

Development of Scientific Publication Class Through The Best Practice Orientation Curriculum Management

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Abstract---The study was conducted at the Semarang Religious Education and Training Center. The researchers proposed to develop a scientific publications training through structuring the best practice orientation curriculum. In this research it is proposed that what is done is through qualitative. What is meant, the data collected is not in the form of numbers, the data obtained are from observations, interviews and documentation studies. The subjects of this study were participants of scientific publications training at the Semarang Center for Religious Education. The results showed that: (1) 67% of teachers did not understand the importance of learning one form of self-development as one of the requirements to increase rank, (2) To develop the professionalism of teacher, headmaster need to motivate teachers not only need to assign asked to follow up on the results of the lecture, (3) Follow-up Plans implemented in each with each with a pattern of coaching with widyaiswara in accordance with the scope of each, (4) conducted for 4 weeks through distance (e-mail, wa or telegram) (5) motivational supporting factors of the madrasah headmasters, teachers who must support promotion and develop professional competence to write scientific publications (6) time limits for writing, because teachers must prioritize implementing djartih, and lack of ideas / collaboration to be written to become works scientific.

Keywords: Scientific Publication Training, Curriculum Arrangement, Best Practices

I. INTRODUCTION,

Law of the Republic of Indonesia (RI) Number 14 of 2005 concerning teachers and lecturers in article 2 paragraph 1 states that guru has a position as a professional at the levels of basic education, secondary education, and early childhood education in the formal education pathway which is appointed in accordance with statutory regulations. While the article 4 state that the position of teachers as professionals serves to increase the dignity and role of teachers as agents of learning and to improve the quality of national education. As in Article 8, teachers are required to have academic qualifications, competencies, teacher certificates, be physically and mentally healthy, and have the ability to realize the goals of national education. These

three things can be interpreted that in order to create professional teachers, they must have competences in accordance with academic qualifications to realize the goals of national education.

On a copy of the attachment RegulationsThe Minister of National Education (Permendiknas) Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies stated that these teacher competency standards were developed as a whole from four main competencies, namely pedagogical, personal, social, and professional competencies. The four competencies are integrated in the performance of teachers at the levels of PAUD / TK / RA, SD / MI, SMP / MTs, SMA / MA and SMK / MAK.

Based on these regulations, the mandate is that teachers must have competence and develop competences on an ongoing basis. In the Regulation of the Minister of State for State Empowerment and Bureaucratic Reform (Permenegpan and RB) Number 16 of 2009 concerning teacher functional positions and the credit score, article 16 states toincreasea position / rank one level higher than the First Teacher, the rank of Young Administrator, class III / a to Main Teacher, rank of Main Supervisor, class IV / e are required to carry out continuous professional development activities which include sub-elements of self-development, scientific publications, and / or innovative work. To carry out teacher professional development on an ongoing basis, teachers can carry out self-development through periodic training, workshops and mentoring.

Sustainable professional development for teachers as an effort to empower teachers in making scientific papers and scientific publications needs to be followed up through practical and periodic assistance. Teachers will be accustomed to writing scientific papers and become a culture of quality in sustainable professional development for teachers through their competencies that can transmit to other teachers on an ongoing basis(Rusdarti, et al, 2019). In sustainable professional development, it is necessary to have encouragement and motivation for teachers to develop ideas and research results in

scientific journals. For teachers, there is a need for habituation in writing, so that it makes it easier to form systematic and structured ideas for scientific articles in journals (Sodiq, et al, 2014). The same thing is expressed that teachers should be able to optimize Classroom Action Research in the context of career development (rank) in the future. Education stakeholders should support teachers in carrying out Classroom Action Research and publish it in relevant forums and media in the future (Supriyanto, 2017). The results of the research on Scientific Paper Writing Training to Increase Teacher Professionalism, found that the participants in the activity who succeeded in making scientific papers were 5 people or 20% of the 25 participants (Kasiyan, et al, 2019).

