


The Training and Assistance of Writing Scientific Articles to National Journal of Sinta for Certified School Teachers at Lampung Province

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Abstract	Article Info
<p>This dedication is motivated by the lack of skills and experience of school or madrasah teachers in writing scientific articles. Therefore, PKM training and assistance in writing scientific articles and submissions in reputable National Journals for school or madrasah teachers is very necessary and important. The purpose of this service is to train teachers to develop skills in writing scientific articles and submitting to Sinta's reputable National Journal because one of the parameters for a teacher's rank is the publication of scientific articles. This study uses ABCD (Asset Based Community Development method). Five references for conducting this research are; discovery, dream, design, define, and destiny. The methods of this research include: the preparation stage which consists of observations, interviews with teachers, delivery of strategies, and material counseling, the implementation stage which consists of the implementation of socialist activities that begin with the approach and mentoring of teachers, the evaluation stage of the assessment of the activities that have been carried out. The result of this service will be that the teacher is able to write scientific articles and submissions well. Then the implication of this service is as a reference by education practitioners to improve teacher skills in writing scientific articles and submissions to the reputable National Journal of Sinta.</p>	<p>Article History <i>Received :</i> <i>July 22, 2022</i> <i>Revised :</i> <i>August 23, 2022</i> <i>Accepted :</i> <i>September 03, 2022</i></p> <p>Keywords: <i>Training Scientific Articles,</i> <i>Mentoring Scientific Articles,</i> <i>Writing Scientific Article</i></p>

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INTRODUCTION

Training and mentoring activities for writing scientific articles and submissions to reputable national journals for school/madrasah teachers will later be carried out in Lampung Province with the aim of developing the potential of school/madrasah teachers. teacher professional development is the application of teacher skills to improving the quality of learning by move all the components that become subsystem in an education quality system(Ginting & Haryati, 2012). Main subsystem in improving the quality of education is the factor of the availability of professional teachers with the qualifications and competencies able to meet the demands of their duties during the teaching and learning process takes place (Irwandi, 2016). Therefore, it is important for the author to know and analyze the situation or condition of school/madrasah teachers in Lampung Province.

The problem is quite a dilemma experienced by the teacher is the result of scientific writing that has not been made according to the expectations of the assessment team, so many teachers are stuck promotion or class, because In order to advance to the next class, teachers must fulfill elements of professional development compose works scientific writing, one of which is in the form of a journal Scientific publications (Pramswari, 2016). Publication of scientific journals by teachers who minimal force teachers to postpone promotion. According to Zamroni Director of the Teaching Profession at the Directorate General of Quality Educators and Education Personnel, at Currently, there are approximately 390,000 teachers who rank IV/a is still having difficulty for the next promotion because there is a requirement to write scientific papers (Kompas, 2010). Zamroni's statement in line with FX Djoko Soekastomo who mentioned that the teacher who had trying to complete the terms of use reaching IV/b may not necessarily pass collided with Scientific Writing, still many revisions, improvements, and improvements, some were even rejected by the assessment team because not according to the expected standard (Widagdo & Susilo, 2018).

Thus, writing scientific work is an absolute requirement for teacher who will be promoted. Besides that, the ability to write scientific papers will make a teacher into an educator who professionals (Sumartini et al., 2019). Based on the results found a lot of problems the wrong teacher the other one is for about the increase in the booster. Lots teachers, supervisors and principals who his rank stopped in class IV/a. The problem they face is their lack of understanding of how where to write scientific articles in this journal scientific, plus they are getting confused with the obligation to publish the article in reputable national scientific journal.

Seeing the essence of the importance of writing works scientific knowledge as an absolute requirement for teachers who will be promoted. So it is very important for teachers to be equipped with the knowledge and ability to process what they want to write. Besides that, the ability to write scientific papers will turn a teacher into an educator professional one. Therefore dedication This will be very useful in training teachers to develop his skills in writing scientific articles and make submissions to journals Sinta's national reputation.

METHOD

The types of activities carried out are training and assistance in writing scientific articles and submission to reputable national journals for school/madrasah teachers in Lampung province using the ABCD Asset Based Community Development, which prioritizes the utilization of assets and potentials that exist within the school/madrasah in the province. Lampung. Teachers as active participants are also required to participate in the success of this activity so that it can run well.

