

Teachers Creativity and Innovation Model in Writing Scientific Works through Intensive Training

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Abstract — One form of teacher professional development is the development of teachers' ability to create scientific papers. This ability can be easily seen from the publications of teachers in various media, especially scientific journals. Writing scientific papers of this kind is believed to improve the professionalism of teachers as well as improve the quality of learning it conveys. The most crucial problem especially the teachers of Primary School of the regions / sub - districts that became the focus of research are: In the making of scientific writing in any type, some, the teachers of SD / MI have not much understanding and can not write good scientific papers. These problems are caused is the willingness and ability to write teachers remains low and need guidance, as a result of scientific work becomes constrained in many ways. Though the ability to write a scientific paper becomes a must for a professional teacher. The research objective of the knowledge m e ndalam them through, workshops, mentoring, training to produce a strategy / discovery of new theories and improved educational practice in the techniques of scientific writing is good and right with the end result that trainees can execute independently become professional teachers enhance the willingness and the potential of teachers writing various types of scientific papers, reducing the plagiarism system of making scientific papers; Mastery Methodology and research design, mastering practical ways and tips for successful writing of scientific papers. Framework Problem Solving of them follow the workshop. Method of research is qualitative analytical descriptive method designed through R & D for k Capacity of change midset action

participants. Teachers are able to make strategies in shape papers and articles in improving the Competence and professional teachers of SD / MI especially in Bandung area / regency. This is generally included in Appropriate Technology in the form of empowerment model of professional improvement of primary school teachers / MI and generally throughout West Java.

Keywords — *Scientific Paper Writing; Professional Development;*

I. INTRODUCTION

In digital era, teacher faced with the change of competition paradigm from previously more physical asset to the paradigm of knowledge-based competition. The paradigm shift demands the efficiency and effectiveness of the use of teacher resources, because teachers are the agents of change and renewal agents, so that they are able to compete and have a competitive advantage. Stabilization of teacher resources as intellectual capital must be followed by development, awareness of the abilities, skills possessed, so that they are capable and sensitive to the direction of that change happen. Empowerment strategy is one way of developing teachers through employee involvement. To ensure the success of the teacher empowerment process, the Khan empowerment model [1] with the paradigms of desire, trust, confident, credibility, accountability, communication. First, paradigm desire is the

principal's effort to: (1) provide opportunities for teachers to identify emerging problems; (2) minimize the directive personality and expand teacher involvement; (3) encouraging the creation of new perspectives and rethinking strategies to improve performance; (4) and describes team skills and trains teachers to self-control. Second, the trust paradigm includes the principal's efforts to: (1) allow teachers to participate in policy-making; (2) to provide sufficient time and resources for the teacher's efforts to improve performance; (3) providing sufficient training for teachers' performance improvement needs; (4) appreciate differences of views and acknowledge the success achieved by teachers; (5) and provide access to adequate information for teachers' efforts to improve performance. Third, the Confident paradigm is the principal's attempt to (1) delegate tasks deemed important to the teacher; (2) explore and accommodate teachers' ideas and suggestions; (3) expanding tasks and building networks with schools and other agencies; (4) and provide schedule of job instruction and encourage the emergence of win-win solution. Fourth, paradigm credibility is (1) view the teacher as a strategic partner; (2) offer a high standard enhancer in all aspects of teacher performance; (3) disseminating teacher initiatives as individuals to other teachers to make changes in a participatory way; (4) and initiated a win-win solution in addressing different views on goal setting and priority setting, Fifth , Paradigm accountability is the principal's attempt to; 1) using training paths in evaluating teacher performance; (2) provide clearly defined and measurable tasks; (3) involving teachers in setting standards and performance measures; (4) provide assistance and advice to teachers in completing their workload; (5) and provides period and time of giving feedback; Sixth , Paradigm communication is the principal's efforts to (1) establish an open door communication policy; (2) make time to obtain information and discuss issues openly; (3) and create opportunities for cross-training. In addition, teachers must meet the criteria of competence (paedagogic competence, social and professional) in performing their duties, one of the obligations in the competence is personal development, career and academic development. Among them to develop education, teaching and learning through the ability in writing scientific papers that produce various innovations, creativity through iftek tailored to the service needs of society and industry with customer satisfaction (Costumer Satisfaction) in the digital era as today.

