

**Training in Writing Scientific Works and Popular Science Books for
Teachers at SMKN 34, Central Jakarta**

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ABSTRACT

Some vocational teachers still need help writing scientific papers and publications or writing textbooks and general books, which can be used as one of the requirements for promotion or position. This writing training aims to share knowledge with teachers at SMKN 34 Jakarta about techniques for writing scientific papers, textbooks, and general books, as well as the systematics of writing and how to publish scientific papers. The method is through the sharing method by giving lectures to the participants, discussions, presentations, and questions and answers. Outside of the training session, writing assistance is also given to several teachers who are ready with their articles so they can publish a work or publish it in journal form. The result of this training is that the participants are very enthusiastic about participating in the training. It can be seen from the attendance of participants as much as 100% from the opening to the final session. After the training, the participants can understand how to write and publish scientific articles in accredited national journals. Participants also understand how to make a reference book or general book so that national publishers can publish it. This training was supposed to be successful because their understanding of the world of writing increased, the participant's response to this activity was very positive, and several teachers had prepared articles from previous research to be published in one of the accredited national journals,

Key words: Writing Training, Article Publication, Writing Assistance, Book Publishing

INTRODUCTION

Writing is one of the activities that teachers must do nowadays. Teachers must be able to write, whether writing articles, textbooks or modules, popular science books, etc. To be a teacher, we must be able to educate, teach, direct or guide, train, evaluate, and assess students and develop professionalism; a teacher must write articles published in articles, journals, or books. The writing can be about education, technology, society, and culture, or writing appropriate to each scientific discipline.

Teachers must have work; one of the works that can be published is the results of the teacher's thoughts, expressed in written form and then made into articles or

books. Writing books or creating scientific papers is part of teacher professionalism. Teacher professionalism is stated in Law No. 14 of 2005, article 10 concerning Teachers and Lecturers. The content of this article is that professional teachers are required to have four competencies: pedagogical competence, personality competence, social competence, and professional competence. One way to improve these four competencies is by writing (Emaliana, 2019; Ratminingsih et al., 2018).

Through writing, a teacher can become a motivator for others. Through writing, a teacher can inspire readers or students. Through writing, a teacher can share various teaching experiences, such as methods, techniques, and learning media that are effectively applied in the classroom to the general public. Through writing, a teacher will be remembered forever.

When a teacher has published his writing as an article or book, he has provided an example for students to work through writing. When a teacher already has published work, it will be easier for a teacher to invite students to write or compose stories to be published, too. Currently, many vocational or high school students have published novels. Teachers who have already written works that have been published will usually be more confident in giving writing assignments or collaborating with students to publish works. Teachers must be good role models for students in their work.

Currently, teachers must be able to write a work for publication because published work is one of the requirements for promotion or position, as stated in the Joint Regulation of the Minister of National Education Number 03/V/Pb/2010 and the Head of BKN Number 14 of 2010 Article 17 paragraph 2, that for promotion are required to carry out continuous professional development activities which include the sub-elements of self-development, scientific publications, and innovative work. It shows that teachers must write scientific papers as an essential part of their professional development (Ilfiandra et al., 2016; Shagrir, 2017). Scientific writing contains creative ideas, is arranged comprehensively based on data and facts, is analyzed coherently and in detail, and ends with a conclusion.

Ideally, every scientific paper can be published in a journal or meeting. Publications convey information expected to positively contribute to developing someone's scientific insight (Neuvonen et al., 2022; Rosadi et al., 2022). Scientific publications are the results of research or thoughts published and written according to scientific principles and ethics (Marwa & Dinata, 2020; Misra & Agarwal, 2020). Scientific publications can be made by making scientific publications on research results in articles or books.

Apart from the quality of the work produced, the place of publication must also be chosen according to criteria that guarantee the suitability of a manuscript, both in terms of substance and appearance, by predetermined rules. By conducting scientific publications, someone can develop knowledge and disseminate that knowledge to society (Gould, 2016; Purwanto et al., 2021)

Based on Permennegpan and Bureaucratic Reform Number 16 of 2009, teacher competency development is regulated in professional development sustainability, which is one of the components of the main elements whose activities are given a credit score. Chapter V, Article 11, explains the other central education and learning/guidance elements. The elements of sustainable professional development activities consist of three types, namely (1) self-development, (2) scientific publications, and (3) innovative work. Self-development can be done by following functional training and carrying out collective teacher activities. Scientific publications can be made by making scientific publications on research results in articles or books.

Based on the results of discussions during writing training with trainee teachers at SMKN 34 Jakarta, some teachers still find it challenging to start writing books or create scientific works, papers, research reports, or research articles. Teachers' written work results still need to be more extensive and limited. It is due to the difficulty of some teachers in expressing ideas or ideas to write, apart from that, some teachers still feel confused and do not know how to write a book so it can be published, do not know how to write a good scientific article, do not understand much about the correct systematics of writing articles and not yet understanding how to publish work that teachers have created, whether scientific articles or textbooks and popular science books.

