

Teachers' Poor Professionalism Of Writing A Scientific Paper at Muhammadiyah Senior High School in Central Java

Sumardjoko, B.¹

¹Professor of Education Sciences FKIP UMS

Corresponding email: bs131@ums.ac.id

ABSTRACT

The paper aims at analyzing teachers' poor professionalism of writing a scientific paper at Muhammadiyah Senior High School in Central Java. It studies on the phenomena of teachers' weaknesses, comprehension, efforts and constrains on writing a scientific paper. The study belongs to a qualitative research by applying a descriptive approach in examining the problem. The data are got with in-depth interview, observation, and document analysis. The data sources are teachers, headmaster, a chief of High and Preliminary Education Assembly, and educational experts. Data validation is conducted by methods and sources triangulation. The data analysis applies the interactive model. The research result shows that most teachers have a limited comprehension of scientific paper concepts, skill on conducting classroom action research and writing a scientific paper. In addition, they also have some constrains such as lack of writing motivation, school infrastructure, and internet connection access. In eliminating the those problems, firstly Muhammadiyah senior high school (SMA/MA/SMK) teachers of Sukoharjo district have done some activities to develop their professional competence especially in field of writing a scientific paper. In supporting their efforts, it needs a concrete step of stakeholder to simplify of all regarding with learning administrative activities, facilities adequacy motivation, the initiative of Assembly of Elementary and Middle Education, and others sponsorship, as well as the guidance of university.

Keywords: teachers, professionalism, and scientific paper.

DOI: 10.20961/ijpte.v%vi%i.16802



Except where otherwise noted, content on this site is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

INTRODUCTION

Teacher as the educator, instructed with Act number 14 year 2005, has a pedagogical competences or skills for transferring knowledge to the students. Teacher does not only transfer of knowledge but also teaches the value and builds the students' character incessantly and continuously on learning process. As an educator, the teacher should familiar with the Act in order that they understand their duties in their teaching learning process. It also implies that the teachers have to improve their professionalism.

Teachers' professionalism development is carried out based on institutional needs, teachers' group, and teacher itself. It is in line with Danim (via Syaefudin Sa'ud, 2009) saying that teachers development is programmed to respond, keep, and improve staff quality to address the teachers' organization problem. Although those teachers' developments based on institutional needs are so crucial, but the important one is based on the teacher needs itself to run the professionalism process. The essence of studies and learning context always grow and change in time and space dimension, then teachers are directed to improve their competences with the way of Continuous Professional Development.

Development and improvement of teachers competence who has had educator certificate is done to keep their professional competences agree with knowledge, technology, art, and culture, and/or sport sciences (Kemendikbud, 2012). PKB agenda that is done by teachers consist of self-development, scientific publication, and innovative work. Teachers' development and improvement are not only programmed by third ways above, but it is also conducted by giving well qualified services. As the agreement of National Ministry Education Number 013/U/2002 regarding the technical instruction of teachers functional occupation credit rank assessment can be categorized through (1) scientific paper, (2) effectiveness of technology, (3) monumental art work, (4) involvement of curriculum development, and (5) designing learning media.

The continued teachers' profession development data shows that many teachers on their professional development is impaired by a must of making scientific paper. Besides of that writing a scientific paper skills are so important for them (Anah Suhaenah, Kompas, April 22nd, 2014) because by writing a scientific paper can be useful as teachers mean of reflection their several experiences. Such as in Central Java, almost 60% teacher state official (PNS) that has reached IVa class cannot be move into next highest level due to the constrained matters writing a scientific paper. Data shows that high school teacher who has placed IVa class reach up to 50.88% while teacher that able to move in next highest level to IVb and so on only 0.5% (Eris Yuniarto, 2007). Sumardjoko's research (2013) about Teacher-Certification of Strengthening Model through Professionalism Meaning of High School Teachers in Sukoharjo, Central Java shows that primary cause factor of the lack of teachers' successful on improving the professionalism is a minimum of teachers skill on conducting classroom action research and writing a scientific paper. Furthermore, based on the preliminary observation in Muhammadiyah (SMA/MA/SMK) Sukoharjo, found that on continued teachers' professional development tends to be stable and still there comes bite of teachers'

professional development programs that arranged clearly and systematically. Based on phenomenon above, it is well-viewed to formulate continued teachers' professional development model based on collaborative-constructivist to improve soft-skill-transferable skills of teachers in writing a scientific paper.