Training Center Religious Semarang is one of the implementers of Technical Education and Training (Training) Ministry of Religion. Semarang Religious Education and Training Center conducts Substantive Education and Training in order to achieve competencies related to the work concerned, so that it is able to carry out its duties and responsibilities professionally. In the Decree of the Head of the Research and Development and Training Agency of the Ministry of Religion of the Republic of Indonesia Number 62 of 2017 concerning the Education and Training Curriculum for Educational and Religious Technical Personnel in 2017 and attachments. In the attachment, the names of the Curriculum and Education and Training implemented in 2018 are arranged, one of which is the Scientific Publication Substantive Technical Training with a total of 120 lesson hours. The training is carried out in 60 hours of lessons in 6 days, face-to-face, while 60 hours of non-face-to-face lessons. The structure of the curriculum contained in the Scientific Publication Substantive Technical Training and Education consists of the 9 hour basic group (JP), the core group 43 JP and the support group 8 JP. Especially in the core group there are Basic Concepts Publication Scientific, Scientific Publications in the form of Research results, Scientific Publications in the form of Scientific review papers, Scientific Publications in the form of books, Scientific Publications in the form of Popular Scientific writing. Implementation of 60 hours of non-face-to-face learning is done through mentoring, there is no curriculum standard such as face-to-face. The guidance pattern is in accordance with the follow-up plan that has been made by the training participants in learning activities.

The andragogical approach is carried out by implementing the Substantive Technical Training for Scientific Publications that is training participants disclose the issues faced in carrying out their duties and responsibilities. Problems from the results of interviews from 35 people include 1) 80% of teachers who attended workshops, technical

guidance, or scientific publication training have never written about their best experiences, 2) 75% of teachers have never attended Scientific Publication training, and 3) 67, 7% of teachers with classes III / b to IV / a are constrained by the promotion process / class because they have not met the credit score of the sub-elements of scientific publications and / or innovative works,

II. METHODS

The research objectives were 1) developing scientific publication training through best practice orientation curriculum arrangement, 2) to knowing the development of Teacher Quality through Scientific Publication Training at the Semarang Religious Education and Training Center, 3) to find out teacher follow-up plans after knowing the training.

In this research, the approach taken is through a qualitative approach. Qualitative research is to describe the empirical reality behind phenomena in depth, detail and thoroughly. Therefore, the use of a qualitative approach in this study is to match the empirical reality with the prevailing theory using descriptive methods.

The background of the researchers chosen were participants of the Scientific Publication training who took part in the training activities at the Semarang Religious Education and Training Center. Scientific Publication Education and Training activities were selected as research subjects based on preliminary studies conducted through observation, the time used in conducting this research was carried out approximately 6 days from 23 - 28 September 2019.

The data collected for this research is in the form of data collected to support this research in the form of qualitative data. This research data is data obtained through interviews with scientific publication training participants. Sources of data in qualitative research the data collected is divided into two, namely primary data and secondary data. Primary data According to S. Nasution, primary data is data that can be obtained directly from the field or research site. And secondary data is data obtained from reading sources and various other sources consisting of dukomen, literature to official documents from training participants' institutions.

Data collection procedures, this research is supported by 1) research data collection techniques with the data collection process through the triangulation method, namely by interview, observation, and documentation study 2) Data analysis is a systematic process of searching and setting interview descriptions, field notes. According to Miles and Humberman (Emzir, 2010: 129), three data analyzes were carried out, namely: data reduction, data presentation and conclusion drawing.

III. RESULTS AND DISCUSSION

3.1. Condition of Training Participants When Attending Scientific Publication Training

Based on interviews with 70 scientific publication training participants, 67% of the objectives participants follow scientific publication training because of the assignment letter given by the leadership. This shows that the participant's goal of participating in the training is not because of the need to develop teacher professional competence, but because of a sense of responsibility to carry out the tasks assigned by the leadership.

