



Improvement of Scientific Attitudes Through Training of Social Science Scientific Writing in MAN 2 Model Banjarmasin

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Abstract: Scientific works are essays containing scientific ideas that are presented scientifically and use scientific forms and language. Scientific writing brings up scientific problems that are focused on one particular discipline. This article aims to describe the implementation of scientific paper writing training for students in MAN 2 Model Banjarmasin. So that led to the scientific attitude of the writing team. The lecture and assignment methods were carried out during the training from 24 February to 09 March 2020. The results of the service were presented that writing scientific papers, writers must understand the stages of work; first, make ideas in thought. This idea emerged from the reference book, as well as the results of discussions with colleagues. Second, the writer must express his ideas in narrative form (writing). The work process between stages one and two varies greatly for each author. This matter is influenced by experience and habits. However, the second process has an integrated and systemic stage, so that it can provide clarity on the subject of scientific writing for the writer. The next activity is expected to focus on what social themes are relevant to be written in the form of scientific papers.

Keywords: scientific work; scientific ideas; and scientific attitudes

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INTRODUCTION

The use of the term learning is even included in the realm of activities which are more general and not easily observed (Abbas, 2018), such as: learning to live independently, learning to respect time, learning to be married, learning society, learning self-control, and the like (Dunlosky, Rawson, Marsh, Nathan, & Willingham, 2013). Learning is an effort made by someone through interaction

with their environment to change their behaviour (Anurrahman, 2009). Thus, the result of learning activities is a relatively permanent change in behaviour in-person learning.

Learning activities can occur even though there are no teaching activities. Vice versa, teaching activities do not always result in learning activities (Slameto, 2003; Syaharuddin, & Mutiani, 2020). When you explain the

lesson in front of the class, for example, teaching activities occur. However, in these activities, there is no guarantee that learning activities have occurred for every student being taught. However, the essence of the teacher to teach is the teacher's effort to make students learn. In other words, teaching is an effort to create conditions for learning activities to occur (Hamdani, 2011; Abbas, Mutiani, & Nugraha, 2018).

The rapid and fantastic development of science and technology today has brought about changes in the fabric of human life (Arif, 2015). Advances in science and technology not only have a positive impact on improving human welfare. Besides these advances also negative effects such as pollution, unemployment (due to diversion of human resources to the machine), and the increasing scarcity of human resources and marginalizing humans in global competition (Assapari, 2014).

The current era of globalization requires quality human resources that have the value of competitive advantage and is expected to be able to anticipate the global world with the demands of sophisticated technology and problem solving and to be able to anticipate existing changes (Kurniadi, 2017) quickly. One form of breakthrough that can be made by utilizing non-curricular educational channels, in the form of activities that transform youth as human resources capable of innovating and developing science and technology (Arthur, 2018; Abbas, 2015). Meanwhile, efforts should be made to raise awareness among adolescents the importance of attitudes and interests in research and science. There is a gap between adolescents and these fields due to lack of institutions or individuals who care about the importance of "research-minded" for adolescents, limited availability of facilities, and the absence of a curriculum towards achieving

scientific insight for adolescents (Abbas, 2020b).

Adolescents potentially show very high awareness and interest in science. However, in its development, there are still a few places or parties that intervene in a planned manner to develop existing scientific attitudes (Crowther, 2008). The challenge of scientific attitudes is plagiarism. Based on research Yang, Stockwell, & McDonnell (2019), with the title "*Writing in your own voice: An intervention that reduces plagiarism and common writing problems in students' scientific writing*". Plagiarism can be reduced by using personal words in their mind. Therefore, a breakthrough to optimize the regeneration of science and technology development is needed to open opportunities for the growth of efforts to encourage the development, promotion, and cultivation of research talents in a more integrated manner by utilizing youth as human resources capable of developing and innovations in the science and technology field (Brotowidjoyo, 1985). This article aims to describe the implementation of scientific paper writing training for students in MAN 2 Model Banjarmasin. So that it raises the scientific attitude of the writing team.

METHOD

The target audience in this service activity is the training participants for scientific papers in the field of social science at MAN 2 Banjarmasin. Fifteen people are then divided into five working groups. Community service activities are carried out by the Social Studies Education Study Program, FKIP, Lambung Mangkurat University, together with students. Delivery of training is carried out using various lecture methods and assignments. The implementation was carried out on Monday for three weeks, February 24 to March 9, 2020. Social Studies Education

Study Program and students involved in the service to provide experiences to students concerning scientific writing training for high school/equivalent levels.

RESULTS AND DISCUSSION

In writing scientific papers, writers get benefits. In the context of experience, of course, the writer gets an honest insight into the writing of scientific papers. However, there are still some real problems in writing scientific papers. This error is still technical, such as; how to make effective paragraphs, how to make writing easy to understand, how to quote correctly, and how to write references. Hopefully, understanding these four types of errors will enable better scientific work.

In writing scientific papers, writers must understand the stages of work, first, make ideas in thought. This idea emerged from reference books, as well as from discussions with peers. Second, the writer must express his ideas in narrative form (writing). The work process between stages one and two varies greatly for each author. Experiences and habits influence this matter. However, the second process has an integrated and systemic stage, so that it can provide clarity on the subject of scientific writing. Operationally the findings are narrowed down as follows:

1. The lack of understanding of students regarding social problems that can be written in scientific writing.
2. Lack of literacy regarding scientific writing techniques.
3. Emotional pressure in the completion of scientific papers due to school assignments piling up simultaneously.