Soft skills is a hard competences defined because it is so subjective. It refers to interpersonal competence. There are many identified interpersonal competence. Based on *Career Opportunities News* publication, *soft skills* consists of positive skills to support the personality. It can be motivation, others dignity, team work, self-dicipline, self-confidence, the general norms adaptation, public speaking or communication either spoken or written. Teacher who has positive soft skills is expected able to mastery written and spoken as well as high work motivation then able to work intensively under pressed product target and deadline.

The big scope of personality effects in work life makes many researches which identify interpersonal competence needed by the employee. Marquardt & Engel (1993) relate the lecturer competence among work global market needs. The competence that makes lecturer effective is not a guarantee of effectiveness in the cultural construction. Marquardt & Engel have identified 16 competences arranged based on many areas, attitude, skills, and knowledge that believed having a high contribution to reach successful in cross culture arrangement. The suggested competences are (1) appreciating other values and culture practical, (2) patient and tolerant, (3) commitment of human resources (SDM) principles, (4) initiative the most, diligent, and (5) capable in sense of humor. McLagan (1989) has identified 25 competences of teachers qualification within '*Models for HRD Practice*'. Then, those competences are classified into 4 groups, they are technical competence, business, interpersonal, and intellectual. Soft skill becomes a part of professional HRD competence included on interpersonal competence. Leach (1999) reexamines the developed model by McLagan then finds 23 relevant competences to prepare the professional teachers.

Based on the background of the study above, the research is intended to (1) describe the teachers' continuous professionalism development mapping, in particular of activity related with writing a scientific paper, (2) describe teachers' comprehension of writing a scientific paper, and (3) describe the efforts and their constrains of developing writing a scientific paper competence.

RESEARCH METHOD

This development research was conducted in Sukoharjo District, Central Java Province. The data source consists of informant, location or phenomenon, and document based on *snowball sampling* and *purposive sampling*. In the beginning, researcher starts with *snowball sampling* technique. That is the activity of getting preliminary in terms of *purposive*. Researcher conducts the investigation until found the truly expected preliminary. The *snowball* is done in consideration of when researcher examines research location does not have an accurate data source map unknown before it.

The studies is a development of intensive research (Borg & Gall, 1989), it is a research begun by preliminary studies, then followed up by developing through

field study process, design model development, testing of design model, and model validation.

RESULT AND DISCUSSION

Charitable Business of Muhammadiyah of educational area in Muhammadiyah Sukoharjo region is categorized the most. Data has shown that high educational institutions are SMA, MA, and SMK totally 11 schools. Based on the inscription at June 27th, 2015, found the data of those 11 high schools totally 346 teachers.

From these 346 teachers, they have done participating the educator certification programs is totally 119 teachers (34.99%) and have not done yet participating the educator certification programs is totally 227 teachers (65.61%). It shows that the teachers does not participate of certification program is most than do the certification program. Although it was just 34.99% of joining the teacher certification program, this number is categorized good enough as a private university due to gone one better of 25% .

Furthermore, from 119 teachers who have got an educator certificate, based on personnel statue are divided by three categories, they are state official (PNS), reguler foundation teacher (GTY), and non-reguler teacher (GTT). Sertified educator of teacher who PNS statue is totally 20 teachers (16.81%), GTY statue is totally 72 teachers (60.50%), and GTT statue is totally 27 teachers (22.69%). The based data is well interesting because teachers in Non-PNS mostly get the educator certificate, it is 83.19% in compared with PNS teacher.

Therefore, in term of sex, from 119 Muhammadiyah high school (SMA/MA/SMK) teachers who have been teacher certified are divided into 81 male teachers (68.07%), and 38 female teachers (31.93%). That data shows that male teachers are dominant of getting the educator certificate then female teacher.

