

National Journal Articles Writing for Teachers of Early Childhood Education (PAUD) In Tegal City

Syamsul Anwar¹⁾, M. Arif Budiman S.²⁾, R. Samidi³⁾, Fitriyanto⁴⁾

^{1,2,3,4}Universitas Pancasakti Tegal

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Abstract

Writing is one indicator for a teacher to be professional. Unfortunately, not all teachers are involved in this activity. It is better if PAUD teachers make writing activities necessary and obligated to produce their desires and thoughts. PAUD teachers are not only required to like to write articles but also actively produce written works that contain creative ideas or thoughts. The teacher will get several benefits from writing, including it can relieve stress, as a memory storage tool, a means of solving problems, and train teachers to think in an orderly and orderly manner. Therefore, it is essential and urgent to conduct training in writing scientific articles for journals for PAUD teachers. Through this activity, it hopes that teachers will be motivated to develop scientific works in the form of scientific articles published in scientific journals. In addition, institutions that serve scientific articles from activity participants can publish them in existing journals.

Keywords: *training, writing, articles, teacher*

1. Introduction

Writing is one of the indicators that one must develop to become a professional teacher. A teacher must have good writing skills, especially in writing very low-scientific papers (Young, 2019). The local and national level is still low, especially at the international level, so the teaching profession is not considered much in the international thought struggle. According to Amich, referring to the *Thomson Scientific Web of Science data* which collects about 8,700 journals, monographs, and seminar proceedings, Indonesia is under Turkey (82,407), Egypt (27,723), Iran (19114), Saudi Arabia (17,472), Malaysia (10,674), Morocco (10,113), Nigeria (9,105), Pakistan (7,832), Jordan (6,384), Kuwait (5,930), and Lebanon (5,342). Indonesia was only able to contribute 5,118 ideas at the international level (Beck et al., 2018).

The data above directly shows that the tradition of writing in Indonesia is still low. The low writing tradition among teachers in Indonesia has made the Indonesian nation unable to contribute ideas at the international level (Chan et al., 2021). They are already engrossed in their teaching tasks, self-sufficient as consumers of knowledge,

without ever thinking about how to produce knowledge or socialize science with dynamic and progressive ideas. Thus, the ability to write on an international scale must start from the local, regional, and national scale and only then move to the international level (Wee & Lee, 2020). A solid writing foundation must start from the bottom in a systematic, continuous, and consistent manner—students as an extracurricular lesson or extracurricular.

Writing is an active and productive language activity that requires encoding activities to produce or convey language to other parties through language (Sarikaya, 2021). Language activities what is productive is the activity of conveying ideas, thoughts, or feelings by the speaker, in this case, the writer. Through many regular exercises and practices, the writer must utilize graphology, language structure, and vocabulary in writing activities (Surya et al., 2020).

Writing has become necessary and obligatory for intellectuals to produce their desires and thoughts. Teachers are not only required to like to write articles but also actively produce written works that contain creative ideas or thoughts (Wee & Lee, 2020). Writing must be developed into an obligation to express creative thoughts, broaden horizons, and for self-actualization (Nguyen & Suwannabubpha, 2021).

The definition above shows that writing has several benefits. The benefits of writing include the following: (a) To relieve stress. By writing, we can express our feelings so that the inner pressure we feel is reduced little by little in line with writing. The writing we make can be about what we are feeling or write down other things that can distract us from that feeling of stress (stress). Thus, our physical and mental health will be more awake. (b) Tool to save memory. Because our memory capacity is limited, then by writing it down, we can keep the memory longer. So when we need it, we will easily find it again. For example, write down memorable events in yourself, every financial income and expenditure, and write knowledge or lessons, ideas, plans, targets, and commitments. (c) Help solve problems. When we want to solve a problem, we can make a list by writing down what things cause the problem to occur and what can help to solve the problem. Such a method will make it easier for us to see the problem correctly, which in the end, can provide the right solution in a relatively short period. (d) Train to think orderly and orderly. When we write, primarily scientific or for publication, we are required to do systematic writing so that readers can understand what we want to convey.

Writing scientific papers is one indicator of a professional teacher. Scientific works or writings compiled from research results significantly contribute to the improvement and development of science (Hajan et al., 2019). The results of this classroom action research can be developed into scientific articles that can be included in scientific journals. Besides increasing professionalism, teachers writing articles and scientific journals can also be used to promote (Yoanita et al., 2019). So far, there are still a few teachers, especially PAUD teachers, who publish their writings in the national scientific journal. Whereas moment this, there are many journal scientific which can be used to express ideas and ideas related to learning (Hsiang et al., 2018). By publishing scientific papers in journals, teachers can prove their existence in the world of education in order to improve quality learning.

