Accompaniment of Making Research Articles and Publishing for Junior High School Teachers in Sambas and Malaysia Regions Borders

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ABSTRACT

For local teachers information on formal education, development is quite difficult. Teacher activities that support their professionalism are less conducive. One of the teacher's vessels in discussing or discussing materials in the lesson ie MGMP (Subject Teacher Consultative). The results of questionnaires and interviews (June 2012) revealed that many MGMP is not performing their activities properly. Several factors are expressed such as (1) more meeting material on routines, (2) difficult transportation, (3) funds; and (4) lack of motivation because it is considered to have no direct effect. During the 2012 academic year, MGMP Mathematics for Kecamatan Paloh performs only two meetings. While MGMP Matematika Sambas City is active almost every month. However, the focus of the meeting tends to routine the discussion of making common repetition questions together. Another case with the MGMP IPS, for the District of Paloh quite somewhat active but the focus of the study has not been right on target. Taking note of the above facts, it is necessary to have activities that provide freshness again and at once can be felt directly benefits such as the need for workshops presented expert and support the professionalism of teachers. In this activity, the PKM team coordinates with several MGMPs in Kecamatan Paloh and Kota Sambas. Activities undertaken are (1) conducting surveys to MGMP targets; (2) analyze survey findings; (3) design workshop activities coordinated with MGMP managers; (4) implementation of workshop, (5) process of making article writing; (6) meeting and presentation of accompaniment article; (7) selection and publication of articles to the targeted journal; (8) reporting.

INTRODUCTION

Location Sajingan is the border area of Sambas and Malaysia which is quite far from Pontianak city which is 275 km. The Great Sajingan is a sub-district in Sambas District, West Kalimantan, Indonesia. This sub-district is often referred to as Sajingan only, which can be confusing, on the other hand, there is also Sajingan Kecil, a hamlet in Semanga, which is not located in this sub-district but in Sejangkung subdistrict located in the south. Kaliau, which is also the name of a mountain near the township district is located. Aruk, which is the closest Indonesian settlement of Sarawak, Malaysia in Sambas District is also present in this district.

The transportation route is sufficient, where there is already public transportation that can be used by the public to travel to the district capital, even with the road conditions that are still not so good. In terms of telecommunications, it seems that the people of this sub-district, especially in Aruk and its surroundings, are more familiar with Hotlink which is Malaysia's cellular telecommunication network, due to the closed position of this sub-district from the Malaysian border. The inhabitants of these districts are predominantly Dayaks, followed by Malays, and a few Javanese.

Sajingan Besar Sub-district was formally established on 17 June 1996, which was conducted centrally in Sanggau, Sanggau District based on Government Regulation No. 39/1996 on the Establishment of 16 (Sixteen) Subdistricts in the Regions of Pontianak, Sanggau, Sambas, Sintang, Ketapang and Kapuas Hulu within the Provinces of the Level I Region of West Kalimantan. Sub-district of Sajingan Besar was originally a Representative of Sejangkung Sub-district located in Kaliau Village.

Eusabinus. B, et al (2009) in his research study which observed 4 sub-districts of Sambas Regency revealed that 456 or 18.38% of 2479 primary school graduates and not equal to 4 border districts in Sambas Regency in 2008/2009 did not continue their education to the level junior high school and equal. The findings of this study illustrate that students' interest in continuing school at higher levels is relatively weak. In the research further disclosed the causes factors include: social culture, economics, geography, and demography.

Among these causes, socio-cultural allegedly has somewhat more restrained obstacles compared to other causes. There are still many communities around who consider that higher education does not guarantee the future. Because around those who succeed in high school is still not productive. However, not a few of those who have the luck and are successful because of successful communication skills and skills in Malaysia.

When studied further from educators ie teachers domiciled in 4 districts was revealed that the way of thinking and working principles they belong to just fulfill the routine. Professionalism is viewed with obedience to the rules imposed. Based on a questionnaire filled by 32 junior high school teachers from 3 study areas (IPA, IPS, and Mathematics) it was revealed that only 2 out of 32 teachers ever made articles during their teaching experience. Surely this is a challenge for local teachers to be able to write articles.