Teachers' Professional Development

Based on preliminary study it is found that all self-development forms of teachers certified educators have been done although the results have not been conducted maximally *from the Teacher Perspective*. Teachers have tried to do various self-development to meet and improve pedagogical competence, professional, social, and personality during this time. Evidence of self-development agenda of teachers was shown from interviews to some informants. According to BS, as a Civic lesson teacher at SMK Muhammadiyah 1 Sukoharjo (W/G1/5/June/2015) that " *I read a lot of books, follow workshop, and outbound. If all are well done, I think it is enough to improve competence*". The information result was confirmed by the history teacher, SS, who said: "*Beside reading books, I also often search on the internet because historical events are easier to get when I search on the internet. I once attended a seminar or workshop. It can support my competence as a history teacher.*"

The obtained information on teacher development activities from the two resource persons is same as what H.Sm, a certified entrepreneurship certification teacher in SMK Muhammadiyah 1 Sukoharjo. Also by ES, Civic teachers, (W/G2/8/June/2015), who have developed their competencies and participated in

the agenda of the Board of Lesson Teacher Consultation. Then also buying a laptop for interconnection, because he thinks very good to find the latest information on citizenship current issues. The ES' explanation is also reinforced by W who teaches the physical exercise lesson and Sgn as a civil officer, who teaches Indonesian lesson.

Based on the data descriptions above, the researcher get the idea that teachers who have been certified educators have done several activities to develop competences through various ways. The activities done by them are to follow workshops, seminars, to buy current textbooks lessons, to join the Board of Lesson Teacher Consultation's activities, and to discuss some issues with colleagues in the field of study.

The teachers' various efforts and activities of continued professionalism improvement included in writing of scientific papers can be shown on the following figure.

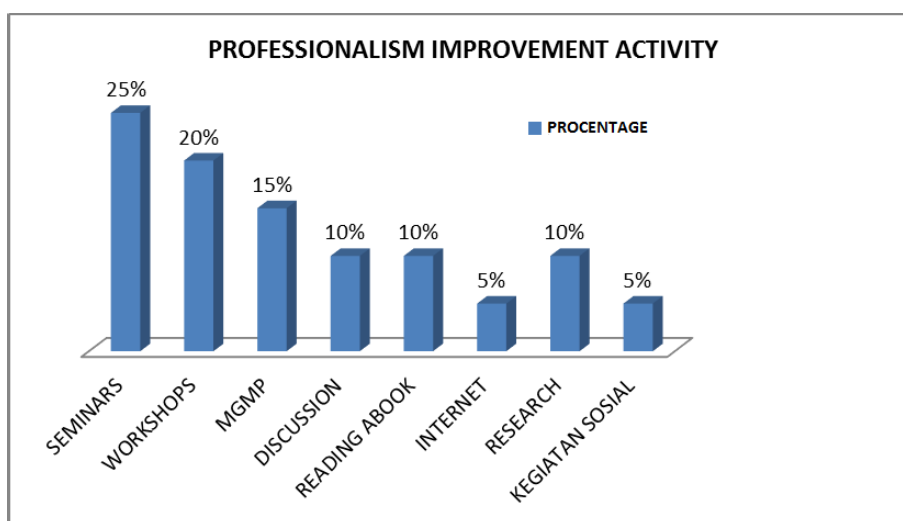


Fig. 1: Teachers Agenda of Professionalism Improvement

In terms of the Principal's Perspective, the principal as a leader is also responsible for the teachers' professional development of school. Various ways of principals have been done to support certified teachers to have better competence. HM, as headmaster of SMK 2 Muhammadiyah Sukoharjo stated support every agenda of teacher to develop competence. "If there is a seminars or workshops invitation, we will delegate the teacher. It is full funded from school. Teachers are given a course agenda documents, then stamped on the committee at the seminars or workshops. Furthermore, the evidence was submitted to school. The Board of Lesson Teacher Consultation's activities are also supported, notably the provision of premises if needed. Regarding to teaching duration, we adjust to the teachers' needs, especially certified to fit the teaching hour's needs. "There are many other activities to develop teachers' competence "(W/ KS/8/June/2015). HM's information, investigated by Mdj as principal in SMA Muhammadiyah 1 Sukoharjo then was not so much different. According to him if the school fully supports the development of teacher competence, it sometimes encountered constraints. Including Skn, as headmaster of SMK Muhammadiyah Watukelir and

Headmaster of SMA Muhammadiyah Pontren Imam Syuhada who always support every teacher activity in competency development.

