum memahami dan menguasai teknik penulisan karya ilmiah sesuai dengan peraturan yang berlaku. Selain itu, peserta juga menyatakan bahwa salah satu kesulitan utama yang mereka hadapi dalam menyusun artikel adalah kesulitan dalam memulai penelitian karena kurangnya ide, yang pada gilirannya disebabkan oleh kurangnya budaya membaca dan menulis.

**Kata Kunci:** Mentoring, Jurnal, Guru IPS.

## **PRELIMINARY**

Laws such as Law Number 20 of 2003 concerning the National Education System, Law Number 14 of 2005 concerning Teachers and Lecturers, as well as government regulations such as PP Number 19 of 2005 concerning National Education Standards and PP Number 74 of 2008 concerning Teachers, emphasize that teachers must have academic qualifications, competencies and educational certification in accordance with their field of work. Apart from that, teachers are required to continue to develop their professionalism through lifelong learning. The government also strengthens this mandate through the Regulation of the Minister of State for Empowerment of State Apparatus and Bureaucratic Reform Number PER/16/M.PAN-RB/11/2009 concerning Teacher Functional Positions and Credit Scores, which stipulates four levels of teacher positions: First Teacher, Junior Teacher, Intermediate Teachers, and Primary Teachers. This change certainly has a big impact on teachers in developing their abilities and competencies (Marwa & Dinata, 2020; Syarifuddin et al., 2022; Udil, 2021). As professionals, teachers must have various skills, including the ability to write scientific papers. Writing scientific papers not only helps teachers improve their careers by rising in rank, position and class, but also gets awards and recognition (Arisanty et al., 2018; Arta, 2019; Ma'ruf & Fitria, 2021; Widagdo & Susilo, 2018). Therefore, having the ability to write scientific papers is very important. However, in reality, most teachers still have low ability to write scientific papers.

Scientific work is a prerequisite for teacher certification in the promotion process. Despite this, the majority of teachers show a cold and pessimistic attitude towards these regulations. They found it difficult to meet the requirements for promotion and class, with some even stating that they might remain in class III b forever. Data from the State Civil Service Agency (BKN) shows that the number of teachers in groups III/a-III/d is much greater than in group IV, which shows the difficulty in being promoted from group IV/a to IV/b. This is further complicated by the enactment of PAN-RB Ministerial Regulation number 16 of 2009. According to Hadriyanto (2013), writing scientific papers is mandatory in terms of academic and administrative requirements for promotion and position. Law No. 14 of 2005 concerning Teachers and Lecturers emphasizes the importance of scientific work as a condition for promotion and position for professional teachers. Likewise with the Regulation of the Minister of State Apparatus Empowerment (PAN) and Bureaucratic Reform Number 16 of 2009, which confirms that for promotion to a position/rank higher than first teacher, junior administrator rank, class IIIa up to main teacher, main supervisor rank, class IVe, continuous professional development activities are required, including scientific publications.

Article 16 Paragraph (2) of the Ministerial Regulation explains that professional development activities must involve the sub-elements of self-development, scientific publications, and/or innovative work (Apriani et al., 2023; Jumriani et al., 2024; Subiyakto et al., 2023). Meanwhile, Article 17 indicates that promotion to teacher rank from class III b and above requires the submission of scientific papers. This regulation came into effect in 2011, with its effectiveness starting from January 1 2013. Teachers must be active in self-development, one of which is through writing scientific papers published in scientific journals.(Karomah & Rukmana, 2022; Mawaddah et al., 2023; Musriana et al., 2024; Rafiek et al., 2022; Rohimah et al., 2023).Based on the problems above, researchers are interested in providing training and mentoring for MGMP IPS teachers in Barito Kuala Regency to improve their ability to write scientific papers for future professional development. After this scientific paper writing training activity, participants are expected to be able to write scientific papers so that participants are able to write scientific articles which are then published in journals.

#### **METHOD**

The method for implementing this service activity is an in-service training program, namely training and mentoring for social studies teachers. Starting from conveying information, helping to prepare articles, to evaluation. The best articles will be published in the Socius journal. The activity will be held on January 31 2023 at the MGMP IPS Barito Kuala School.

#### **RESULTS AND DISCUSSION**

The products produced in this activity are research articles which will later be included in the SOCIUS Journal for eligible articles. The number of participants who attended this training and mentoring activity was 25 social studies teachers from Barito Kuala Regency. Participants were very enthusiastic about participating in activities from session to session. The activity was divided into three sessions. The first session is the delivery of material, the second session is question and answer, and the third session is assistance in preparing articles (practice in preparing articles).

