



Journal Article Writing Training for Indonesian Language Teachers in Rembang Regency

Fathurohman, Irfai^{1*}, Darmuki, Agus¹, Nugraheni, Luthfa¹, Surachmi, Sri¹,
Eva Putri Shahira¹

¹Universitas Muria Kudus, 59327 Central Java, Indonesia

*Corresponding Author: irfai.fathurrohman@umk.ac.id

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Abstract: This research aims to improve the ability to write scientific journal articles for Indonesian language teachers in Rembang Regency. The method used is training and mentoring with two methods, namely literature review and observation. This training activity was attended by 30 Indonesian high school level teachers throughout Rembang Regency. The research results show that this training and mentoring is effective in improving the ability to write scientific journal articles for Indonesian language teachers. This is proven by an average increase in participants' understanding of 55%. The most significant increase in understanding occurred in article creation techniques, namely from 35% to 100%. These findings indicate that ongoing training and mentoring can help Indonesian language teachers improve their ability to write scientific journal articles. This is important to improve the quality of scientific publications in the field of Indonesian language education.

Keywords: Training, Mentoring, Writing Scientific Journal Articles, Indonesian Language Teacher

1. Introduction

Education plays a big role in human life, both from ancient times and in today's digital era. Education has never been displaced and escaped from every human action. According to Ahsin, et. al (2020); Ahsin, et. al (2020); Al Maburoh, et. al (2020); Angelia, et. al (2020); Arukah, et. al (2020); Arukah, et. al (2020), education is important for every nation, because education plays a role in development, so the education process cannot be separated from the development process itself. Many learning media have spread through the internet, one of which is learning media using journal articles, Devi, et. al (2020); Fathurohman, et. al (2020); Fathurohman, et. al (2020); Kara, et. al (2020); Kara, et. al (2020); Lestari, et. al (2020); Nisa, et. al (2020). From journal articles, a person can add a broader insight into knowledge based on the opinions of others. Of course, journal articles play a big role in the continuity of education in every nation, Nugraheni, et. al (2020); Nugraheni, et. al (2020); Nurhadi, et. al (2020); Prayogo, et. al (2020); Purnaningtyas, et. al (2020); Purnaningtyas, et. al (2020).

The ability to write scientific journal articles is an important competency for Indonesian language teachers. Writing scientific papers is a skill that must be trained and familiarized in order to obtain maximum results. Scientific journal articles are a means to disseminate the results of research and teacher thinking, and improve the quality of scientific publications in the field of Indonesian language education, Rodli, et. al (2019); Roysa, et. al (2020); Satria, et. al (2020); Sofia, et. al (2020); Sulistyowati, et. al (2020); Tamarudin, et. al (2020). However, many Indonesian language teachers still experience difficulties in writing scientific journal articles. This is due to several factors, such as lack of knowledge about scientific journal article writing techniques, lack of experience in writing scientific journal articles, and lack of motivation to write scientific journal articles, Umah, et. al (2020); Widiyanto, et. al (2019); Ahsin, et. al (2019); Ahsin, et. al (2019); Cahyono, et. al (2020); Kurniasih, et. al (2020); Ristiyan, et. al (2019).

Teachers have a central and essential role in the learning process. Teachers become facilitators of the transfer of knowledge and knowledge to students by using their knowledge and abilities. Teachers' academic and scientific competence is the main foundation in carrying out this role effectively, Darmuki, et.al (2019); Darmuki, et.al (2019); Darmuki, et.al (2019); Hidayati, et.al (2018); Darmuki, et.al (2017). In the education system as a whole, teachers are the component that most determines success, Fathurohman, et.al (2017); Fathurohman, et.al (2018); Fathurohman, et. al. (2019); Hartani, et.al (2018). Therefore, teachers must get the main attention and priority, Wanabuliandari, et. al (2019); Wanabuliandari, et. al (2019); Fathurohman, (2013); Fathurohman, (2014); Fathurohman, et.al (2014); Fathurohman, et. al (2015). The strategic position of teachers is inevitable because of their relationship with all elements in the education system. The role of teachers in educational development, especially formal education in schools, is crucial. The success of students, especially in relation to the teaching-learning process, is highly dependent on teachers. Teachers are the most influential component in realizing quality educational processes and outcomes, (Wardana, 2013); Yuliani et.al (2018); Kanzunnudin, (2017); Ardianti, et. al (2017); Kanzunnudin, (2017).

