

## An Assistance of Scientific Writing in Preparation Olimpiade Sains Tarakanita Nasional (Ostarnas) Competition

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Abstract	Article Info
<p>This dedication is titled Assistance in Writing Scientific Work in the Context of Preparation for the Olimpiade Sains Tarakanita Nasional (Ostranas) Competition. The targets and outcomes in this activity are participants writing Tarakanita scientific papers throughout Indonesia representing Lahat, able to write scientific papers that can be represented in Ostranas This training activity is a form of guiding the writing of scientific papers to be included in Ostranas. There are several methods used in community service activities at St. Yoseph Lahat include: 1) The method of discussion, finding and solving problems in writing scientific papers; 2) Assignment method, assignment in completing writing scientific papers according to agreed targets; 3). Presentation method, participants simulate the presentation of scientific papers. The results of this activity are in the form of a better understanding obtained by educators and student representatives from the Tarakanita Foundation, Lahata in writing scientific papers. In addition, for educators who were representatives of scientific writing writing competitions, they won second place in the entire Tarakanita Foundation in Indonesia.</p>	<p><b>Article History</b>            Received :            February 02, 2022            Revised :            May 03, 2022            Accepted :            May 04, 2022</p> <p><b>Keywords:</b>            Scientific Writing Assistance,            Scientific Writing Program,            Assistance of Olimpiade</p>

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### INTRODUCTION

According to Law Number 20 of 2003 concerning the National Education System (Sisdiknas) Chapter XI article 39 paragraph 2 states about "Educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, as well as conducting research and community service. to the community, especially for educators in higher education. Based on the National Education System Law, it is clearly stated that an educator must conduct teaching, mentoring, research, and service ([http:// Pujisisbina.blogspot.com](http://Pujisisbina.blogspot.com), downloaded on 23 February 2019, at 09.56 WIB).

The same thing is also stated in the Law of the Republic of Indonesia Number 14 of 2005 which states that educators are required to have four competencies, namely pedagogic, personality, professional, and social competencies. Professional competence includes professional development, insightful understanding, and mastery of academic

study materials. Professional competence development can be carried out in the form of activities such as following information on science and technology developments that support the profession through various scientific activities, developing various learning models, writing papers, writing/compiling lesson instructions, writing textbooks, writing scientific papers, conducting scientific research (action). research), and so on (Afandi, 2014; Pahmi, et al., 2016).

However, it is undeniable that in reality educators only carry out part of their duties and obligations. They have only done 50% of their duties and obligations, namely carrying out learning activities, guiding, and training students. While other tasks are carried out before and after they carry out their duties and obligations at school, namely planning lessons, assessing learning outcomes, and even conducting research.

An educator has an obligation to conduct research. They minimally conduct classroom action research. One of the reasons they carried out this research was because they had to improve the professionalism of an educator.

Tarakanita Foundation, Lahat is one of the foundations in Indonesia that pays more attention to educators so that they continue to carry out research. One of the activities they carry out is a scientific writing competition for all educators throughout the Tarakanita Foundation in the National Tarakanita Science Olympiad (OSTARNAS).

In the process of strengthening participating in the Olympics, the foundation offered to collaborate with the Musi Charitas Catholic University. The cooperation is in terms of providing training or mentoring to educators and students who have passed the preliminary round.

One of the reasons for the collaboration is because so far the Tarakanita Foundation, Lahat has never won the competition, including the scientific writing competition.

Scientific writing is understood as a written medium used by someone in expressing his thoughts. Besides being used in expressing these thoughts, scientific papers are written based on existing facts and data. This is in line with the opinion of experts who say that scientific works are written based on scientific principles, methods, and scientific principles. In addition, scientific papers are written based on research results or the results of serious thoughts (Ardi et al., 2017; Slameto, 2016).

In writing, scientific papers are written through several processes. The process that is passed also varies, depending on the individual who carries it out.

Service activities in the form of assistance in writing scientific papers. Scientific writings that are directed towards writing are scientific papers that have passed the preliminary round of research proposals. Therefore, mentoring is expected to guide and minimize deficiencies in research. Based on the description above, it is deemed necessary for service activities in the form of assistance in writing scientific papers for educators and students of SMP St. Joseph, Lahat.

The target or purpose of this activity is to guide the writing of scientific papers to educators and students of SMP St. Yoseph Tarakanita Foundation, Lahat. The output produced in this community service program is in the form of mentoring activities for writing scientific papers.

Thus, the operational formulation of the problem at Tarakanita Foundation, Lahat is how is the process of guiding the writing of scientific research papers? And what are the results of the guidance on scientific writing?

## METHOD

Activities in the form of assistance in writing scientific papers. The writing of scientific papers has been completed up to the proposal stage. The guidance is followed by checking the proposal until it is finished. There are several solutions offered to educators and students who take part in this service activity including,

- 1) help complete the writing of good and correct scientific papers and
- 2) practice the ability to present scientific papers in front of the jury.

