

# C12 Kamaluddin

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## Challenges and Opportunities Facing Mataram English Teachers in Academic Publication

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### Abstract

This study is aimed to identified challenges and opportunities facing Mataram English teachers in academic publication. The data of lecturer were collected by using questionnaire and interviews 25 junior high school English teachers in MGMP (*Musyawah Guru Mata Pelajaran*) Bahasa Inggris Kota Mataram. The data were descriptively analyst by identifying, classifying, describing, explaining, the challenges and opportunities. The study found that time, academic writing skill, motivation, confidence, and supporting facilities an responsible to lack of academic publication amount English teachers. Nonetheless, opportunities is result from teachers in developing self in personal skill, writing skill, and skill in accessing academic resources for people wring in academic publication.

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### Abstrak

Penelitian ini bertujuan untuk mengidentifikasi tantangan dan peluang yang dihadapi guru bahasa Inggris Mataram dalam publikasi akademik. Data dosen dikumpulkan dengan menggunakan kuesioner dan wawancara 25 guru bahasa Inggris SMP di MGMP (*Musyawah Guru Mata Pelajaran*) Bahasa Inggris Kota Mataram. Data dianalisis secara deskriptif dengan mengidentifikasi, mengklasifikasi, mendeskripsikan, menjelaskan, tantangan dan peluang. Studi ini menemukan bahwa waktu, keterampilan menulis akademik, motivasi, kepercayaan diri, dan fasilitas pendukung bertanggung jawab atas kurangnya jumlah publikasi akademik guru bahasa Inggris. Meskipun demikian, peluang adalah hasil dari guru dalam mengembangkan diri dalam keterampilan pribadi, keterampilan menulis, dan keterampilan dalam mengakses sumber daya akademik untuk orang-orang yang memeras dalam publikasi akademik.

## I. INTRODUCTION

In this era, teachers are required to be more professional, reliable, and competent, because it has become a demand of modern society. Therefore it is honest that now writing in the form of academic publications is a means to improve the ability of teachers in their professional development to be more advanced. Academic publications can be interpreted as an effort to disseminate a work of thought or idea of a person or group in the form of scientific reviews and research reports. Academic publications by teachers are a manifestation of teacher professionalism. Steven R. Covey (BPSDM-Kemendikbud, 2012) said that scientific publications are one form of mental renewal. Based on Kunandar (2007) professional teachers are one component in the education system that holds a strategic role in running the education system to produce optimal education according to goals and expectations. In theory, a professional teacher is a teacher who has the required competence to perform the task of education and teaching. Teacher as professional has a function, role, and position which is very important in achieving the

national vision of education to create smart and competitive human in Indonesia. Therefore the teaching profession must be developed as a dignified profession as mandated in law no.14 of 2005 concerning teachers and lectures. In other words, professional teacher is people who have special abilities and expertise in teaching and they can carry out their duties and functions as a teacher with maximum ability.

Based on UU No 14 of 2005 concerning teachers and lecturers chapter 20 and chapter 6 regulation of minister PAN & RB No 16 of 2009 concerning the functional position of teachers clearly it is stated that in carrying out professional duties, teachers are obligated to improve and develop academic qualifications and competencies sustainable in science, technology, and art. Scientific publications are considered important in supporting teaching activities. By conducting scientific publications: 1) a teacher encourage to continue to improve their scientific insight that is aligned with the development of science and technology, thus the learning process carried out daily based on science and technology that is always up to date. 2) With

scientific publications a teacher is required to have the insight to research and write based on the rules of scientific publications. 3) With scientific publications a teacher is encouraged to be creative and innovate in developing various strategies, methods, models, and learning media, and. 4) With scientific publications, teachers are required to share their thoughts, research results, and various development related to best practice in carrying out his profession as a teacher. In Indonesia, the academic publication is also a major academic problem. Publication of Indonesian academics is still very low compared to academics from other Asian countries especially Singapore, Vietnam, Malaysia, and China. According to scientific writing index data, Indonesia is ranked 56<sup>th</sup> among Asia countries in terms of the number of scientific writings published internationally. This index is far below the other Southeast Asian countries such as Vietnam, Singapore, and Malaysia. The quality of writing is also still low and this is evidenced by the low citation rate of Indonesian writers' writings.

Writing scientific papers is the most important point for teachers to do academic publication. Writing scientific papers is also a problem for teachers even though they require to publish their research results in scientific journals. Nationally, since 2010 there are only 16 teachers in Indonesia who can write scientific papers in national scientific journals. Scientific writing is a work that contains and examines a problem certain by using the rules of science. The scientific rules in question are that scientific work uses the scientific method in discussing problems, presenting a study using standard language and scientific writing, and using scientific principles such as objective, logical, empirical, systematic, straight-forward, clear, and consistent (Prayitno, 2001). According to Yusra, Lestari, and Susanti (2021), the results of the initial survey that conducting on teachers participating in PLPG at FKIP Mataram University in 2007 have found the following: teachers have not been knowing the benefits of writing scientific papers, the teachers do not yet know the characteristics of the internal language writing scientific papers, teachers do not know the procedures for writing scientific papers, teachers do not know the tricks to find the topic of scientific writing, the teachers do not have the skills writing scientific papers, teachers do not have formal experience writing scientific papers, teachers do not have experience editing and

revising scientific papers, and teachers have never published scientific work.

