

# SCIENTIFIC WRITING TRAINING FOR MGMP IPS TEACHERS IN YOGYAKARTA

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## ABSTRACT

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Professional competence is a necessary ability in order to become a professional teacher. Professional competence includes expertise or expertise in their field, namely mastery of the material they teach and their methods, a sense of responsibility for their duties and a sense of togetherness with other teacher colleagues. The phenomenon of falsifying PAK can be an indicator that can injure professional competence as a result of difficulties in writing articles. In fact, there are still some unscrupulous teachers, principals and school supervisors who deliberately falsify the determination of their credit scores so that they are threatened with being demoted because they are hampered in making scientific articles. Teachers should be able to write scientific papers to improve learning and professionalism. However, in its implementation, teachers face many obstacles in writing scientific papers. From the observation, it was found that the majority of teachers in Yogyakarta had difficulty in dividing teaching and research time, lack of experience and references. In addition, based on initial observations, there are still many teachers who do not understand scientific paper writing and lack of awareness of the importance of scientific writing and lack of commitment.

The method of activity chosen for the implementation of the service activities for scientific writing training for social science teachers at MGMP in Yogyakarta through online is a combination method of tutorials or lectures, discussions or questions and answers and independent practice and groups accompanied by resource persons from the service team through non-face-to-face online. Based on the results of the online assessment of the simulation script for writing scientific papers for social science teachers at MGMP in Yogyakarta made by all PPM participants, the results are 65% in the very good category with a score above 81; 10% are categorized as good with scores between 61 to 80, 15% are categorized as good enough with scores of 41 to 60, while 10% are in poor category with values ??from 21 to 40 and 0% are categorized as very poor with scores below 20. So it can be concluded that participants PPM has understood the material presented by the Service Team. Based on the results of the PPM participant satisfaction questionnaire distributed by the Service Team as a form of evaluation of PPM activities, it was obtained that 85% were in the high category, 15% were in the moderately high category and 0% were in the low category. So it can be concluded that PPM participants have high satisfaction with the training activities of the service team from Social Studies Education in 2021.

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