



The Effect of Journal Article Writing Training on Teacher Motivation in Improving the Ability to Write Journal Articles

Syahrial^(✉), Asrial, Dwi Agus Kurniawan, and Alirmansyah

Faculty of Teaching and Education, Universitas Jambi, Jambi, Indonesia
syahrial.karea@gmail.com

Abstract. This study aims to determine the effect of journal article writing training on teacher motivation in improving the ability to write journal articles. This research uses quantitative research methods. Quantitative research was chosen because it uses numerical data and statistical analysis. This study uses data collection techniques through the distribution of questionnaires or questionnaires. Quantitative research methods can provide an overview of the population in general. The subjects of this research were educators at SDN 64/I Muara Bulian. The data collection instrument in this study was a questionnaire or questionnaire. Based on the results of this study, there was an increase in teacher motivation after participating in article writing training.

Keywords: Teacher Motivation · Training · Writing Ability

1 Introduction

Journal articles are scientific writings that contain information and data resulting from a study or observation. In writing journal articles, you must use the correct language rules and data according to the facts. Scientific publications are works that are expected to provide benefits to society [1]. Apart from being useful for readers, this scientific publication is also useful for increasing the professionalism of educators through writing scientific papers and research. In order to achieve success and increase the professionalism of teaching staff, support and a place that is able to accommodate the enthusiasm of educators to work is needed. And government support is very meaningful in making this happen.

It is undeniable that there are still educators who have difficulty understanding and writing scientific papers, especially journal articles. One solution that can be done is support from the government in this regard. Efforts that can be made by the government in improving the professionalism of educators are by holding activities such as seminars, training, workshops, teacher certification programs, and workshops [2]. It is hoped that with these activities the quality and professionalism of teaching staff will increase.

A teacher has an important task that is discovered by the students he teaches. The teacher's duty is to teach the knowledge they have to students in order to increase student

knowledge [3]. In addition to teaching, educating and changing student behavior for the better is the teacher's job. Then the teacher must also teach skills to students so that they can train students to face challenges in everyday life. The teacher must also guide and direct students so that in their lives they do not fall into something that is wrong [4]. Then the teacher is also tasked with motivating students to influence the lives of students so that students are always enthusiastic about doing good.

But behind the teacher's assignment above, it turns out that the teacher still has deficiencies in teaching in class. In conducting learning, there are still many teachers who have not used lesson plans as a guide in carrying out the learning process [5]. The teacher only explains verbally without using media and visual aids. The teacher pays little attention to students' initial abilities so that the learning strategies given are not appropriate [6]. In addition, there are still many teachers who have not carried out learning evaluations so they do not know the effectiveness of learning carried out by a teacher to their students.

Before carrying out learning, educators must have the ability and strengths in a learning process. These abilities are in the form of pedagogic competence, personal competence, professional competence and social competence which will direct students [7]. In that case, educators must have advantages that will present learning that is more interesting than ordinary learning. Educators also have creativity in the continuous learning process that will take place [8]. Interesting learning will increase student enthusiasm.

Educators have an important role in the learning process that will take place. the teacher's role in the learning process is as an Informer, Organizer, Motivator, Director/Director, Initiator, Transmitter, Facilitator, Mediator, and Evaluator [9]. This is where educators can educate and direct students to something good. Not only as a teacher, educators also have an important role in the class that will be taught so that students can have good attitudes, character and skills. In that case, the role of educators can also provide examples of good and correct attitudes to students in an environment, both schools, communities and countries.

Becoming a professional teacher is a must for every teacher. In an effort to create a fun and interesting learning atmosphere and of course be able to achieve learning objectives, professionalism is a must as well as a challenge that must be faced by teachers. A professional teacher reflects an attitude in which he has extensive knowledge, not making textbooks the only content of knowledge being taught. Professional teachers will be able to know the learning methods and skills needed by students. The main task of the professional teacher itself is to educate, teach, guide, direct, train, assess and evaluate learning activities.

As professional educators, teachers must certainly meet predetermined standards. Educators must have standards that are able to demonstrate their quality as a teacher which includes pedagogical, personality, social, and professional competencies. Teachers become stakeholders in the learning process in schools that determine the success of their students. Teachers and students are expected to be able to synergize with each other so as to maximize the results of the educational process in schools. In a sense, teachers must be able to follow technological developments and make good use of them in learning activities.

Making scientific work is one form of teacher professional development. one of the efforts to develop the potential of educators/teachers by providing motivation to encourage [13]. Motivation provides encouragement that comes from a person to achieve a goal (Muhammad 2017). Business encouragement and reactions arise because of the fulfillment of a need to be achieved. That way, motivation can cause encouragement and reactions to efforts to achieve the targets achieved.

