

CHAPTER 1

INTRODUCTION

1. 1 Background of the Research

Education is a basic need for human beings. The basic needs should be taken through the process of teaching and learning at every level of education (Rokhayani et al., 2021). The teacher completes the students' success, so the teacher's figure is difficult to separate from education. Teachers are the spearhead in the world of education. Through qualified and professional teachers, education has developed over time. Thus, the quality of teachers has an influence on the students (Riyono, 2021).

Currently, the government is still trying to make quality programs for teachers. The government and the other parties also carry out this effort to improve the quality of education for teachers. Alifah stated that the serious subject of discussion lately is about the quality of education. (Alifah, 2021). The education quality of teachers greatly influences the quality of graduates from the educational outcomes. So quality education for teachers is the focus that should be developed.

An important component of education quality creates competent and professional teachers. Teachers are not only teaching, but are also involved in learning planning activities, implementing learning, evaluating learning, developing science and technology. Teachers are closely related to have good competence in learning activities (Saihu, 2020); (Le et al., 2021). Teachers also have at least basic competence so that they can control their obligations ((Linh, 2021); (Prilop et al., 2021) Therefore, teachers must have the skills and competencies needed to provide professional training to their students (Risdiyani & Herlambang, 2021).

According to the Directorate General of Teachers and Education Personnel, 2018 the Implementation of Continuous Professional Development explained that educational institutions must be able to realize and create their role effectively in leadership, educators, teaching and learning processes. This process

is very important to achieve the learning objectives themselves. The success or failure of this process is determined by the function and role of the teacher in carrying out their duties professionally and being able to carry out the learning process.

Based on the regulation from the government, one of the teacher's obligations is cultivating academic qualifications and competencies through Continuous Professional Development. Continuous professional development is the development process of teacher abilities, to carry out stages regarding the teacher competencies needs. In this way, teachers can increase their knowledge and expand their skills in the learning process professionally (Zainuddin, 2018). Teachers' competencies should improve not only educational competencies but also professional competencies (Batanero et al., 2022). Because of that, teachers should fulfill the demands of learning nowadays by cultivating knowledge and skills (Ngang et al., 2015).

Increasing teacher expertise is carried out through three things: self-development, scientific publication, and innovative work. These three things are part of the "Continuous Professional Development" program which aims to improve teacher abilities and teacher expertise gradually and continuously as needed. Continuous Professional Development can improve teacher expertise based on an assessment of teacher performance results (Maghfiroh & Eliza, 2021).

Scientific publication is one type of continuous professional development of research results or scientific ideas in formal education. Regulation of the Minister for Empowerment of State Apparatus and Bureaucratic Reform No. 16 of 2009, dated November 10, 2009, concerning Teacher's Functional Positions and Credit Scores, stated that Continuous Professional Development consists of self-development, scientific publication, and innovative work. Scientific publication includes research results or innovative ideas in formal education and the publication of textbooks. Scientific publications are scientific papers published to the public. According to (Nanda et al., 2021), through the credit score system, more professional awards can be given to the teachers which is professional

recognition and also increases their welfare. The credit score will be beneficial for teachers' promotions.

Many teachers still have difficulties in developing their profession due to a lack of publications, whether in books, teaching materials or articles that are published in scientific journals. Some teachers couldn't get promotion for many years because they do not have books or scientific writings which published in scientific journals, so the teacher's career ends in IV/a until retirement (Rahman et al., 2023). Some teachers who try to complete the requirements for promotion may not be able to pass because they are hampered by scientific papers which still has a lot of revisions and improvements, and even their scientific paper is rejected by the assessment team because it is not suitable the standards.

However, the fact shows that very few teachers can write scientific papers. In professional development, teachers are required to create scientific work and publish it. Therefore, writing scientific papers is a very important activity for a teacher, especially in relation to the professionalism of the teacher himself. Scientific writing has the potential to be a vehicle for works and ideas to be conveyed to other people. Unfortunately, many teachers have difficulty and are unable to produce scientific work. As a result, the scientific papers produced by teachers are still very few and limited.

This condition is regarding the study that teachers have a low ability to write and publish scientific papers (Yulhendri et al., 2018). According to this research, the procedures for writing scientific papers are too difficult to fulfill, resulting in low teacher motivation in writing scientific papers. Apart from that, teachers do not have much time to do research or look for reading sources which they need in writing. More than that, teachers also do not know how to publish scientific work.

The other study showed that writing skills are still a frightening thing for teachers (Saputro et al., 2019). Few teachers can write scientific papers. Teachers who could create scientific work are still rare. So many teachers are stuck in IV/a because they have not been able to write scientific papers as a requirement for promotion to IV/b.