## II. METHOD

This research used a qualitative data to look the challenges and opportunities facing Mataram English teachers in academic publication. A qualitative design was used to collect participant opinions obtained through the interview, while a quantitative design is used to follow up on data obtained through questionnaires. Therefore, based on the explanation above, this study was conducted by using a qualitative design for it used interviews and questionnaires to obtain the data to explain the phenomena of teachers' challenges and opportunities in academic publication. The questionnaire was modified and adapted from some other previous studies which consisted of 15 items and was divided into two purposes to investigate, namely: teacher's challenges in academic publication, and teacher's opportunities in academic publication. The answer to the questionnaire items used yes/no options. The interview question of this study was a semi-structured interview which consisted of 6 questions that were modified and adapted from other previous empirical studies to obtain the required data based on the research questions with the type of open-ended questions.

## III. RESULT AND DISCUSSION

### A. Result

Based on data obtained from the questionnaire and interview given to 25 English teachers, it is aimed to find out the answer to the research question. What are the challenges of Mataram English teachers in academic publication, and what are the opportunities of academic publication.

**Table 1.** the questionnaire result of challenges and opportunities in academic publication

No.	Items	Option	
		Yes	No
1.	I can search for materials on the internet	100%	0%
2.	I can operate Microsoft word, excel, and PowerPoint	96%	4%
3.	I understand the teachers professional competence	96%	4%
4.	The school has complete facilities such as computers and internet connection	92%	8%
5.	I can operate research support technology and academic publication	88%	12%
6.	I know the benefits I will get if doing research and publish my	88%	12%

	result		
7.	The teacher skill to use technology will better after doing academic publication	80%	20%
8.	The teacher writing skill will getting better than before	76%	24%
9.	I can operate a web browser on my devices technology	76%	24%
10.	The school has adequate books as a reference	72%	28%
11.	I have time to do research and academic publication.	72%	28%
12.	I have the motivation to do research and publish my work	72%	28%
13.	The school requires teachers to attend writing and academic publication writing.	68%	32%
14.	I know the scientific writing procedure	60%	40%
15.	I am confident with my result in writing and am afraid to publish it	20%	80%

The number of challenge statements is higher because it can be seen from the majority of English teachers who have not yet published their academic paper. The researcher want to know what are the challenges faced by teacher so that they have not made academic publications. From the percentage of questionnaire obtained, it can be seen that the challenges in academic publications are quite high. Mean-while, the teachers themselves already know what opportunities they will get if they do academic publications. To answer the first research question, there were some criteria used to find out the challenges of academic publication from the questionnaire. The first challenge faced by teachers in this study was limited time. In addition task of teaching, teachers have other duties outside of school. It makes them not be able to take the time doing write and publish their work. In addition, some teachers argue that time is not a big problem for writing and doing academic publications. The problem is when teachers can not manage time to teach and do other work. Writing itself is a job that can be done at home and can also be done in their spare time. Skill is the most important thing for teachers to do academic publications, among others are; both the teacher's skills in technology and writing. Teachers must be able to operate basic technology such as computers or laptops. On average, all junior high school English teachers in Mataram can operate basic technology such as computers and laptops. Besides that, teachers are also able to operate Microsoft word, excel, power point and can already operate a web browser. That is

because some English teachers are still relatively young, and technical problems like this usually occur in old/senior teachers.

Motivation is something that is needed for teachers when writing in academic publications. Writing is something that can not be completed at one time, so the teachers must be able to be consistent with what they do. These teachers tend not to have motivation in writing because they are already satisfied with what they are getting at this time. In addition to self-motivation in writing, teachers also need external motivation such as from other teachers and the environment. Usually, fellow teachers remind each other to do something, including motivation in terms of writing. Self-confidence ranks the lowest in the questionnaire. Only 20% teachers were confident enough to publish their work. Meanwhile self-confidence is the main point for academic publications, because the result will be seen by many readers. Even though the teacher's has high skills in writing, it will be meaningless if it is not balanced by self-confidence. Teachers will continue to hesitate to publish their result. The facilities provided at the school are sufficient, starting with computers and books as references for writing. Meanwhile, the facilities at school are only an addition or a bonus in writing, because as long as there are students as the research object, the teachers will be able to do research. The most important thing is the desire and confidence of the teachers in writing and publishing their works, To answer the second research question, there are two opportunities for English teachers in academic publications based on the question-naire. Academic publication is one way to raise the rank of teachers to be more professional. The credit score can be used for promotion classes for teachers. There were benefits that teachers got from academic publications.

