INDONESIAN LANGUAGE TEACHERS' SKILLS TO WRITE ACADEMIC ARTICLES IN REPUTABLE JOURNALS
Keterampilan Guru Bahasa Indonesia dalam Menulis Artikel Akademik di Jurnal Bereputasi

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Abstrak

Guru pada dasarnya dituntut memiliki kompetensi pedagogik, kepribadian, sosial, dan profesional. Salah satu kompetensi profesional berkelanjutan mereka adalah melakukan publikasi akademik. Penelitian ini bertujuan untuk mengetahui publikasi akademik pada jurnal yang dilakukan oleh guru mata pelajaran bahasa Indonesia tingkat SMA di Wilayah III Cirebon dan faktor-faktor yang mempengaruhinya. Data diperoleh dengan mewawancarai 138 dari 152 guru karena beberapa kepala sekolah tidak mengizinkan wawancara dan tidak ada surat izin dari Badan Kesatuan Bangsa dan Politik khususnya di Kota Cirebon. Hasil wawancara menunjukkan bahwa 35% guru belum pernah mempublikasikan di jurnal Akademik. Kondisi ini antara lain disebabkan oleh beberapa faktor berikut: a) waktu, b) tujuan jurnal, c) kurang percaya diri, d) kesulitan melakukan riset online, e) usia mendekati pensiun, f) gagap teknologi, g) belum terbiasa untuk menulis, h) kurangnya motivasi, i) perlu persetujuan dosen pembimbing, j) kurangnya pengetahuan tentang cara membuat artikel, k) tidak ada permintaan dan l) ketersediaan dana. Oleh karena itu, perlu adanya upaya dari beberapa pihak khususnya warga sekolah. Misalnya saja kegiatan Konferensi Guru Mata Pelajaran (MGMP) juga dapat dimanfaatkan untuk mengenalkan dan membiasakan guru terhadap publikasi Akademik. Kepala sekolah memberikan fasilitas kepada guru untuk dapat melakukan publikasi akademik

Kata-kata kunci: Indonesia, jurnal ilmiah, kompetensi profesional, Cirebon

Abstract

Teachers are fundamentally required to have pedagogical, personality, social, and professional competencies. One of their continuing professional competencies is to conduct academic publications. This study aims to explore academic publications in journals conducted by Indonesian language subject teachers at the high school level in Three Regions of Cirebon and the factors affecting them. The data were obtained by interviewing 138 out of 152 teachers because some school principals did not allow the interview and no permission letter from the National Unity and Political Agency, especially in Cirebon City. The interview results show that 35% of teachers have never published in Academic journals. This condition is partly due to the following factors: a) time, b) the purpose of the journal, c) lack of confidence, d) difficulty in researching online, e) age approaching retirement, f) technology stuttering, g) not accustomed to writing, h) lack of motivation, i) need approval from the supervisor, j) lack of knowledge on how to create an article, k) there is no demand and l) availability of funds. Therefore, there needs to be efforts from several parties, especially the school community. For example, the Subject Teacher Conference (MGMP) activities can also be utilized to introduce and familiarize teachers with

INTRODUCTION

As educators, teachers must be competent and professional in their academic settings. One of the indicators of a teacher's professionalism is to conduct academic publications. Based on Data Pokok Pendidikan (Dapodik)/Basic Education Data, this issue can be perceived that during the last two years, 32% of high school teachers in Ciayumajakuning (after this written acronym of Cirebon City, Cirebon Regency, Majalengka Regency, Kuningan Regency, and Indramayu Regency namely Ciayumajakuning) did not experience any promotion on their careers and positions. Promoting teachers' positions is one indicator of a teacher's. For career development, such as getting a promotion or higher positions, a teacher must collect credit numbers, including writing articles to publish (Paimun, 2020). This problem is stated in Book 4 (Kementerian Pendidikan Nasional Direktorat Pembinaan Pendidik dan Tenaga Kependidikan, 2011). The credit score is obtained from various activities, one of which is conducting research and being published. It is also stipulated in Permen PANRB /Regulation of the Minister for Administrative Reform and Bureaucratic Reform no. 16 of 2009 and has been effectively implemented since 2011 (Jabatan Fungsional Guru dan Angka Kreditnya., 2009).

Good writing skills are crucial to publish articles in reputable journals. One of the vital writing skills is a comprehensive understanding that academic writing has particular requirements and systematics (Giba, 2014). One form of academic work is an article. The systematics of academic articles, in general, include: 1) abstract; 1) affiliation; 3) keywords; 4) introduction; 5); research methods; 6) results and discussion; 7) conclusions; and 8) bibliography (Mack, 2018); (Lindsay, 2011). In addition, writers must also have the competence to understand and employ structures and formal language varieties to be able to write academic papers (Mulyaningsih et al., 2018).

Teachers in Cirebon Region III (Ciayumajakuning) and various other regions experienced difficulties in writing academic papers. First, research was conducted by Ludiana in Kebasen Banyumas (Ludiana, 2012).

The study aimed to determine the obstacles experienced by elementary school teachers in writing academic papers. The results presented that the obstacles experienced by teachers were due to certain factors: cost, facilities and infrastructure, time, information technology, ideas or ideas, and interest in reading. Second, research conducted by Noorjannah aims to find out the difficulties of SMAN 1 Kauman Tulungagung teachers in writing academic papers (Noorjannah, 2014).

