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Motivation in Writing Scientific Articles: A Case Study at Junior Higher School (SMP) PGRI 6 Surabaya

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Motivation in Writing Scientific Articles: A Case Study at Junior Higher School (SMP) PGRI 6 Surabaya

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Abstract: Writing scientific articles is a good way for improving the teachers' quality in their profession. Therefore, teachers need this skill in order they can increase their reasoning for the profession. This study tried to explore the teachers' interest in writing scientific articles at Junior High School (SMP) PGRI 6 Surabaya, Indonesia. It also tried to find out what factors made them interested in writing scientific articles offered to them. This study took 22 teachers as the respondents. They were interviewed in focus-group discussion (FGD). The data were also taken from the interview with the School Principal. These two sources of the data triangulated, and interpreted. The results showed that both the teachers and the school principal have the same interest and willingness to have training on scientific articles. It was also found out that there was no policy taken by the school and the government for that school related to increasing their skill of writing scientific articles. It is recommended that the training program on writing scientific articles be done soon. The school and government policy is needed. This can increase the teachers' motivation in writing scientific article. For further research, exploring the effectiveness of the training program is required.

Keywords: Scientific writing, internal motivation, external motivation, Policy.

INTRODUCTION

Writing scientific articles is an academic activity for teachers, mainly junior high school (SMP) teachers. This is an activity that gives teachers skills in writing their ideas in the form of popular scientific articles. This can be the same skill as writing textbooks as student textbooks if these scientific writing skills are owned by every teacher (Moeliono, 2017). In terms of writing skills, the activity of writing popular scientific articles can also become a habit of reading or literacy. This is because writing activities will be carried out smoothly if their reading activities are also higher. In essence, writing requires sufficient reference by reading so that writers can express their ideas in words that are appropriate to their context or field (Handayani *et al.*, 2014). Therefore, the activity of writing scientific papers is a teacher's skill that supports mainly when writing textbooks for the rest and this must be strongly supported by reading activities.

So far, not all schools have got training in scientific writing skills in the places where their schools they are teaching. Therefore, not all of them have the opportunity to even write in the media (Interview with the Principal of SMP PGRI 6 Surabaya). In addition, there are not always trainings that teach them to write scientific papers. This is actually in accordance with the condition in Indonesia, in general, regarding student literacy in primary and secondary schools. Due to this condition, currently the government's program for

promoting school literacy is very intense (Priyasti & Suyatno, 2021). It is based on their research at the Sidereja 1 State Elementary School. It was stated that this program was also developed through a literacy strategy with professional development related to the teaching of teachers and students in their schools. Environmental conditions also support literacy activities. Therefore, reading and later activities to improve writing skills will be in line with the training activities for teachers of SMP PGRI 6 Surabaya.

Based on the condition of the location when observed twice, namely on May 21, 2022 and July 18, 2022 at SMP PGRI 6 Surabaya, there are several obstacles as follows. First, there is the principal's interest in improving the quality of teachers. It is expected that the improvement of the quality of teachers is also related to the writing of scientific papers. Second, there are no activities held by the government specifically related to the writing of popular scientific papers so far. And, thirdly, there is high interest in teachers when they were visited by researchers, especially the second visit on July 18, 2022. Therefore, this research is also related to the popular scientific writing training program for teachers of SMP PGRI 6 Surabaya. First, they want to know the extent of their knowledge and skills in writing popular scientific papers. Second, this research will provide strategic suggestions for improving the writing skills of popular scientific papers so that they are accustomed to writing and directly try to read as a source of writing material.

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Theoretical Framework

Scientific writing can be divided into several types. In relation to the type of scientific writing, Djuwari (2021) explains that there are pure scientific works (academic writing) such as dissertations, theses, theses, and scientific papers in seminars. These papers are often done by researchers, lecturers, students, and other scientists. In addition, there are also informal scientific writing. This type, for example, is a scientific work in the form of work reports. Finally, there are also popular scientific works. Examples of this popular scientific work are the articles published in the mass media, namely newspapers, magazines, or tabloids which are written according to systematic procedures as well (Djuwari, 2010). Therefore, there are many kinds or types of scientific works. The writing of popular scientific works is included in informal scientific works as a systematic expression of ideas as well.