There are several obstacles to why some teachers have yet to work through writing or have been able to write articles once they can be published. Some teachers are very busy completing their main tasks and must think more about self-development activities, such as publishing work. It is difficult for some teachers to create scientific articles, textbooks, modules, etc.

Therefore, it is necessary to provide writing training and assistance to create journal articles, textbooks, or general books to increase teachers' understanding of techniques for writing scientific papers and scientific publications and increase their understanding of how to publish textbooks and books. General.

METHOD

This activity was held face-to-face at SMKN 34 Jakarta, with 30 teachers participating. In achieving its objectives, this service uses several methods, namely, starting with observing the potential of the participants regarding writing and publishing scientific papers and the participants' works that have been published. The material discussed in this training is an introduction to writing articles in general and writing about writing books and publishing books. The training begins with chants related to the world of writing and icebreaking, followed by presentation methods, discussions, and questions and answers. The resource person presented how to write both articles and books, from title to publication,



Photo with the book-writing participants

RESULT AND DISCUSSION

This training was carried out for one day, on August 22, 2023, at SMKN 34, Jl. Kramat Raya No.93, Paseban, Kec. Senen, Central Jakarta 10440. In the first session, information was obtained that several teachers still needed to research, so they could not publish articles in journals. Some teachers have never written a book. Therefore, it is essential to present a presentation about writing motivation first, followed by motivational words that all participants must say; for example, the trainer will shout: "What is the magic word to become a writer? Participants will answer: "I can, you can, and we can". When participants have started to be motivated by writing and publishing a work, training session 1 begins with a light discussion about why they write books, the honorarium for writing books, etc.

Session 2 is about writing research-based scientific papers or scientific articles, providing examples of scientific articles that have and have not been published, followed by a discussion session where teachers are allowed to discuss things that are not yet understood and how to start expressing ideas for scientific articles that will be developed.

Session 3 presents material related to publishing scientific articles in accredited scientific journals. In this session, information was also obtained that teachers' knowledge and understanding regarding scientific publications still needed to be improved. Some teachers need help understanding how to access accredited scientific journals. So, delivering material to provide teachers with knowledge and understanding regarding accredited scientific journals is necessary.

Session 4 was about scientific publications, articles suitable for journal publication, how to access scientific journals, introduction to accredited journals, and how to submit articles to accredited scientific journals, followed by a discussion session. Teachers are allowed to ask questions and discuss things that the teacher does not understand.

Session 5: Teachers can collaborate in writing with colleagues, trainers, etc. Teachers create frameworks or drafts of articles that will be developed, and trainers accompany teachers who will write or accompany teachers in completing scientific articles. Every teacher who experiences difficulties or obstacles in preparing scientific articles or writing books can ask questions, and the trainer will help solve their difficulties. Teachers who have completed their progress in compiling scientific articles are invited to prepare matters related to scientific publications, which must follow the existing journal template.

Based on the observations that have been made, it is concluded that some teachers still experience difficulties in creating scientific work, whether in the form of papers, research reports, research articles, or writing books. Some teachers expressed difficulty expressing their ideas or ideas. Even though in the learning being taught, there are problems that need to be found solutions. Besides, some teachers need to learn how to write good scientific articles. Teachers need to learn the correct systematics of writing articles. Not only that, teachers also need to understand how to publish work that they have created, primarily scientific articles.

During the training, it was discovered that several teachers experienced problems in writing. Some teachers need to be used to expressing their thoughts and ideas in written form. Some teachers feel hesitant and need more confidence in their writing. In writing, teachers express ideas, requiring a thinking or cognitive process and good literacy skills.

Some teachers' obstacles and constraints in writing can be overcome by providing training and assistance in writing scientific papers. It is followed by training and assistance with scientific publications. The attendance of participants in this training was 100% because from the start to the end of the session, the number of participants did not decrease. The participants' enthusiasm for this training was very high, and teachers' understanding of scientific writing and publications increased.

In general, this training activity went smoothly, and the teachers participated in this activity with enthusiasm because they felt directly the benefits of this activity. They admitted that they had learned many new things. In particular, they gain knowledge that can be applied to support the participants' career achievements or promotion. This training was successful because the participants' understanding of the material increased, and the participants' response to this activity was very positive.

CONCLUSIONS

1. The implementation of training for SMKN 34 teachers went smoothly. 100% of the participants were present from start to finish and felt they had gained many benefits after participating in this writing training. They hoped that further training could be explicitly held on publishing articles or books.

2. The results of this training are that participants understand how to write scientific articles and can write scientific articles to be published in accredited national journals. Several participants have plans to write books and be published by national book publishers.
3. After participating in this training, the participants' understanding of writing increased, the participants' response to this activity was very positive, and several participants immediately started creating titles for a book. They will soon prepare articles from the research they have carried out.

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