The results revealed that the difficulties experienced by teachers were due to factors such as motivation, time, writing techniques, data, technology, references, academic writing services, and socialization, both in Musyawarah Guru Mata Pelajaran (MGMP) /Subject Teacher Conference, and schools. Third, research conducted by Widodo et al. aims to explain the difficulties experienced by elementary school teachers when compiling academic papers. The results showed that the difficulties experienced by teachers were due to factors such as motivation, writing techniques, time, and unusual (Widodo et al., 2021). Fourth, research conducted by Murni and Sumardjoko aims to explain teachers' performance after receiving certification, efforts and obstacles, and principal support in improving sustainable professional competence. The results showed that 1) certification has not changed teacher performance,

2) self-development through Musyawarah Guru Mata Pelajaran (MGMP)/Subject Teacher Conference, training, training, and seminars, 3) obstacles experienced due to time, research urgency, writing techniques, and socialization of Penelitian Tindakan Kelas (PTK)/Classroom Action Research, and 4) school principals support (Murni & Sumardjoko, 2015). Fifth, research conducted by Caswita aims to describe the efforts made to improve competence in writing academic papers through the Gumeulis forum (Caswita, 2020). The results showed that the Gumeulis forum could improve teachers' competence in writing academic papers. Sixth, the research conducted by Marto aims to describe 1) the ability to write academic papers, 2) the understanding of professional competence, 3) the difficulties in writing academic papers, and 4) the efforts of the head of the office to solve these problems. The results showed that teachers 1) understand Penelitian Tindakan Kelas (PTK) /Classroom Action Research, 2) do not understand professional competence, 3) experience difficulties due to time, motivation, and ideas, and 4) teachers participate in seminars and training (Marto, 2019). Seventh, research conducted by Tingkat aims to test the effectiveness of the presence of guest teachers for SMAN 1 Kuta Selatan teachers on academic writing skills. The results showed that the presence of guest teachers improved academic writing skills effectively (Tingkat, 2020). Thus, there are differences and similarities between relevant research and the research conducted. In terms of similarities, the research that will be carried out both describes scientific publications carried out by teachers and examines the factors that make it difficult for teachers to write scientific articles. In terms of differences, this research focuses on examining the factors and causes of scientific publications carried out by Indonesian language subject teachers. Apart from that, the difference of course lies in the regional coverage because this research was conducted in Region III Cirebon.

For more details, teachers' problems in writing academic papers are practically identical. Elementary, high, and vocational school teachers experience these issues. However, none of the several studies are located in West Java, especially Ciayumajakuning. There has also been no research conducted focusing on Indonesian language subject teachers. Therefore, it is essential to conduct research related to the academic writing skills of Indonesian language teachers in West Java, especially high school teachers in Ciayumajakuning.

Therefore, it is necessary to map the skills and inhibiting factors of high school Indonesian teachers in Ciayumajakuning in writing academic papers and publications in OJS-based journals. It is expected to 1) identify difficulties or obstacles and 2) help solve problems teachers face in producing and publishing academic papers. If possible, the results of this research can be followed up in the form of community service.

Based on the background, problems around teacher competencies, social, pedagogic, personality, and sustainable professionals can be identified. Considering the suitability of the researcher's academic background and study program, this research will focus on Indonesian language subject teachers. Therefore, the research problem formulation is as follows. 1. What are the skills of high school Indonesian language teachers in Ciayumajakuning in writing articles in academic journals? 2. What factors influence the skills of high school teachers in Ciayumajakuning in writing articles in academic journals? Therefore, the objectives of this study are to 1. describe the skills of high school Indonesian teachers in Ciayumajakuning in writing articles in academic journals and 2. describe the factors that influence the skills of high school teachers in Ciayumajakuning in writing articles in academic journals.

This research is expected to have benefits, both theoretically and practically. Theoretically, the results of the study are expected to add to the repertoire of knowledge related to teacher competence in conducting academic publications. It serves as guidelines for teachers, principals, and policymakers regarding the obligation to conduct academic publications.

THEORETICAL BASIC
Professional Teacher

Teachers as educators are required to have competence and professionalism. One indicator of a teacher's professionalism is conducting scientific publications. Educator is a very noble job. The teacher is an educator. A student who previously could not read, after being educated, can. A student who initially couldn't write, after being educated, became able. Educators are analogous to candles in the dark. Educators are given the title of unsung heroes. This shows how big the role of teachers is for students and life. As an educator, teachers are required to be able to enable students to become complete humans. Humans have 18 characters.

This shows that teaching is not a random job. Therefore, a teacher must have competencies: pedagogical, personal, social, and professional. Pedagogical competence means that a teacher has the ability to understand students, design and implement learning, evaluate learning outcomes, and develop students to actualize their various potentials. Personality competency focuses on personal abilities that are steady, stable, mature, wise, and authoritative, being role models for students, and having noble character. Social competence is the teacher's ability to communicate and socialize effectively with students, education staff, parents or guardians of students, and the surrounding community. Professional competence consists of broad and in-depth mastery of learning material, which includes mastery of school subject curriculum material and the scientific substance that covers the material, as well as mastery of scientific structure and methodology.

Professional competence needs to be carried out continuously. This is because science is very dynamic. Therefore, teachers are required to always update their knowledge. Apart from education, professional competence can also be carried out through various activities, such as participating in Subject Teacher Conferences (MGMP), Teacher Working Groups (KKG), seminars, and training. Apart from participating in various activities, teachers can also update their knowledge independently, for example by watching on YouTube. Likewise, various platforms are provided by Google. All the information you need is on Google, so the phrase "the world is in your hands" appears. Recently, the government has launched the Merdeka Mengajar platform. It is hoped that this application can help teachers share good practices with each other.

The various demands placed on teachers will of course have an impact on welfare. Welfare is provided not only to teachers who have the status of civil servants (PNS), but also to those who have the status of non-PNS. This can be known from the Circular Letter of the Directorate General of Teachers and Personnel Number 5229/B.B1.3/GT/2019 the concerning Submission of Proposals for Equality of Position and Rank for Non-PNS Teachers (GBPNS). This means that teachers will get more income with terms and conditions in accordance with applicable regulations. To obtain certain positions and ranks, teachers must fulfill a certain number of credits. Submissions for Credit Score Assessment (PAK) can be done and monitored on e-PAK Guru. This application works online on the page https://epak.gtk.kemdikbud.go.id/#/. This facility is of course easier than when files for credit score assessment are submitted offline.

Terms and conditions related to PAK can be seen in the Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform (PERMENPANRB) Number 16 of 2009 concerning Teacher Functional Positions and Credit Scores. In particular, Article 11 states that the elements and sub-elements of teacher activities for which credit scores are assessed include: 1) education, 2) learning/guidance and certain tasks, 3) continuous professional development, and 4) supporting teacher tasks. Continuous professional development can be further detailed, in the form of: 1) self-development, 2) scientific publications, and 3) innovative work. The scientific publications in question are 1) the dissemination of research results or innovative ideas in the field of formal education; and 2) the publication of textbooks,

enrichment books, and teacher guides. On this occasion, the focus is on sustainable professional development in the form of scientific publications.

