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# Elevating Teacher Competence: Fostering Scientific Writing for Professional Advancement

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## Abstract

The dearth of teacher competence in scientific paper writing poses a significant challenge, resulting in delays in their progression to higher functional positions. Employing a qualitative approach with descriptive analysis, this research examines the critical role of scientific writing in advancing teacher ranks. The findings reveal a gap between schools' acknowledgment of the importance of scientific writing for promotion and the principal's effectiveness in enhancing teacher competency in this domain.

While schools recognize the benefits of scientific writing for teacher advancement, particularly to higher functional positions, there is a notable discrepancy in the implementation of strategies to bolster teacher competence in this area. Despite acknowledging the significance of scientific writing, Principals have not successfully facilitated the enhancement of teacher skills to produce scientific papers optimally.

The study underscores the pivotal role of effective leadership and institutional support in fostering teacher competence in scientific writing. Principals play a crucial role in creating a conducive environment that nurtures teacher growth and facilitates opportunities for professional development. By prioritizing initiatives to enhance teacher proficiency in scientific writing, educational institutions can empower educators to actively contribute to the scholarly discourse in their respective fields.

In conclusion, while the importance of scientific writing for teacher rank advancement is recognized, the efficacy of efforts to enhance teacher competence in this area remains suboptimal. This study emphasizes the need for strategic interventions and leadership initiatives to bridge the gap between awareness and action, ultimately facilitating the progression of teachers to higher functional positions.

**Keywords:** Scientific Papers, Teacher Functional Position, Professional Advancement, Teacher Competence, Leadership in Education

## Introduction

For PNS teachers who wish to get promoted, scientific writing is very important for promotion and becomes one of the mandatory elements in Continuing Professional Development (PKB). This obligation has been in effect since the issuance of the PAN Regulation and Bureaucratic Reform Number 16 of 2009 concerning the Functional Position of Teachers and Their Credit Scores. So that this condition is considered to have become an obstacle for teachers. In fact, this regulation is one of the government's efforts to improve the performance and professionalism of teachers in Indonesia..

The demands that are considered the most burdensome are provisions for teachers to fulfill elements of professional development through scientific publications and innovative works. So based on the Permen-PAN, teachers who will be promoted must collect credit points from scientific publications or innovative works. Therefore, for teachers who want to be promoted from class III/b to III/c they must collect a credit score of 4 points, from class III/c to class III/d they must achieve a credit score of 6 points, from class III/d to class IV /a as many as 8 points and teachers who are promoted from group IV/a to group IV/b must collect a credit score of 10 points.

Based on these provisions, teachers are now increasingly facing quite serious problems in terms of getting promotions and positions. In addition to the learning process which is required to plan innovative forms of learning in the form of Teacher Performance Assessment (PKG), teachers are also required to take part in additional assignments as supporting elements. If a teacher cannot be promoted and cannot collect credit points at his rank within the allotted time, there will be a separate consequence in the form of revocation of his professional allowance in accordance with laws and regulations.

Facts on the ground show that problems are not just demands to write scientific papers, but new problems arise where teachers do not understand that the concept of issuing the Permen-PAN is to increase teacher professional competence, so that in the end teachers use the services of other people to write scientific papers. . Even though scientific writing is intended as evidence of written accountability for scientific activities carried out by teachers related to teaching assignments in the classroom. In addition to using the services of writers, teachers are also desperate to make other disgraceful things, namely by plagiarizing other people's writings and even buying other people's writings.

However, despite this, the teacher's limited ability to write and conduct research is presumably the main problem faced. In addition to limited ability is also caused by limited time. Certified teachers are even required to teach 24 hours a week. On the other hand, writing research results, such as classroom action research, requires sufficient time. The process of classroom action research starting from planning, implementing, reporting the results requires a lot of time. In addition to the problem of time constraints, teachers have problems in carrying out classroom action research, making reports and pouring out the results in the form of publication texts published in scientific journals and popular scientific works published in newspapers.

Based on the description above, it can be concluded that promotion to the rank of teacher/teacher's functional position is one of the efforts to increase teacher professionalism, so that in this case it certainly cannot be separated from the effectiveness of the duties and responsibilities of the Principal/School. In the context of the paradigm of decentralization and educational autonomy, school principals have enormous authority to regulate and manage their own schools. Therefore, the position of the school/school principal is very important and strategic in managing and achieving the goals of the school institution concerned. This is because the principal/school as the top leader in the school has full authority to manage the school, including managing and developing teacher professionalism.

Based on preliminary research conducted at MTs Ibadurrohman Rancaekek Bandung, it shows that there are problems with teacher promotion or functional positions caused by several things, including that the Principal is not optimal in managing increasing teacher competence in writing scientific papers so that the teacher does not understand the importance of writing scientific papers and does not take care of regular promotions.

Prayitno, Wendhie (2013) concluded that the ability of a teacher as a teaching profession needs to be improved and developed continuously and proportionally according to the teacher's functional position. In addition, so that the functions and tasks attached to the teacher's functional position are carried out in accordance with applicable regulations, an evaluation or assessment of teacher performance is needed which guarantees that they can provide quality educational services and the occurrence of a quality learning process at all levels of education.

Ismuha, Khairudin and Djilani AR (2016) found that teachers were not serious about preparing Lesson Plans (RPP) and there were even teachers who were not ready to prepare RPPs in the middle of the semester and teachers rarely had relationships with school principals. In such conditions it can be concluded that the teacher's low understanding of the preparation of lesson plans implies that the teacher's ability to make a scientific paper is also low.

