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Improved Ability To Writing Works of Scientific Teachers on AssistanceAccess E-Journal In Smk Negeri 1 Jeunieb Bireuen District

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Abstract: *This study aims to improve the ability of teachers in the writing of scientific papers via e-journal access assistance in SMK 1 Jeunieb Bireuen. The subjects were teachers at SMK Negeri 1 Jeunieb Bireuen, amounting to 5 (five), with the focus of research is the ability of teachers of SMK Negeri 1 Jeunieb in the writing classroom action research (PTK). Design research is conducted action research school as much as two cycles. Each cycle consists of four stages, namely: planning, implementation, observation, and reflection. In the first cycle of the average ability of teachers in the writing classroom action research (CAR) of 77.20% with enough categories, and the teacher's ability to access e-journal of 77.20% with enough category. In the second cycle the average ability of teachers in the writing classroom action research (CAR) of 88.80% with a good category, and the teacher's ability to access e-journal of 91.60% with a good category. Thus the results of this study indicate that teachers' ability to access e-journal can improve the ability of teachers in the writing classroom action research (PTK) at SMK Negeri 1 Jeunieb Bireuen.*

Keywords:*Ability Master, Scientific Writing, E-Journal Access*

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I. Introduction

Achieving quality education course it is not so easy because of many interrelated components, one of which is the teacher. Undeniably the teacher is at the core of education. Therefore, in building a quality and competitive education, where teachers have a strategic role so that each teacher must constantly improve professionalism.Law Number 14 Year 2005 on Teachers and Lecturers defines a teacher as a professional educator with a primary task of educating, teaching, guiding, directing, train, assess and evaluate students on early childhood education, formal education, primary education and secondary education , To achieve an increase in quality of education, required professional educators. As one indicator of the professionalism of educators measured the extent to which teachers are able to undertake professional development aspects, such as the writing of scientific papers. This is in line with the Regulation of the Minister of deception for Administrative and Bureaucratic Reform (Permenpan-RB) No. 16 of 2009 and Regulation of the Minister of National Education (game) Number 35 Year 2010, which both regulates the Functional Master and credit figures. Terms improvement of the teaching profession through a number of credits that are required for teachers to attach Scientific Writing (KTI).Proposing promotion for teachers is orbiting scientific journal papers or air-International Standard Serial Number (ISSN). Both Candy above lists the requirements of a promotion with the system judging Teacher Performance (PKG), requires a scientific publication for teachers to be promoted from group III B to class III c, and the proposal of promotion of group III c III d requires research reports. While proposing the promotion of the Group IV A to IV b and so on, in addition to their research reports also require air-journal article ISSN or guidebook ber- International Standard Book Number (ISBN).All teachers are certainly eager for promotion will run smoothly. It is quite natural because the promotion is the right of every teacher after carrying out teaching duties properly. Ministerial Regulation No. 35 of 2010 defines the continuous professional development is teacher competence development are being implemented according to the needs, gradually, continuing to increase professionalism. The activities included in the teacher professional development are: (1) make the KTI in the field; (2) find the appropriate technology in the field of education; (3) create a learning tool or instrument guidance; (4) create artwork; (5) and follow the curriculum development activities (Hanum, 2016: 10).Jones in Hanum, (2016: 20) refer to as monographs KTI. Monograph is divided into two, namely: (1) monograph devoted to a particular community (professionals) are usually high scientific nature, so-called scientific work; and (2) monograph devoted to the general public called popular scientific