Writing Interest

Interest in writing is very important for all scientists, ranging from high school students, students, teachers, lecturers, and scientists. This is also according to Afianto (2018); it is also very helpful in the development of emotional intelligence as well as to increase interest in writing. So, writing skills or intelligence, for example, writing arguments also supports emotional intelligence and interest in writing. If this is supported by the results of research such as that conducted by Afianto, then scientific writing training is an activity program that greatly supports not only writing skills but also develops a person's emotions and interest in writing.

Meanwhile, there are several factors that influence the increasing interest in writing in human life, thus Jatmika (2019), in his research, recommends that to increase literacy and interest in reading and especially writing, preconditions are needed, such as infrastructure in schools, communities, and parents. From these findings and recommendations, it seems that there are many factors, including the condition of the school in terms of infrastructure, the condition of the community, and even the parents. In relation to these factors, the training of writing scientific papers is one of the supports for the increasing interest in reading and writing for teachers as well (Moeliono *et al.*, 2017).

Writing Strategy

There are two ways to increase someone's interest in writing. The strategy can be started by finding internal motivation and external motivation. Internal motivation can be generated from within through for example someone's interest or interest in the topic or story of their life. In relation to this motivation, Esra & Sevilen (2021), in their research, state that internal motivation is related to the likes and daily lives of students while external motivation is related to even organization and policies where students learn.

Writing strategies will be more effective if the topic of writing is related to one's daily life. In relation to writing interest, Boscolo & Hidi (2007), in his research, it was revealed that there was a relationship between interest in writing and interest in the chosen topic. The chosen topic will help the authors if the topic is interesting. Interesting topics are topics that are liked by the authors (Djuwari, 2021). Therefore, there is an attraction for teachers' writing motivation, it would be better if they were given interesting topics for them. Meanwhile, according to Akyol & Aktaş (2018), interest in writing is also determined by themes related to stories related to students' lives. In their research, it was found that stories of students' lives can provide them with high motivation in writing. From this empirical evidence, the writing strategy will be more effective if the topic is interesting and related to the daily life of writers, such as teachers or students (Djuwari, 2013).

Writing strategies will be more effective if the topic of writing is related to one's daily life. In relation to writing interest, Boscolo & Hidi (2007), in his research, it was revealed that there was a relationship between interest in writing and interest in the chosen topic. The chosen topic will help the authors if the topic is interesting. Interesting topics are topics that are liked by the authors. Therefore, so that there is an attraction for teachers' writing motivation, it would be better if they were given interesting topics for them. Meanwhile, according to Akyol & Aktaş (2018), interest in writing is also determined by themes related to stories related to students' lives. In their research, it was found that stories of students' lives can provide them with high motivation in writing. From this empirical evidence, the writing strategy will be more effective if the topic is interesting and related to the daily life of writers, such as teachers or students.

School Policy

The policy of the school where the teacher teaches is also an external motivation. The awareness of teachers and schools in terms of the importance of writing is also an attraction that can encourage someone to write. In essence, school work programs can encourage students' interest in writing. This can be implemented in the form of school policies so that students have an interest in writing. Policies are very important related to motivation to write (Akyol & Aktaş, 2018). In relation to this research, there is also research conducted by Wandasari *et al.* (2019). They stated that one of the external factors that could increase students' interest in writing was also school policy. If the school has policies related to scientific writing, for example literacy programs, the students' interest in writing will increase. So, teachers and schools and even the government are also factors that can increase students' writing creativity. This is implemented in the form of school policies. In the framework, this study can be drawn in Figure 1.

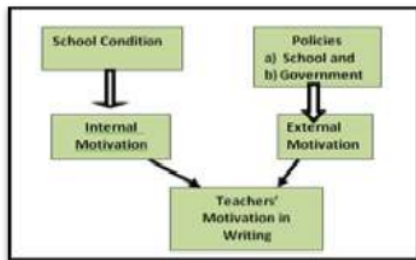


Figure 1. Research Framework

RESEARCH METHODOLOGY

This research is a qualitative research that aims to explore the interest in writing scientific papers of the teachers of SMP PGRI 6 Surabaya. Research seeks to explore related to writing interest and strategies to increase writing creativity (Williams & Moser, 2019). They are the teachers who teach at the school. Data were taken from field surveys and interviews with principals as representatives of school policy makers and interviews with teachers. Data were collected by means of field visits and discussions or interviews with the principal and teachers at the school. The information from both sides of sources were summarized in terms of the themes (Policy, Motivation, and Problem), Then these themes were described. There were 22 teachers in this school and then they were interviewed in the form of a discussion with them. The first visit was conducted on May 25, 2022 and the second visit was conducted on

June 16, 2022. Apart from the visit, additional data was also obtained by asking through WhatsApp (WA) related to school problems and policies. The, they were triangulated. This is one way in qualitative research (Orel & Mayerhoffer, 2021).