Seeing the conditions stated above, it is essential and urgent to conduct training in writing scientific articles for journals for PAUD teachers. Through this activity, it is hoped that teachers will be motivated to develop scientific works in the form of scientific articles published in scientific journals (Mohanty et al., 2020). In addition, institutions that serve scientific articles from activity participants can be published in existing journals. So far, the lack of articles sent to the editorial desk has led to delays in journal publishing every edition. Therefore, this journal's activity training in writing articles in scientific journals is helpful for teachers and institution servants.

Based on the description above, the problems that can be identified include: 1) PAUD teachers still have low interest in writing scientific papers for national journals; 2) Training activities on writing national scientific papers for journals for PAUD teachers are still lacking ; 3) Lack of interest in PAUD teachers to conduct classroom action research in order to improve quality learning, and 4) PAUD teachers are too focused on teaching tasks in the classroom and teacher administration.

2. Method

The activity, "National Journal Article Writing Training for PAUD Teachers in Tegal City," is expected to be able to solve problems encountered in the field. The implementation stages in this community service activity are: (1) conducting a needs analysis; (2) drawing up a training plan; and (3) carrying out community service by coordinating stages with related institutions, PAUD teachers throughout the city of Tegal and regarding the schedule of training implementation, conducting training

according to the agreed schedule, evaluating the training process and results, and monitoring activities after training to determine the impact of training on the target audience. The methods used in training include: (1) the first meeting, namely lectures and questions and answers by the implementing team related to the basic knowledge of scientific writing techniques); and (2) the second meeting includes two sessions, namely session 1, namely guidance services for training participants in compiling good scientific articles); and session 2, which is to produce scientific work products that are ready to be proposed in scientific journals. The material provided is the nature of writing, procedures for writing scientific articles based on research and literature review, and techniques for uploading articles to scientific journals.

3. Results and Discussion

Activities to develop the ability to write scientific papers are carried out through training attended by PAUD teachers in Tegal City. The training includes topics on scientific writing techniques, steps for writing creation, writing scientific in a journal, and tricks so that reputable journals can accept scientific papers. Thus, the problems encountered can be solved through training activities.

For the problems encountered in the field, the solutions that can be taken to resolve these problems include:

1. Provide training to PAUD teachers throughout Tegal in writing scientific articles for national journals.
2. Provide training on the steps that need to be taken by PAUD teachers in Tegal City in writing scientific papers for national journals.
3. Provide motivation and encourage PAUD teachers throughout the City of Tegal to develop the ability to write scientific papers for national journals.

The “ National Journal Article Writing Training for Early Childhood Education (PAUD) Teachers in Tegal City ” went well. Community service has been carried out well by the service team and partners who have significantly contributed to supporting the implementation of this community service. The plan for further community service activities will be continued in research activities.

The service on article writing for PAUD teachers in Tegal City received a good response. With this service, it is hoped that they can find out how important writing is for promotion and class for teachers and the sake of school accreditation.

From the results of this service, it can be used as a reference for the team in research with the same theme with a development adapted to the condition of the new subject. The results of this community service can be accessed by all parties to feel the benefits.

The training activities that will be carried out will provide insight into how to do scientific work in the form of journal articles. However, it also equips trainees with science and technology skills. Indirectly, teachers will be trained and accustomed to operating PC/laptop devices to write articles following the intended journal template style. After the teacher has finished making journal articles, the next step is to find and select journals that have a *scope* according to the theme of the articles they have compiled. Before they submit in a predetermined journal, they are first required to carry out a series of account creation procedures for registration. At this stage, the teacher will go through several long paths, from creating an account to uploading articles. After this training activity is completed, it is hoped that it can improve the ability of teachers to write scientific article texts using PC/laptop devices, select and filter journals according to the article's theme, upload articles, and monitor the process of uploading articles through the journal's website.

4. Conclusion

The results of the training activities in compiling scientific articles can be concluded as follows: a) The results of the National Journal Article Writing Training for Early Childhood Education (PAUD) Teachers throughout Tegal City went smoothly and succeeded well. B) On average, out of 12 participants, 10 participants understood and were able to write articles. The difficulty experienced is in finding the topic.

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