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Scientific Paper Writing Training for Private High School and Vocational School Teachers YAPIM Taruna Sei Rotan, Deli Serdang Regency 2025

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ABSTRACT

Writing ability is one of the skills that teachers must have as part of their professional demands. In professional development, teachers are required to produce scientific papers as a requirement for promotion. However, low writing skills and interest often hinder the fulfillment of these needs. This training is designed in the form of a scientific writing workshop consisting of three stages. In the first stage, participants will receive basic material on writing scientific papers. The second stage involves a participatory and structured mentoring process, where participants must produce scientific papers with strict guidance. Next, in the third stage, participants present their work to be discussed in a discussion session with the community service team and other participants. This community service activity was organized by lecturers from Dharma Agung University in the form of a scientific paper writing workshop for private high school and vocational school teachers at Yapim Muda Sei Rotan. With materials covering the theory of writing scientific papers and support in compiling classroom action research, this training is expected to provide outputs in the form of proposals and drafts of classroom action research reports. In addition to increasing insight in compiling research, teachers also gain direct experience in conducting research in the field of education.

Keywords: High School Teachers , Works Scientific

INTRODUCTION

There are competency standards that must be achieved and developed by a teacher in their profession. The details of these standards are regulated in the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualifications and Teacher Competency Standards. One of the competency standards that must be mastered is the ability to conduct classroom action research (CAR). CAR is a form of educational research that is specifically aimed at solving problems that occur in the classroom. Creswell (2012: 577) explains that CAR is used by

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teachers who face challenges in the learning process and need to find solutions. He defines CAR as a systematic procedure carried out by teachers or other education personnel to collect information, then improve strategies for learning, teaching, and understanding how students learn.

Writing skills are an important aspect of a teacher's professionalism. As teachers develop their careers, they are required to produce scientific works as a requirement for promotion. Unfortunately, limited writing skills and interests often become obstacles for many teachers to meet these needs. In fact, writing is not only an administrative responsibility, but also a means of self-development. Writing can help teachers optimize their abilities.

There are various factors that support the development of teachers' writing skills. First, teachers always interact with knowledge that can provide inspiration for writing. Second, many interesting ideas can be generated to develop direct interaction with students in teaching and learning activities. Third, the dynamic world of education forces teachers to think critically and produce innovative ideas. Fourth, the many writing competitions held by the Department of Education and related agencies provide opportunities for teachers to work. Fifth, the media provides various educational columns that allow teachers to convey their thoughts to a wider audience.

Unfortunately, this opportunity has not been utilized optimally. Many teachers still consider writing difficult, which hinders the opportunity to develop themselves and advance their careers. Therefore, we feel the need to hold writing training for teachers as a service group. The main focus of this training is on writing scientific papers, especially in the form of classroom action research, because this type of research is very relevant to the needs of teachers in optimizing existing opportunities.

Based on the problem background above, the problem can be formulated as follows:

1. Teachers have difficulty in determining interesting themes.
2. Teachers experience difficulties in developing scientific work themes.
3. Teachers have weak skills in research methodology.
4. Teachers do not understand well the techniques of writing and reporting scientific papers.
5. Teachers do not have publication media which is one of the requirements for assessing scientific work.

Based on the identification of the problems above, the problem justification can be formulated as follows:

1. How to overcome difficulties in determining an interesting and mastered theme?
2. How to develop a scientific paper theme?
3. How to improve teachers' understanding of research methodology?
4. How to improve teachers' understanding of scientific writing and reporting techniques?

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5. How to facilitate media publication of teachers' scientific works?

Classroom action research (CAR) is one of the agendas that is always carried out by teachers, but the reality in the field shows that teachers experience obstacles in implementing CAR. Difficulty in composing scientific sentences is also an obstacle in compiling CAR proposals. Therefore, based on these problems, this paper will discuss the guidelines for writing CAR.

LITERATURE REVIEW

Understanding written work and classroom action research

Written work consists of two words: "work" and "writing". According to the Big Indonesian Dictionary (KBBI), "work" is the result of someone's work, creation, or thoughts, especially in the form of writing. Meanwhile, "writing" is defined as letters or numbers made with various tools, as well as documents or manuscripts that are compiled. Based on this definition, it can be concluded that written work is the result of thoughts, observations, or studies in a particular field that are systematically poured into writing. Written work can also be defined as someone's ideas packaged in writing to discuss a problem in a structured manner (Suhrli, 2010:2).