Writing scientific papers has several purposes. In general, writing scientific papers has the aim of training a person to organize the results of his thoughts and the results of his investigations according to the usual ways to make descriptions

and data presented in scientific reports. In a more specific context, scientific work has the aim of reporting information and thoughts in a clear, concise, and emphatic manner. Scientific work can be divided into two types. The first is to fulfil duties; paper and book reports or chapter reports.

Scientific work is a product of scientific work. By compiling scientific papers on research results, research results can be disseminated to the general public both through research reports and scientific journals. Thus, the benefits of research are used both for developing science and for practical purposes (Parker, 2010). Scientific works are essays containing scientific ideas that are presented scientifically and use scientific forms and language. Scientific writing brings up scientific problems (Abbas, 2020). The material expressed in scientific writing is in the form of scientific ideas, both in the form of results of scientific studies and research results that are presented in scientific papers. These ideas are a picture of the development of science which is recorded in scientific writing. In other words, scientific writing is an essay that presents general facts that can be verified scientifically and written with the right methodology (Fajri, 2003).

Rewriting scientific papers is a writing activity that is the pouring of field data or ideas into essays by following the rules and methods of science (Depdiknas, 2001). Written works have several characteristics, namely, logical, systematic, and objective. Logical writing means writing that has data, arguments, and scientific reasoning that can be accepted by logic. Systematic means that the problems presented are arranged regularly, sequentially, and do not overlap (Brotowidjoyo, 1985). The objective means that the explanation presented is not exaggerated.

The reality shows that the quality of students scientific works are also classified as low, even many of them copy and paste previous scientific works or there are still many errors in writing scientific papers both methodologically and in writing techniques. In other words, writing scientific papers tends to be the result of plagiarism from previous scientific works (without a clear source). The low quality of scientific work is caused by the lack of mastery of knowledge, research methodology, and emotional instability. On the other hand, and, the low mastery of scientific writing skills has also become a classic polemic in writing. The following is an overview of writing activities in MAN 2 Model Banjarmasin. The following documentation activity training at MAN 2 Banjarmasin models shown in Figure 1.



Figure 1 Training Activities in MAN 2 Model Banjarmasin

Each problem requires a different handler. First, for the problem of understanding social problems, students are introduced to simple problems in the environment. The simple social problem is the lack of student participation in learning discussions. This matter further intersects with the second problem, namely the technique of writing scientific papers. Students are very unfamiliar with the rules that apply in writing scientific papers, such as certain styles of writing (layout). Third, unstable emotional stress due to concurrent school assignments. Students only take

extracurricular activities because of obligations. Not based on passionate preferences. Therefore, there were still inconsistencies in the attendance of the participants.

Training in writing scientific papers developed in schools has several benefits for students, as follows: (1) Benefits for students: (a) Generating curiosity about natural phenomena related to science and technology, (b) Increasing thinking skills natural phenomena, (c) Increase creativity that fosters creative abilities and critical power, (d) Increase insight into science and technology, (e) Increase skills in mastering science and technology, (f) Increase interest in reading about things that are relating to knowledge and technology, (g) Expanding insight and communication skills through experiential discussions, debates, and scientific presentations, (h) Introducing formal ways of organizing,(i) As a vehicle for forging maturity in attitudes and personalities, (j) Knowing scientific traits, being honest, optimistic, open, confident, tolerant, creative, critical, and skeptical, (k) As a testing ground for achievement and prestige, (l) Opening up opportunities to get priority to continue higher and higher quality education.

In writing scientific papers, an understanding of the stages of research, in general, is needed, including (1) Choosing and defining the problem. A problem is a hypothesis or a question about an educational problem that can be tested or answered through data collection and analysis, (2) Establishing research procedures. The research procedure includes the subject and the development of measurement instruments, (3) Collecting data. After the research procedure is established, the next step is to collect data.

Based on the results of confirmation with students and accompanying teachers, improving students' writing literacy requires adequate literature

review support. This certainly not only supports good writing procedures in writing but also makes packaging for more optimal entrepreneurial ideas. The preparation of scientific papers as an activity of pouring out ideas, ideas, and knowledge does not necessarily become works according to their scientific categories. The written work requires a certain process. The process of writing scientific papers as in writing generally requires planning so that the way of thinking is directed and there is no confusion.

CONCLUSION

Scientific works are essays containing scientific ideas that are presented scientifically and use scientific forms and language. Scientific writing brings up scientific problems. The material expressed in scientific writing is in the form of scientific ideas, both in the form of results of scientific studies and research results that are presented in scientific papers. This idea is used as a description of the development of science recorded in scientific writing. Scientific paper writing training is a form of breakthrough that can be done by utilizing the non-curricular education pathway. This activity is integrated into extracurricular activities to develop human resources in response to innovation and science and technology development. Besides, training on writing scientific papers at MAN 2 Model Banjarmasin is aimed at increasing awareness (literacy) of the importance of attitudes and interest in research and science. The existence of gaps between adolescents and these fields is due to lack of institutions or individuals who care about the importance of "research-minded" for adolescents, limited availability of facilities, and the absence of a curriculum towards achieving scientific insight for students. The next activity is

expected to focus on what social themes are relevant to be written in the form of scientific papers.

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