Scientific writing skills

Skills in scientific writing are not the monopoly of lecturers or researchers, but also teachers. This can be seen in the teacher's obligation to carry out scientific publications. Scientific writing is not like writing in general. Scientific writing has certain requirements and systematics (Giba, 2014). Each institution is allowed to have a *selingkung* style. However, in general the requirement for scientific writing is to use a variety of formal language. The characteristics of the formal variety are spelling according to the Big Indonesian Dictionary and pithy diction (Mulyaningsih et al., 2018).

One example of scientific writing is an article. Systematics of scientific articles in general including: 1) abstract, which contains a summary of the entire article; 2) affiliation, including the name of the author and institution; 3) keywords, containing words that are considered to represent the entire content of the article. Usually, three to five words or phrases; 4) introduction, containing an explanation of the importance of the research carried out accompanied by evidence/data/facts; 5) research methods, containing procedures for compiling instruments, collecting data, ensuring the validity of the data, and analyzing the data; 6) results and discussion, containing findings and analysis that are linked to other research; 7) conclusion, containing the concept of research results along with suggestions, and 8) bibliography, containing reference sources used in compiling the article (Mack, 2018).

Research methodology

Research methodology focuses on the science of research. One of the things discussed is related to research methods. Research methods are important things that must be considered when conducting research. Typically, methods include: 1) design, loading forms based on the type and shape of the data being analyzed; 2) setting, containing the place and time of data collection or the research process in general; 3) data, containing the object being studied and its determination; 4) data collection techniques, including methods or procedures for collecting data; 5) instrument, contains the tools used to collect data; 6) validity, contains ways to prove that the data collected and/or the instruments used are correct; and 7) data analysis techniques, including procedures for analyzing data related to the theory or approach chosen (Pandey & Pandey, 2015).

The method really depends on the problem to be solved. In order to solve problems in learning, a teacher can conduct Classroom Action Research (PTK). This design usually uses cycles or repetitions until all students or some students get a score above the Minimum Completeness Criteria (KKM) (Walliman, 2011). The total KKM score for each subject is different. Likewise, the KKM value for each school is also different.

Publication in journals

Publication is a form of dissemination or dissemination. It is natural that the solution to a problem should be presented to the public. This is an effort to help readers or other people who experience something similar. The publication is not only through mass media, books, seminars, and workshops, but also journals. Since 2012, the government has issued regulations regarding Open Journal System (OJS) based journals. Two years later, articles that can be used to apply for credit scores (PAK) are those published by OJS-based journals or online.

The differences between print and online journals are very significant. In printed journals, all activities are carried out via email or even in print. But not with online journals. All activities in online journals are carried out by the system or application. There are many menus in OJS

that are unknown to the author, which sometimes hinders the article process. In a printed journal, all activities are not recorded or recorded. In OJS-based journals, all activities, from sending to publication, are recorded and stored by the system (Lukman, Istadi, & Wiryawan, 2020).

RESEARCH METHOD

This research uses a quantitative research approach with a survey research design (Kasim & Antwi, 2015). The survey was carried out comprehensively within Region III Cirebon (Cirebon City, Cirebon Regency, Majalengka Regency, Kuningan Regency, and Indramayu Regency).

This study employs a quantitative study with a survey design (Choy, 2014). The research objectives are 1) describing the skills of high school Indonesian language teachers throughout Cirebon in writing articles in academic journals, and 2) describing the factors that influence the skills of high school teachers throughout Cirebon in writing articles in academic journals. This research was conducted in Region III Cirebon, including Cirebon City, Cirebon Regency, Majalengka Regency, Kuningan Regency, and Indramayu Regency. The research time was from March to December 2022. Research began in March, starting with the preparation of a proposal and continued with a proposal seminar in April. After the seminar, it continued with instrument validation in May. After the instrument is valid, it continues with field assistant training in June. Once ready, in July we will arrange permits for data collection in August—September. After the data is obtained, it continues with analysis in October—November. After that, in December a seminar on results, report preparation, and publication process was held.

The data source of the research is the Sekolah Lanjutan Tingkat Atas (SLTA) /Senior High School teachers in *Region III Cirebon*. Based on Dapodik in Cirebon City, Cirebon Regency, Majalengka Regency, Kuningan Regency, and Indramayu Regency (*Ciayumajakuning)*, there are 675 high schools with details: Cirebon City 39, Cirebon Regency 204, Indramayu 230, Majalengka 106, and Kuningan 96. The schools in question include Senior High Schools, Vocational High Schools, and Islamic Senior High Schools, both public and private. Regarding the availability of time and the grand, the research data focused only on high school Indonesian language teachers in public schools.

The research sample consisted of 9 SMAN (Sekolah Menengah Atas Negeri /Public Senior High School) teachers, 2 SMKN (Sekolah Menengah Kejuruan Negeri /Public Vocational Secondary Schools) teachers, and 2 MAN (Madrasah Aliyah Negeri /State Aliyah Madrasah) teachers with a total of 13 teachers in Cirebon City. Furthermore, 21 SMAN teachers, 7 SMKN teachers, and 5 MAN teachers with a total of 33 teachers in Cirebon Regency. Furthermore, 23 SMAN teachers, 19 SMKN teachers, and 3 MAN teachers with a total of 45 teachers in the Indramayu Regency. Furthermore, 16 SMAN teachers, 11 SMKN teachers, and 3 MAN teachers with a total of 30 teachers in Majalengka Regency. Lastly, 19 SMAN teachers, 9 SMKN teachers, and 3 MAN teachers for a total of 31 teachers in Kuningan Regency. Thus, the total sample for this study was 152 teachers.

The data were collected through structured interviews to make the data collection process more effective (Rochmansyah et al., 2022). It indicates the sample of the research to answer the provided questions. Closed interviews were conducted from August to October 2022. The teachers who agreed to be interviewed were 138 out of 152 teachers. To support the interviews, an instrument in the form of a Google Form-assisted questionnaire was used (Ruliyanti et al., 2021). Each field assistant will ask questions as contained in the Google Form. Field assistants immediately recorded and entered the answers in the Google Form. Of course, there is a recording in the form of sound to anticipate if there is unclear information.