Data collection that has been conducted by several principals of SMA/MA/SMK Muhammadiyah in Sukoharjo providing an overview of the activities done so far in terms of teacher competency development. Based on the studies result, it is found that the headmaster has been trying to support and facilitate the teachers to conduct various activities to improve pedagogic, professional, personality and social competence. Support conducted include: (1) Providing support to teachers if you want to attend seminars. (2) Providing support to teachers if they want to attend the workshop. (3) Facilitating discussions with colleagues in each school. (4) Providing for Board of Lesson Teacher Consultation agenda. (5) Motivating older, certified teachers to be productive. (6) Supporting teachers in organizing social activities on religious ceremonies. (7) Providing a supervision of teacher agenda in school. (8) Supporting teachers who want to do research. (8) Participate in determining the policy when distributing teacher teaching hours.

The principal various efforts and activities of improving the professionalism of teachers in a sustainable manner can be shown in the histogram image as follows.

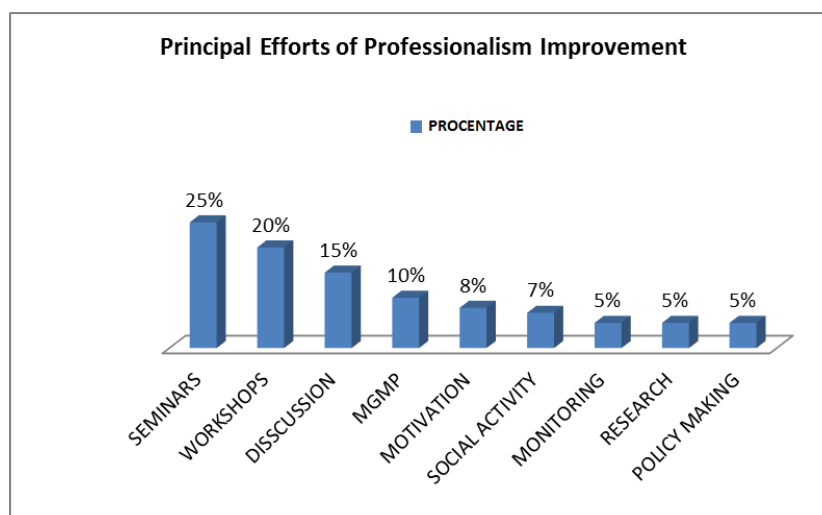


Fig. 2: Headmasters' Effort of Teachers Professionalism Improvement

The field reality illustrates that the Muhammadiyah Sukoharjo Preliminary and High Education Board tends to encourage, motivate, including monitor teachers in developing competence and profession *from the perspective of the Elementary and Middle Education Assembly*. It can be stated that the system is going on bottom up. It is characterized by all ideas and statements that appear generally comes from the leadership and the teachers of each school so that the Assembly enough provides support after school to take action.

Minimum of role and function of teacher empowerment by Assembly of Elementary and Middle Education of Muhammadiyah Sukoharjo and also possibly in other regions seems influenced by various factors. The management of Assembly of Elementary and Middle Education is mostly held by non-teachers and full-time teachers. As a private university that grows and develops from beginning and has a religious social vision, namely *dawwa amar makruf nahi*

munkar then to realize the professional school management often encountered difficulties. Almost the majority of Muhammadiyah schools in managing school finances should truly apply the principles of efficiency and well effectiveness. Because it is not strange if the Assembly of Elementary and Middle Education is often in difficulty in terms of funding when it will make an innovation and a variety of activities expected.

Teachers' Capability of Writing a Scientific Paper

Scientific paper is the result of idea of a scientist who expects to develop science, technology, and art. Scientific activity is obtained by literary, collections of experiences, research, and other prior knowledge. Interview to BS, (W/G3/5/June/2015), related to the concept of scientific papers, said "The comprehension of research concept became my constraint in CAR. Sometimes while making, but this confusing is correct or not. Finally stop it then did not make it ". According to SS, the history teacher: "Actually history learning there are many problems. For example student motivation, effective method delivery, then relevant learning resources. That could be classroom action research theme. Only the concept of CAR is not well-mastered. It deeply confused to make the right proposal and its systematical. Actually it has already given an example, but due to the science is different so still faced the difficulty".