In this PKM activity stage, there are five types of stages including (Salahuddin, 2015):

1. Discovery

In the process of finding this is done by using a conversational process in which this process must make a personal discovery about what makes an individual benefit that gives a change to an activity. The discovery stage begins by transferring responsibility for the change to the individuals who have an interest in the change. This activity is carried out by providing assistance by interviewing school/madrasah teachers. The interview aims to determine the potential of teachers in the school/madrasah scope. There are several stages of preparation in this activity; a) In the preparation stage, the researcher conducted observations and interviews with the principal. b) The delivery of the mentoring strategy that will be carried out is in the form of training activities and assistance in writing scientific articles and submissions to reputed national journals. c) Preparation of materials and completeness of equipment for the implementation of activities.

2. Dream

Interviews with school principals and school/madrasah teachers, the next stage is the facilitators begin to know the dreams and desires of school/madrasah teachers in Lampung province. The next process is to design an activity to fulfill the dreams of school/madrasah teachers.

3. Design

Is a process to find out about the shortcomings and needs of school/madrasah teachers in the province of Lampung. The design of this activity will be used by teachers to fulfill hopes and dreams which will later serve as a stepping stone for certification and promotion.

4. Define

The leadership group determines the choice of positive topics with the aim of the dissolving process or description of the desired change. Assistance with teachers involved in Focus Group Discussion (FGD). In the FGD process, the training and mentoring determined the focus of the discussion, namely writing scientific articles and submissions to reputable national journals. The focus of the discussion that will be discussed is in the form of positive things. The FGD process can run smoothly if it is agreed that the discussion will be discussed in the discussion between training and mentoring school/madrasah teachers in Lampung province, which is discussed regarding writing scientific articles and submission to reputable national journals. Several stages in the implementation of this activity are conducting FGD and socialization. The implementation of the activity begins with an approach to the teacher through the introduction of papers that have been published in a reputable journal Sinta, by educating the teacher that the training media that will be carried out plays an important role in oneself and the surrounding environment, namely the need to process updated discourse to be processed into good article manuscripts and quality.

5. Destiny

A series of inspiring actions that support the process of continuous learning and innovation about what will happen. This is the final phase that focuses specifically on personal ways to move forward. The final step is to carry out the activities that have been agreed upon to fulfill the dreams of school/madrasah teachers in utilizing up-to-date discourse related to their thoughts that they want to be processed into article scripts. The theory is basically a guide in seeing reality in schools/madrasahs in the province of Lampung. The theory is based on the mindset in solving a problem that exists in the teacher. In mentoring using the discourse of updating the thoughts that you want to write into this article, the teacher is taught how to make the writing. After that, the teacher studied the script that had been made and made his own writing as a result of learning. At the evaluation stage, they will study and follow up on what has been done well or what is still not good from their writing before they will submit it to a reputable national journal Sinta.

RESULT AND DISCUSSION

Implementation of Service

1. Overview of Activities

This service activity was carried out in the Library Hall of the Ma'arif NU Islamic Institute (IAIMNU) Metro Lampung on Sunday, October 17, 2021 from 08.00 to 16.00 and a follow-up one week after, Sunday, October 24 2021 from 08.00-12.00. The targets of this community service activity are certified school/madrasah teachers who are still in the preparation stage for submitting certification, consisting of 30 schools/madrasahs from Lampung province. This service uses three main methods in the process, including:

- 1) Lecture Method, this method is done to provide comprehensive information about the systematics of writing scientific articles.
- 2) Questions and answers are conducted to unravel the stages in writing scientific articles that are not yet clear.
- 3) Demonstrations, such as the preparation of scientific article writing programs in groups, individuals and others so that participants can write scientific articles individually or in groups.

On Sunday, October 17, 2021, 08.00-16.00, socialization related to the stages in writing scientific articles was carried out. This socialization was led directly by Mr. Aziz and Mr. Abrori as presenters. The initial activity was conveyed first with the aim of socializing the importance of writing scientific articles for teachers in schools/madrasahs. Furthermore, a question and answer session was held as a means of discussion as well as identifying problems that are often experienced by teachers in schools/madrasahs in writing scientific articles. In the core activity, school/madrasah teachers are invited to analyze what if it is a current issue and the issue deserves to be processed into a scientific article. It is hoped that school/madrasah teachers understand the intent and purpose of analyzing booming

issues into scientific articles. At the end of the activity, school/madrasah teachers are given assignments and practice them in their respective schools/madrasahs as a material deepening. In addition, the principals of schools/madrasahs in the province of Lampung asked the presenters to provide assistance to their teachers in preparing scientific articles that deserve to be submitted and published in the reputed National Journal of Sinta.