This study tested the validity and reliability of the instrument by employing expert judgment (Sorrel et al., 2016). The instruments regarding the questions are validated by the expert. In addition, data validity was carried out by triangulating theories, data sources, and data collection methods. As an analysis step, the collected data were analyzed using interactive analysis. The analysis steps followed the Miles and Huberman model: data reduction, data presentation, and conclusion drawing/verification (Miles & Huberman, 1984). In terms of data analysis, the first thing to do is collect all the data from the interviews, after that the data is reduced to sharpen, classify, direct, discard unnecessary data, and organize the data by carefully listening to the interview recordings. After selecting data that is relevant to the research, of course, the data is presented in the discussion for descriptive analysis. Thus, final conclusions can be drawn and implemented.

DISCUSSION

The data shows that out of a target of 152 teachers, only 138 were collected. It occurred because 1) the school needed permission from Authority /Badan Kesatuan Bangsa dan Politik (Kesbangpol) /National and Political Unity Agency, 2) some teachers did not want to be interviewed, and 3) the interview time had been agreed upon, but the teacher was unable to attend. The teachers interviewed came from Cirebon City (10), Cirebon Regency (23), Majalengka Regency (28), Kuningan Regency (27), and Indramayu Regency (50).

In addition, the subjects of this study included heterogeneous characteristics because they had diverse backgrounds. Based on gender, high school teachers in Region III Cirebon are dominated by women and 85 and 53 men, respectively. This composition certainly affects performance. High school Indonesian language teachers in Ciayumajakuning are also dominated by teachers who are over 50 years old, as many as 59 people. Regarding education, only 38 people are graduates of the master's program. The remaining 100 people are undergraduate graduates. Regarding the time they have been civil servants, only 137 teachers responded, 32 of whom are honorary.

Regarding publications, high school Indonesian language teachers in Ciayumajakuning also have a variety of numbers, media, and constraints. Based on the data, the number of publications can be classified into seven groups, including, first, 26 teachers have published 1 article. Second, eight teachers have published two articles. Third, four teachers have published three articles. Fourth, five teachers have published four articles. Fifth, one teacher has published five articles. Sixth, six teachers have published more than five articles. Seventh, 79 teachers have never published an article. In addition, most teachers still publish in printed journals, namely 82 people, while 56 people publish in electronic journals.

Not only that, but data were also obtained in the form of obstacles experienced by teachers in publishing academic journal articles. The various factors can be summarized into 1) time, 2) the purpose of the journal, 3) lack of confidence, 4) difficulty researching online, 5) age approaching retirement, 6) technological stuttering, 7) not used to writing, 8) lack of motivation, 9) need approval from supervisors, 10) how to make articles, 11) there is no demand, and 12) availability of facilities.

Skills of high school Indonesian language teachers in Cirebon City, Cirebon Regency, Majalengka Regency, Kuningan Regency, and Indramayu Regency in writing articles in academic journals

High school Indonesian subject teachers in Region III Cirebon are not yet skilled in writing articles in academic journals. This can be identified from 138 teachers, and 79 have never done academic publications. Even though 105 of them are civil servants who already have a particular working period. In addition, 73 people have been classified in level IV of their

position, and 59 people have been classified in level III. This data shows that teachers infrequently write and publish in academic journals, yet these teachers are educators.

Education is an important activity that has a long impact on life. Referring to Law No. 20/2003 on the National Education System that "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state" (Sistem Pendidikan Nasional, 2003).

Through education, the Ministry of Education and Culture expects students to have 18 characteristics, including religion, honesty, tolerance, discipline, hard work, creativity, independence, democratic, curiosity, national spirit, love for the country, respect for achievement, friendly/communication, peace-loving, fond of reading, environmental care, social care, and responsibility (Supranoto, 2015; Atma, 2019; Wijaya, 2019). To achieve the targets careful and measurable planning is needed. In addition, habituation is necessary to apply character values to students (Fauzah & Maharani, 2022). The party that plans it is, of course, the school or school community. School members include principals, teachers, education personnel, and students. This plan also needs support from the environment or community members, including government, supervisors, committees, parents, and community leaders, but no component is more critical than others. All components have an essential role according to their duties and functions. However, the government has the most authority over all the elements.

The quality of students is highly dependent on the quality of the learning process and the quality of teachers. The learning process that is carried out based on student needs will produce quality graduates or students. Teachers who have competencies in pedagogy, personality, social, and professional skills will produce graduates or students who are also qualified (Ismail & Anwar, 2021). Meanwhile, the quality of teachers and the learning process is strongly influenced by management or school principals. School principals must be able to manage and maximally empower various resources owned by humans and other resources.

Learners' character building is not an instant thing but requires a process and time that is not short. The character of a child starts from being in the mother's womb. Character building begins in the family, school, and community. A child's attitude and behavior at school are strongly influenced by the child's relationship with the family. It is a symbiotic relationship of mutualism that his parents' attitude affects the child's attitude towards school, and parents must also trust the school to educate their children (Rochanah, 2017; Bona et al., 2021). Healthy and happy family relationships drive achievement (Hurlock, 2015; Ismail & Anwar, 2021). In addition, eight hours a day, children's time is spent at school.

Schools should not only function to develop knowledge and skills but also foster character (Nur'aeni & Mupid, 2021; Riadi, 2016). Various rules in school have a positive influence on children's growth and development. Entering class and returning home on time, dressing in uniform according to the provisions, and complying with existing rules at school can make a habit. Good habits that are done repeatedly can become good characters. On the other hand, bad habits done many times will also become bad characters. Character is fundamentally habituation or habit. Apart from family and school, children's character is also influenced by society. A society that is cultured, nurtures, and maintains the norms of life well will help children develop fit.

Educators are analogous to candles in the darkness. Educators are also given the title of unsung heroes. A teacher who bears the title of unsung hero is a teacher who has the values of sincerity, patience, and care (Rusmin, 2019). It shows how significant the role of teachers is for students and life. As educators, teachers are required to be able to help students become whole

human beings. Humans have 18 characters. Law No. 14/2005 on Teachers and Lecturers explains, "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education in formal, primary, and secondary education" (Undang-Undang 2005 No. 14, Guru dan Dosen).

