
**MAPPING ABILITY ANALYSIS OF HIGH SCHOOL (HIGH SCHOOL)
GEOGRAPHY SUBJECT TEACHERS IN WRITING SCIENTIFIC
WORK IN KETAPANG REGENCY**

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ABSTRACT

This study aims to determine the ability of high school (SMA) geography subject teachers in scientific writing in Ketapang Regency. This type of research is survey research which is included in the quantitative category. Therefore, this study uses a sample of one population and uses a questionnaire as an instrument of data collection. The subjects of this study were high school (E) / equivalent level geography subject teachers in Ketapang Regency, which numbered 18 people. Analyzing data is based on the calculation of the percentage of results of filling out questionnaires by respondents. Based on the results of research on the ability of high school level (Geography) subject teachers in scientific writing in Ketapang Regency with the following indicators: 1) the teacher's understanding in making scientific papers has an overall average of 2.5 which is categorized as good; 2) the routine activities that geography subject teachers have done in developing their competencies have an overall average of 2.5 categorized as good; 3) teacher constraints in making scientific papers have an average of 2.38 categorized as less.

Keywords: *Teacher's Ability, Scientific Work, Geography Learning*

A. INTRODUCTION

Teachers must be professional in educating, teaching, guiding, directing, training, evaluating, and evaluating learning in students both at the level of early childhood education, basic education and secondary education as stated in Law Number 14 of 2005 concerning Teachers and Lecturers . The position of the teacher as a professional serves to improve the quality of national education (Law No. 14 of 2005 Article 4). A person is considered a professional if he is able to do the task by always adhering to professional ethics, independent, productive, effective, efficient and innovative and based on the principles

of excellent service based on systematic elements of science or theory, professional authority, public recognition, and a regulative code of ethics (Reni, et. al, 2017).

One of the policies carried out by the Indonesian government is establishing qualified teachers through the establishment of credit figures for teachers. With the determination of credit numbers for teachers it aims to encourage professional teachers to compete to achieve achievements by working through research and expressing opinions. Professional development is an activity carried out by teachers in the context of applying knowledge and knowledge, technology, and

skills to improve the quality of teaching and learning and professionalism that is beneficial for education and culture (Trianto, 2010: 2017). Indicators from teachers who are said to be professionals are able to write innovative scientific papers and scientific publications as teacher professional development. Preparation of scientific papers is part of the training development activities in addition to educating, teaching and training (Alie, 2015).

With the teacher making scientific papers can help provide input, criticism and suggestions in the perspective of educational problems and find solutions to improve the work frame of reference for the process of implementing learning. If the teacher understands the task, the teacher will always improve his learning to find the best learning system (Achmad, 2017). In the education process, teachers are not only able to carry out the function of transferring knowledge (transfer of knowledge) but also carry out the function of instilling value (value) and building character (character building) of students in a sustainable and sustainable manner (Bambang, 2017). Because the substance of the study and the context of learning always develop and change according to the dimensions of space and time, the teacher is required to always improve his competence by carrying

out continuous professional development (PKB) (Bambang, 2017).

Teacher's scientific papers can be published in the form of research reports or scientific reports / ideas written based on experience and in accordance with the main tasks and functions of the teacher (Ministry of National Education, Directorate of Development of Educators and Education Personnel, Book 4: 2011). Scientific papers that must be written by the teacher to develop themselves and must be published to the public as a form of teacher contribution to improving the quality of learning processes in schools and the development of the world of education in general and to obtain credit numbers in accordance with the Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform Number 16 of 2009 concerning Teacher's Functional Position and Credit Numbers are scientific publications (Lilies, 2014).

Professional development through the creation of scientific papers is still experiencing problems for high school level geography subject teachers in Ketapang Regency. Teachers of high school (SMA) geography subjects in Ketapang Regency should be enthusiastic and have high enthusiasm to gather written material from various related sources so that an innovative work is created in increasing knowledge and insight for the improvement of teacher

quality and education. The main task of the teacher, in addition to educating is teaching as a teacher, the teacher is faced with the demands of the profession to make efforts to improve the shortcomings in carrying out their duties (Muhamad, 2014).