The results of the team survey (2011) to examine the educational conditions related to the improvement of continuous professional development in Sajingan informed were classified as lagging areas, it was found that: (1) 92% did not understand the rules of class action research; (2) 95% do not know how to create article; (3) 85% lack of understanding of the way scientific writing is written; (4) 77% are interested if there are workshops that can support continuous improvement of profession; and (5) 72% interested in articles ready for publication.

Although the above conditions are inadequate in the development of education, a teacher must continue to improve his professionalism through various activities that can develop his skills in managing learning and other skills in an effort to make learners have learning skills, including learning to know skills, skills in the development of identity (learning to be), skills in the implementation of certain tasks (learning to do), and the skills to be able to coexist with others in harmony (learning to live together).

In Permeneg PAN and RB Number 16 of 2009, there are three elements of teacher activity in PKB (Sustainable Development of Profession) that can be assessed credit score, namely: self-development, scientific publication, and innovative works (Dian Mahsunah, et al, 2012). In order to develop the professionalism of teachers in a sustainable manner can be done with various strategies,

among others: (1) participate in training or in service training; (2) reading and writing other scientific journals or papers; (3) participate in scientific meeting activities; (4) research such as TOD (Class Action Research); (5) participation in professional organizations/communities; and (6) cooperation with other professionals in the school.

Taking into account the condition of education in Sajingan as a border area, there needs to be continuous professional development in the form of self-development, scientific publications, and innovative works. The activities that will be conducted are conducting education and training in the Teachers Conference forum on research and article writing. Furthermore, mentoring is provided for the teacher to conduct classroom action research for those who have not raised the research. But for teachers who have done the next class action research is accompanied to create an article. For ready-made articles can be submitted to the existing journal in FKIP to be published. By publishing the article in the journal at FKIP on credit points will provide motivation for teachers to improve and continuous professional development.

To make the problem solving, several activities are performed, with the following stages: (1) Optimizing the learning problem into a study in classroom action research. So it is expected to happen innovations in learning in the classroom; (2) Provide explanations and studies on how to conduct classroom action research that is adapted to the daily profession, so that sustainable professional development is not in place; (3) Provide a joint explanation and analysis of how to prepare a classroom action research report adapted to the daily profession, so that professionalism in terms of sustainable professional development is increasing; (4) Provide a shared explanation and analysis of how to create a revised conceptual article on the learning process in the classroom, resulting in improved Sustainable Professional Development (PKB) to be better and can even occur due to optimism; (5) Providing explanations and mentoring on how to create research articles that are being evaluated on the learning process in the classroom, resulting in sustainable professional development (PKB) becoming better than ever; (6) Provide an explanation of the flow of published articles (conceptual / research) in educational journals, so that scientific papers that have been done can be used for Sustainable Professional Development (PKB); and (7) Provide an explanation of how to communicate ideas related to learning problems in the classroom, so that human resources become more creative.

Activity Targets: The implementation of community service is conducted in areas classified as underdeveloped and better known as the border area between Sambas and Malaysia with the following targets: (1) Initial survey data collection; (2) Workshop on the writing of scientific papers and this article is targeted to have 3 activities for 2 fields of study; (3) The existence of continuous mentoring and guidance in the making of scientific work in the form of final report of research; (4) Continuous mentoring and coaching in the making of research articles and conceptual articles; and (5) The existence of articles that can be published in one of the journals in FKIP Untan.

Activity Output: Obtained by the participant's final report on class action research in accordance with his or her teaching field or other scientific work, such as analysis of learning outcomes. This classroom action research report is prepared with guidance through mentoring. The expected outputs of this activity are as follows: (1) Class Action Research Proposal; (2) Classroom action research report; (3) Scientific works relevant to learning, Student Worksheets, Learning Supplements, Learning Implementation Plans, Research Articles or Conceptual Articles, and Articles published in Education Journal (local / national).

METHOD

Activity Implementation Plan

The following is a description of each activity the team will undertake during the Science and Technology activities for the Community (IbM) with MGMP IPS and Mathematics partners.