Writing is an essential requirement for teachers, principals, and school supervisors. Not only the requirement of increase of class only, but for the improvement of teacher quality as well as the development of teacher profession, education and teaching. The activities of professional development in question is 1). making papers / scientific works in the field of education, 2) finding strategies and techniques and technological innovations in education.3). making lesson / instructional media, 4). create scientific papers, and follow curriculum development activities (MoNE, 2001: 1-2). Based on the above identified problems such as growing hile s search results from a variety of print media, electronic media or through IT media; surveys to several schools (SDN / MI which are the focus of research in Bandung regency, direct observation, interviews with various related elements, experts and the results of several other studies in this digital age especially in elementary school teachers while teaching, teachers conducted in Bandung regency, the authors try to analyze both statistically and qualitatively and simultaneously in macro scale from the results of questionnaires while in this problem among them can be identified data as follows: Many teachers, especially teachers of SD / MI jammed his promotion, especially of start III b through IV / A to IV / b d a n so constrained simply because they can not write a scientific paper is good and right. The problem is caused by various factors, including the very important is the willingness and ability to write teachers in writing / making scientific papers are still low For some teachers of SD / MI, that scientific work is considered a "difficult job". As a result, scholarly works become obstacles in many ways. Though the ability to write a scientific paper becomes a must for a professional teacher.

Some teachers of Primary Schools / MI in the area of Bandung Regency Province have not much to know and understand the promotion system that must be through the writing of scientific papers that writing scientific papers is an absolute requirement for teachers who will rise to a certain rank / class.

Many teachers who do not realize that writing / making a scientific work and floating it is a very crucial requirement for a teacher in carrying out its duties, the needs of life both short and long term. According to Amat Jaedum (2011), the facts on the ground show how rarely teachers are willing, capable, and ordinary to perform scientific writing activities. Of the thousands of Teachers available, only dozens have shown this ability, will, and

writing habits. This is characterized by their ability to reach Group IVb and the appearance of some writings in magazines or other publications. Most of the Master still feel heavy and difficult to write. Some observations and interviews to the Teachers provide much clarity as to why Master has not been able, willing, and used to write scientific. Two aspects or factors of the factors that arise from these observations and interviews are motivation and substance. Aspects of motivation, related to the lack of interest, encouragement, and strong desire of the Master to start writing scientific papers. Even strictly speaking, most of the teachers are satisfied to class IV only, when to go up to IVb have to write scientific papers. Some of the reasons for the low motivation to write this scientific paper are fear and / or anxiety writing related to the procedures and criteria of writing that can be accepted and appreciated as a scientific work. Most of them claim that the procedures for making scientific papers and criteria are too difficult for them to fulfill or follow. While the substantial aspect, related to the content or writing materials. Most of the Teachers who have not been willing, able, and used to write, are more due to the absence or absence of material worth writing. They say they have not had time to do research and looking for reading sources to write. Also known from the author's search results for research in several sub-districts in Bandung Regency, the results of the survey evaluated the results of the questionnaire conducted on teachers and principals especially elementary school / Madrasah Ibtidaiyah, also from the results of penelusuran through interviews of several teachers - especially Basic level teachers from social media / internet and other penelusuran that exist in the area of Bandung regency such as: (1) Low level of understanding and writing / making of scientific writing in any type; (2) Many teachers, especially elementary / junior high school teachers who have difficulties and stalled promotions such as from III.b through IV / a to IV / b and so on, are only constrained because they can not write good and true scientific papers in education, which required to be fulfilled at least 12 credit score from the element of professional development . Though writing a scientific paper that is a necessary condition for teachers who will rise to rank and certain groups. The problem is caused by various factors, among which is very important is the willingness and ability to write teachers who are still low and require coaching, as a result of scientific papers become obstacles various things.

"According to Santoso (2010) states that: "in the latest promotion regulation a teacher class III / a who will be promoted to III / b must write scientific papers. Many teachers, especially elementary teachers who are stuck up from IV / a to IV / b only because they can not write scientific papers. They always complain "I can not write scientific papers", "I am confused to write scientific papers", "what can I write", and so on. What is required of us as teachers is nothing new. Writing a scientific work is a necessity, a necessity, a necessity. Professional development activities, in which case writing scientific papers should be viewed as an integral part of each teacher's duties, responsibilities, and responsibilities. Scientific writing is a writing or essay that presents and discusses a certain scientific subject scientifically. Scientific papers have certain characteristics that distinguish them from other papers or non-scientific. This characteristic needs to be known to equip the ability to judge a paper, whether including papers or not, provide a basis for the preparation of good and true scientific papers.

The problem is specified as follows:

- 1) How to describe SD / MI teachers are seen from the aspect of potential, service, education and training background, rank, academic position and other existence during duty, development of learning and development of competence of educator and phenomenon which describe the relation of factual condition that developed in society with result of evaluation of research in the coaching, training, manufacture and assistance of such scientific work
- 2) How to profile the teachers of SD / MI in: Vision and mission of the strategic profession, the readiness to make changes, improvements, guidance and quality of education, teaching and PBM in the school environment internally and externally, and accuracy and precision of decision making to the function of managmen and service education in schools in improving their competence and profession
- 3) How Techniques and Innovations of Scientific Writing in the development and application of the Value of Education function in improving the competence and profession of the Primary / MI Teachers are used in personal, academic and career development so as to influence the change of mindset, make a need in task, his life,