articles. While Susilo (1995: 11) define that scientific essay is an essay or article that is obtained in accordance with the scientific nature and is based on the observation, evaluation, research in certain fields, prepared according to certain methods with standard systematic writing and its contents can be accounted for righteousness.Scientific publications are scientific papers that have been published to the public. Something worthy of published scientific works if these works have scientific characteristics. The characteristics of scientific papers by Hanum (2015: 21) is as follows: (1) objective, namely the facts and the data revealed by the fact; (2) logical reasoning can be seen patterns that use inductive or deductive reasoning patterns; (3) systematic can be viewed from the sentence is structured so that the reader can follow the story line is easy; (4) Neutral is a free assessment of particular interests; (5) a description, or conclusions in scientific work should be factual, which presents the facts and; (6) is not redundant, namely the words used is not excessive.Teachers as agents of change (agent of change) is always trying to improve the quality of self. Activities reading and writing are things that can not be separated, the teacher must be willing to read if you want to write. Reading is putting words into the mind, while writing is pouring thoughts in writing. It has been a teacher should be able to write science into KTI.A professional teacher must of course always with the times, update information science and the latest technologies in order to deliver material actual and contextual to the students, not to science conveyed out of date, obsolete, not in accordance with the times, and not according to the needs of learners. Teachers as well as a source of learning not to stutter technology. Use of the Internet access technology in addition to getting the latest teaching materials, teachers also get a reference e-journal for writing KTI.A survey conducted by the Association of Indonesian Internet Network Operator (APJII), more than half of Indonesia's population is now connected to the internet. A survey conducted during 2016 found that 132.7 million Indonesian people have used the internet, or 51.8 percent of the total population of Indonesia as much as 256.2 million people. (Kompas.com, October 24, 2016).The above figures are put Indonesia ranked the 5th largest in the world in terms of number of Internet users, after China, India, USA and Brazil. The Ministry of Communications and Information Technology (Communications) revealed the behavior of the Indonesian people who use the internet are also varied, and access social media were the highest, reaching 64% while online. Second and third, users are only looking for information, and send / receive e-mail with the percentage of each 48%, fourth, downloads, chat, and learn an average of 47% and the rest to play the game and find information and so on below 35%. (Kontan.co.id, March 13, 2015).Low internet searches by teachers to find information using soft copy media (e-book and e-journal) for the nds of both the research, preparation of articles and maximizing the impact on the poor writing information KTI by teachers. Search in particular e-journal information is necessary for the teacher, therefore, required a special method so that teachers can find relevant information.

One of the main components in the writing of KTI is the availability of a reference, either in the form of research journals, books and other reference sources. KTI is good is that to use the journal as a reference. Thus teachers need access to e-journals is needed, but the problem many teachers do not know how to access e-journal. According Surjono (2009: 1) "E-journal is publishing in an electronic format and has an ISSN (International Standard Serial Number)". According Tresnawan (2010: 2) states "electronic journal is published series like printed form but in electronic form. Usually consists of three formats, namely text, text and graphics, as well as the full image (in Pdf form) ". E-Journal is a set series may be scientific articles, scientific papers that have a standard number so that the information contained in the electronic journal can be trusted because it has been recognized by the ISSN in the electronic journal. In general, a college library subscribed e-journal to support the academic activities of students, for example, from Pro Quest and EBSCO.Circular of the Directorate General of Higher Education (Directorate of Higher Education), Ministry of Natial Number. 152 / E / T / 2012 Year 2012 on the obligation of Scientific Publications For Students S1 / S2 / S3, requires that: (1) for S1 should be no papers published in scientific journals; (2) for the S2 program there should be a paper published in the scientific journal accredited Higher Education, and (3) to the S3 program there must be papers published in international journals. Applicability of the circular gave birth to thousands of sites that publish the e-journal. Thus the availability of a collection of E-Journal, will help teachers to easily find references required in writing scientific papers. However, this condition is not utilized by the teachers because they do not yet know how to access the electronic journals. Undeniably, the low volume of e-journal access the impact on the poor writing of KTI produced and published by the teacher, so many teachers have hampered the promotion and maintenance of class. General Chairman of the Indonesian Teachers Association (PGRI), said more than 800,000 teachers and suprvisors threatened not promoted their employment because of government policy making shall examine and make scientific work. If the teacher is not able to make the KTI, the sanctions are not promoted. Obligations hamper research and scientific work promotion. (Sindonews.com, July 4, 2015).

Bireuen regency one of the districts of the 22 districts / cities in Aceh province. The ability of teachers in the writing of scientific papers is also still a problem faced by teachers in the nomination of the promotion. Secretary of the Department of Education from 4862 Bireuen said civil servant teachers, only 9.69 percent of that could promoted to Group IV, this is because most of our teachers have not been able to write KTI.

Educators allegedly lazy to read and write, making it difficult for them to make the paper for promotion. (koranbireuen.com, December 10th, 2013).

Based on the interview with the Head of Education researchers and Culture Bireuen who was accompanied by Chairman PGRI Friday, February 25, 2017, it was revealed the weak ability of teachers to write scientific papers that many teachers do not proposes a promotion as civil servants. Head of Education and Culture of Bireuen also acknowledged the lack of ability of teachers to access e-journal.The government of Bireuen district through the Department of Education and Culture Bireuen requires teachers who receive allowances Teacher Professional (TPG) to set aside 20% for activities to increase competence, such as participating Deliberation Subject Teacher (MGMPs), joined the seminar, workshop, buy a laptop, buy a modem and needs improvement other competencies.