The data were then analyzed and inferred based on the problems and objectives of this study, namely the condition of their writing interest and how to increase their writing interest. In the end, they could be given training on how to write scientific papers, especially popular scientific works in the media.

FINDINGS AND DISCUSSION

There are several findings in the field from the results of interviews when the researchers conducted visits to schools. From the results of this visit, researchers obtained data both in the form of data from the Principal and Teachers. The first visit, the interview was addressed to the Principal. The second visit, the interview was addressed to a group of teachers (Focus Group Discussion/FGD)

First Visit Data

It was done on the first visit (25 May 2022). Some information was obtained from taking the policy, in this case the school represented by the Principal related to the policies and real conditions of the school regarding the scientific work writing program as follows.

Table 1: Summary of the Data from the School Represented by Principal

Question	Theme	Data or information
1	Policy (External Motivation)	Considering the importance of writing scientific for increasing the teachers quality but it is important for accreditation status
2	Policy (External Motivation)	Awareness of the benefits of writing scientific articles for the teachers quality and school accreditation status
3	School Condition	There is no formal program that is stipulated in the school plan and also the problem about the time schedule

Question 1: *Sir, what if this school held a scientific writing training program for its teachers?*

Principal: *We consider that scientific writing for teachers in our school is very important. Writing is the same as creativity. That's why, yes, we will improve it. If there is a program, please hold it at our school. We'll schedule it later.*

From question 1 and the principal's answer, there is data information related to school policies and conditions related to the interests and programs of writing scientific papers for teachers at the school. First, there is no formal policy from schools and the government. For example, the principal approves the program plan offered by the researcher to the school. This will encourage the success of the scientific paper writing program as external motivation or external

motivation in the form of policy programs (Wandasari *et al.*, 2019). It was answered that the program offered would have an impact on the quality of teachers and the quality of schools. It's scientifically like that.

In addition, there is an awareness of the principal that writing skills are important because it is the same as increasing the reasoning power of teachers. If they have high reasoning power, then it is the same as increasing their creative power. The point is, from the principal's point of view, there are indications that so far there has been no policy for writing scientific papers in schools. However, he realized that this program was very important for the creativity of teachers in increasing the power of reasoning through writing popular scientific papers. So, this is the initial capital to improve the quality of teachers through external encouragement in the form of policies (Jatnika, 2019).

Question 2: *Do you think it has any use or benefits other than the teachers, sir?*

Principal: *What is clear, in addition to improving the quality of teachers in scientific writing, this training program can also increase school accreditation. It is because our schools are also currently accredited by the government.*

From the second question, the researchers obtained a confirmation of the principal's intention for his commitment to the program to improve scientific writing skills. He has historically clearly stated that his school's scientific writing training program will be useful for improving the quality of teachers in writing scientific papers.

In addition, he is also aware that scientific writing training will support the improvement of school accreditation. This means, scientifically, it is found that the motivational factor for writing also comes not only from school policies, but also government policies. The policy is disclosed in the form of school evaluation related to accreditation status. It is also realized by the principal that with the existence of a scientific writing training program, it is not directly the same as increasing the school's accreditation status. So, the government and its policies can also not great support increasing motivation to write scientific papers of teachers in schools. This is what is suggested by the results of the studies by Wandasai *et al.* (2019).

Question 3: *Are there any obstacles experienced in improving the quality, especially writing scientific papers for teachers in this school.*

Principal: *The problem is, so far, there is no such program. However, we really like the training program to improve the quality of teachers through writing scientific papers. That's important. Please hold. We will arrange the schedule later and we will adjust it to the conditions of the teachers' schedule. Given, now in anemic condition...*

From the third question, information related to quality improvement problems was obtained through the teacher's scientific writing training program. It was stated that so far there has been no training program for writing scientific papers for teachers in their schools. In addition, there is information concerning their awareness about the importance of writing skills for teachers because they are considered it the same as increasing the reasoning skill of teachers. More importantly, there is an indication that the principal is very interested in holding scientific writing training for his school teachers. He also wants to set a time or schedule for the program. In essence, there are factors that support the program in terms of the policies that will be adopted by the principal at the school. This is the same as the internal motivation of the principal. This motivation is also important for increasing creativity in the form of writing scientific papers (Jatnika, 2019).