Another research also stated that 90% of teachers have never written scientific papers published in journals, magazines, or newspapers (Kartowagiran, 2011). This is in accordance with the statement by Sugijanto, Head of the Ministry of National Education's Book Center quoted by Nugroho that no more than 1% of teachers can write (Nugroho, 2011). This finding showed that teachers more focus in learning activity than in writing as their professional activity.

The next research showed low number of scientific work publications that occurs in Bukittinggi High School Economics of MGMP teachers. The problems faced by teachers are not much different from previous research. First, teachers rarely write, which makes classroom action research and articles still difficult. Second, teachers tend to only have textbooks as teaching materials. As a result, teachers do not have enough references for writing and are not used to accessing references online. Third, teachers are not popular with writing techniques and publishing articles in journals. Fourth, teachers are burdened with teaching duties so they do not have time to write scientific papers even though they can do this collaboratively (Kurniawati & Siwi, 2019).

The low productivity of teachers in writing scientific papers is due to problems that become obstacles in writing. This resulted in the low writing culture of the Indonesian people, especially teachers. For this reason, it is necessary to study what problems teachers have in writing scientific papers and explore the efforts that must be made by teachers to cultivate professional development through writing scientific papers.

This research used descriptive qualitative research that is concerned with describing a certain phenomenon and its characteristics to provide a more in-depth understanding and examination of the phenomenon itself (Nassaji, 2015). In descriptive research, the data is collected through tests, questionnaires, interviews, or observations (Atmowardoyo, 2018). Therefore, this research collected the data through questionnaires, FGD and documentation.

Based on this study on August 2023, by questionnaire, FGD, and documentation of 25 High School English teachers in Kudus, many teachers still have difficulty writing scientific papers. The biggest difficulty for teachers is the

limited time in writing scientific papers. Teachers have difficulty managing their time in writing scientific papers because they spent their time in learning activity so that they could not focus on writing. Many English teachers in Kudus have never written scientific papers or published their scientific works in journals. The low motivation of teachers in writing scientific papers is also an obstacle to sustainable scientific research activities. Therefore, the researcher is interested in finding the problems in writing scientific papers and the efforts of the teachers to cultivate their ability in writing scientific papers for future professional development. The researcher also hopes that this study can have an impact on the teachers in improving the ability of writing and publishing scientific papers.

1. 2 Research Questions

Based on the background of this study, the research questions such as the following:

1. What are the problems that cause difficulties for the English teachers in Kudus in writing scientific papers based on age, gender, and school institution?
2. What are the efforts made by the English teachers in Kudus in writing scientific papers as a form of developing teacher professionalism based on the age, gender, and school institution?

1. 3 Significance of the Research

The researcher has some objectives based on this study such as the following:

1. To find out the problems that cause difficulties for the English teachers in Kudus in writing scientific papers based on age, gender, and school institution.
2. To find out the efforts made by English teachers in Kudus in writing scientific papers as a form of developing teacher professionalism based on age, gender, and school institution.

1. 4 Scope of the Research

1. Problem Scope

The problems that cause difficulties for teachers writing scientific papers.

The efforts made by the English teachers in Kudus in writing scientific papers as a form of developing teacher professionalism.

2. Scientific Scope

This research relates to improving teacher professionalism, especially the factors that cause difficulties for teachers writing scientific papers and the efforts made by the English teachers in Kudus in writing scientific papers.

3. Location Scope

This research was conducted in SMA around Kudus.

4. Target Scope

Target of this research is English teachers in Kudus.

5. Time Scope

This research was conducted in August until November 2023.

1. 5 Operational Definition

Several terms need to be defined in connection with this research others are as follows:

1. Effort

According to the Cambridge Dictionary, effort is the physical or mental activity needed to achieve something. In this study, an effort must be made by the teachers to cultivate their professional development through writing scientific papers.

2. Problem

According to the Cambridge Dictionary, a problem is a situation, person, or thing that needs attention and needs to be dealt with or solved. The problem that is meant for this study is teachers' problems in cultivating their professional development through writing scientific papers.

3. Cultivating

Cultivating is derived from the word cultivate. The meaning of cultivate from the Cambridge Dictionary is trying to develop and improve something. In this study, the word cultivating means by writing scientific papers English teachers can develop and improve their professional development.

4. English teachers

English teacher is a noun. The meaning of English teacher from the Cambridge Dictionary is someone who teaches English in a school or college. This study focuses on the English teachers in Kudus.

5. Scientific papers

A scientific paper is a type of manuscript that represents an original work of scientific research or study.

In this study, the researcher focused on articles, research reports, and popular scientific articles.