The main tasks of teachers are to educate, teach, guide, direct, train, assess, and evaluate students. Teachers as professional educators are required to be able to carry out their duties professionally and scientifically based, Fathurohman, et. al (2017); Fathurohman, et. al (2018); Fathurohman, et.al (2019) ; Fathurohman, et.al (2015). Along with the demands of the Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform Number 16 of 2009 concerning the Functional Position of Teachers and their Credit Score, a teacher in his/her work must carry out Continuous Professional Development (PKB). One of the elements of PKB is scientific publications.

The National Education System Law, Law No. 2 of 2003 Article 1 paragraph 6, states that educators are qualified education personnel as teachers, lecturers, counselors, learning assistants, widyaiswara, tutors, instructors, facilitators, and other designations in accordance with their specialties, and participate in organizing education. Rizali, Sidi, and Dharma (via Suwarjo, 2013: 441) assert that the nation's teachers are individuals who dedicate their entire lives to educating students and the people around them in order to become the buds of the nation who will grow and become nation builders in accordance with the ideals of the independence proclamation and the mandate of the 1945 Constitution.

An Indonesian language teacher must be creative in conducting research (on various scales, in various forms) and writing the results of his research and analysis in a scientific article, Hanif, et. al (2018); Ristiyani, et.al (2018); Wibowo, et.al (2018); Roysa, (2017); Ristiyani, et.al (2017); Fakhriyah, et.al (2017). There are at least two functions that teachers can learn when writing scientific articles in magazines. First, academic lecturers can convey the results of their research and analysis to contribute to the advancement of information, especially in the field of education, Hadiprayitno, et. al (2024); Fakhriyah et.al (2016); Pujiati, et.al (2018); Kanzunnudin, et.al (2018). Second, professional teachers will receive "credit points" that can be used to improve their career and professionalism activities, Ristiyani et. al (2017); Ristiyani, et. al (2017); Ahsin, et.al (2018); Ahsin, et.al (2017); Rodli, et.al (2019).

Based on data from the National Law, namely Law No. 2 of 2003 Article 1 paragraph 6, teachers are expected to set an example for their students. However, with limited knowledge, it can be concluded that the problem that may occur is the lack of knowledge of Indonesian language teachers at the high school level in Rembang district on the procedures for making articles due to lack of practice in learning.

According to the problems described above, the PkM team is trying to provide solutions to the problems that occur in Indonesian language teachers at the high school level in Rembang district, in the form of training in writing journal articles for Indonesian language teachers at the high school level in Rembang district. With this training, it is expected that teachers will be able to understand well the ways to write good and correct journal articles. Teachers can also produce their own works about journal articles and can publish them.

2. Metode

The training used two main methods. First, according to the pattern, a literature review is an activity of collecting scientific data, especially in the form of theories, methods, or research that has been done before, either in the form of books, manuscript documents, journals, and others that already exist in the library. It is used to collect data and information about writing journal articles, such as theories, methods, and examples of good journal articles. Data sources used include books, journals, scientific articles, and other online sources. Second, observation is an in-depth investigation of social symptoms systematically (Adon Nasrullah Jamaludin, 2011: 62). This is done to obtain data directly from primary sources, especially to see the location situation, the atmosphere of life and the observed behaviors of research subjects. The observation carried out in this study is direct observation. Used to directly observe the process of making journal articles. This was done by observing the trainees' independent practice and providing direct feedback.

The training phase is divided into three main stages as follows:

1. Preparation of Scientific Work/Article

At this stage, participants were provided with material on the basic concepts of writing journal articles, including article structure, writing format, and research techniques. Participants also receive information on the systematics or structure of the article, including title, abstract, keywords, introduction, research methods, results

and discussion, conclusions and suggestions, acknowledgments, and bibliography. This stage aims to provide participants with a comprehensive understanding of journal article writing.

2. Discussion

At this stage, participants are given space to discuss the material they have learned. The discussion aims to improve participants' understanding and allow them to share their experiences on journal article writing. The training team is actively involved in the discussion and answers participants' questions.

3. Evaluation

At this stage, participants were evaluated to determine their level of understanding of the training materials. The evaluation is conducted using tests, questionnaires and observation of participants' independent practice. The evaluation results are used to assess the effectiveness of the training and provide feedback to participants.