Consequently, it really displays that teaching is not an arbitrary job. Therefore, a teacher must have competencies: pedagogy, personality, social, and professional. Pedagogic competence means a teacher can understand students, design and implement learning, evaluate learning outcomes, and develop students to actualize their potential (Ismail & Anwar, 2021). Personality competence focuses on personal abilities that are steady, stable, mature, wise, and authoritative, a role model for students, and noble (Ismail & Anwar, 2021). Social competence is the teacher's ability to communicate and associate effectively with students, education personnel, parents or guardians of students, and the surrounding community (Sintawati & Oktaviarini, 2018). Professional competence in broad and deep mastery of learning materials includes mastery of the subject curriculum material at school, the academic substance that overshadows the material, and mastery of the educational structure and methodology (Komiah et al., 2020).

Professional competence needs to be carried out on an ongoing basis it can be because science is very dynamic (Sulastriyono & Pradhani, 2018). Therefore, teachers are required always to update their knowledge. In addition to education, professional competence can also be carried out through various activities, such as participating in the Subject Teacher Conference (Musyawarah Guru Mata Pelajaran (MGMP)/Subject Teacher Conference), Kelompok Kerja Guru (KKG) /Teacher Working Group, seminars, and training. In addition to participating in various activities, teachers can also update their knowledge independently, for example, by listening to science on YouTube. This is also the case with the different platforms provided by Google. All the information you need is available on Google, hence the phrase "the world is at your fingertips." Recently, the government has launched the Merdeka Mengajar platform. This application is expected to help teachers share their best practices.

The various expectations projected of teachers will definitely have an impact on their welfare. The welfare provided is not only for teachers who have the status of Pegawai Negeri Sipil (PNS) /civil Servants (PNS) but also for those who have the status of non-civil servants. This can be realized from the Circular Letter of the Directorate General of Teachers and Personnel Number 5229/B.B1.3/GT/2019 concerning the Submission of Proposals for Equality of Position and Rank for Guru not civil servants (GBPNS)/Non-Civil Servant Teachers (Pengajuan Usulan Kesetaraan Jabatan Dan Pangkat Bagi Guru Bukan PNS, 2019). This concern means teachers will get more income with terms and conditions according to applicable regulations. To obtain certain positions and ranks, teachers must fulfill a certain credit number (Sapri, 2018). Submitting Penetapan Angka Kredit (PAK) /Credit Score Assessment can be completed and monitored in e-PAK Guru. This application works online on the page https://epak.gtk.kemdikbud.go.id/#/. This facility is certainly more convenient when compared to when the files for credit score assessment are submitted offline.

The terms and conditions related to PAK can be found in the Peraturan Menteri Pendayagunaan Aparatur Negara dan Reformasi Birokrasi (PERMENPANRB) /Regulation of the Minister for Administrative Reform and Bureaucratic Reform Number 16 of 2009 concerning the Functional Position of Teachers and their Credit Score. Specifically, Article 11 states that the elements and sub-elements of teacher activities that can be assessed for credit include 1) education, 2) learning/mentoring and specific tasks, 3) continuous professional development, and 4) supporting teacher duties [3].

The continuous professional development can be further detailed in the following form: 1) self-development, 2) academic publications, and 3) innovative work. The academic

publications in question are 1) the dissemination of research results or innovative ideas in formal education and 2) the publication of textbooks, enrichment books, and teacher guidelines.

On this occasion, we focus on continuing professional development through academic publications. With the position of Indonesian language subject teachers in Region III Cirebon, the majority of whom are Civil Servants who already have work experience, of course, they are expected to have the competence to carry out research and publications. In reality, these teachers are not productive in publishing for various reasons and causes. Some of them said that because they were lazy they didn't do research. There are also those who are busy with administration, school activities, and even taking care of home and family which also contributes to their unproductivity. Not only that, teachers who have taken at least a bachelor's degree should also be able to carry out research because they have received relevant theories and practices during college. However, in reality, the ability to conduct research is not visible. The results of the interviews also showed that the majority of teachers had conducted research during their coursework and final coursework. This condition is certainly worrying because teachers who should continue to develop their knowledge and potential are apparently stagnant in their current positions.

In fact, continuing to carry out research will clearly increase your capacity and capability so that you can create much more interesting learning. Not only that, teachers who frequently conduct research will have innovations such as teaching modules, teaching media, and even new teaching techniques to increase students' critical powers. Of course, this will create a golden generation and support Indonesia's quality demographic bonus.

If the productivity of teachers who are still required to carry out research for promotion is still low, of course, teachers who are still honorary and do not have any demands will also be in the same condition. In reality, the environment will determine individual development. Likewise, this condition could spread unproductiveness to honorary teachers. Thus, if this is left alone without awareness and motivation for its usefulness, then this will become a cycle of unproductiveness. Of course, this will have an impact on the learning cycle which is blind to newness such as developments in science, technology, and the demands of the times

If we look at the Peraturan Menteri Pendidikan Nasional (Permendiknas)/Regulation of the Minister of National Education Number 35 of 2010 concerning Technical Guidelines for Implementing Teacher Functional Positions and Credit Scores on page 67 (Petunjuk Teknis Pelaksanaan Jabatan Fungsional Guru dan Angka Kreditnya, 2010), there are types of publications that must be carried out by teachers based on their class and position.

Publication of research results in the field of formal education in the form of written works has its credit number, including:

1. A research report published/published in book form with ISBN and has received BSNP recognition (credit number 4),
2. Research results reports compiled into scientific articles are published/published in scientific magazines/scientific journals circulated nationally and accredited (credit number 3),
3. Research report compiled into a scientific article published/published in a provincial-level scientific magazine/journal (credit number 2), and
4. Research results report compiled into scientific articles are published/published in district/city-level scientific magazines/journals (credit number 1).

It is stated in the research report that Penetapan Angka Kredit (PAK)/Determination of Credit Score is an International Standard Book Number (ISBN) book and has received recognition from the National Education Standards Agency (Badan Standar Nasional Pendidikan (BSNP)/National Education Standards Agency). Referring to the Peraturan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi

(Permendikbudristek)/Regulations of the Ministry of Education, Culture, Research and Technology Number 28 of 2021 concerning the Organization and Work Procedures of the Ministry of Education, Culture, Research and Technology, it is stated that the Badan Standar Nasional Pendidikan (BSNP)/National Education Standards Agency has been abolished and replaced with the applicable Educational Standards, Curriculum and Assessment Agency (BSKAP) since it was signed on 24 August 2021 (Organisasi dan Tata Kerja Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2021).