Figure 1 The Training of Scientific Writing by Mr. Aziz



Furthermore, on October 24, 2021, it will be the second service activity located in the Library Hall of the Ma'arif NU Islamic Institute (IAIMNU) Metro Lampung. The activity begins with the formation stage, where this activity is the stage of introduction, self-involvement, or the process of entering oneself into the group. The group supervisor started the activity by saying “Assalamu’alaikum Warahmatullahi Wabarakatuh” and thanked the participants for attending that day in accordance with the mutually agreed promise. Then proceed with introductions. The second stage is the transition stage. In this stage the Group Counselor is tasked with taking the participants through a transitional stage known as the “troublesome” and “tensive” stage. The group supervisor provides a sense of comfort so that group discussions in this session can run well. Continued in the third stage, namely the activity stage. This stage is the actual activity of writing scientific articles. In this stage, all participants play an active and open role in expressing what they feel, think, and experience, namely by expressing a personal problem that is being experienced in writing scientific articles. Furthermore, in this stage, a problem that arose at that time was discussed, namely from one of the participants. All participants agreed to discuss the issue more broadly, deeply and thoroughly. For this reason, all participants expressed ideas, suggestions, and opinions as well as responses to the problems in writing scientific articles that were put forward, so that the problems could be discussed thoroughly and all participants were happy because they could play an active role in the completion of writing scientific articles. After that, it is

continued by issuing opinions, suggestions and ideas which are directly guided by the supervisor.

Figure 2 Training of Scientific Writing by Mr. Abror



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In the final stage, in this activity the attention of all group members is focused on the results achieved in discussing the problem. For this reason, the group supervisor asked several group members to conclude the results obtained in the group activities that day. Also the impressions of each member of the group are expressed. Given the time that was no longer possible, the meeting was ended and closed with a prayer, and after being warmly shook hands.

2. Scientific Dynamics

Scientific activities do not only include research, but can also be in the form of making articles in a journal or a collection of journals, writing papers and also making research results in the form of theses, theses, or dissertations. Thesis is a research process carried out by students at the undergraduate level, the thesis is a research process carried out by students at the postgraduate level, and the dissertation is a research process carried out by students at the doctoral level. By understanding the existing terms, it is hoped that every student, lecturer, teacher and even prospective teachers can distinguish them, so that the writing process can be carried out in accordance with applicable rules and regulations. Scientific work is needed, because there are 3 questions that must be answered in scientific activities. The questions are what, why, and how. Through the sharpness of an analysis carried out, these questions can be answered according to the type of research conducted.

Therefore, for every teacher in conducting research to write scientific articles, systemic steps are needed so that the results obtained from the research are scientific products whose validity is not in doubt and widely recognized. The form of research carried out can produce a scientific work in the form of an article that is very worthy to be published in a reputable national journal Sinta. The urgency of writing scientific articles for teachers later is to raise the rank of certification for both

those who have been certified and those who have not been certified, which is useful for consideration of passing the certification application.

3. Theory Resulting from Service

In various social activities, humans almost always communicate with other humans. This ongoing communication gives various meanings. Enlighten, inspire, cause emotion, anger, love and so on. Thus, essentially writing scientific articles can reflect the competence of a teacher. When a teacher can process a problem into a scientific article, then the teacher has applied one of the competency values of a teacher, and there are four competencies that a teacher must have, including: 1) professional competence, 2) social competence, 3) personal competence. and 4) pedagogic competence.

The four competencies above are built by following a special education for practitioners to write scientific articles provided by various universities at home and abroad. The output of this education will be able to carry out professionalism in writing scientific articles in various educational units. Writing scientific articles in schools/madrasahs is still taboo, but with assistance and assistance in writing scientific articles, later certified and uncertified school/madrasah teachers in schools/madrasahs can give birth to a professional writer from among school/madrasah teachers.

Scientific Discussion

1. School/Madrasah teachers are able to write scientific articles and submit to reputable National journals Sinta

Scientific article writing programs are very important to be formulated. This is considering the importance of an implementation of scientific article writing in an educational institution. Likewise, school/madrasah teachers are part of educational institutions. In the scientific article writing program, it is necessary to have an activity component as a form of teacher professional competence. The program includes routine activities so that they are carried out continuously and continuously and carried out according to needs at certain times. The components of the scientific article writing program that have been implemented in the province of Lampung include:

1) Data

Collection This data collection includes all efforts to obtain data on teachers in each school/madrasah in the province of Lampung who have been certified and are still at the stage of applying for certification to be analyzed, interpreted and stored the data. it aims to gain a broader, more complete and more in-depth understanding of the problems experienced by each teacher, as well as to assist the school/madrasah teacher in overcoming the problem of writing scientific articles. The data obtained include psychological data (such as the teacher's initial ability to understand how to write articles). The method used to obtain the data is

through test and non-test tools such as the distribution of written questionnaires, information interviews, case studies, and personal cards.