The first teacher's opportunity after doing the academic publication is they can raise their teacher professional. When conducting academic publications, teachers certainly have specific goals to be achieved. One of the purposes was to increase the rank of teachers to a higher level and get even higher facilities. Awareness in this case is how all teachers know what they will get when doing academic publications and understand their responsibilities as a teacher. From the questionnaires that have been distributed, it can be seen that



the level of teacher awareness is very high meanwhile it is accompanied by a low level of self-confidence. After frequent academic publications, the experience possessed by the teacher will also increase. Teachers are more understand what should and not be done in academic publications. Teachers' abilities in technology and writing will also be more developed. Although teachers have a little difficulty in accessing their web browsers, they are already able to operate the basic technology. They are able to operate the main points in scientific writing such as being able to find material from internet and use Microsoft word.

## **B. Discussions**

Some of the challenges experienced by teachers in academic publications lie when the teacher conducts research and writes the results of the research with scientific principles. The writers are constrained in writing scientific papers is caused of their lack of contact with conventions and expectations in academia. To become a professional teacher, they must be able to overcome all the challenges that exist, especially those related to when they will do academic publications. The common problem of teachers in academic publications is they don't have much time to do research and write their results. Based on this research, we can see that some teachers don't have time to research because they have other work. Writing for teachers can be done in free time, the most important thing is to be able to manage the time. In applying the academic publication, teachers should be able to use and understand technology usage. Mastering the use of technology for teachers was an essential factor in running research and writing. There was no other way than to master the use of technology because if teachers could not operate the technology, they would be confused about writing their results and then publishing their work. The teacher must be able to write following a scientific structure that has been determined so that the results of the research that has been carried out can be accepted. To overcome this problem, the schools held writing training for teachers to able and know the scientific paper correctly. Usually, teachers who have an age factor have difficulty using technology.

Another teacher's challenge in doing academic publication was the lack of teacher's

enthusiasm in participating to do research. Technology or teacher skill is not the biggest problem of online learning, but instead motivating and awareness teachers to do research and write is the biggest problem. Based on data obtained from the questionnaire, 72% teachers had a problem with their motivation to write. Motivation not only comes from oneself but can also from other people and their environment. The biggest challenge for teachers in academic publication is the lack of self-confidence. Self-confidence ranks the lowest in the questionnaire. Only 20% teachers were confident enough to publish their work. Meanwhile self-confidence is the main point for academic publications, because the result will be seen by many readers. Even though the teacher's has high skills in writing, it will be meaningless if it is not balanced by self-confidence. Teachers will continue to hesitate to publish their result. The other challenge for the teacher in doing academic publication is the lack of support from the school. Support from schools for teachers in research and academic publication activities can be in the form of facilities provided. The facility that teachers need the most for research is a reference. The form of support from the school is to provide references in the form of books in the library. The function of the school library is not only to be used by students but also by teachers. While the teacher does have not the existence of training from the school as are external factors. Socialization, training, workshop, or assistance in writing scientific papers is activities that can be a source of knowledge to overcome misunderstanding.

The implementation of academic publications for teachers creates other opportunities for teachers. From the experience of conducting academic publications, teachers can develop their professionalism as a teacher. The first opportunity that teachers get when conducting academic publications is to improve the teacher's professional competence. As in government regulations where teachers have been promised promotions if they are successful in carrying out their duties and responsibilities. This also was supported by Arikunto (2009), through the number system the credit is expected to be given fairer and more rewarding professional to the rank of teachers who is professional acknowledgment and then will increase the level. One of the

duties is to conduct academic publications as a form of teacher dedication to support education in Indonesia. After getting used to doing research and scientific writing, it will certainly be easier for teachers to do academic publications. Teachers' abilities in various fields will begin to develop, including skills in technology, writing, and teaching student in the class. In addition, the teacher's confidence to continue to be innovative will develop. Teachers will be more daring in expressing their ideas n writing form.

#### IV. CONCLUSION AND SUGGESTION

##### A. Conclusion

Based on the result of this study, this conclusion is divided into two results based on the research questions. The challenges of Mataram English teachers in academic publication are higher than the opportunities they get. Some of the challenges that teachers face include; Teachers don't have time to doing research, that is because the teacher's have the other work besides teaching and the teacher can not manage their time. The second challenges are lack of teacher's skill, among the skill that a teacher must have is internet skill and writing skill. The third is teacher's lack of motivation to do academic publication. Teachers don't have personal confidence. And the last one is the lack of facilities. The opportunities that are obtained when conducting academic publications are other than teachers getting a promotion. These opportunities include teachers being able to develop the professional profession of teachers and how teachers can further develop their skills. The skills that teachers have more control over the technology and structure of scientific writing to make it easier to do academic publications.

##### B. Suggestion

Discussions related to this research are still very limited and require a lot of input, suggestions for the next writer are to study more deeply and comprehensively about Challenges and Opportunities Facing Mataram English Teachers in Academic Publication.

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