This is a challenge for Widyaaiswara to provide an understanding of the development of professional competence of teachers about the need to follow training. In Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform Number 16 of 2009 article 17 concerning Teacher Functional Position and Credit Score, details of teacher activities from elements of continuous professional development, namely teacher self-development for promotion, namely teachers as follows.

The regulation describes the obligations of teachers to be able to develop their careers and must meet the requirements for fulfilling the professional development sub-elements of scientific publications and / or innovative works. When conducting interviews, the teacher knew the types of scientific publications 75% said that scientific publications were identical to classroom action research (CAR). Based on book 4 about the implementation of PKB activities, there are 10 types of public scientific activities, one of which is research that must be fulfilled when the teacher reaches class III / d and above. This needs to be understood by teachers about the requirements for fulfilling scientific publication credit scores.

JENJANG JABATAN FUNGSIONAL GURU
(Permeneg PAN & RB No.16/2009, pasal 17)

		AKK AKPKB AKP		
Guru Pertama	Penata Muda, IIIa	100		
	Penata Muda Tingkat I, IIIb	150		
Guru Muda	Penata, IIIc	200		
	Penata Tingkat I, IIId	300		
Guru Madya	Pembina, IVa	400		
	Pembina Tingkat I, IVb	550		
	Pembina Utama Muda, IVc	700		
Guru Utama	Pembina Utama Madya, IVd	850		
	Pembina Utama, IVe	1050		
			AKK	AKPKB
			50	3 pd, 0 pi/ki
			50	3 pd, 4 pi/ki
			100	3 pd, 6 pi/ki
			100	4 pd, 8 pi/ki
			150	4 pd, 12 pi/ki
			150	4 pd, 12 pi/ki
			150	5 pd, 14 pi/ki
			200	5 pd, 20 pi/ki

Kebutuhan Angka Kredit Kumulatif (AKK), PKB (AKPKB), dan Unsur Penunjang (AKP) untuk kenaikan pangkat dan jabatan

Figure 1. Functional Level

The results of the documentation in the form of a rank decree that were collected as a requirement for joining the engagement, identified 83% of teachers who had class III / d and above on average had never been promoted for more than 5 years. This

is because teachers have never met the requirements for scientific publications and / or innovative works. The reasons given by the participants during the interview included: "Writing is difficult, because I have never written a scientific paper "\Writing scientific papers requires time and thought, because there are many tasks as a teacher for teaching, so there is no time to write "

This problem is that when training participants take part in the lesson they are given motivation and strategies for writing scientific publications to meet the requirements for promotion.

3.2. Types of Scientific Publications That Have Been Written By Training Participants

Based on documents and interviews during the training conducted at the Training Center, the participants made a follow-up plan that had to be done independently after attending the Scientific publication Training. The documentation results from the follow-up plan made by the training participants are as follows.

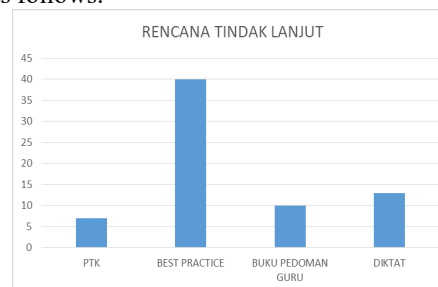


Figure 2. Follow-up Plan

Based on the diagram above, it shows, after participating in the training, the training participants will plan to write scientific publications that have been made as RTL. Participants totaling 70 people, 7 people (10%) will write CAR, 40 people (57%) will write best practice, 10 people (14.28%) will write teacher manuals and 13 people (18.57%) will compile dictates . These results show that 57% of training participants choose to write best practices. Training participants provide reasons why they write more best practices, because best practice is writing about the best experiences during learning and can improve student achievement. The reason for not writing PTK was that the training participants had not much experience writing PTK.