Information is also got from ES, as a Civic teacher on June 8th, 2015, which says "Making research may be one of my weaknesses, because the undergraduate did not take a thesis". Then according to W: "Difficulties in making the CAR generally is on the development of research concept of. Beginning by determining the appropriate title, problem formulation, and applied theory. Then how the method, it also became thw constraint. If nobody guides, I must have troubles.

Information got from teachers of SMK Muhammadiyah 1 and 2 Sukoharjo, investigated by SMA Muhammadiyah 3, and SMK Muhammadiyah Watukelir which all concluded there are still constraints in comprehension of scientific work concept. The experience of teachers makes scientific papers, mostly conducted during Training Program for Teacher Profession. Teachers finds difficulties when it comes to standardized system and research methodology.

Teachers' certified comprehension on the concept of scientific papers can be presented that the category includes the categorization, 15% understandable, 55% less understandable and 30% not understandable. The above conditions are simultaneously with Sumardjoko (2012) research results that teachers' constraints in writing scientific papers are as follows. (1) Low reading interest. (2) Teachers information lack about recent development activities, and (3) Misperceptions. Teachers who lack information on scientific writing make teachers misperceptions about writing scientific papers.

In addition, to the above reasons of scientific work low understanding is an internal factor of the teacher concerned. Internal factor is the influence that comes from a person self. Low motivation is one of the internal inhibiting factors that among others in consisting of attitudes of teachers who do not have a habit of reading books, not having good language skills and no motivation to write. The lazy factor of trying, interest and motivation of writing can be seen from whether

or not to try to write. Lazy or low work is a factor that also hampers teachers to start writing scientific papers.

The Effort of Continued Teachers Professional Development

In terms of the results of document analysis and in-depth interviews of SMA / MA / SMK Muhammadiyah Sukoharjo teachers can be explained that teachers have been trying to develop their professionalism in various ways, such as by development model of "*Individual Guided Staff Development*". Teachers can assess their learning needs and be able to learn actively and self-directed. Teachers should be motivated when selecting learning objectives based on personnel assessment of their needs.

The independent professionalism development that has been programmed by Muhammadiyah Schools teachers in Sukoharjo in accordance with guidelines PKB activities. Self-development is done within the school independently and categorized into three, they are (1) done by teachers independently, (2) done by teachers in collaboration with other teachers in one school, and (3) done by networking.

Furthermore, based on interviews, archival recording, and observation, there are several problems arising related to the continuously teachers professionalism development. The problems becoming the constraint is the problem of low writing motivation, time, funding, age, school infrastructure, leadership policy, and internet network access. Therefore, what is needed and continued to be pursued is (1) a step by the stakeholders to simplify everything related to the administrative activities of learning or evaluation at school. (2) There is financial support from the Elementary and Middle Education Assembly and other sponsors in paving the way for teacher activity. In this case it is expected that the Assembly policies are not only bottom up but also top down. (3) There is a change of policy from the leadership of the Dikdasmen Assembly so that the requirement for promotion is more selective so that it involves the pedagogical, professional, personality and social aspect. (4) The existence of internet network access support. (5) There is support from universities in organizing workshops or seminars or workshops or and other activities. (6) There is scholarship support for further study.

CONCLUSION

Finally the researcher can conclude as follows. Firstly Muhammadiyah high school teachers (SMA/MA/SMK) in Sukoharjo District have done several activities to develop their professional competences. The applied development by teachers by joining workshop, seminar, purchasing the latest lesson text books, following Board of Lesson Teacher Consultation agenda, and discussing among partner teachers in their fields.

Secondly capability of writing a scientific paper by certified teacher does not show optimally due to the constrain of clearly scientific paper concept comprehension. Teachers experience of writing a scientific paper is severally done when joining Training Program for Teacher Profession. Teachers'

comprehension regarded a scientific paper concept generally is still constrained on research standard systematically.