In looking at the professionalism of educators, the educational environment in Indonesia has competence as a measuring tool that refers to this professionalism. Competence is not just knowledge and skills, but competency will involve various aspects of the ability to fulfill a demand by utilizing and deploying the resources they have [14] (Andina, 2018). In this case, the teacher must be able to adapt and be willing to learn so that he can improve his quality. There are several competency values that must be owned by an educator, namely; (a) pedagogical competence, (b) personality competence, (c) social competence, (d) professional competence. The fulfillment of these competency values will enable the creation of a better quality of education than before so as to be able to advance Indonesian education. This is what requires a teacher to have various competencies intended to achieve a professional teacher attitude.

The principal as the highest leader at a certain level of educational unit has a very complex role. The principal plays a role in managing the school so that effectiveness and efficiency are achieved and in particular being able to improve teacher performance. The principal's leadership is the most important factor that determines the movement of school resources in order to realize the school's vision, mission, goals and objectives through all programs that are implemented in a planned and gradual manner. It takes an independent and professional school principal with strong management and leadership skills who can make decisions and take initiatives to improve school quality. Thus, the role of school principals as educational leaders needs to be further developed in order to improve teacher performance and education quality.

Improving teacher performance can be done by training in making journal articles in order to develop the professional competence of educators. The professionalism of an educator is not only about knowledge of technology and management, but rather leads to attitudes, professional development that is more than a technician, not only has high skills but has behaviors that have implications for being an educator [18] (guarantee. To achieve the vision and mission Education at an educational level requires educators who are competent in the field of school management so that there is a need for guidance from the principal in structuring learning in the classroom. The principal has full control over the development and improvement of the performance of his educational staff in order to achieve the vision and mission and the expected quality of education.

Educators are the main gate in the world of education. In the revolutionary era 4.0, educators are required to have 4 competencies including pedagogic, personality, professional, and social competencies. Competency enhancement is carried out in various ways through education and training. Increasing the competence of educators is expected to have an impact on increasing the competence of graduates so that students keep up with the times.

Professional educators, of course, must always develop their competencies and abilities, in Government Regulation Number 19 of 2005 concerning National Education

Standards and Government Regulation Number 74 of 2008 concerning Teachers mandate that teachers must have academic qualifications, competencies and educator certification in accordance with their fields. obligation. One of the competencies that must be possessed by a professional educator is to have the ability to write scientific papers.

Skills in making scientific work can be improved through training stages. Through training, educators will be provided with assistance and understanding of the benefits and systematics of writing scientific papers [22]. Scientific writing is a requirement that must be met by educators for the certification and promotion process [23]. Making scientific work is intended to publish research results or ideas in journals and increase the career path of educators.

The ability of educators to make scientific work provides many benefits for educators in completing administration. The research conducted by Daud, et al. [24] with a focus on achieving skills in writing articles. In this study, researchers apart from focusing on skills and abilities, this research involves the motivation of educators to achieve maximum performance. By motivating educators, they can encourage them to follow along and be able to apply what they have learned during the training.

Based on this background, the formulation of the problem can be found in the form

1. How to improve teacher skills in writing articles and journals?
2. How can motivation motivate educators to make journals?

From the background above it can be concluded that the purpose of this research is to provide understanding and skills to teachers in making articles and journals through training.

2 Method

The research method used is a quantitative research method. Quantitative research method is a way or method that systematically processes and collects data in the form of numbers. According to Sugiyono [25], quantitative methods use numerical data and analysis uses statistics. Researchers used data collection techniques, namely the distribution of questionnaires or questionnaires and or tests or trials. This is done as an effort to determine the level of validity and reliability of a questionnaire. Questionnaires are one of the data collection techniques in the form of a list of questions posed to data sources (respondents), either directly or indirectly. Quantitative research methods can provide an overview of the population in general. The research instrument used a questionnaire. Questionnaire is a data collection tool that can be done by distributing written statements to informants as research samples. The questionnaire was distributed as a form of questionnaire as an indicator of the teacher's motivational response to improve the ability to write journal articles (Academic Writing). The number of valid questions is 10 items. The questionnaire used the Likert scale category with the types of scales strongly agree (SS), agree (S), unsure (N), disagree (TS), and strongly disagree (STS). For each question that has a positive score on the instrument that has a score: SS = 5, S = 4, N = 3, TS = 2, and STS = 1. Scores are reversed for scores on negative items. Questionnaires given to respondents are used to measure quantitative data. The following is a research questionnaire grid (Table 1).

Table 1. The teacher's motivation response questionnaire grid after participating in the service

No	Statement	Number of Questions
1	I once wrote a journal article	1
2	I often read journal articles	1
3	I already understand and understand the concept of rules in writing journal articles	1
4	I have enough time to write journal articles	1
5	I diligently read journal articles as a writing reference	1
6	I can use the information in journal articles to teach	1
7	I can find and process data well	1
8	I feel helped by the training in writing journal articles	1
9	I find it difficult to publish articles	1
10	I am very interested in learning to write journal articles	1

The population in this study were all teaching staff at SD Negeri 64/I Muara Bulian, totaling 16 teachers, principals and staff. The sample used was 16 teachers at SD Negeri 64/I Muara Bulian. Determination of the sample was selected using a purposive sampling technique in which the determination was made through various considerations [26]. To determine the criteria for the researcher, namely by considering the condition of the school and its teaching staff, the school studied by the researcher still lacks knowledge in this regard. making journal articles so that there is a need for motivation to improve the writing skills of teachers at SD Negeri 64/I Muara Bulian.

