

Journalistic-Based Scientific Writing Training Management Model for Madrasah Aliyah Teachers

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Abstract

The purpose of this study was to find a good academic writing training management model for teachers of MAN 1 Bandar Lampung so that it can improve the professional competence of teachers. This study uses an approach with the ADDIE development model. The research subjects totaled 10 (ten) respondents in the preliminary study and 20 (twenty) people as training participants. Data collection used questionnaires, interviews, observation, and documentation. Then, the results were analyzed using an inductive method: data analysis, which proceeds from facts to theory. The results of this study were that training in writing journalistic-based scientific papers for teachers of MAN 1 Bandar Lampung was successful, and the skills of writing scientific papers based on journalism for teachers of MAN 1 Bandar Lampung could be improved. Based on these conclusions, a scientific writing journalism training management model was found with five stages: determining training needs, designing training, developing training designs, implementing the developed training designs, and evaluating training.

Keywords

Models; Management; Training; Scientific Work; Journalism

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1. INTRODUCTION

According to the received data on the level of teachers' skills in writing scientific papers in Indonesia at the Teacher's Scientific Tradition Workshop in Jakarta, the head of the Bureau of Planning and Foreign Cooperation of the Ministry of National Education, Agus Sartono, said that the low scientific tradition among teachers and lecturers can be read from the indicators of the scientific work of the teachers. Of the 2.6 million teachers, only 0.87 percent were Group IV/B teachers, 0.07 percent were Class IV/C teachers, and 0.02 percent were Class IV/D teachers (Kompas, 2021). Sugijanto, head of the Accounting Center of the Ministry of National Education, also stated that up to 1% of teachers could write (Noorjannah, 2014). Almost 60% of PNS teachers who have reached grade IVa cannot be promoted to a higher rate due to problems writing academic papers. The data shows that teachers who have held the rank of Class IVa achieve 50.88%, while teachers who can be promoted to IVb etc., account for only 0.5% (Sumardjoko, 2017).

The same happened to the teachers of MAN 1 Bandar Lampung. Based on the data obtained by the researchers, the highest rank/class of the teacher is Coach Teacher Class IV/a, and no teachers are ranked above Coach Teacher Class IV/a. According to the data obtained by the researcher, most of the teachers at MAN 1 Bandar Lampung had a bachelor's degree. That is at least scientific work as one of the requirements for obtaining this degree. If they are directly involved in teaching, their productivity in writing could be much higher. This is evidenced by the termination of promotion and the class of teachers at MAN 1 Bandar Lampung in Class IV/a coach rank because they encountered obstacles in writing academic papers.

This is consistent with the statement of a Group IV/ teacher at MAN 1 Bandar Lampung, who said that he would hesitate to apply for promotion to Class IV/b because of the obligation to write academic papers. Therefore, he decided to stay in group IV/a. In other words, more than moving up the grades from Group IV/a to Group IV/b was needed to motivate him to write. This was reinforced by the head of MAN 1 Bandar Lampung's statement that it took much work for his colleagues to be invited to write scientific papers. A new regulation, which will be effectively enforced in 2013, makes it possible to stop the increase in the grade of transitional teachers in grade III/b.

In fact, writing scientific papers not only serves to obtain credit points but also strengthens the striving for further development of the teaching profession. The low productivity of teachers in writing academic papers will also affect the professionalism of teachers at MAN 1 Bandar Lampung. As mentioned above, an indicator of a professional teacher is the ability to write scientific papers in the field of education to develop their profession further.

The low level of the teaching profession will lead to a decrease in the quality of teachers in the classroom. Unprofessional teachers cannot innovate, so the teaching and learning process will become monotonous and not develop as expected. Therefore, to improve the ability to write academic papers for teachers on MAN 1 Bandar Lampung, it is necessary to conduct training. Through this training, it is hoped that it will overcome teacher problems to improve and develop attitudes, behavior, and knowledge according to the wishes of the person, community, and institution concerned (Nitisemito, 2010).

Based on the observation results, it is known that the training of teachers in writing scientific papers needs to be strengthened. This is based on data obtained through the academic paper writing ability of teachers at MAN 1 Bandar Lampung. Data obtained from the total number of teachers, namely 81 teachers, only 12.1% are classified as able to write scientific papers. The data shows that the academic writing ability of teachers in conducting classroom action research and writing magazines, newspapers, textbooks, modules, and worksheets still needs to improve. Even when writing newspapers and modules, the teachers of MAN 1 Bandar Lampung have never succeeded. Therefore, efforts must be made to improve the academic paper-writing skills of teachers at MAN 1 Bandar Lampung through academic paper-writing training courses for teachers.

Journalism-based academic writing training needs to be done with good management because, with good management, the training can achieve its goals more effectively. As Emron Edison stated, training management is a process of using resources effectively to achieve goals in the form of training activities through (a) planning, (b) implementation, and (c) evaluation activities (Edison, 2016). A similar opinion also shows that training management is essential for training activities to be appropriately managed, starting with the activities of needs assessment, design of programs, organization, delivery, and systematic evaluation of training (Rusdiana, 2015).