Regarding the Internet network, all vocational schools (SMK) in Bireuen already installed wifi. Outside the school, the teachers also had no trouble in getting the Internet network. The whole town in Aceh including Bireuen district dubbed the land of a thousand coffee shops, coffee shops provide generally free wifi facilities, teachers and other visitors can surf in cyberspace while drinking coffee. Yet it can not be denied, the ease of accessing the internet at school and outside the school being used by teachers to get the e-journal as reference material in writing scientific papers.SMK Negeri 1 Jeunieb Bireuen is SMK Expertise Fisheries and Maritime Affairs, the number of teachers by 45 people consisting of 30 teachers, civil servants and 15 part time teachers. Results of pre-survey research only 8 (eight), or 17.77% of teachers who ever access e-journal. Likewise with the number of teachers who ever wrote KTI only 7 (seven) or 15.55%. Figures above show poor ability of teachers to access e-journals and the low ability of teachers to write scientific papers.According Hartina (2016), the availability of the E-Journal UNSYIAH very strong influence on the fulfillment of the referral source student writing scientific papers. That is, the availability of the E-Journal provided by the Library Unit UNSYIAH greatly affect the fulfillment of the referral source student writing scientific papers. While Muhammad Azwar (2017), describe the extent of utilization of electronic journals as reference material is also relatively high. Most students have taken advantage of the electronic journal as a reference in the writing of the Bogor Agricultural Institute. Based on the description on the background of the problems mentioned above, can be identified several problems, namely: (1) lack of ability of teachers in the writing of scientific papers so that they are not able to propose a promotion; (2) lack of ability of teachers in accessing e-journals as reference material in the writing of scientific papers; (3) the low culture of reading and writing among teachers. Based on the identification of the problems above, this research will focus on the weak ability of scientific writing teachers of SMK Negeri 1 Jeunieb Bireuen so that they hampered the promotion and classes for Permenpan-RB No. 16 of 2009 and Ministerial Regulation No. 35 of 2010, which both regulates Functional Master and credit figures, terms of improvement of the teaching profession through a number of credits that are required for teachers to attach a scientific paper. Based on the above focus areas, researchers will conduct e-journal access mentoring teachers of SMK Negeri 1 Jeunieb in Bireuen district so that teachers can improve the ability of scientific writings.

Based on the focus areas and alternative solutions above, then that becomes the problem in this research, how to access e-journal mentoring can improve the ability of scientific writings SMK teachers in Bireuen? In accordance with the formulation of the problem, the study aims to improve teacher writing scientific papers via e-journal access assistance in SMK 1 Jeunieb Bireuen. The benefits of this research are as follows: 1) Benefits Theoretical, (a) adding science and knowledge about everything related to the upgrading of scientific writings vocational teachers through mentoring access e-journal so that teachers can work better, effective and efficient ; (2) be able to contribute ideas for teachers to understand the importance of access to e-journal for reference write scientific papers. 2) Practical benefits, (a) for teachers to know how to write scientific papers via e-journal access assistance so that the nomination process of promotion of teachers are not constrained by the writing and publication of scientific works; (b) for principals can be used as a repair and improvement of scientific writing ability through mentoring teachers access e-journal at school; (c) for the head of education and culture can be used as input and consideration to empower educators so that teachers are able to write scientific papers via e-journal access assistance to achieve maximum educational goals for the progress in the region; (d) for other researchers to make reference in the development of science and useful in providing information and knowledge about upgrading from scientific writings vocational teachers through mentoring or access e-journal as further study materials for the next researcher.

II. Methods

Subjects were teachers of SMK Negeri 1 in Bireuen. The number of teachers who are the subject of this study, amounting to 5 (five). This research subject is determined by purposive, according Sugiyono (2011: 124) means purposive sampling method with certain considerations. In addition to teachers, principals and school supervisors also involved as informants who can provide information and data themselves or experiences related to access e-journal assisting vocational teachers to increase the ability of writing scientific papers.