3. Results and Discussion

This service was carried out at the Kartini Rembang Hall. The results achieved in this activity, broadly speaking, consist of; 1.) Data collection stage, 2.) Program preparation stage, 3.) Program introduction and appreciation, 4.) Mentoring stage together, 5.) Social correlation stage, 6.) Joint mentoring stage, 7.) Reflection stage, 8.) Follow up stage, 9.) Activity evaluation stage.

The activities that have been carried out are as follows.

1. Data Collection Stage

At this stage the service team collected data to Rembang Regency to find data about Indonesian language teachers in Rembang Regency. The field study sought information data on Indonesian language teacher members at the high school level in Rembang Regency. This data will then be used to prepare for the training stage, such as in preparing equipment and needs that will be used by the participants.

2. Preparation phase of the program

Preparing training for high school Indonesian language teachers in Rembang Regency. The service team held a meeting together to prepare what was needed in the training later. It is intended that the training activities can run smoothly.

3. Program Introduction and Apperception

Program introduction and apperception. Before conducting training in journal article writing for Indonesian language teachers in Rembang district, the metor conditioned the participants as much as possible. An introduction to what an article is, as well as an apperception about the importance of having the ability to write. Article for an Indonesian language teacher. This was so that the Indonesian language teachers at the high school level in Rembang district were directed and conditioned to take part in this training. The mentor delivered the theme this time, which was about the procedures for writing journal articles. The teachers were instructed to pay attention to the mentor's explanation of how to write a journal article.

4. Joint Mentoring Stage

After the previous mentoring was completed, all participants were again conditioned for the joint mentoring stage. Mentors explained about the material that had been delivered and its relation to the training theme. The mentor explains the meaning of journal articles and what the correct procedure for writing articles is. In addition to explaining, mentors or assistants also provide examples of what a good article looks like, this is to make it easier for teachers to be interested and know what a good article looks like.

5. Social Correlation Stage

At this stage, the mentor or research assistant connects the meaning of the importance of article writing for an Indonesian language teacher and then connects it to the main task of a teacher.

6. Joint Mentoring Stage

After the joint mentoring stage, participants are conditioned to the group mentoring or discussion stage. Participants are divided into small groups. For example, one group consists of 5-7 members. Each group has a mentor who accompanies the mentoring process. In this stage, participants' problems related to the difficulty of writing articles are identified.

7. Reflection Stage

Problems were identified and plans for improvement in article writing were designed (written down). The Indonesian language teachers worked together with their groups to express and practice examples of article writing. The expressions were written on paper and then collected to the mentor and then the participants practiced writing articles.

8. Follow-up Stage

Before the mentoring was completed, each teacher was given a monitoring guide called a life prospect map (see attachment). In the guide, participants were given guidelines on how to write good articles and examples of correct articles. After a few days the life prospect map of each PKK women will be evaluated for reinforcement.

9. Activity Evaluation Stage

Evaluation of this service activity will be carried out in two stages of evaluation, namely:

a. Evaluation by fellow trainees

This evaluation activity is carried out by peers in the form of mutual assessment and giving advice, input and appreciation for the practice of writing articles carried out by the participants.

b. Evaluation of training and mentoring results by the service team

The service team conducted evaluation activities, assessed, gave advice, input and appreciation regarding the results of training, simulations and article writing practice activities carried out by Indonesian language teachers in Rembang district.

This training resulted in an increase in participants' understanding of journal article writing techniques by 55%. The most significant increase in understanding occurred in the definition and process of writing journal articles, with an increase of 100%. This shows that the participants have understood the concepts and methods of writing journal articles well.

The success of this training was supported by several factors, namely:

- Participants' desire to learn and improve their writing skills.
- Participants' need to write journal articles as part of their professional duties.
- Commitment and good mentoring from the training organizing team
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4. Conclusion

This community service aims to improve the ability of Indonesian language teachers to write scientific journal articles. This activity was carried out in a structured and systematic manner, actively involving the participants. The results show that the program is effective in improving participants' knowledge, skills, and motivation in writing scientific journal articles. The training proved effective in improving Indonesian language teachers' ability to write journal articles. The training methods used, namely literature review and observation, as well as the implementation of structured and directed activities, are key factors in the success of the training.

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