Thus, the survey data for the first visit, addressed to the principal, can be said that so far there has been no real policy related to special training in scientific writing. Second, it is also realized that writing scientific articles is very important for improving the quality of teachers. Indirectly, by improving the quality of teachers, it can also obtain an increase in the quality of schools through the status of school accreditation. This means that there is a relationship between school policy and improving the quality of teachers through increasing scientific writing skills. This is in accordance with the recommendation of the research results of Wandasri *et al.* (2019)

Second Visit Data

Second visit, it was an interview for data from teachers (18 June, 2022). This particular visit, at that time, was attended by 9 teachers. Researchers were accepted into their study and sat at a table. At this time, initially, researchers only talked about strategies for writing popular scientific papers. Researchers were warmly received and even took pictures with them at one table.

Table 2: Summary of the Data from the Teachers

Question	Theme	Data or Information
1	Internal Motivation	They are enthusiastic when being offered training on writing scientific writing. However, there is a problem with the schedule.
2	Condition of the school	There is not yet a program that is planned. But, they want to get it. Yet, they want it. It seems that they cannot decide by themselves
3	Problem with scheduling	This is to confirm also that they have problem with the schedule and time. It seems that they just depend on their school principal

Question 1: *What if we hold training in writing scientific papers, namely popular scientific works?*

Teachers: *Wow, please, sir. We want it. When is it? (With a smile and sitting with the researcher). Now it's still Student Admission program, they are on holiday today until July 18th.*

From the information on the first question to the teachers, the answer was that they were very interested if a popular scientific writing training was held in their school (Using Javanese, *Wah Monggo / Please do it*). They said that they were willing at any time but it was adjusted to their teaching schedule so as not to disturb their teaching and learning process.

Second, there was information about obstacles at that time, namely they were still busy with new student registration or PMB. When they were interviewed, they were on vacation which would end on July 18, 2022. During this period, they were busy with the admissions program.

On one hand, this is very important as in the research conducted by Afianto (2018); & Jatnika (2019). On the other hand, they had schedule problems at that time because they were still busy with the new student admissions program and the school holidays. So, there is high interest but constrained by their very busy schedule, not only teaching but also being involved in the process of finding new students, or registering new students.

Question 2: *Is there any program related to writing scientific papers here?*

Teachers: *Not yet, sir. (While sitting relaxed, they answered it.)*

From the second question, real information was obtained about the condition of the school in relation to school policies in the training program to improve the writing skills of teachers in schools. This is in line with the findings on the first visit with the principal. It was stated explicitly, with a short answer (Not yet, sir!). This means that there is no formal policy on scientific writing training to improve teachers' reasoning power and creative thinking. However, this is a good asset in improving the quality of schools through writing as well as reading or literacy activities (Prasti & Suyatno, 2021). Here, there are indications of similarities with the findings on the first visit with the principal. It was stated that interest was present and very high because they both realized the importance of scientific writing skills. That is why; if there is a program related to scientific writing training in their school, then the program can be implemented properly.

Question 3: *How about scheduling the training program on writing scientific articles?*

Teachers: *New are now busy with the new student admission and we are also in holiday.*

In reference to the third question, it seems that they have problem with their time. They said politely and calmly that they are busy with the new students' admission. Besides that, when visited at that time, it was during the period of holiday. Therefore, they cannot determine yet when the training program can be started. It seems that they depend on the school principal for the decision.

CONCLUSION

From exploratory data analysis with two field visits, there are some basic conclusions. First, within the

school itself, both the principal and the teachers have a high interest in holding scientific writing training. There is synchronization of both the Principal and the teachers. As for the conditions and policies that exist in schools, So far, there has been no formal policy related to scientific writing training for the teachers, both by the school and the government at their school.

In addition, there is an important factor to consider, namely the high willingness of teachers and school principal to the importance of popular scientific writing skills. They also realize that scientific writing skills are the same as increasing reasoning power. This is at the same time improving the quality of teachers and schools. The quality of schools is indicated by the existence of school accreditation by the government. So, there is a relationship between the internal motivation of teachers in scientific writing with external motivation in the form of school policies and government policies in writing. It needs a policy to improve the scientific writing skills of teachers in schools.

A suggestion for further research is the need to search for more data, for example after scientific writing training is held, it needs to find out if there is an increase in scientific writing skills. This is also to evaluate the scientific writing training program at the school. In other words, there is a need for further research related to the real skills of the teachers as well as the effectiveness of the school's scientific writing training program.

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