3.3. Supporting and Inhibiting Factors For Training Participants to Write Scientific Publications

The factor that supports teachers in following scientific publication training is the need for teachers to be promoted, which has been an obstacle for teachers to develop their careers. Teachers stop in class IV / a because the requirements for scientific publication have not been fulfilled. While the inhibiting factor is why teachers cannot write scientific publications because of time constraints, because of prioritizing learning. Besides that, there is

a lack of ideas / ideas about what to put in writing for publication. The most important thing in developing a sustainable professionalism must be the support of the principal to motivate teachers to write scientific publications.

3.4. Scheduling and Guidance After Scientific Publication Training

After completing the training for scientific publications, dikat participants are obliged to implement the follow-up plans that have been made in their respective agencies. However, in this the curriculum structure is not yet available for the implementation of guidance. Therefore, during the specified guidance for 60 hours of lessons (JP) for 1 month, Widyaiswara can arrange his own schedule. Education and training courses that can be implemented for follow-up plans are 15 JP research results, 15 JP scientific review papers, 15 JP book compilation and 15 JP popular writing. Based on the data above, the training participants are focused on writing scientific review papers (best practice) with the following curriculum structure.

Table 1. Scientific Review Curriculum Components and mentoring schedule

NO	COMPONENT	JP	EXECUTION PER WEEK			
			1	2	3	4
A.	PAPER CONTENT					
	title	2	V			
	preliminary	3	V			
	1. Background					
	2. formulation of the problem					
B.	3. Aim					
	4. Benefits					
	Study / literature review	3		V		
C.	The theory underlying the problems raised					
	Discussion of the problem	3			V	
	Initial conditions					
D.	Problem solving process					
	Obstacles encountered				V	
	Conclusion	2				
E.	The essence of best practice				V	
	Bibliography	1				
F.	Conformity of referenced sources					
	Attachments	1			V	
	a. data used in conducting scientific reviews					
G.	b. documents to support scientific review					
	Collection of papers					
	Total learning hours	15				V

Based on the table above, it is a curriculum structure pattern for the implementation of scientific publication guidance. The curriculum structure can be used as a guide for widyaiswara in guiding the writing of scientific publications, especially best practices. Guidance patterns are carried out over long distances, in this case it can use technology in the form of email, WA or telegram according to the agreement between the widyaiswara and the training participants.

IV. CONCLUSION

From a series of research activities regarding the development of scientific publication education and training through structuring the best practice orinstation curriculum, the results can be summarized as follows.

67% of teachers who follow scientific publication training, 67% do not yet know the importance of following the training is a form of self-development as one of the requirements for promotion

Teachers participate in training because of the assignment from the head of the madrasah, lack of information about the implementation of training.

The results of the documentation of the last rank SK of 83% percent of teachers have never been promoted for 5 years.

In the scientific publication education and training curriculum participants are given the final task to compile a follow-up plan (RTL) that must be implemented in their respective agencies.

Follow-up plans made by participants are one of the subjects of scientific publication training, namely research results, scientific reviews (best practice), compiling books and compiling popular articles. 57% of training participants chose to make best practices, on the grounds that it was easier to write because it was based on the best experiences while being a teacher.

Supporting factors for carrying out sustainable professional development are the motivation of the principal of the madrasah, the obligation of teachers who must apply for promotion and develop professional competence to write scientific publications.

The inhibiting factor in carrying out scientific publications is the limited time to write, because the teacher must prioritize the obligation to carry out education, and there are less ideas / ideas to be written to become scientific works.

In carrying out the RTL participants are guided by widyaiswara as a form of implementation of the results of training in their respective institutions through remote guidance (email, WA or telegram)

There is no curriculum structure that is guided by the implementation of guidance tasks.

Scheduling participant guidance, widyaiswara compiled a separate curriculum as a standard for the implementation of guidance

The curriculum structure is guided by 60 jp for 1 month, for each training course 15 jp, which is carried out for 4 weeks, and participants are required to submit reports on the implementation of the RTL.

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