The fact shows that there are still many teachers who are stagnant in rank IVA because to go up to the next level requires writing scientific papers to be able to be published. This reality is statistically very evident in the 2005 National Personnel Agency data, for example, that of the 1,461,124 teachers at that time, in terms of teacher rank / class, there were 22.87 percent of class IV / a teachers; 0.16 percent of group IV / b teachers; 0.006 percent of teacher group IV / c; 0.001 percent of class IV / d teachers; and 0.00 percent of group IV / e teachers. This data reinforces the fact that there are very few teachers to be able to carry out activities in writing scientific papers. The teachers assume that the making of scientific papers is still felt very difficult due to the lack of knowledge about scientific writing. The low productivity of teachers in scientific papers is certainly the existence of inhibiting factors that cause the weak ability of teachers to produce. Works in the form of writing.

B. MATERIALS AND METHODS

The approach used in this study is a quantitative descriptive approach that is research that describes the variables, symptoms or circumstances and information obtained from research subjects. Most of the information will be realized in the form of numbers. This study aims to determine the extent of the ability of high school (SMA) geography subject teachers in scientific writing in Ketapang Regency. This type of research is survey research which is included in the quantitative category. Survey research is research that takes samples from one population and uses questionnaires as a basic data collection tool (Masri, 1995). This study uses samples from one population using a questionnaire as an instrument for data collection. The subjects of this study were high school (E) / equivalent geography subject teachers in the total of 18 people. Analyzing data is based on the calculation of the percentage of results of filling out questionnaires by respondents. The selection of high school (SMA) teacher samples that are the subject of research using purposive random sampling technique. Ali (1993) states that this sampling technique is based on certain considerations made by the researcher himself, based on the characteristics or characteristics of the population that were previously known.

C. RESULTS AND DISCUSSION

1. Understanding of Teachers in Making Scientific Writing

Based on the recap of the respondents' answers to the teacher's understanding in making scientific papers obtained Item PG1 questions have an average of 2.67, the items in the PG2 question have an average of 2.08, the PG3 question items have an average of 2.75. Overall the teacher's understanding in making scientific papers has an average of 2.5. For more details, see the picture as follows:

Figure 1. Understanding of Teachers in Making Scientific Writing

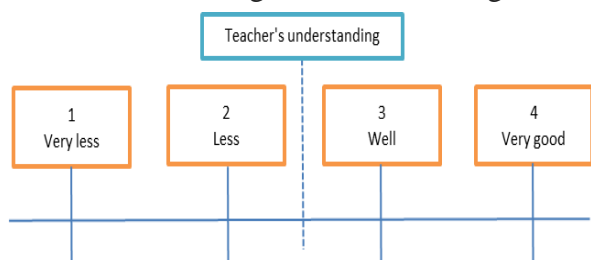


Table 1. Respondents' Answers

PG	Frequency	Percentage
Very less	2	5.56
Less	14	38.89
Well	20	55.56
Very good	0	0
Total	36	100

From these results it is known that the teacher's understanding in making scientific papers is 5.56% in the form of very poor category answers, 38.89% in the form of less answers, 55.56% in the form of good answers, and 0% in the

form of very good answers. These results indicate that in general the aspects of teacher understanding in making scientific papers are categorized as good. Based on the data above, it is necessary to improve the understanding of teachers of the SMA/ MA/equivalent Ketapang District towards scientific work. As many as 5.56% in the form of very poor category answers, 38.89% in the form of less answers. From the percentage description indicates that not all geography subject teachers understand the concept of scientific writing. According to Isa, et al., (2016) teachers need to be introduced to software for writing scientific papers with the aim of increasing the motivation to write teachers. Writing scientific papers can improve teacher competence, especially those concerning pedagogical competencies and professional competencies (Suandi, 2008).