This data collection often contains an element of evaluation, which is to determine something about all aspects of the advantages or various advantages of all aspects of the teacher's weaknesses in one respect.

2) Provision of Information

Providing information includes efforts to equip teachers with knowledge and understanding of writing scientific articles both in the school/madrasah environment. In providing information, an articulation component is also conveyed, namely the provision of information to school/madrasah teachers. It is also necessary to provide information related to the benefits of writing scientific articles in accordance with government policies in increasing the rank of teacher certification. So the information conveyed is about many things, for example: steps to write scientific articles, strategies in writing scientific articles, follow-up after writing (submit article manuscripts and publication of scientific articles).

The purpose of this articulation is to produce a teacher who is an expert in writing scientific articles. The information provided to school/madrasah teachers in the context of orientation and articulation must be sought so that teachers grasp the meaning of the information for themselves.

For example, the provision of this information was delivered in the context of training and assistance in writing scientific papers on October 17, 2021, which was located in the Library Hall of the Institut Agama Islam Ma'arif NU (IAIMNU) Metro Lampung. In addition, the provision of information was also provided by the PMB Team from the Institut Agama Islam Ma'arif NU (IAIMNU) Metro Lampung.

3) Placement

This component includes all efforts to help teachers plan their future while serving as educators in preparation for certain positions in the future. It is intended that teachers place themselves in programs to support their career development and further realize future plans. For this reason, the teacher must be able to consider his own situation and the conditions in his world of work.

4) Certification

Certification is a government program for the welfare of a teacher's standard of living in order to increase the value of a teacher's professionalism through screening for a long period of service, one of the requirements of which is that teachers must have scientific publications, for example articles that have been published in journals.

After a teacher has been certified, the next step is to increase the rank group according to the stages set by the government. This aims to motivate educators to be even more active in improving their performance for the nation and state.

5) Evaluation

Evaluation is used as an effort to assess the efficiency and effectiveness of the procurement of teacher certification for the improvement of educational institutions. The implementation of this evaluation requires research, and collects data systematically, draws conclusions on the basis of the data that has been obtained, interprets and plans corrective steps.

2. Mapping the goals of school/madrasah teachers in writing scientific articles and submitting them to reputed national journals Sinta

In general, teachers who have just entered educational institutions, both schools/madrasahs, have a high level of motivation. Because they have the urge of themselves to serve the school/madrasah. However, after entering the year after year, the motivation to teach began to decline. This is due to the ever-increasing demands for the necessities of life. The school/madrasah environment requires an educator to continue to be professional, but the social environment creates a gap between teachers and others, namely PNS and Non-PNS teachers, but also applies to certified and uncertified teachers.

The environmental conditions mentioned above greatly affect the behavior and motivation of school/madrasah teachers in teaching. This can be shown by the behavior of teachers at a high or low level of professionalism in each educational institution. An environment that has the same scope causes boredom and boredom to the quality of the teaching profession because every day the difference in welfare values is different between certified and uncertified teachers. This teacher boredom and boredom will later trigger social jealousy by looking for other activities outside the educational institution to seek more welfare and in the end the quality of teaching decreases when learning activities take place.

The social environment is very influential in increasing teachers' teaching motivation, as explained by Syah in educational psychology, "The school's social environment such as teachers, education staff and classmates can affect a student's enthusiasm for learning. Teachers who always show a sympathetic attitude and behavior and show good and diligent role models. Especially in terms of teaching. Thus, principals of schools/madrasahs must be able to work together to create a good social environment by motivating teachers by involving teachers in training workshops on writing scientific articles and publications in reputed national journals of Sinta to prepare teachers' readiness to apply for certification. The creation of a good social environment will make it easier for teachers to learn and be motivated in determining future goals.

Achieving the goal of a better life in the future is part of the task of school principals to always guide and direct their educators. This guidance can be done by providing information related to teacher certification in accordance with the goals and aspirations of teachers in the future. In this way, a school/madrasah teacher will continue to improve his professionalism so that later it will form a better student teaching and learning pattern and will give birth to a quality future generation.