Designs in this study using Action Research School (School Action Research) cyclical models as a spiral by Stephen Kemmis. Data collection techniques used in this study are as follows: a) interviews; b) observation; c) documentation. The data obtained from this action research is analyzed by the following formula: Final Score = (Total Points Earned / Total Score Maximum) x 100. Furthermore, to determine the successful achievement of each cycle participants use the following formula:% Achievement = (Number of Teachers Earned Value> 80 / Number of teachers) x 100. this action research is considered complete and successful if it meets the following performance indicators: 1) the ability of teachers to access e-journal on the internet with the level of achievement of conformity reach at least 80%; 2) the ability of teachers to understand the techniques of preparation of PTK reach 80%.

III. Results And Discussion

Description Initial Condition

Based on the analysis of five (5) the teacher who makes PTK above can be concluded that the ability of teachers PTK paper writing is still very poor with an average final value of 59.40%. This is evident in all aspects, namely 1) the abstract by 56%; 2) the introduction of 64%; 3) assessment and action hypothesis of 60%; 4) The research methodology by 64%; 5) implementation of the study by 56%; 6) the results of research and discussion by 56%; 7) conclusions and suggestions by 64%; and 8) bibliography and appendices by 60%. Based on the above data analysis can be concluded that the average ability of the teacher writing scientific papers as well as knowledge of how to access e-journal on pre-cycle with very poor category.

Description Results First cycle

First cycle was conducted from March 15 through August 31, 2017, with a series of activities carried out systematically from planning (planning), implementation (action), observations (observation) and reflection (reflection). Based on teacher observation during the implementation of the training training e-journal access first cycle can be concluded that the ability of teachers to access e-journal for writing reference material in the category of work still enough PTK with an average final value of 77.20%. This is evident in the following aspects; 1) The ability of the operation of the computer / laptop amounted to 92.00%; 2) the ability to access the Internet amounted to 88.00%; 3) Traffic search for e-journal through google scholar of 76.00%; 4) to download the e-journal in google scholar 80.00%, 5) registration of NLI account for 76.00%, 6) the ability to access and download the e-journal on the web of NLI amounted to 72.00%; 7) the ability to access and download the e-journal on the web more open access journal of 72.00%; and 8) the relevance of e-journal that is downloaded with the title of 76.00%.Based on observation it can be concluded that the average value of the ability of teachers in preparing PTK in the first cycle reaches 77.80% with enough category. From these results it can be concluded that the ability of teachers write PTK in the first cycle there is an increase compared to pre-cycle stage. This is evidenced by the ratio of the average value of PTK teachers write capability in pre-cycle of 59.40%, in the first cycle increased to 77.80%.

Description Results Cycle II

Cycle II is held from 06 until 21 September 2017 with a series of activities carried out systematically from planning (planning), implementation (action), observations (observation) and reflection (reflection).

Based on observation it can be concluded that the average value of the observation ability of teachers to access e-journal on the second cycle reaches 91.60% to the category of Very Good. From these results it can be concluded that the ability to access e-journal in the first cycle a significant increase from cycle I. This is evidenced by the ratio of the average value of the observation ability to access e-journal of teachers in the first cycle of 77.20% to a rise of 91.60% in the second cycle. The results of the e-journal access observations on the second cycle has been reached indicators of success predetermined, which amounted to 80.00%, so it does not need to be continued to the next cycle.Based on the above data analysis can be concluded that the average value of PTK teacher writing ability in cycle II reached 88.80% in both categories. These results suggest that the ability of PTK teacher writing on the second cycle a significant increase from the first cycle of 77.80% to 88.80% in the second cycle. From these results it can be concluded that the ability of PTK teacher writing on the second cycle have achieved success indicators predefined actions, which amounted to 80.00%, so it does not need to be continued to the next cycle.

IV. Conclusion

Based on the research is conducted and discussions outlined in the previous section, it can be concluded, among others: (1) e-journal access assistance to improve the ability of teachers PTK writing SMK 1 Jeunieb Bireuen. This is evident from the results of research, where the percentage of average achievement PTK writing ability of teachers in pre-cycle only reaches 59.40% to category E (less so), the first cycle increased to 77.80% in category C (enough), and the second cycle a significant increase, amounting to 88.80% in category B

(good); (2) during the many teachers who find it difficult to access e-journal, but after e-journal access mentoring can improve teacher Traffic in accessing e-journal. It is evident after mentoring ability to access e-journal of teachers increased from the first cycle of 77.20% to 91.60% in the second cycle with category A (excellent).

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