Based on the results of the first data collection, it is necessary to conduct further investigations on managing journalistic-based scientific writing training for MAN 1 Bandar Lampung teachers. It is expected that through this research, a journalistic-based academic writing training management model for teachers of MAN 1 Bandar Lampung will be found so that it can enhance teachers' professional competence, especially academic paper writing ability, which in turn can contribute to it to improve the quality of madrasas, especially in MAN 1 Bandar Lampung.

2. METHODS

This study uses development with the ADDIE development model with 5 (five) steps in the training management development process: analysis, design, development, implementation, and evaluation. This research was conducted at MAN 1 Bandar Lampung with 10 (ten) respondents from the preliminary study and 20 (twenty) people as training participants. We collect data using questionnaires, interviews, observation, and documentation, which results using inductive analysis.

3. FINDING AND DISCUSSION

Based on the data collection results in this study, several insights were gained that journalism-based academic paper writing training for teachers of MAN 1 Bandar Lampung was successfully conducted and could improve the ability of journalism-based academic paper writing for teachers of MAN 1 Bandar lighting. A journalistic training model for writing scientific papers was found with six stages: identifying training needs, designing training, developing training designs, implementing developed training designs, and evaluating training.

The results of the first study were that at MAN 1 Bandar Lampung, the teacher's initial ability to write journalism-based scientific work was still low, namely 70%. That action is urgently needed to improve the ability of teachers to write scientific papers with a journalistic perspective at MAN 1 Bandar Lampung. For this reason, implementing journalism-based scientific writing training for teachers at MAN 1 Bandar Lampung is essential so that teacher professionalism can be further improved.

Based on the results and relevant research, it can be concluded that the initial ability of the teacher to write journalism-based academic papers at MAN 1 Bandar Lampung is still low, so there is an urgent need to improve the teacher's ability to write journalism-based academic papers at MAN 1 Bandar Lampung so that the teachers' professionalism keeps improving.

The second finding, the results of the analysis of the need to develop a journalism-based academic writing training program at MAN 1 Bandar Lampung are (1) MAN 1 Bandar Lampung teachers have enthusiastic characteristics in participating in training activities, (2) many MAN 1 Bandar Lampung teachers do not understand the procedures for writing academic papers, (3) the methods commonly used in writing academic papers are lectures and assignment assignments, and (4) MAN 1 Bandar Lampung teachers have Difficulty compiling academic papers for promotions.

The second finding of this study is relevant to the opinion of Cendra, who noted that before conducting training and academic writing assistance, he had undertaken a preparatory phase that

included: a site survey, empowerment, and identification of sites and targets (Cendra, 2020). Zulkifli's research revealed that the most fundamental problem was that teachers needed to understand the rules for writing journal articles, although they have written bachelor theses (Zulkifli, 2016).

The third finding, the design of the journalistic-based training for academic writing at MAN 1 Bandar Lampung is (1) design of training objectives, (2) design of trainee requirements, (3) design of training leader requirements, (4) design of training implementation development models, (5) design of training methods, (6) design of journalistic systematics of scientific writing, (7) design of training materials in the form of modules and (8) design of training evaluations.

This study's third finding is relevant to Cheung's opinion, whose research findings are that writing teacher education needs to focus on several salient themes and draw lessons from writing research. The choice of this topic should be based on the needs of the teachers. Writing teacher education must consider writing teachers' goals and attitudes toward academic writing, student responses to writing, and assessment (Cheung, 2011). Likewise, the research results of Hariyanto show that the training design to be created is creating a training program that considers organizational, work-related, and individual aspects (Hariyanto, 2011).

The fourth outcome, the Development of a journalistic-based training design for academic writing at MAN 1 Bandar Lampung, is, in this case, (1) The Development of a journalistic-based training design for academic writing, (2) The Development of a journalistic-based training module for academic writing, (3) The Validation of the journalistic-based academic writing training module was carried out by material, language and design experts involving 3 (three) lecturers from UIN Raden Intan Lampung, (4) the analysis of the practicability of the journalistic-based academic writing training module with Die Results of the training module are fascinating, very useful and very readable.

The results of these four studies are relevant to Vachrenisa's research, which found that training with the ADDIE model resulted in a valid and feasible design draft of an infographic training program (Vachrenisa, 2020). The same applies to Budiyo's findings that the development of the entire research design, based on the AMP validation, of the DSPBI-SMA training materials has a material feasibility of 90.91% (very good/decent). Based on the percentage of subjects' responses and existing criteria, the DSPBI-SMA Training Materials module is eligible for use (Budiyo, 2014).

The fifth result, Conducting journalistic-based academic writing training at MAN 1 Bandar Lampung, namely (1) Conducting journalistic-based academic writing training at MAN 1 Bandar Lampung found clear and measurable training goals and targets, competent training leaders, had training material in the form of modules, training methods according to the characteristics of the participants, goals and varied, training participants meet the requirements according to the training goals, at least S1 education, have basic knowledge of writing techniques and the ability to use a laptop. (2) Speakers for journalistically sound academic writing, receiving data, mastering the material, able to help participants achieve their goals, being punctual, presenting the material systematically, mastering methods and training aids, guiding trainees with great enthusiasm, the language was easy to understand, always motivated, provided opportunities for questions and answers, and was dressed neatly, cleanly and politely. (3) Organizers of training courses on journalistic scientific writing at MAN 1 Bandar Lampung have training management such as attendance lists and training agendas, training facilities and infrastructure such as stationery and flash disks, provide complete training documents such as training modules and training handouts, implementation training according to the activity plan and service for participants and trainer is excellent.