2. The routine activities that geography subject teachers have done in developing their competencies

Based on respondents' recap on routine activities that have been done by geography subject teachers in developing their competencies obtained from AR1 question items have an average of 2.5, AR2 question items

have an average of 2.33, AR3 question items have an average of 2.25, AR4 question items have on average 2.67, item AR5 questions have an average of 2.75, Overall the routine activities that geography subject teachers have done in developing their competencies have an average of 2.5. For more details, see the picture as follows:

Figure 2. The routine activities of geography subject teachers in developing their competencies

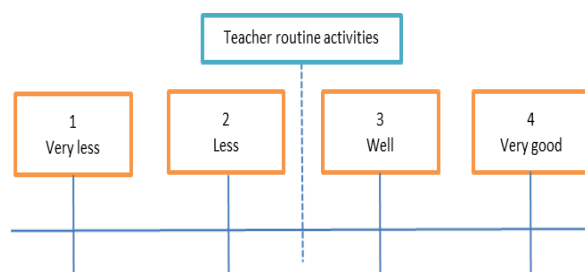


Table 2. Respondents' Answers

AR	Frequency	Percentage
Very less	3	5
Less	26	43.33
Well	29	48.33
Very good	2	3.33
Total	60	100

From the results of the above data it is known that routine activities carried out by geography subject teachers in developing their competencies were obtained 5% in the form of very poor category answers, 43.33% in the form of less answers, 48.33% in good answers, and 3.33% in very good answers. In general the results data

show that the aspects of teacher routine activities in developing their competencies are categorized as good. From the percentage description, it indicates that not all geography subject teachers routinely develop competencies through scientific papers, it is seen that 5% is in the form of very poor category answers, 43.33% in the form of less answers. One indicator of why teachers do not want to do writing activities is because they are not too often involved in conducting scientific publications into research journals. The ability to write can be developed by practicing analysis and synthesis of phenomena that occur in their fields (Gunawan et.al., 2018). Most teachers assume only enough teaching does not need to be involved with other activities, this causes no evaluation process to be carried out.

3. Teacher constraints in making scientific papers

Based on the respondent's response to the teacher's constraints in making scientific papers, the KG1 question item has an average of 2.58, the KG2 question item has an average of 2.25, the KG3 question item has an average of 2, the KG4 question item has an average of 2.67, Overall teacher constraints in making scientific papers

have an average of 2.38. For more details, see the picture as follows:

Figure 3. Teacher Constraints in Making Scientific Writing

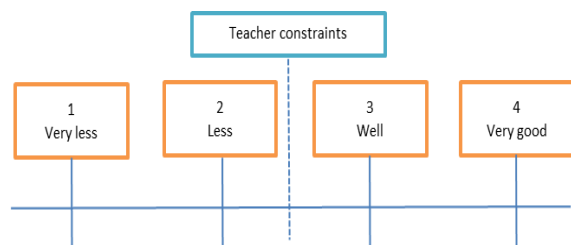


Table 3. Respondents' Answers

KG	Frequency	Percentage
Very less	3	5
Less	26	43.33
Well	29	48.33
Very good	2	3.33
Total	60	100

From the results of the data above, it is known that the constraints of high school (SMA) geography subject teachers in making scientific papers are 5% in the form of very poor category answers, 43.33% in the form of less answers, 48.33% in the form of good answers, and 3.33% in the form of very good answers that are categorized as lacking. This indicates that the teacher is still experiencing obstacles in making scientific papers for publication. Teachers need the help of parties in providing understanding, knowledge, and practice about scientific work (Bambang, 2017). The need for a solution to increase the awareness of

teachers towards Permen PAN and RB Number 16 of 2009 which regulates Teacher's Functional Position and Credit Score. Teachers need to spend time and use time as efficiently as possible so that they have enough time to write (Rina, et al., 2018). Teachers not only teaching in class also must fulfill other professional development elements by publishing scientific activities or innovative works.

D. CONCLUSIONS

Based on the results of research on the ability of high school level (Geography) subject teachers in scientific writing in Ketapang Regency with the following indicators: 1) the teacher's understanding in making scientific papers has an overall average of 2.5 which is categorized as good; 2) the routine activities that geography subject teachers have done in developing their competencies have an overall average of 2.5 categorized as good; 3) teacher constraints in making scientific papers have an average of 2.38 categorized as less.

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