One form of written work that has high relevance in the world of education is Classroom Action Research (CAR). CAR is a type of research that aims to overcome various problems in classroom learning. This research is a tool for teachers to improve the quality of teaching and student learning outcomes. In addition, CAR is one indicator of teacher professionalism, because through this research teachers can identify real problems in learning and find the right solutions.

According to Sukanti (2008), PTK helps teachers become more sensitive to the dynamics of learning in the classroom. Teachers will be wiser and more critical in evaluating teaching methods and student responses. Thus, PTK not only improves the quality of teaching, but also forms teachers as researchers who continue to innovate in their profession. Unlike other academic research, PTK does not interfere with the main tasks of teachers, because it can be done directly in the classroom, without leaving the learning process.

Objectives and Benefits of PTK

The main objective of PTK is to solve various challenges in learning to improve the quality of teaching in the classroom. Sukanti (2008) and Annie W. According to (2008), some of the main objectives of PTK are:

1. Improving the quality of learning through improving teaching methods and more effective teaching strategies.
2. To develop a critical and reflective attitude towards classroom situations so that teachers can continuously improve their teaching approaches.
3. Improving learning practices and outcomes to meet students' educational needs and goals.
4. Identifying and finding learning solutions that enable teachers to overcome the challenges they face in the teaching process.
5. Improving teachers' skills in making

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decisions regarding the learning methods and techniques that best suit the classroom situation.

In addition, PTK also brings various benefits that contribute to the development of teacher professionalism, including:

1. Produce research reports that can be used as references in efforts to improve the quality of learning. The results of this research can also be published in scientific journals or presented in academic forums.
2. Encourage a culture of research and scientific writing among teachers, thereby supporting their professional development and professionalism.
3. Opening up opportunities for collaboration between teachers in one school or between schools to jointly solve learning problems.
4. Improving teachers' ability to adapt curriculum and learning methods to local conditions, schools, and student needs.
5. Developing students' interest and participation in learning so that they feel more interested, comfortable, and motivated to learn.
6. Helping teachers create more engaging and innovative learning experiences using a variety of strategies, methods, and media.

Identifying and fixing problems in PTK

Selecting a problem to be studied in PTK is a very important initial step. The problem raised must be relevant to the learning situation and can be analyzed and resolved in real action. Isharivi (2008) emphasized that problems in PTK must meet several criteria, including:

1. Has a direct impact on improving the learning process.
2. Encourage teachers to continually reflect on and improve their teaching methods.
3. Cultivating a culture of research and innovation among teachers.

According to Rahmawati (2008), there are several aspects that need to be considered in determining PTK problems, namely:

1. The problem should indicate a gap between theory and practice of classroom learning.
2. Problems can only be solved through concrete and measurable actions.
3. Problems should not be temporary, but should have long-term value.
4. The issues raised should come from the teacher's actual teaching experience, not from other parties.

METHOD IMPLEMENTATION

This training is in the form of a scientific writing workshop and consists of several stages. In the initial stage, participants will receive material related to scientific writing techniques. Furthermore, in the second stage, participants will compile scientific papers with a guided, participatory, and directed approach. In the third stage, participants

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will present the results of their scientific work which will then be discussed with the entire community service team and training participants.

This scientific writing training is intended for private high school and vocational school teachers at YAPIM Taruna Sei Rotan and will be held on January 14, 15 and 16, 2025. The stages of the training activities carried out are as follows:

Stages Activity Training Writing Scientific work Program Community service

No	Activity	Explanation	Target
1	Socialization	Delivery information about program Devotion public in form of scientific writing training	Team Devotion
2	Planning	The team collected data on teachers, made proposals, and prepared ingredients in the form of material And material practice	Teacher, And Service Team
3	Implementation	Do training writing work i scientific With method accompanied And guided by nara sources and service team	Teacher
4	Evaluation	Nara source And team devotion evaluate results Work participant	Teacher
5	Reporting	empowerment team makes a report activity from beginning until end activity	Service Team

Implementation Schedule

O'clock	Activity	Resource Person/Facilitator	Moderator
January 14th 2025			
08.00-08.30	Participant Registration	-	Committee
08.30-09.00	Opening	Chancellor/ representative	Committee
09.00-11.00	- Writer's code of ethics and writing ethics - Grammar of scientific articles	Instructor Team	Committee

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11.00-13.00	- Title, Authorship Line, Abstract and Keywords for scientific articles - Introduction, approach, and methodsin scientific articles	Instructor Team	Committee
13.00-14.00	Ishoma		Committee
14.00-16.00	Results, discussion and conclusions scientific articles	Instructor Team	Committee
January 15th 2025			
09.00-16.00	Technique illustration in article writing scientific & References in writing scientific articles Training compile proposal PTK	Instructor Team	Committee
January 16th 2025			
09.30-16.00	Training Compile Design Report PTK (data interpretation)	Instructor Team	Committee
16.00-16.30	Plenary	Instructor Team	Committee
16.30-17.00	Closing	Rector/who represent	Committee

This activity is carried out by a team consisting of two specialists and one assistant. The two experts are lecturers who have expertise in research methodology, scientific writing techniques, and scientific publishing. While the assistant is a student who plays a role in helping the smooth running of the activity, especially the technical aspects and field readiness.