Based on some of the research findings, it can be concluded that the ability of school principals to manage teacher competency development is still low, so that the ability to write scientific papers for teachers is still low. Therefore the purpose of this study is to describe how the ability of the Principal in MTs. Ibadurrahman in managing the increase in the credit scores of Civil Servants teachers.

## **Method**

The approach in this research is a qualitative approach. With qualitative, research produces descriptive data in the form of written or spoken words from data sources and observable behavior. The method used in this study is a qualitative method with a descriptive analysis approach, namely a research method that produces descriptive data in the form of written or spoken words from people as research objects and observable behavior so that it is a detail of a phenomenon being studied (Sugiyono, 2006). Descriptive qualitative methods are intended to describe or describe existing phenomena, both natural phenomena and human engineering (Syaodih, 2012: 72).

Data collection techniques in this study were obtained through several steps including interviews, observation and documentation studies. Sugiyono (2013) argues that data collection techniques are the most strategic steps in research, because the main objective of research is to obtain data. Without knowing data collection techniques, researchers will not get data that meets the established data standards.

## **Research Result**

Kepala Sekolah dituntut untuk mengelola sumber daya manusia melalui berbagai kegiatan diantaranya kegiatan perencanaan, pengorganisasian, pengarahan, dan pengawasan untuk mencapai tujuan organisasi secara efektif dan efisien. Hal ini sebagaimana Kunandar (2007:1), menyatakan bahwa Kepala Sekolah sebagai manajer harus mampu mengatur agar semua potensi sekolah dapat berfungsi secara optimal. Hal ini dapat dilakukan jika kepala sekolah mampu melakukan fungsi-fungsi manajemen dengan baik, meliputi: (1) perencanaan; (2) pengorganisasian; (3) pengarahan/pelaksanaan/pengendalian; dan (4) Pengawasan

The functional position of the teacher is a special functional position for educators with PNS status which is regulated in Permenpan-RB Number 16 of 2009 concerning Functional Positions of Teachers and Their Credit Scores. This is as Fayol (1949), An employee will be efficient if he works as a specialist. This means that employees work based on special positions attached to them, namely special functional positions.

Based on the description above, what is meant by managerial competence in improving the functional position of teachers is the ability of school principals to plan,

organize, implement and supervise the entire process of promotion to teacher class. This is reinforced by several findings including:

Amiq Fahmi, Ridha Rahmawati, and Pujiono (2012). Stated that the determination of the Credit Score (PAK) is the result of an assessment given based on the credit score for appointment and promotion in teacher positions in the assessment, the elements used include the main elements and supporting elements. The main elements include Education, Teaching and Learning Process (PBM), Guidance and Counseling, Professional Development. Supporting elements include Community Service, and Educational Support.

Ana Rusmiati. (2018). This study concludes that some teachers are still hampered in promotion caused by a lack of understanding about writing articles and scientific papers. The results of the study showed that after the teachers were given training, the teachers were able to absorb training materials for making scientific papers quite well.

Meanwhile Ratna K, Dias Andris S, Entika Fani Prastikawati, Ajeng Setyorini in (2012). Concludes that Community Service Activities are carried out in the form of scientific article writing training. This activity aims to help teachers to be able to produce an article worthy of being published in an accredited scientific journal.

Based on the research findings, there are several civil servant teachers who are trapped in functional positions 3d and even 3a for 8-10 years. Even though the Principal of MTs. Ibadurrahman Rancaekek has basically understood the importance of increasing teacher professionalism to increase the functional position of civil servant teachers and teachers should attend training or workshops so they can write scientific work, but not a single teacher has scientific or innovative work.

Several programs had been planned by the Principal to overcome the problem of hampering the functional positions of teachers, it's just that the implementation of these programs did not go according to plan. This discrepancy is caused by a lack of enthusiasm and motivation of the teacher concerned for several reasons, including 1) considering scientific work to be difficult 2) lack of teacher skills in the IT field, 3) teachers do not intend to take care of promotion 4) limited training quota at the Ministry of Religion

One of the efforts that have been made by the Principal is directing teachers to take part in various professional improvement programs through Subject Teacher Consultations, seminars/webinar, training and being active in creating creative and innovative media/learning resources. It's just that this briefing did not significantly influence the increase in teacher functional positions due to the lack of teachers participating in teacher professional development activities due to: 1) teachers lack the initiative in participating in teacher professional development activities. 2) the lack of school budgets for organizing school activities such as In House Training, the dissemination of evaluation results and teacher self-reflection, 3) the lack of budget to involve teachers in training activities, 4) the lack of teacher skills in the IT field so that they are constrained in making written and publication of scientific papers, 5) most teachers decide not to continue their functional positions

Based on the results of observations, interviews and documentation studies, it can be seen that the Principal has not been optimal in building a network of increasing teacher competence in producing scientific and innovative works. This is identified by the school principal does not understand the management steps that must be taken to overcome the problem of delays in the increase in teacher credit scores. The Principal does not understand the classification of activities which include planning, organizing, implementing and supervising.

Besides that, the principal's weakness in carrying out his managerial functions is visible the low number of training certificates for writing scientific papers or awards for innovative teacher work. Of the 6 teachers, not a single teacher has published scientific papers or produced or participated in innovative work competitions. This is evidenced by the delay in the functional position of class IV teachers at MTs. Muhammadiyah Rancaekek, of the six PNS teachers who were seconded, only 2 teachers were already grade IV/a and were stuck not moving up to 8 years and 11 years. Meanwhile, 4 other teachers were still in class III/c and III/d for 1 year, 4 years, 7 years and 8 years.

### **Conclusion**

The principal is not yet optimal in managing the increase in teacher credit scores, this is identified by the absence of clear management steps in activities to increase teacher competence in writing scientific papers.

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