

# DEVELOPMENT ANALYSIS OF WRITING SCIENTIFIC PAPERS OF TEACHERS IN ELEMENTARY SCHOOLS DURING THE COVID-19 PANDEMIC

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**Abstract :** *Scientific writing is currently very important to develop for teachers in supporting professionalism because the experience of teachers in virtual classrooms solving students' problems can be used as learning and as a form of teacher contribution to improving the quality of the learning process in schools and developing the world of education. The purpose of this research is to find out how much Teacher Awareness of the importance of writing scientific papers, and the obstacles faced by teachers in writing scientific papers during this pandemic, from the results of field observations conducted by researchers, and supporting primary and secondary data, it turns out that there are still many obstacles for teachers. in writing scientific papers. Among other things, the factors of technological illiteracy, not knowing writing rules, not having time to write because of virtual classrooms, teachers must make learning materials more creative and innovative.*

**Keywords:** Writing Scientific Papers, Teachers, Elementary Schools

## I. INTRODUCTION

In line with the development of science and technology, the guidance to become a professional teacher is getting higher standard, among others, according to the laws and regulations of the Regulation of the Minister of State for the Utilization of State Apparatus and Bureaucratic Reform Number 16 of 2009 concerning Teacher Functional Position and Credit Score, in this law it is explained that is obliged to always carry out professional development, among others (1) development self, namely: functional training; and collective activities such as MGMP or teacher education institutions that improve teacher competence and

professionalism; (2) scientific publications, namely: scientific publications on the results of research or innovative ideas such as making learning media, or student learning activities in schools in the field of formal education. The rules are also clearly stated, if a teacher is to apply for promotion, scientific work will become part of the mandatory requirements of the elements of professional development. Other laws and regulations that require teachers to become professional and scientifically work, namely Law Number 20 of 2003 concerning, (Husna Farhana.,dkk:2019:5) After evaluating the needs of students for class learning, then the teacher designs and implementing actions to improve processes and results learn. Observations need to be made to determine the effect action on student behavior and impact evaluation learning is also carried out carefully. Enhancementm the quality of teaching and learning activities should be done continuously following a repeating cycle.

National Education System; Law Number 14 of 2005 concerning Teachers and Lecturers; Regulation of the Minister of National Education Number 18 of 2007 concerning Certification of Teachers in Position; and Regulation of the Minister of National Education Number 35 of 2010 concerning Technical Guidelines for Implementation of Functional Teacher Positions and Credit Points. With the many demands of teachers to become professionals, problems have arisen among teachers, especially during the Covid -19 pandemic.

Until now, the reality in the field is that there are still many teachers who complain about the demands of the government in implementing scientific writing in the promotion of functional teacher positions, especially during the Covid 19 pandemic, teachers feel very burdened, because they are currently required to be more creative and innovative in making virtual learning media, making learning videos, making student practice tutorials because students are currently learning at home, making evaluations from and controlling students virtually. Teachers feel that the time to make scientific papers cannot be done because virtual learning is currently very draining for teachers' time and energy.

Therefore, the study wanted to know the activities of teachers and how many problems the teachers had in making scientific papers, especially for teachers in the Bekasi area. The results of this study were also taken from several previous studies, among others, the reasons for teachers

not being maximal in scientific writing according to Supriyanto, A. (2017) There are still many teachers who do not understand PTK let alone implement it. The reason is that teachers do not realize the importance of researching, even though many have done CAR. The problem is that teachers do not do it systemically and systematically. According to Gularso, D., Wibowo, A., & Atmojo, S. E. (2020) In fact, the elementary school teachers often found that it is difficult to gain the credit score from the aspect of scientific paper [2]. Teacher gets difficulty to upgrade from administrator to First Class Administrator [3]. It brings meaning that there is a tendency that scientific paper is a burden for some teachers [2], even it is a specter for them [4]. According to Ilfiandra, I., et al (2016). Elementary school teachers have not been able to carry out various professional development activities, especially in writing scientific papers (KTI) from classroom action research (PTK). Elementary school teachers need to get guidance from those who are competent in carrying out CAR in the classes they coach. Elementary teachers need to obtain guidance from competent parties in compiling research reports on the results of PTK activities so as to produce reports that are substantially and physically worthy of a credit score. Elementary school teachers need to receive guidance from competent parties in compiling scientific journal articles resulting from CAR activities. There are no competent teachers who are competent to become peer tutors at MGMP level who are skilled and ready to disseminate various types of teacher professional development and become peers in implementing CAR. There is no public publication media available to disseminate the results of teacher professional development activities.

Based on the results of previous studies and the results of field observations, the research tries to dig deeper information in order to produce more accurate information.