Thirdly to fulfill the continued teachers' professional development needs still face many constraints, such as time problems, financial, age, school infrastructure, motivation, leader policy, internet connection access. It needs the real steps of stakeholders to simplify related matters of learning activity administration, financial support of Assembly of Elementary and Middle Education and others sponsorship, supported by high institution of implementation a workshop, seminar, and other agenda including on going scholarship.

REFERENCES

- Barkley, F Elizabeth. 2007. *Collaborative Learning Techniques*. Jossey-Bass. A Wiley Imprint.
- Borg, W. R. & Gall, M.D. 1989. *Educational Research*. London: Longman Group.
- Charlotte Hua Liu and Robert Matthews. 2005. 'Vygotsky's philosophy: Constructivism and its criticisms examined'. *International Education Journal*. 6 (3): 386-399.
- Danim, Sudarwan. 2010. *Profesionalisasi dan Etika Profesi Guru [Professionalisation and Profession Ethicsof Teacher]*. Bandung: Alfabeta.
- Danim, Sudarwan. 2011. *Pengembangan Profesi Guru: Dari Induksi ke Profesional Madani. [Teacher Profession Development: From Induction to Civil Professional]* Jakarta: Media Perhalindo.
- Dwiloka, Bambang. 2005. *Teknik Menulis Karya Ilmiah [Writing Technique of Scientific Work]*. Jakarta: Rineka Cipta.
- Gordon, Howard R. D. & Richard Yocke. 1999. "Relationship Between Personality Characteristics and Observable Teaching Effectiveness of Selected Beginning Career and Technical Education Teachers". *DLA Ejournal Home*. Volume 16, Number 1. Marshall University.
- Kemendikbud, 2012. *Tentang Kebijakan Pengembangan Profesi Guru [About Teacher Profession Development Policy]*.
- Myers, I. B., & McCaulley, M.H. 1985. *Manual: A Guide to the Development and Use of the Myers-Briggs Type Indicator*. Palo Alto, CA: Consulting Psychologists Press.
- Payong, Marselus R. 2011. *Sertifikasi Profesi Guru; Konsep Dasar, Problematika, dan Implementasinya [Sertification of Teacher Profession: Basic Concept, Problem, and Its Implemenation]*. Jakarta: PT Indeks Permata Puri Media.
- Sa'ud, Udin Syaefudin. 2009. *Pengembangan Profesi Guru [Teacher Profession Development]*.. Bandung: Alfabeta.
- Sahlberg. 2007. *Secondary Education in OECD Countries*. Brasilia. Brazil. www.european training foundation.com
- Sumardjoko, Bambang. 2013. "Model Penguatan Guru Bersertifikasi melalui Pemaknaan Profesionalisme pada Guru-guru SMA Negeri di Sukoharjo Jawa

Tengah” [Reinforcement Model of the Sertified Teacher through Professionalism Meaning to the Teachers of State Senior High School in Sukoharjo Central Java]. *Laporan Penelitian [Research Report]*. Surakarta: LPPM UMS.

Sumardjoko & Murni. 2016. “*Pengembangan Keprofesian Berkelanjutan Guru Guru SMK Muhammadiyah 3 dan 6 Gemolong Sragen*”. [Continuous Profession Development of the Teachers at Vocational High School of Muhammadiyah 3 and 6 Gemolong Sragen] *Dalam Prosiding Konferensi Nasional ke-4 APPPTM. Volume 1 Pendidikan dan Pemikiran Islam.*[In Proceeding of the Fourth National Conference of APPPTM Volume I Education and Islamic Thought]. Jogjakarta: Pascasarjana UMY.

Undang-Undang RI Nomor 14 Year 2005 about Teachers and Lectures.

Undang-Undang RI Nomor 20 Year 2003 about National Education System

Yunanto, E. 2007. “*Evaluasi Program Bimbingan Teknis Penulisan Karya Ilmiah Pengembangan Profesi Guru Sekolah Menengah di Propinsi Jawa Tengah*”. [The Evaluation of Technical Guiding Program of Weiting Scientific Work for Teacher Profession Development of Yunion and Senior High Schools in Central Java Province. Tesis. Semarang: Unnes.