Workshop on making PTK proposal

This activity is done as a refresher for teachers who have S-1. Through this activity, the teachers are invited and given motivation related to the way of making a PTK (Classroom Action Research) proposal whose ideas are linked directly to each other's mathematics. The workshop activities with the following series: (1) dispatching and filling the questionnaire to the participants; (2) explanation of PTK proposal; and (3) the practice of making a PTK proposal.

Assistance in Classroom Implementation Process

Preparation of proposals that have been done, then do the process of research in the classroom. In this process, the partner participants are given guidance and assistance and expected to have communication either directly or indirect communication. Remote monitoring is done by intermediate group leaders who can also through their respective core MGMP teachers. Discussion reports between teacher participants and core teachers will always be monitored by the FKIP implementing team so that the inhibiting factors can be taken as soon as possible to follow up the next activity.

Workshop on Making Research Report

This activity can be done if the data acquisition is partly or wholly owned by partner participants, so that the step of data analysis, discussion of data, and conclusion which become the subject of review in PTK reporting can run continuously. In this workshop each participant practice to make draft research report based on each data. Through this draft report serve as the material for discussion and consultation in mentoring.

Workshop on Making Research Articles

This activity is done after the research report has been completed or at least is nearing completion. The article-making workshop tends to have a final thesis report dependency. Because in the making of research articles, much depends on the final report. In other words that research articles obtained by trimming the report according to the rules that apply. The activity of making this article is not only done on the location is also done by facilitation and consultation so that the conditions emphasized by a journal can be fulfilled. The last activity is to select articles to submit to the relevant journals.

Activity Procedures

Through this activity, IbM will be offered solutions to the problems that have been formulated above. The approach offered for the realization of this IbM program is a model of empowerment with the following steps: 1) Preparation Phase; 2) Assessment Stage; 3) Alternative Program or Program Planning Phase; 4) Formulation Stage of Action Plan; 5) Implementation Phase (Implementation) Program or Activity; 6) Evaluation Phase; and 7) Termination Phase.

Implementation of IbM program is indeed implemented as an effort to empower the group of teachers in the MGMP IPS and MGMP Mathematics through MGMP group activities that focus on the development of sustainable profession. The method of implementation of the program will be: (1) research proposal making workshop, (2) research report making workshop, (3) research article making workshop and (4) mentoring. All of these methods are a unity of this IbM program.

In detail the procedure of activities to realize IbM program as follows.

1. Stage of preparation

At this stage the activities undertaken are (a) making a questionnaire; (b) designing peer instruments and validation; (c) preparing presentation materials; and (d) completion of field survey materials.

2. Assessment stage

Assessment is a process of measurement or assessment of a value or a factual value. Assessment can also be said to be an instrument used to prove and evaluate the extent to which a candidate has achieved or made progress towards the assessment criteria (Joint Information System Committee, 2010). Thus, data acquisition by questionnaire and field survey data is further analyzed and interpreted in relation to subsequent actions.

3. Alternative Program or Program Planning Stage

Planning program activities such as workshops need inputs from the acquisition of questionnaires and field surveys so that the intended activities can be right on target. The planning of such activities needs to be coordinated with the partner manager so that the adjustment of activities can be done. In an MGMP it is usually led by the MGMP chairperson so that the MGMP chairman can be the coordinator of the target location.

4. Formulation Stage of Action Plan

To do the workshop there needs to be maturity related to several things, such as time of activity, place of activity, and means of activity. For the time the activities, of course, adapted to the activities of MGMP partners so that existing activities support the learning process and not inhibit the learning process.

5. Implementation Phase (Implementation)

The form of the implementation of activities conducted in the form of workshops in the MGMP group, ie 10 teachers in the group IPS MGMP IPS and 10 Math teachers in the MGMP Mathematics group. Implementation is done by adjusting the MGMP activities of each partner. Such implementation can be considered in the following table.