The results of this study are relevant to Subekti's research findings that the training was conducted in 2 (two) sessions (Subekti, 2020). Other relevant research by Kamarudin describes the implementation of academic paper writing training that includes: 1) writing down, 2) writing in speech, 3) flexibility and 4) expressive writing (Kamarudin, 2021). According to Astawan's research, the implementation of

academic paper writing training for teachers begins in the first activity with identifying problems. After the problem has been identified, the solution is formulated (Astawan, 2019).

The sixth result, the evaluation of the journalistic-based academic writing training at MAN 1 Bandar Lampung, namely (1) the journalistic-based academic writing training at MAN 1 Bandar Lampung can improve the ability of teachers to write journalistic-based academic papers to become even better, namely up to 70%, and (2) journalistically sound training courses on scientific writing at MAN 1 Bandar Lampung can provide training outputs in the form of opinion letters according to the system and requirements of the opinion letter, starting with a description of the If with accurate data, create a sub-title or two with the author's discussion and analysis, gather the author's opinion and include expert quotes, close with conclusions and suggestions, and discuss what's new.

The results of this study are relevant to the results of Suranata's research, which found that through training programs and support in the preparation of PTK and online scientific papers, the motivation of the activity participants, who were teachers from different districts in Bali province, increased the motivation to prepare CAR and publish (Suranata, 2020). Anwar's other researchers also found that students' ability to write academic papers could increase with training (Anwar, 2022). Saputra's research found that exercise evaluation was performed by assessing these four components in organizing an exercise program (Saputra, 2019).

The seventh outcome, the effectiveness of the journalistic-based academic writing training at MAN 1 Bandar Lampung, namely (1) the percentage of N-Gain in teachers' ability to write journalistic-based academic papers before and after attending the MAN 1 Bandar training Lampung of 0.343533 is included in the reasonably effective category, (2) there is a significant difference between the teacher's ability to write journalistically sound scientific papers before and after attending the MAN 1 Bandar Lampung training course, with the t-Count greater than the t is table value, namely $41,336 > 2,086$.

The results of this study are relevant to the findings of Faisal's research, which found that the outcomes of this training can help increase the effectiveness and quality of activities in higher education settings (Faisal, 2020). The results of this study are also supported by Nahriah's research findings that KTI training for Widyaaiswara effectively increases Widyaaiswara's proficiency in the preparation of KTI (Nahrian, 2020). Asikin found that the INNOMATTS training model effectively increased teacher competence and the learning process, including character building (Asikin, 2015).

Based on the findings of the research results, it is known that in the journalistic-sound scientific writing training management model at MAN 1 Bandar Lampung, seven steps must be carried out, namely (1) measuring the teacher's initial writing ability journalistic-sound scientific works at MAN 1 Bandar Lampung (2) analyze the need to develop a journalistic-based academic writing training program at MAN 1 Bandar Lampung (3) design a journalistically-based academic writing training program at MAN 1 Bandar Lampung (4) journalistic-based academic writing training at MAN 1 Bandar Lampung develop, (5) carry out training in writing scientific papers based on journalism at MAN 1 Bandar Lampung, (6) evaluate training in scientific writing based on journalism at MAN 1 Bandar Lampung and (7) measuring the effectiveness of training to improve teachers' ability to write journalistically sound academic papers at MAN 1 Bandar Lampung.

Based on this description, it can be understood that journalistic academic writing training enhances teachers' knowledge, skills, and abilities in informing, interpreting, guiding, entertaining, educating, mediating, promoting, and influencing others through academic writing. Therefore, journalism academic writing training will nurture and develop teachers' academic writing skills, enabling them to fight for truth and justice, foster unity and integrity, and channel constructive opinions through their academic writing.

The training helps teachers understand practical knowledge and its application to improve the skills, abilities, and attitudes madrasahs need to achieve desired goals. Likewise, journalistic scientific

writing training helps improve skills, abilities, expertise and knowledge in writing scientific papers on various events or common and actual daily events to produce information or news. Therefore, through journalism-based scholarly writing training, teachers are expected to be able to write scholarly papers based on journalistic techniques and systematization by collecting, managing, writing, and editing data to produce information or news.

4. CONCLUSION

This study concludes that training in scientific writing with a journalistic voice for teachers of MAN 1 Bandar Lampung has been successfully carried out, and the ability to write scientific papers with a journalistic voice for teachers of MAN 1 Bandar Lampung can be improved. Based on these conclusions, a journalistic training model for writing scientific papers was found with six steps: identifying training needs, designing training, developing training designs, implementing developed training designs, and evaluating training using the ADDIE development model.

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