The follow-up actions taken after the service were, first, the establishment of a Communication Forum between schools/madrasahs throughout the province of Lampung. This forum will later become a forum for finding and elaborating the right concepts, ideas, and ideas to be applied in article writing. Second, the IAIMNU journal manager initiates school/madrasah teachers to write and analyze problems in writing and submitting scientific articles systematically and using scientific principles so that they can be published in reputable national journals.

To maintain the originality of the research, the authors took samples from several previous researchers including; first, research conducted by Eny and Putri, the results obtained indicate that the trainee teachers have the skills to write scientific articles and produce scientific article products that are worthy of publication in scientific journals (Aisyah & Mahanani, 2017). However, Eny and Putri's research only focused on elementary school and kindergarten teachers. Meanwhile, our research focuses on teachers at all levels who are certified and not yet certified, accompanied by training in writing journal articles until submitting to publishing. So there is no significant research equation.

Second, Pahmi et al's community service aims to provide training to Handayani Pekanbaru High School teachers on the importance of producing quality scientific papers. Specifically, this training provides an opportunity for participants to practice directly how to write scientific papers using Mendeley software for references used in writing (Pahmi et al., 2018). Our research focuses on writing scientific articles to publishing, while the research of Pahmi et al is only training on Mendeley applications. So there is no significant similarity with the research we did.

Third, Heru's service aims to train students to write scientific articles which can later be published in accredited National Journals. The training lasted for 3 days. As for the results of this service, the students managed to make one scientific paper each that is ready to be published (Nurgiansah, 2020). Our research focuses on teachers at all levels who are certified and not yet certified, accompanied by training in writing journal articles to submitting to publishing, while Heru's research focuses on students. So there is no overall similarity with our research.

Fourth, the service activity carried out by Wardani and Wiwik aims to provide training on the use of Mendeley software for reference in writing scientific papers at SMK Dwijendra Denpasar. The results of this service activity show that participants have an understanding of the material and the ability to make good references with the help of Mendeley software (Wardani & Ginantra, 2020). Our research focuses on writing scientific articles to publishing, while Wardani and Wiwik's research is only training on Mendeley applications. So there are no significant similarities with our study.

Fifth, the Service Activities conducted by Hunaepi et al. aimed to conduct classroom action research training and scientific writing techniques for teachers at MTs MW Mertaknao. In general, the results of the service activities carried out by Hunaepi et al. showed that the participating teachers had understood and were

skilled in carrying out classroom action research (CAR), and the teachers were skilled in compiling scientific works (article format). This can be seen from the product articles that have been produced by the participating teachers (Hunaepi et al., 2016). Our research focuses on writing scientific articles to publishing, while the research of Hunaepi et al focuses on classroom action research. So the similarities are only in the training section for writing scientific papers, the rest there are no similarities.

From the explanation of the entire text above, the implications of mentoring and training in writing scientific papers to publishing for certified and uncertified teachers are to build professional ability that must be owned by one of them is writing skill. Teachers generally have difficulty in improving professional and academic skills in authorship, because teachers do not yet have sufficient scientific insights and skills to write scientific articles (Handayani & Dewi, 2019). Then the implementation of this community service activity is to provide an understanding of scientific writing, the reasons why teachers should make scientific papers, the concept of scientific papers, and the process of writing scientific papers. Furthermore, the teachers get material on how to publish scientific papers and the stages. Then the participants were asked to make a scientific paper as a follow-up for the next service activity.

CONCLUSION

The terms of writing and publishing scientific articles are still unfamiliar to school/madrasah teachers in Lampung Province, but the implementation is not something new that is applied by school/madrasah teachers. It's just that it is necessary to formulate a good writing pattern for school/madrasah teachers in Lampung Province. In this case, the role of the school principal is very important, especially in motivating the teaching staff to participate in writing workshops and publishing articles in Sinta's reputable national journals in order to prepare teachers who want to apply for certification and promotions. The implementation of workshops on writing articles and submitting to Sinta's reputable national journals has various obstacles, especially regarding how the most appropriate approach is to be applied. This is due to the limited allocation of time and resources. However, by looking at the enthusiastic attitude of the participants who took part in the workshop, it is not impossible that in the future it will produce teachers who are professional in the field of writing scientific articles.

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All authors contributed equally in the preparation of the manuscript of this article, all authors have read and approved the final manuscript.

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