It is stated that research results reports that can be used for PAK are academic articles published in national and accredited academic journals. Before 2018, journal accreditation was managed by two institutions, namely the Lembaga Ilmu Pengetahuan Indonesia (LIPI)/Indonesian Institute of Sciences and the Kementerian Riset, Teknologi, dan Pendidikan Tinggi (Kemenristekdikti)/Ministry of Research, Technology and Higher Education), with predicates A and B. Since the issuance of Minister of Research, Technology and Higher Education Regulation Number 9 of 2018 Regarding Academic Journal Accreditation, journal accreditation is managed by the Ministry of Research, Technology and Higher Education with predicates 1, 2, 3, 4, 5, and 6. With the change in journal accreditation, clarifying the accreditation ranking in question is necessary.

It is stated that research results in terms of reports that can be used for PAK are academic articles published in provincial and district/city-level academic journals. Referring to the Regulation of the Minister of Research and Technology Number 9 of 2018 (40) and the Decree of the Director General of Higher Education, Research and Technology of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia Number 134 /E/KPT /2021 (41) concerning Guidelines for Accreditation of Academic Journals, there is no such thing as a provincial or district or city level journal. All journals are called national journals, but some journals have been accredited, and some have not been accredited. Journal accreditation at the national level is obtained through the Sinta website (Science and Technology Index). Sinta is a website for researchers and academic publications (The latest Sinta page can be accessed at https://sinta.kemdikbud.go.id/). Sinta's accreditation ratings also vary: Sinta 1 has a score of $85 \leq$ to ≤ 100, Sinta 2 has a score of $70 \leq$ to ≤ 85, Sinta 3 has a score of $60 \leq$ to ≤ 70, Sinta 4 has a score of $50 \leq$ to ≤ 60, Sinta 5 has a value of $40 \leq$ to ≤ 50, or Sinta 6 has a value of $30 \leq$ to ≤ 40.

When visiting the Sinta page, teachers find a journal where they can publish articles. In addition to finding accredited journals, this page can also find various articles that can be cited. As we all know, one of the characteristics of a good article is that it contains in-depth discussion or analysis.

The sharpness of the analysis at least includes a description of the findings of the work that discusses sharply equipped with clear facts, its relationship with previous concepts/theories or the depth of interpretation of the findings, compares critically with the work of others, and strengthens/corrects previous findings".

The depth of analysis can be seen from the relationship between the research conducted and relevant research. The cited article is also written in the bibliography section. In one of the components of journal accreditation, the number or composition of the bibliography used by the article is mentioned. For a journal to receive the best accreditation, articles published by the journal should have a primary reference source ratio of more than 80% of all references used. In addition, the degree of currency of the references is also assessed. Journal accreditation guidelines require articles in social studies to use references from the last ten years (Maulidyah & Sutardji, 2018). What about older works? Relevant classics can be referenced as sources, but not to compare to the discussion or not to prove originality.

Factors affecting the skills of high school teachers in writing articles in Academic journals in Cirebon, Indramayu, Majalengka, and Kuningan

In every publication, there are bound to be causes for difficulties and problems that occur. Of course, this is a common dynamic. Such as the perceived barriers to full-text (JP) journal publication of abstracts presented at the 2010-2013 American Association of Oral and Maxillofacial Surgeons (AAOMS) meeting (D. C. Rushing et al., 2020). Not only that, the other biggest problem is plagiarism. Many unethical people commit unethical acts in the form of plagiarism. Therefore, this action needs to be anticipated by rigorous screening of manuscripts and tools that have high validity to check them (Joob & Wiwanitkit, 2019). Writing and publication problems are also experienced by teachers in Region III Cirebon. Regarding factors affecting the skills of high school teachers in writing articles in Academic journals, It can be summarized in terms of a) time, b) journal purpose, c) lack of confidence, d) difficulty in researching online, e) approaching retirement age, f) lack of technology use, g) not used to writing, h) lack of motivation, i) need approval from supervisors, j) how to write an article, k) no demands, and l) availability of funds. The explanation is as follows.

Time

Researching and writing articles does take time. The teachers said that the time spent on these two activities was very limited. The time available is used up for activities at school and home. Especially for female teachers, after they get home, they run out of time to take care of the house and family. As a wife and mother, of course her priorities are her husband and children, of course this is a big responsibility that she must carry. Therefore, the teacher's main tasks are carried out in his free time at home. So, writing a scientific article is certainly very difficult to do. Most teachers said that for almost a week, their time was up at school. Various activities are carried out, including teaching, correcting student assignments, and other additional tasks such as building school organizations. In fact, this time limitation also means that teachers cannot participate in activities outside of school regularly. The activities in question include Subject Teacher Conferences (MGMP), seminars, workshops, training, and competitions. Even though these various activities have an important role in increasing teacher knowledge and competence. This competency needs to be possessed as a provision in educating students.

Time is indeed an international problem in compiling scientific manuscripts. If the manuscript is prepared optimally it will certainly take a long time to complete. This time certainly supports the validity and credibility of the research. This is in line with the barriers experienced by the American College of Foot and Ankle Surgeons: 2010–2014. Mention that there are obstacles such as time to prepare the manuscript, difficulties with co-authors, and low priority. The largest percentage is due to time constraints (C. J. Rushing et al., 2019). Therefore, to prepare a scientific manuscript, it is necessary to formulate it carefully, for example preparing a research timeline and research roadmap so that the manuscript can be completed in a timely manner.

Regarding the purpose of the journal

Teachers do not know about the purpose of the journal. This is because teachers do not understand the nature of journals. Therefore, teachers do not know how to submit articles to online journals (Anugraheni, 2021). Scientific journals as publication suggestions are only known to certain teachers, especially those who already have class IV. The majority of new and honorary teachers also know about it because the majority of them are the younger generation who have been familiar with online journals since they were in college. However, some teachers who are elderly do not know about online journals because during their college days, there were

no online journals and they were still in print. However, these teachers should follow developments in information in this digital era because online journals will increase their insight into science and teaching. Thus, not many teachers know that journals have two modes, namely electronic and print. So far, teachers have only known about printed journals. This is also what causes teachers to have limitations in determining or knowing the destination journal as a place for publication.