## **II. METHODS AND RESEARCH DESIGN**

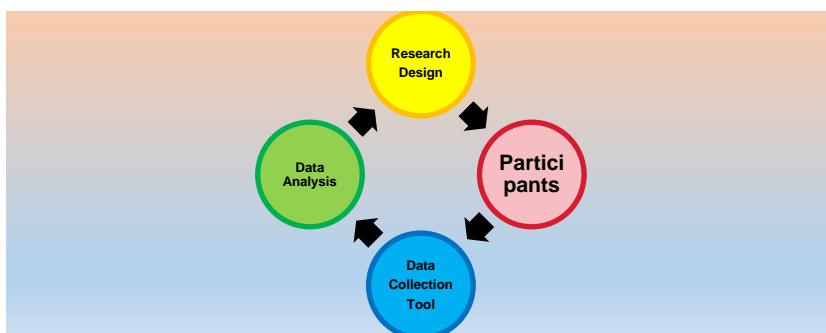
### **2.1 METHODS**

This study uses descriptive qualitative methods, where this method translates data related to the social conditions under study, and connects between the variables that occur and the emergence of existing facts and those that have an impact on the environment etc. Arikunto (2006: 7)

explains that "explorative research is research that aims to explore broadly about causes or things which affects the occurrence of something ".

The result of qualitative descriptive is factual empirical information. This research was conducted on teachers in the Bekasi area. Among others, SDN Teluk Pucung 1, 2,9 and SDN Harapan Baru 1,3 and 5.

## 2.2 RESEARCH DESIGN



**Figur 1** : Step methods Research Design

This research is a descriptive qualitative research with the research subjects being teachers at SDN Teluk Pucung 1,2,9 and SDN Harapan Baru 1,3,5 whose Rsponden were taken randomly. The object of this study was to analyze the development of teacher scientific paper writing in primary school during the covid-19 pandemic. This study uses data collection techniques in the form of observation, interviews, and documentation. Data analysis with data reduction, data presentation, and drawing conclusions.

**Table 1** : Profile of Responden

No	Responden	Gender	age	School Name
1	P1	Female	35	SDN Harapan Baru 1
2	P2	Male	40	SDN Harapan Baru 3
3	P3	Male	31	SDN Teluk Pucung 1

4	P4	Female	28	SDN Teluk Pucung 2
5	P5	Female	34	SDN Teluk Pucung 9
6	P6	Female	30	SDN Harapan Baru 5
7	P7	Female	51	SDN Harapan Baru 3
8	P8	Female	44	SDN Teluk Pucung 2
9	P9	Male	52	SDN Teluk Pucung 9
10	P10	Female	45	SDN Harapan Baru 1
11	P11	Female	47	SDN Teluk Pucung 9
12	P12	Male	30	SDN Harapan Baru 5
13	P13	Female	32	SDN Harapan Baru 3
14	P14	Female	35	SDN Teluk Pucung 9
15	P15	Female	49	SDN Harapan Baru 5
16	P16	Female	53	SDN Teluk Pucung 1
17	P17	Male	34	SDN Harapan Baru 3
18	P18	Female	28	SDN Harapan Baru 1
19	P19	Female	43	SDN Teluk Pucung 9
20	P20	Female	32	SDN Harapan Baru 5

In this study, Responden were randomly selected as many as 20 Teacher from SDN around dat in **table 1**. To maintain the confidentiality of the responden identity, the researcher gave the names of the responden P1 to P20. Structured interviews were conducted with questions that were arranged in relation to the development of the teacher's scientific writing and developed with related literature. The sample was selected using the purposive sampling method. Fuad Zainul, et al (2019: 82) said that this method is a sampling method that is widely used in research with the status of an area, geographical conditions, and biodiversity in an area if the conditions tend to be very heterogeneous. Sugiono (2011: 84) explains that purposive sampling is a technique for determining samples with special considerations.