3 Results and Discussion

Journal article writing training motivates teachers to improve their ability to write journal articles is one of the efforts to improve the professionalism of an educator. The following are the results of descriptive statistics using SPSS 2 tool calculations (Table 2).

Based on the table above, it can be seen that journal article writing training is in a good category with a percentage of 31.25% of 5 teaching staff with a total of 16 teaching staff. This shows that article journaling training has an effect on increasing teacher motivation in writing skills. The normality and homogeneity tests were carried out by calculating using the SPSS 20 tool. The following are the results of the normality and linearity tests (Tables 3, 4, 5 and 6).

From the results of the table above, it can be concluded that the calculated F value is 118.690 with a significance level of $0.000 < 0.05$, so the regression model can be used to predict the participation variable or in words.

On the other hand, there is an effect of the training variable writing journal articles (X) on teacher motivation to improve the ability to write journal articles (Y) (Table 7).

Table 2. Descriptive Statistics Effect of journal article training on teacher motivation

Characteristics			Means	Min	max	Median	Standard Deviation	%
intervals	Attitude	Total						
31–32	Very Not Good	1	35.5	31	38	35.5	2,330	6.25
33–34	Not good	5						31.25
35–36	Enough	5						31.25
37–38	Good	5						31.25
39–40	Very good	0						0
Total		16						100

Table 3. Normality Test of the Effect of Journal Training on Teacher Ability Motivation

Model		Sum of Squares	Df	MeanSquare	F	Sig.
1	Regression	87,604	1	87,604	118,690	.000b
	residual	10,333	14	.738		
	Total	97,938	15			

Table 4. Kolmogorov-Smirnov One Sample Test

		Unstandardized Residuals
N		16
Normal Parameters, b	mean	0E-7
	std. Deviation	.8299933
Most Extreme Differences	absolute	.165
	Positive	.1
	negative	-.165
Kolmogorov-Smirnov Z		.662
asympt. Sig. (2-tailed)		.774

Based on the results of the table above it is known that journal article writing training greatly influences teacher motivation in improving writing skills by 89.4%. The correlation value or relationship (R) is 0.946. From the output, the coefficient of determination (R Square) is 0.894, which means that the effect of the independent variable (training on making journal articles) on the dependent variable (teacher's motivation to improve writing skills) is 89.4%.

Table 5. Linearity Test of the Effect of Journal Training on Teacher Ability Motivation

			Sum of Squares	df	MeanSquare	F	Sig.
teacher motivation * influence of journal training	Between Groups	(Combined)	91,971	5	18,394	30,828	.000
		linearity	87,604	1	87,604	146,823	.000
		Deviation from Linearity	4,367	4	1,092	1,830	.200
	Within Groups		5,967	10	.597		
	Total		97,937	15			

Table 6. Linear Regression Test

Model		Sum of Squares	df	MeanSquare	F	Sig.
1	Regression	87,604	1	87,604	118,690	.000b
	residual	10,333	14	.738		
	Total	97,938	15			

Table 7. Effect of Journal Article Training

Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.946a	.894	.887	.859

The effect of journal article writing training on motivation to improve writing skills can measure various variables to be studied. This study uses descriptive statistical calculations to obtain results training on making journal articles in the good category on motivation to improve the ability to write journal articles in the good category. Thus, this shows that training in writing journal articles has an effect on motivation to improve the writing skills of educators at SD Negeri 64/I Muara Bulian. Previous research was carried out by examining the low ability to write scientific papers, as well as in order to increase the competence of educators [27]. In addition, other studies also help educators to improve their understanding in writing scientific papers and writing articles [28]. Meanwhile, this researcher conducted research on the effect of journal article writing training on teachers' motivation to improve writing skills.

The novelty in this study is the effect of making journal articles after assignments and can improve the ability of educators to write journal articles. The implication of this study is to describe and examine the effect of journal article writing training on motivation to improve educators' writing skills. This study describes the influence and

can be used as a starting material to develop and improve various abilities in writing journal articles.

4 Conclusion

Based on the research results, it is known that journal article writing training can provide motivation in improving the writing skills of educators. This also shows that the ability of educators can increase after training in journal article writing which was carried out during the service at SD Negeri 64/I Muara Bulian. The measurement results obtained through the linear regression test show that training in making journal articles greatly influences teacher motivation to improve writing skills by 89.4%. The correlation value or relationship (R) is 0.946. From the output, the coefficient of determination (R Square) is 0.894, which means that the effect of the independent variable (training on making journal articles) on the dependent variable (teacher's motivation to improve writing skills) is 89.4%. That way, the application of making journal articles carried out by educators can be one of the lessons that can grow and improve the abilities of educators.

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