Some teachers think that scientific journals are difficult to penetrate. It cannot be denied that accredited journals such as SINTA or reputable ones such as SCOPUS and WOS have high qualifications according to their level to accept their articles. This is indeed needed by the journal to maintain the quality and credibility of the articles it publishes. In fact, not all journals have the same accreditation or reputation, all have their levels. Therefore, teachers can actually send manuscripts according to the qualifications of the target journal so that the chances of it being accepted are greater. This can of course be done with a high interest in reading because teachers have to read things related to the target journal such as focus and scope and author guidelines. However, the term "difficult" does not mean impossible. Having the habit of writing and reading more will automatically improve the quality of writing and insight into the target journal so that teachers can send their manuscripts to the appropriate destination journal.

Not Confident

Some teachers lack the confidence to publish in journals (Hadi et al., 2022). This is because most of them are not used to it and do not have experience in publishing, especially new teachers. This is because some teachers only do research when they are studying. After graduating, these teachers do not practice their writing skills and in the end, they do not have the confidence to write or even publish the results of their research. Not only that, someone who has just become a teacher usually focuses more on teaching activities. For example, in preparing a Learning Implementation Plan or RPS and learning media. In fact, this is what sometimes makes teachers tired so they continue and don't do research. However, the research carried out can also improve the quality of the learning process carried out by teachers. The demand for achieving learning objectives sometimes makes teachers focus fully on learning activities. So that this doesn't happen, teachers should be able to remind each other.

It cannot be denied that some teachers also find it difficult to express their ideas. Sometimes they have ideas for doing research, but because they are not used to writing, the teacher does not have the confidence to start writing. If these teachers continue to think like that, of course, their writing skills will not improve and will of course be in a stagnant position. In fact, the concept of "just write it down first, then read it again and revise it" is the right solution for this. Getting into the habit of writing will certainly improve one's writing skills and results and will ultimately increase one's self-confidence

Difficulty researching online

The COVID-19 pandemic has created new habits, one of which is in learning such as distance learning (Nadhira et al., 2022). Learning is no longer only done offline in the classroom, but also online in cyberspace. Various applications can be used as learning media. Therefore, teachers only need motivation to continue learning regarding online learning. In essence, neither online nor offline learning changes the learning target. The two are only differentiated by the media used. This can also be applied in conducting research. This means that research can also be done online. So, like it or not, teachers must have the motivation to learn about technology as a means to support the implementation of learning and research.

Teachers have a dominant perception that research by teachers is about being in the classroom and meeting students. At that time, there were many research gaps regarding new

learning habits such as teaching media, learning methods, and teaching modules. Of course, this actually has good research potential because the results of the research will become solutions that can be useful in an applicable way. Not only that, the limitations of meeting in person are not actually an obstacle because not all types of research require going to the field, one of which is the systematic literature review type. This research can be done at home by reviewing credible sources which will later be synthesized and become new findings. Apart from that, the working-from-home time implemented during the COVID-19 period provides more free time at home and can be used to conduct research.

Age approaching retirement

Based on the data obtained, the majority of teachers in Region III Cirebon are over 50 years old. This means that teachers have indeed entered retirement. Retirement means no longer carrying out teaching duties as a teacher. Apart from that, someone who retires also no longer has other obligations, such as taking care of promotions and so on. This is what then makes teachers not do research and not publish. They assume that even if they do this, it will not affect their careers, whether they are promoted or promoted. Remembering that this change will affect welfare or salary and so on. The teachers just want to enjoy their last days before finishing as teachers. Teachers feel there is no need to do things that will make them burdened and make things difficult. From the results of these interviews, it can be seen that the majority of teachers are not oriented towards scientific contributions from their position, but are oriented towards things that they will later obtain if they carry out research. This is of course due to not being used to writing productively when I was young. Therefore, getting into the habit of writing while you are still young will make it a positive habit that will be useful for yourself and the reading public.

Technological failure

Technology stuttering is someone who does not understand technology (Fitria, 2023). The technology in question is of course related to learning. For example, related to media and learning resources. Most advanced teachers experience technology difficulties. This situation will of course have a big impact on learning. Don't let teachers be any more skilled than students in using or utilizing technology. This of course will affect the teacher's credibility in front of students. Teachers become less appreciated by students. Apart from that, teachers' expertise in utilizing and using technology can foster students' critical powers.

In this day and age, technology is increasingly sophisticated which makes anything, including learning, more interesting and easier if done well and correctly. However, it cannot be denied that this technology can be misused by students. Not only that, if this continues, it will certainly lead to scientific and moral degradation. This scientific degradation is of course due to students abusing technology and teachers considering it to be the result of their students' work. In this way, students will get used to doing things instantly and will not appreciate the teacher with his lies because his orientation is only to collect assignments. If this happens and the teacher is technologically illiterate, it will certainly make learning uninteresting and of course, cheap and credibility as a teacher will be lost. This needs to be anticipated by the teacher's willingness to be technologically literate by studying the technology that is present. Of course, this is done so that teachers can anticipate threats and take positive benefits for the world of learning. Therefore, digital literacy is important to learn and spread massively so that users become wise. Even in Hong Kong, teachers have implemented digital literacy about AI in their elementary school students, especially with regard to authentic writing skills (Davy Tsz Kit et al., 2022). Not only that, students in Nigeria who previously had difficulty writing can now improve their essay writing skills with the help of digital graphic organizers (Chigbu et

al., 2023). In line with Chigbu et al. (2023) through digitalization such as games it can build bridges between students' interests and help them develop scientific writing goals.

Not used to writing

Writing is one of the language skills (Mayrita, 2017). Likewise with writing scientific articles. Skills can be acquired if done frequently or trained. If teachers experience difficulties because they are not used to it, it is best to get used to it from the start. From the results of the interviews, it is known that most teachers write scientific articles only during lectures, even when there are certain course assignments or final assignments. This illustrates that writing is not a habit, but rather because circumstances demand it. After they become teachers, they feel there is no demand to write and are not used to writing for various reasons. There are also teachers who are used to writing while studying, and they write a lot to be published in newspapers, not research results published in journals. However, his writing productivity died after he became a teacher and started a family because he was busy. Therefore, this writing habit must be pursued not only for promotional purposes or other benefits but alsos as a scientific contribution.