Table 1

Implementation Plan Activities			
Meetings	Workshop Material	Field of study	Place
I	The making of PTK Mathematics proposal	Mathematics	Room I
I	The making of PTK IPS proposal	IPS	Room II
II	Making of PTK Mathematics Report	Mathematics	Room I
II	IPS reporting PTK	IPS	Room II
III	Making a scientific article in Mathematics	Mathematics	Room I
III	The making of scientific articles in IPS	IPS	Room II

6. Evaluation Stage

At this stage is done reflection and evaluation of activities that have been done. In this activity, the reflection is done by coordinating with the supervisor in the location and observer. While on evaluation is required data to be analyzed to obtain an evaluation result that enables support or hindrance to the next activity.

7. Termination Phase

At this stage, IbM team stated that the activities have come to the end and have ensured related goals and objectives are expected to be achieved. Thus formally the IbM team stated that the activities carried out are considered complete.

RESULTS AND DISCUSSIONS

Workshops conducted on 28 and 29 April 2015 can be obtained some data as follows.

Implementation of Material Exposure

Digest 1: Providing information about procedures or procedure done by the students if they want stage up to upload in electronic journal.

Digest 2: describes the systematics of writing research articles directed in accordance with accredited journals. The FKIP journal is heading towards an accredited journal.

In the implementation, after the presentation of the material by each speaker, the training participants are given the opportunity to conduct question and answer in the discussion forum.

Participants who contributed to the question and answer, namely as follows.

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Participant 1

How to update the article?

Resource Answers:

There are some that are meant for renewal, namely:

System of writing and arrangement. It means that writing is not like a thesis for certain things, such as abstract, introduction and title. Each is given a limit. While in the thesis only based on certain criteria but not limited in length.

Participant 2 (Bahasa Education)

How to make sure that the procedure to be covered does not get much resistance? How to trim existing words in titles that are too long? Minimal reference to how many articles?

Resource Answers:

So it has a somewhat flexible time due to the longer time lapse owned.

Associated with a title with a maximum of 14 words. If there is an excess then it should be arranged so that a maximum of 14 words on condition does not change the meaning of the title. One of the attempts to beheaded was to cut off the location of the research. The reason is that the location of the

research is only as an intermediary or media research, not a focus of research. What is the focus of research is not recommended to be beheaded? Whereas if anything else to be decapitated can be consulted with mentors.

Whereas many references (literature/books / electronic quotes etc.) are not limited but adapted to the many quotes that the article body has.

In the second activity, the practice occurs several questions, namely:

1. Eka Julianti (Science Education)
How to overcome if there is a rule that the desired rules of mentors are not in accordance with the rules of the existing journal?
The second instructor's answer is when practicing
It's a good idea to keep following the guidance rules but to immediately consider the journal editor team for advice on finding possible solutions.
2. Ika Ulfa (Religious Education)
How to overcome so as not to be considered a plagiarist?
The second instructor's answer is when practicing
A person who is said to have plagiarism has several causes. For example, a quotation or opinion not written in origin/source, then it can be considered plagiarism.
3. Question from Ayu Novia (Prodi Bahasa Indonesia):
On the results and discussion on the components of research articles, previously father said in an article, many pages for the results and discussion is about 3 pages. While on this sheet is written 7-10 pages. So, is there a number of pages for results and discussion in an article?
Speaker Answers:
The 3 pages are just an example. Results and discussion in the thesis are made/summarized to 7-10 pages.
4. Questions from participants:
How to write the list of referrals?
Speaker Answers:
Suggested sources are taken for referral list, 80% of them are sources published in the last 10 years.
Questioner response:
Where are the only articles allowed?
Speaker Answers:
Resources can be taken from magazines, news, newspapers, articles, theses, and books. Not allowed to take the source of someone's blog, because the truth of the contents of the blog cannot be accounted for. It is recommended, not to 50% of the source comes from the thesis
5. Question from the speaker:
How to know a writer is plagiarism?
Participant's answer:
Economics Program:
Visible from citation error
Prodi Bahasa Indonesia:
A plagiarism is known if he quotes a sentence without specifying the source
Speaker's Response:
There is a plagiarism who deliberately copied the quoted paste without writing down the source and some were unaware that 80% of his articles were quoted
6. Questions from Edwin (English Prodi):
What if a writer puts 80% of the facts in his article similar to someone's article statement? Do we have to account for it as a plagiarism?
Speaker's Answer:
A work will be known by plagiarism or not after it is published. So, usually before being given permission to publish the article, the counselor will check the article and reconsider each source in the article.
For that, we need to quote carefully to be more accountable so avoid plagiarism. Another way is to write carefully and thoroughly so that the context matches the conditions in the field. With appropriate context in the field and written with clear physical evidence, it can avoid plagiarism.