RESULTS AND OUTPUT

This community service activity began with a presentation session that discussed various important aspects in writing scientific papers, including: (1) Code of ethics for writers and writing ethics, (2) Grammar rules in scientific articles, (3) Title composition, (4) Ownership flow, (5) Abstract, and (6) Keywords in scientific articles. In addition, the structure, approach, and introductory methods used in scientific articles were also discussed.

In the second and third meetings, the activities continued until the training session on compiling scientific papers, with the focus on Classroom Action Research (CAR) as the main example. In this practical session, the teachers received intensive support in formulating research proposals, as well as guidance in implementing and compiling reports on the results of their research.

The workshop begins with an introduction, an explanation of the skills to be acquired, indicators of success, time

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allocation, and opportunities for implementing the training. Next, an exploration of participants' understanding of scientific work and PTK is carried out using an androgynous approach. This approach focuses on the experiences of participants, which are then analyzed, concluded, and generalized in an active, innovative, creative, productive, enjoyable, and meaningful training environment. In this case, the role of the trainer is as a facilitator who supports the learning process of participants.

Among the materials presented at this workshop:

a) Author ethics and writing ethics, grammar of scientific articles, titles, ownership lines, abstracts, and keywords of scientific articles.
b) Structure, approach and introductory methods in scientific articles.
c) Practice filling in the PTK Worksheet (LK).
d) Practice of preparing PTK proposals.
e) E. Open discussion on the preparation of PTK reports, with a focus on the interpretation of research data.

The opening session of the workshop was closed with a reflection on the benefits and meaningfulness of the training. This activity was then continued with strong support in the preparation of PTK proposals and reports, facilitated by the community service team of PGSD PGRI Kediri lecturers, Nusantara University. After the teachers completed their research proposals, the facilitator team provided additional guidance and mentoring services related to the preparation of PTK reports, with an emphasis on research data interpretation techniques.

This consultation took place on the second and third day, and at this time each lecturer consulted with at least two teachers. The role of the lecturer was not only limited to answering questions, but also leading academic discussions related to the theoretical study of the research to be conducted. In addition, lecturers were given guidance in finding valid literature sources through access to the PGSD library, so that they could obtain references that were relevant to their research topics.

Usually, this community service activity consists of two main sessions. The first session focused on the theory of scientific writing which received an enthusiastic response from the participants. This can be seen from the many questions asked and the activeness of the participants in the discussion. In addition, each teacher managed to collect a draft topic and PTK proposal framework based on the learning problems they faced in their school.

The second session is a consultation regarding the preparation of the submitted PTK proposal. In this session, teachers are divided into two groups, namely those who have prepared the proposal and those who are still in the planning stage. To facilitate the guidance process, these two groups are regrouped into smaller groups with a team of facilitators.

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As the final result of this training, around 70% of participants were able to compile classroom action research reports independently. With ongoing guidance, teachers are expected to become more confident in compiling scientific papers and implementing their research results into learning practices in their respective schools.

STAGES NEXT

Based on the results of this activity, practical training in compiling scientific papers, especially classroom action research, needs to be continued to strengthen teacher skills in compiling qualitative research. This ability is very important for an educator and requires training to further develop it. In addition, activities that emphasize increasing teacher understanding of various innovative learning models as alternative solutions in classroom action research are also a need that cannot be ignored.

CONCLUSION

The community service program in the form of a scientific paper preparation workshop for teachers of SMA Yapim Taruna Sei Rotan, Deli Serdang Regency was implemented by lecturers at Dharma Agung University, Medan. This activity includes presenting theoretical material on scientific papers, as well as assisting in the preparation of classroom action research, and outputs in the form of proposals and draft research reports. Through this activity, it is hoped that teachers will not only gain an understanding of the preparation of classroom action research, but also gain direct experience in conducting research.

Based on the results of the questionnaire filled out by the participants, there is still a gap in understanding the procedures for writing and citation. Therefore, it is recommended to organize more community service programs to deepen the things that still need to be improved and improve teacher competence in writing scientific papers.

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