towards the development and service of education

II. METHODS

This research is designed through Research and Development, because each of these balustrades is adapted to the existing rules. As an illustration through literature studies and field studies, research procedures and feasibility test design as a preliminary study. While the Model development strategy used training, modeler, seminars and workshops. Learning method, which is used to support the success of this research program, among others, as follows: (1) Lecture and Question and Answer conducted by Educational Experts and Research Team. This method is chosen to describe the theoretical material related to the rule of law that promotes promotion. In addition, it also describes the types of scientific papers, functions, mamfaat, application and its implementation primarily papers, classroom action research reports, dictates Journal, research final task, thesis / desert and other in depth; (2) Demonstration. This method is used to explain a process of work in stages so as to facilitate the participants can observe carefully the process of making scientific papers from preparation to diktat, Journal, PTK, research reports, papers, rtikel, Buku, Thesis, Desrtasi, and others; (3) Exercise / Practice or tutorial. In this method the participants practice the making of scientific papers with the guidance of coach / tutor so that participants can make scientific papers well. The implementation of activities to be carried out in order to achieve the objectives of the activity through the method of activity is intensive training with details of the specified training schedule.

III. RESULT AND DISCUSSION

Guidance and Training in the technique of writing scientific papers for teachers of SD / MI khususnya in environment that is used as the focus of research in Bandung regency are: Workshop participants competitions as Increasing Activities Development of Science, Technology, Arts and Skills for Elementary School Teachers (SD / MI) especially in the effectiveness and quality of teachers. Awarded Charter award. Workshop with speakers of education experts and writing scientific papers with the theme: "Guidance and Training in Scientific Writing Technique. For Professional Teacher Enhancement SD / MI Kab.Bandung. Participants are awarded Certificates . As the development of knowledge and application of the

value of education to the development of potential and professional teachers, coaching, training, mentoring the writing / drafting of scientific papers and scientific publications . Teachers are able to Create a strategy in the form of paper systems and techniques of writing scientific papers in improving Competence, professional teachers SD / MI especially in the area / regency of Bandung which made the focus of research. It is generally included in Appropriate Technology in the form of Empowerment Model improvement of professional teachers -Guru Sekolah Dasar / MI. Results of Scientific Writing Writing Training for Teachers of Elementary School Teachers / Primary Schools in PGRI District Bandung District, among others (1) Training Participants consisted of 42 teachers of SD / MI; (2) The material presented is about Writing (A Challenging Adventure) and Spelling Ideas into Writing (Articles), The material given is an explanation of the motivation to write scientific papers, scientific writing ethics, scientific writing techniques, linguistics in various scientific papers , and the swasunting technique, the trainees seemed interested in the material presented seriously but relaxed. (3). The training took place with the lanca r which in the early stages was to motivate the teachers to want to write from simple things and write about what was happening around them, especially writing about the learning events they were experiencing and facing. So that the implementation of training is not rigid and tense then the presentation of the material is accompanied by question and answer. (4). During the training the participants were so enthusiastic about the training because in the question and answer session the committee provided a door prize for the participants who answered correctly. Based on observations during the training there were no significant obstacles, but it is expected that there will be an ongoing process for improving skills in writing scientific writing for teachers, teachers, because we can not deny that Scientific papers are still very minimal due to ignorance of ethics and writing techniques. Activity Writing Training K Arya Scientific done by d discussion is p there is any material submitted, participants can dialogue danberdiskusi with the research team and they are capable of some teachers have been able to finish it pretty well, so well in the practice of writing Participants were asked to practice / practice writing. Participants are grouped by writing ability has dimiiki her. The difficulty level of this practice the teachers of SD / MI trainees adjusted to the ability of each participant. At the end of the

participants will be given the task of making papers based on their respective areas of expertise. This paper is a requirement to obtain a certificate of participants. In the preparation of this scientific work is accompaniment by the facilitator.

IV. CONCLUSIONS

Of training activities were conducted and discussions, and Tanya replied with teachers of SD / MI which became the subject of research in the Environment PGRI District and participated in the training and guidance in the form of a workshop that can be taken concluded the cause of the lack of scientific papers written by the teachers, especially teachers SD. MI namely: (1) Dense teaching hours; (2) The number of students in one class is not small and the demands of the 2013 curriculum where each teacher must assess per student in terms of Affective, Cognitive and Psychomotor; (3) Teacher's ignorance about ethics and scientific writing of scientific papers; (4) Teachers are not used to and trained to express their ideas in writing. Expected training, advanced training to raise the n ability of men ulis on elementary school teachers so they can be poured creativity, inspiring and innovative in writing Scientific, order for trainees to develop continuously manufacture a scientific paper is the duty of teachers to improve professionalism at once will increase his insight as an educator. Education officials in each sub-district PGRI environment to motivate teachers to write scientific papers for the progress of teachers and students and the good name of the region. every teacher should be willing, capable, and usual to perform the activities of writing scientific papers.

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