There are many things you can do to make writing a habit. For example, through the principal's policy. So that teachers get used to writing, the principal can make certain regulations. If scientific writing is still difficult, the principal can start this task by writing fiction or essays. The results of this article can be written down or made into an anthology. If possible, the book can also be published as an ISBN book. Because sometimes to get used to it, someone needs to be forced. In this case, the principal can 'force' the teacher a little. As long as this compulsion leads to a good goal, there is no harm. Apart from that, various efforts can be made to get used to writing, one of which is by combining it with digital literacy. In line with research J. Li & Mak (2022) that someone with less developed language skills can benefit from well-structured online interventions that support a collaborative learning environment for academic writing.

Lack of motivation

Motivation is indeed the most dominating factor. A person will do activities according to their motivation (Suhardi & Gunawan, 2021). Therefore, in this case, teachers need to be motivated. Motivation can come from within and outside a person. The school environment is one of the motivations that come from outside. Some things that can motivate teachers include attending training, schools implementing policies related to academic work for teachers, improving literacy skills, and actively participating in various writing activities. It is well known that teachers must do writing activities every day. Some of these writings are themed and some are loose. Some of these writings are long, but some are short. If these writings are combined, they can become meaningful writings. In other words, this is the same as what is done when someone writes in a diary. This is if the teacher is going to produce non-academic writing.

This is different from when teachers want to produce academic writing. Teachers can record every important activity that occurs during learning. Important activities include student activities, student learning outcomes, remedial or enrichment programs conducted, and the achievement of learning targets. Another alternative activity is for the teacher to make a report on the learning of one material that has been carried out. This report contains information from the beginning to the end of the lesson. It is even equipped with remedial and enrichment programs. For this report to be categorized as an academic report, the teacher just needs to complete the methods and citations used. In addition, teachers also need to organize the report according to the applicable systematics.

Need approval from a supervisor

If it is true that the obstacle for teachers to write academic papers is because they need permission or approval from the supervisor, this policy must be reviewed. Approval from the supervisor, of course, adds to the problems for teachers. School supervisors are usually not always at school. Meanwhile, teachers have little free time, so it takes time for teachers to find a supervisor to get approval. This is just as time-consuming as when a teacher has to wait for a supervisor to visit the school. Both require a lot of time. This situation makes teachers lazy to write academic papers. Not to mention when supervisors are less cooperative because they do not give permission. Of course, this makes teachers even more lazy to write.

How to create articles

The interview results show that teachers do not know how to create or write academic articles. As previously described, teachers have not made academic publications, especially journal articles, because they do not know. This is justified that the majority of teachers still have difficulties in preparing academic articles (Suhardi & Gunawan, 2021). An academic article is basically a research report (Sakaria et al., 2023). Because it is research, academic articles must contain or follow existing research methodologies. In addition, academic articles published in journals have their systematics referring to the style or template of each journal. Each journal may and does have a different writing style.

However, based on the results of interviews, research is what actually causes teachers difficulty in producing publications. The problems faced are because teachers do not understand the research itself, both classroom action research and others. This is also driven by a lack of familiarity with research and publication. There are lots of trainings for creating scientific articles that can be accessed by teachers. Of course, this will be a source of new knowledge and experience so that teachers have no difficulty when writing articles. In line with Koster et al. (2017); Frankenberg-Garcia et al. (2022) training programs and writing workshops for teachers can support their knowledge and skills and can support publications.

There are no charges yet

Indeed, humans must have demands to continue to move and be productive. One of them is creating and publishing research. In line with Li & Flowerdew (2020) currently, academics have great demands to publish research results in international journals. Of course, if there are no demands, then these academics will not work too hard to achieve them. This obstacle seems to be experienced by teachers who have not been certified. The Teacher and Lecturer Law states that one of the characteristics of a professional teacher is being certified. To be a certified teacher, teachers should fulfill many requirements in the regulation. One of them is academic publications, either in books or academic articles. In addition, civil servants or PNS teachers are also required to make academic publications when applying for promotion (Ula et al., 2023). Just like when going for certification, when going for promotion and class, teachers must also submit several requirements. One of them is an academic article. Previously, the regulation was that teachers would automatically get a promotion every four years. That means teachers do not need to collect or publish academic articles. However, this policy was revised and changed later so that teachers would not get a promotion or class if they did not process it. This means that even though it has been more than four years, teachers will not get a promotion and or class if it is not taken care of.

Availability of costs

Facilities are a supporting factor that also affects the success of academic publications. The means in question can be in the form of facilities and support, both material and non-

material. For example, when teachers attend training on writing academic articles. The principal can do two things. First, permit the teacher to participate in the activity even though it means that the teacher has to leave the school and cannot teach. Second, the principal can help the teacher in terms of funds, both for registration as a participant and transportation. This condition can ease the burden so that teachers can be more enthusiastic and focused in participating in these activities.

As for the principal's support in publication activities, for example, subsidizing Article Process Charge or APC costs because publishing articles in journals is not always free. Some journals ask for APC or the article publishing process from the author. This subsidy can alleviate teachers. If necessary, the principal can even give prizes to teachers who can publish articles in academic journals. This kind of appreciation will positively motivate teachers to do academic publications.

CONCLUSION

Based on the data and the results of the analysis, it can be concluded that teachers' skills in writing academic articles to be published in online journals are still very lacking, and the influencing factors including: a) time, b) the purpose of the journal, c) lack of confidence, d) difficulty researching online, e) age approaching retirement, f) technology stuttering, g) not used to writing, h) lack of motivation, i) need approval from supervisors, j) lack of knowledge on how to create articles, k) there is no demand and l) availability of costs. The lack of teacher skills in academic writing certainly has an impact on many things, such as the learning process, the achievement of learning objectives, and the continuing professional competence of teachers. School principals should provide support in the form of policies that motivate teachers to conduct academic publications, such as: 1) providing financial assistance, both subsidized and full; 2) providing other facilities, such as internet networks, computers, book collections, and participating in various supporting activities; 3) teachers are not given excessive teaching loads; 4) there is appreciation for teachers who publish in academic journals; and 5) giving examples to teachers in publishing in academic journals.

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