Suggestion: Read the journals. Notice the author's emails in the journal. Contact the author via email to request referral data for his article. Referenced articles should articles that have a selingkung style not much different from the general standard.

Related to the questionnaire results. Of the 45 participants who followed the activity circulated the questionnaire to be filled. The completed questionnaire contains several statements, namely: (1) experience in making scientific work; (2) article creation; and (3) scientific publications. From the acquisition of data in the following information can be obtained.

Experience in making scientific work: almost 95% of teachers or participants have no experience in making scientific work, in this case, Classroom Action Research (PTK). Only 2 teachers who have ever made a TOD, because the teacher will follow the competitions or achievement teacher competitions.

Preparation of papers: in the making of papers, all teachers claim that they have no experience in making papers.

Making the article: for the making of the article is experienced by a teacher, because the teacher makes the article as one of the requirements in the achievement teacher race.

Discussion

It turned out that the welcome of most teachers is enough to give a positive and constructive impression. This indication is seen from the way participants respond in response. Nor the emergence of some critical questions. Some of the causal conditions include teachers needing clear information related to scientific papers.

The linkage of promotion and scientific writing is enough to make the teacher forced to try to grab the know about the writing of scientific papers. Moreover, the existence of sanctions about promotion associated with certification, making most teachers be anxious.

Making scientific work in the form of PTK most teachers (85%) experienced making PTK during teacher lectures in the office. The making is done in the completion of the S-1 study. But in the process done, only 15% of teachers do by understanding the writing. This is known, based on interview results. Most of the teacher lectures in the teacher program in the position of making the PTK done by just completing the final project. As a result, almost 85% of the teachers completed the PTK report, not with a sufficient degree of seriousness. The result is that understanding and understanding in the manufacture of PTK is not in sufficient condition.

For the making of papers, all teachers or participants present do not understand the rules of manufacture. Because the paper they are experiencing most of the making of papers in lectures. In making these papers, according to their teachers make no standard set by the teacher, so that students or teachers during college, experienced making papers but no guidance lecturers papers considered good. For that in the workshop also outlined the matter of making a paper version of promotion. The point is that most teachers can try to make a paper. Where paper-making can be said to be simpler and affordable to most teachers or participants. However, most teachers experience obstacles or obstacles in the preparation of sentences. Therefore, teachers are given the motivation to try to make a paper by raising the themes that are considered contextual with their daily life as a teacher.

As for the making of articles, like teachers in another place that they are still quite foreign to the article. Only one teacher from 53 teachers that year about the making of the article, because the teacher is classified as a S-2 student, but not finished study. However, only one teacher can penetrate the research article that is the teacher as the principal.

It can be said that the making of papers for the participant teachers is not yet optimal. Because of the absence of written works that are sufficient in terms of quantity and quality. Some of the causes, among them, are: (1) almost 95% of the participants' teachers did not know how to make standard scientific work; (2) have no interest in writing papers (65%); and (3) retirement reasons (15%).

CONCLUSION AND SUGGESTION

Conclusion

Based on the previous exposure and discussion, it can be concluded as follows: (1) the making of the participant teacher's PTK report is still inadequate; (2) not knowing the making of paper according to the standard of promotion; and (3) there is no teacher participant who made the article successfully entered into ISSN journal.

Suggestion

Some suggestions are submitted as follows: (1) need explanation and socialization of scientific paper making; (2) socialization conducted should be done consistently; and (3) able to motivate the participants so that they are thoroughly resolved.

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