The implementation of this activity was carried out by 2 teams with the subject matter being presented regarding: 1) the general concept of research articles (understanding research articles, systematics of writing research articles, and techniques for writing research articles); 2) guidelines for writing articles that are in accordance with the SOCIUS Journal environment. Participants were very enthusiastic in the question and answer session, especially when discussing the principles of writing scientific articles. This is because they have never received material or training about writing scientific articles before.

Figure 1. Explanation of journal writing



Source: Personal Documentation

In general, the essence of the participants' questions was what is the difference between articles and journals? Can one research report be turned into several articles? For writing a bibliography, what is read and then not quoted can be included in the bibliography? what is the content in the discussion section, and then there are results and discussion, what is the difference? and many other questions. Based on participants' accounts, the basic difficulty that many experience in compiling articles is that they feel difficult when starting to do research, because basically this research will be used as material for compiling articles. This difficulty stems from the lack of ideas that will be expressed in the research. Ideas do not emerge because the culture of reading and writing has not become a habit. That is the basic problem that influences the low writing culture among teachers.

This is in line with Budiharso's opinion (2006: 59-63)(Isjoni et al., 2021; Nurgiansah, 2020)(Abbas et al., 2023; Rawidafany et al., 2023; Subiyakto et al., 2023), that "the main problems in writing scientific papers can be grouped into empirical problems, rhetorical problems, and linguistic problems". Based on the results of the service, it is known that writing activities, especially writing research articles, are not an easy job. To be able to produce good writing, repeated practice, persistence and habit are needed. However, participants are aware that when there is a strong desire, this writing skill can be learned easily. Participants said that there were several main problems that made it difficult for participants to write, namely limitations in developing ideas, writing patterns, and writing that lacked weight.

The above is reinforced by the fact that all participants have not been able to complete their articles 100% because some of them have already brought research report materials to be converted into articles and some have not. In fact, before this activity is carried out, the mandatory requirement for participants before participating in training activities is to bring research reports that they already have, for example a thesis, PTK, or other research reports. There are some who bring it and there are some who don't have it. For those who have brought

it, they can complete approximately 40% of the article, namely up to the research methods section. For those who have not finished, the presenter or instructor gives all participants the opportunity to continue or complete their article at home, with the note that the finished article must be sent back via e-mail to obtain feedback.

**Figure 2.** Assistance at the end of article writing



Source: Personal Documentation

The results of the evaluation of the quantity and quality of articles that participants have created with continued assistance via e-mail from this service activity are as follows. There is only one teacher who collects scientific articles to be published in the SOCIUS Journal with the title **"ASPECTS OF THE CONSISENCY OF ISLAMIC BOORDING SCHOOL EDUCATION IN IMPROVING STUDENT DISCIPLINE"**. The classic reasons that teachers always give for not being able to collect are because 1) they are busy teaching so they don't have time to write, 2) they have just started research so they don't yet have research material to write into articles. However, they feel they have insight into writing scientific articles.

We should all be grateful that this community service activity has provided results, including increased collaboration with social studies teachers at MGMP Barito Kuala Regency, increase knowledge and skills of social studies teachers in designing and compiling articles. Apart from being able to provide them with insight and skills in writing scientific articles, they also feel more confident in guiding students in writing scientific papers. Several factors that support the implementation of this community service activity are the great interest and enthusiasm of the participants during the activity, so that the activity runs smoothly and effectively. Meanwhile, the inhibiting factors are 1) the teacher's limited ability to operate a computer, which hinders writing articles, 2) limited training time, 3) there are some participants who do not bring materials, namely research reports, so that during the training they are confused, 4) the teachers have never written journal articles resulting from research, so at the beginning it was a bit difficult to accompany him, but with the help and involvement of several students in this activity, this problem could be resolved. At the end of the activity, participants

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provided input and suggestions regarding the implementation of this service. Participant input and suggestions include 1) regarding the number of participants, the number of participants is expected to be more than 25; 2) if possible, activities such as scientific article training can be carried out every month, remembering that every month there is a MGMP schedule, so that it can fill in MGMP activities; 3) considering the large benefits of this community service activity, the participants' suggestions for the following years or subsequent service hope for activities such as retraining with different themes, for example workshops on making modules, learning assessments, and learning models, 4) it is hoped that Training activities can evenly reach all regions, including North, South, West and East, alternately.

## **CONCLUSION**

Overall, this journal article writing training activity can be said to be successful, although not all mentoring participants have mastered the material presented well. This activity was well received as evidenced by the participants' active participation in the training by not leaving the place before the training ended. Apart from that, success can be measured by the planned number of scientific article products that can be produced by social studies teachers in Malang Regency which are ready to be published in the SOCIUS journal, even though there is only 1 article. Therefore, further assistance is needed to increase the number of articles ready to be published.

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