This activity is in the form of guidance on the writing of scientific papers. The following are the stages of assistance carried out,

No	Date and Time	Theory	Description
1	Saturday, 11 Mei 2017	Proposal Analysis Tasks: Procedures and implementation of trials	Departure from Palembang, on Friday 20.00—00.35 WIB and return on Saturday, at 22.00-03.00 WIB via train.
2	Saturday, 26 Mei 2017	Trial and observation results	Departure from Palembang, on Friday 20.00—00.35 WIB and return on Saturday, at 22.00-03.00 WIB via train.
3	Saturday, 2 Juni 2017	Result writing	Departure from Palembang, on Friday 20.00—00.35 WIB and return on Saturday, at 22.00-03.00 WIB via train.
4	Saturday, 16 Juni 2017	Research report	Departure from Palembang, on Friday 20.00—00.35 WIB and return on Saturday, at 22.00-03.00 WIB via train.
5	Saturday, 30 Juni 2017	Presentation Techniques and question and answer	Departure from Palembang, on Friday 20.00—00.35 WIB and return on Saturday, at 22.00-03.00 WIB via train.
6	Saturday, 7 Juli 2017	Presentation Techniques and question and answer	Departure from Palembang, on Friday 20.00—00.35 WIB and return on Saturday, at 22.00-03.00 WIB via train.

7	Saturday, 14 Juli 2017	Presentation Techniques and question and answer	Departure from Palembang, on Friday 20.00—00.35 WIB and return on Saturday, at 22.00-03.00 WIB via train.
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To carry out these activities, several training methods are used, namely:

- 1) Discussion method, this method is used at the beginning of the meeting. Discussions are carried out so that each party understands and is able to solve problems or obstacles in completing scientific papers.
- 2) The assignment method, this method is carried out after giving guidance, educators and students are assigned to complete the targets to be achieved.
- 3) Presentation method, after the scientific paper has been completed, the educator and students are asked to make presentations in front of students, educators, and supervisors at St. Joseph, Lahat.

During this teaching activity, the partners, namely the Tarakanita Foundation, Lahat, provided a place, accommodation, etc.

This community service activity technically involves cooperation between the two parties. The parties are Unika Musi Charitas Palembang in this case the Elementary School Educator Education Study Program as the culprit and the Tarakanita Foundation, Lahat, namely educators and students of SMP St. Yoseph, Lahat as cooperation partners.

The existence of the Elementary School Educator Education study program is supported by qualified and professional human resources in accordance with their fields, as well as adequate facilities and infrastructure. The assigned teams include:

No	Name	NIDN	Position	Areas of expertise
1	Katarina Retno Triwidayati, M.Pd.	023003830 1	Chairman	Bahasa Indonesia
2	Tresiana Sari Diah Utami, M.Pd.	020111880 3	Member	Bahasa Indonesia

## RESULT AND DISCUSSION

### Theresia Artha Putri Sitorus' Guidance Process

At the first coaching meeting, the team first met Theresia. The meeting was held in the afternoon, 15.30-17.00 WIB. Guidance was first carried out by means of discussion. Guidance by way of discussion aims to equalize perceptions and thoughts about the

proposals that have been made by Theres. In addition, discussions were held to find and solve problems.

After the discussion, Theresia's research which passed the preliminary round entitled Liver Moss Antiseptic Soap was recorded by the supervisor and adapted to the right theory. Because the team is not an expert in this field, the team consulted with an expert, Mrs. Rita Triambarwati, S.Pd., M.Pd.. in the discussion it was found that the research conducted by Theresia aimed at making antiseptic soap from liverworts, most likely it has not been able to become antiseptic. due to the polar nature of liverworts which dissolves the antiseptic.

Figure 1 Discussion of Writing Scientific Paper



The team and Theresia looked for solutions in order to provide the best in writing the scientific paper. The result of the discussion decided that Theresia had to change the product to be made, from soap to a product that was not mixed with water in the manufacturing process. However, after being confirmed to the competition organizer, it cannot be done to change the title or the product that will be produced. Finally, the team and researchers decided to continue the research and get around it by changing the problem in the research.

After several times of mentoring, the research was carried out by pursuing several discussions, among others, antiseptic which will be tested using bacteria x. The trial will be conducted in the microbiology laboratory in Palembang at the Unika Musi Charitas Palembang, Chaitas Faculty of Science.

This study aims to solve the problem of whether the antiseptic soap made by Theres is able to inhibit the growth of antiseptic. The research was a laboratory experiment, the team and researchers checked the soap's work at the FIKES Laboratory. The results showed that soap had not been able to inhibit the growth of antiseptics.