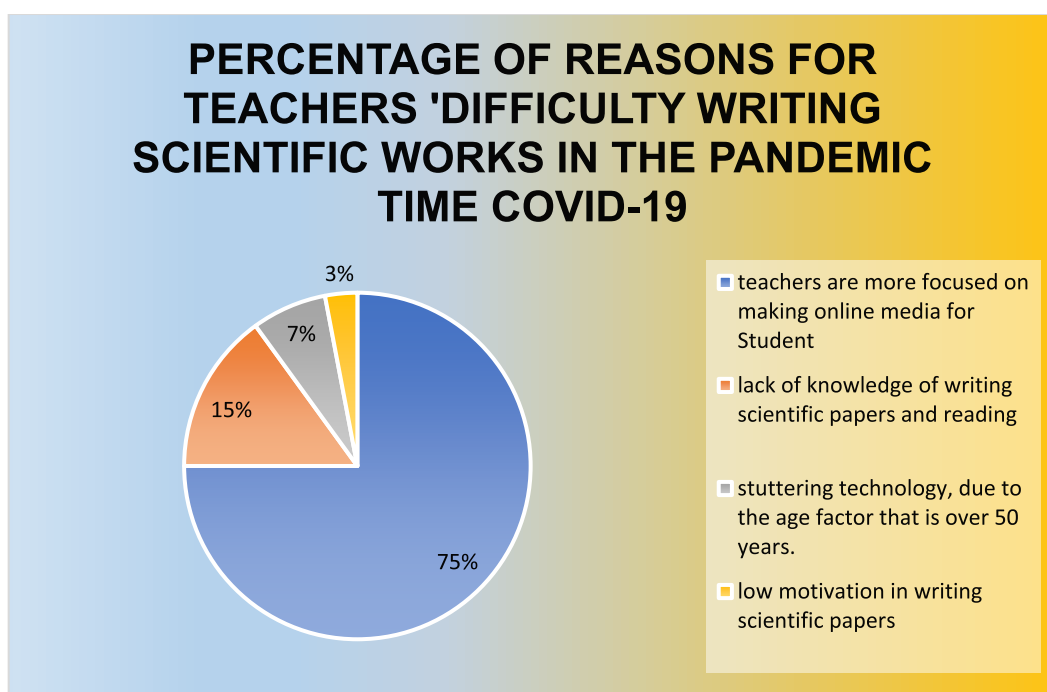
Exploratory research tries to provide answers to questions that have been formulated in problems that will be prioritized in further research. Therefore, exploratory research is preliminary research. Through exploratory research, social symptoms / phenomena will be linked and how the relationship forms. Therefore we need a good and correct research design in accordance with the objectives. Researchers prepare questions to be asked in interviews with online Responden,

All information that the researchers got from the interview results was accompanied by the researcher's permission and the consent of the Responden, and was recorded with virtual video and transcribed verbally. (Utarini 2020: 287) states that in general, the approach in qualitative data analysis can use thematic analysis. Clarke and Braun (Utarini, 2020: 287) explain that the purpose of thematic analysis is to identify themes, namely patterns that are important or interesting from data and use themes The theme is to discuss or answer a problem. To obtain findings through analysis, the researcher has compiled several questions to be asked as material to explore and obtain information from the responden.

### **III. RESULTS AND DISCUSSION**

From the secondary data, we got teachers who have publications in schools, only 20% of the total number of existing teachers, from the secondary data there is also a recapitulation of scientific journal articles that teachers have no more than 3 article titles, meaning the productivity of the teacher's writing in writing scientific papers is still very low, and the reason for their motivation to write is only because of the demands of teachers in functional positions. And from the results of the teacher's interview with the virtual teacher, it was difficult if they had to be required to do scientific writing as much as 75% of the teacher argued because the teacher had a heavier task in making virtual learning media, making student monitoring and student evaluation online using google classroom, Google form, powerpoint, whatsapp chat. Teachers must be led to study harder to prepare teaching material. And 15% argued that they did not know how to write scientific papers correctly, and still needed guidance from the school or partner institutions in intensive guidance, 7% of school teachers were very slow in using technological tools such as laptops and computers and made

it confused to start writing in a way how, because they feel a factor of their age understanding that they digest more slowly than teachers who are younger than their age. They hope that there is support from the school so that they can find peer tutors to be able to learn to write scientific papers correctly. And 3% of the results of the teacher interviews were also teachers who did not feel that scientific writing was important because they were more focused on teaching and making students understand the material taught in virtual classrooms. The following is a percentage graph of the results of teacher interviews with some of their reasons for developing scientific writing in figure 2.



**Figur 2 :** Percentage Of Reasons For Teachers 'Difficulty Writing Scientific Works In The Pandemic Time Covid-19

From the results of primary data, secondary data and the results of interviews with the teachers, it can be concluded that many teachers are not motivated to write because they have to adapt in preparing virtual online learning materials for their students. And there are some teachers who do

not understand well the rules of writing scientific papers, both in terms of content and content that are described in scientific writing, and there are some teachers who are over 50 years old who still need peer tutorials in using computers so as to Doing research and making scientific papers must take a long time because I am still not used to using a laptop or computer. There are some teachers still think that the most important thing is to make students understand in learning without having to make scientific papers.

#### **IV. DISCUSSION AND RECOMMENDATIONS**

From these results it can be concluded that solutions can encourage teachers to develop scientific writing, including:

1. There is support from schools in finding partners for cooperation in developing the potentials written in scientific papers.
2. There is continuous training in order to familiarize teachers with writing scientific papers assisted by partner institutions or speech from peer teachers who have mastered scientific writing.
3. The existence of school support for teachers, by giving awards to teachers who make scientific papers every semester to provide and provide protection for teachers who have never made scientific papers.
4. Schools collaborate with partners who can publish the publication of teacher scientific papers so that teachers do not need institutions to find it difficult.

With this solution, it is hoped that the ability of teachers to develop scientific writing can develop rapidly so that the ability of teachers to achieve professional grades is faster. This can benefit teachers, and schools..

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