In addition to mentoring in writing scientific papers, mentoring is directed at the presentation technique that Theres will do during the judging round. Because Theresia has a quiet nature, mentoring which is only done once has not shown maximum results.

### **Guidance Process Agung Nugroho, S.T.**

Guidance on writing scientific papers with Agung Nugroho was carried out in 7 meetings. In the 7 meetings, the first activity was carried out using the discussion method. This aims to find out more about the research that will be carried out by Agung Nugroho.

In general, the research conducted by Agung Nugroho already has a good research concept. The supervisor only guides and directs the writing and emphasizes the research methodology carried out by Agung.

The research that will be carried out by Pak Agung is based on observing his blind nephew. The nephew has difficulty pouring drinking water into glasses. After reading several references, previous researchers have made a tool to help the visually impaired know the amount or content of drinking water, but the device is not portable. On this basis, Pak Agung developed the previous research.

Figure 2 Discussion of Scientific Writing



Guidance begins with determining the research concept to be carried out by Mr. Agung. The research is narrowed down by discussing several questions about the tool that will be created by Mr. Agung, whether the tool is a solution to existing problems, does it make sense, is the tool urgent? After that, the supervisors and researchers thought about the suitability of the series of tools created by Mr. Agung. In addition to creating a device that detects the level or fullness of water in a glass, the tool is designed to determine or detect the clarity of water.

After the research report is completed, presentation guidance or competition simulation is carried out approximately 7 times. In the guidance, several things were improved, the pronunciation of words, movements, eye gaze, and how to answer questions from several listeners.

### **Results of Supervising Scientific Writing**

The OSTARNAS III competition was held for three days at Tarakanita, Jalan Puloraya Jakarta. The scientific writing competition for students and educators is closed. The results of the OSTARNAS III competition showed good results. Agung Nugroho was

chosen as the second best winner at the level of educators, while Theresia did not get the best place.

Based on the results of the PkM activities that have been carried out by the team, the findings in this PkM activity are in line with those reported by Wijayanti (2018) and Nilakukusmawati (2015) who reported an increase in post-training knowledge. Wjayanti found that after being given training or guidance on scientific writing, there was an increase in knowledge of 5.6%. Meanwhile, Nilakusumawati reported an increase in teacher knowledge about CAR by 6.06%. This finding shows that the training provided to teachers is quite effective in increasing their knowledge.

In addition, training activities by emphasizing discussion and providing input and improving a writing can be equated with the method of learning to write through a literary workshop. The activities carried out by the team can be referred to as Scientific Workshops.

Literary workshop activities according to (Rohayati quoted Lestari, 2019), the literary workshop model is a teaching model that emphasizes literary activities by carrying out unloading and patchwork activities until the literary works produced are truly optimal. Through this model, the creation and appearance of literary works will be more stable and aesthetic. The essence of the activity is the same as the activities the team does.

Writing workshop activities are considered to be able to improve students' writing skills. This is in accordance with Personal opinion (2020) that the use of the writing workshop method improves a person's writing ability. Based on the results of the study, Pribadi suggested to teachers teaching Indonesian subjects, as far as possible, to use the writing workshop method in learning to write articles.

The results of this mentoring are reinforced by several previous findings, that writing mentoring activities are very effective in increasing teachers' understanding of the types of scientific works, such as journal articles and proceedings (Arta., 2019; Gunawan, I., Triwiyanto, T., & Kusumaningrum, D. E. (2018) In addition, writing mentoring activities can equip teachers who have the will and skills to write scientific papers, so that they can increase their knowledge and increase their income as a consequence of their promotion (Prabawati & Muslim, 2020; Wahyuningtyas, N., & Ratnawati, 2018; Widagdo & Susilo, 2018).

Writing skills can be developed by practicing analyzing and synthesizing phenomena that occur in their field. Based on the results of the analysis, it becomes a person's professional writing material. To write one must also have a high reading culture as well. Low reading interest is one of the main problems in the aspect of pedagogical competence (Sagala, et al., 2019; Sugiyarti, et al., 2019).

Reading is a way to incorporate and enrich a vocabulary guide into one's self, so that by reading many diverse references, people will have an increasingly diverse vocabulary richness (Junaid, et al., 2020; Pribadi, B. A., & Delfy , R. 2015). It will be even more supportive in writing, especially if after reading, make notes that are the result of reading, so that writing activities will feel smooth and the notes that are owned over time

can be as complete as documents. All the problems that hinder writing scientific papers are a reflection of the need for high motivation and commitment to writing (Marwa & Dinata, 2020).

## CONCLUSION

From the results of the activity, it can be concluded that the research concept cannot be changed because it has passed the proposal selection. This makes it difficult for the supervisor to change the concept. In addition, the writing of scientific papers for educators gets the best place.

Suggestions for the sustainability of this service is that guidance is carried out before determining the research concept. This will facilitate the discussion and writing of the scientific paper.

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