IMPROVING TEACHERS ABILITY TO CONSTRUCT SCIENTIFIC PAPERS THROUGH GENRE PEDAGOGY APPROACH IN CONTINOUS PROFESSIONAL DEVELOPMENT TRAINING AT MGMP INDONESIAN LANGUAGE OF JUNIOR HIGH SCHOOL LEVEL IN MAROS DISTRICT

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Abstract: Issues discussed in this study, namely (1) whether the Genre Pedagogy approach can improve the ability of preparing EI for junior Indonesian language teachers in Sustainable Development of Profession in MGMP Indonesian Junior High in Maros District? (2) how is the use of Genre Pedagogy approach in preparing EI for Indonesian language teachers of SMP in Training on Sustainable Culture Development at MGMP Indonesian language in Maros District? The purpose of this study is to (1) obtain data and information about the ability of preparing KTI for Indonesian language teachers in SMP Makassar City; (2) to describe the steps of activities undertaken in composing scientific papers through the Genre Pedagogy approach at the MGMP Indonesian in Maros District. The method used in this research is the method of action research which is the action which includes planning, implementation, observation, and reflection. The result of the research shows that the application of Genre Pedagogy approach to KTI preparation training for Indonesian language teachers of junior high school can improve the ability of preparing KTI. The improvement of the ability of Indonesian junior high school teachers in writing EI is done by implementing the training with Genre Pedagogy approach. In the implementation of the KTI preparation training with the Genre Pedagogy approach, each stage (building context, model review, constructed guidance, and self-constructing) is done with attention to training activities that focus more on writing activities to produce EI.

Keywords: ability, composing, paper, genre pedagogy approach.

1. INTRODUCTION

Writing skills require mastery of various linguistic elements and elements outside the language itself into the content of writing. Elements of the language and elements of the message, must be well established so as to produce a coherent, coherent, and contains (Nurgiantoro, 2012: 422). To be able to develop the skills of writing Scientific Writing (KTI), teachers need to follow the Education and Training (Diklat). The training is carried out by paying attention to the teacher work that is written in the form of a written paper.

The writing skill development training for teachers of Indonesian junior high school in Maros district has been done. Nevertheless, the result is not maximal because there are still many Indonesian language teachers who are difficult to prepare KTI. In fact, Indonesian teachers should be able to write KTI because everyday teaching students writing.

To improve the ability of Indonesian junior high school teachers in preparing KTI in Maros regency, researchers conducted training and training on KTI using the Genre Pedagogy approach. Through the training, it is expected to improve the ability of junior high school teachers in Maros Regency in preparing KTI.

Research on the ability of teachers in preparing KTI with Genre Pedagogy approach has never been done. Research conducted Rusdi (2013) is a study of the impact of Indonesian language teacher training SMP. Likewise research conducted by Nature (2015) in the form of preparation of teaching and training materials skills writing scientific publications based on methods of hypnoteaching for teachers of Indonesian language. Both of these research authors make a basis in doing research of the act of inducement for teachers of Indonesian junior high school in Maros regency.

Research on the ability of teachers in writing KTI by using Genre Pedagogy is done to obtain information about the ability of Indonesian teachers in preparing KTI. Implementation of skill training in preparing KTI by using Genre Pedagogy approach for Indonesian language teachers of SMP is based on the idea that the training design is very important to do.

Issues discussed in this study, namely (1) whether the Genre Pedagogy approach can improve the ability of preparing KTI for Indonesian junior high school teachers in Sustainable Development of Profession at MGMP Indonesian Junior High in Maros District? (2) how is the use of Genre Pedagogy approach in preparing EI for Indonesian language teachers of SMP in Training on Sustainable Culture Development at MGMP Indonesian Language in Maros District?

KTI writing skill training for Indonesian language teachers in junior high school in Maros Regency can be used as a standardized training model for the writing skill training for Indonesian language teachers in junior high school at the training conducted at the Indonesian Subject Teachers' Conference (MGMP). The writing skills training is urgent to be designed because the MGMP Indonesian Junior High School in Maros District routinely conducts Sustainable Development of Cultural Development (PKB) activities.

Training is a process of management functions that need to be done continuously in an organization and specifically as a process of a series of follow-up that is carried out continuously, gradually and integrated. The concept of training system is an effort done to improve the work ability of employees in dealing with their activities so as to improve public services. Training has a major role in determining the effectiveness and efficiency of the organization Simamora Henry (Kamil, 2010). Implementation of good training according to the Directorate of Education and Training Development (2008: 11) is a systematic training, both on planning, implementation and on training evaluation.

PKB for teachers has a general purpose to improve the quality of education services in schools / madrasah in order to improve the quality of education. The specific objectives of the CLA are as follows: (1) Facilitating teachers to achieve established professional competency standards, (2) Facilitating teachers to keep upgrading their current competencies with future demands related to their profession, (3) Teacher motivation to remain committed to perform their main duties and functions as professionals, (4) To lift the image, dignity, dignity of the profession, respect, and pride to the teacher profession.

(2) The competencies identified by the teacher need to be improved, (3) the knowledge, skills and competencies required by the teacher for career development, (4) Knowledge, skills, and competencies required by the teacher to undertake new tasks, eg as principal, (5) Knowledge, skills, materials needed on the School Self-Evaluation Report and / or School Development Annual Plan, (6) Knowledge, skills and competencies specifically interested by the teacher.

PKB consists of three kinds, namely self-development, scientific publications, and works of innovation. Personal Development (PD) type of activity is the functional training and collective activities of teachers. Scientific Publications (PI) activities are (1) Presentation on scientific forum, (2) Scientific publication on research result or idea of science in formal education, (3) Publication of textbook, enrichment book, and teacher manual. Innovative works, types of activities are (1) finding appropriate technology, (2) Finding / creating artwork, (3) Making / modifying lesson / visuals / practicum, (4) Following the development of problem-making and the like.

The work of professional development formerly known as KTI, now known by the name of scientific publications. Although different name, but actually meant the same. So, KTI is the same as scientific publication. KTI there are seven kinds, namely (1) KTI results of research, (2) scientific review, (3) scientific infrastructure, (4) books / modules, (5) diktat, (6) scientific paper popular, (7) translation work. These seven KTIs are already covered in scientific publications.

Scientific publications have ten kinds, namely (1) presentations in scientific forums, (2) research results, (3) scientific reviews, (4) popular scientific papers, (5) scientific articles, (6) textbooks, (7) / diktat, (8) books in education, (9) translation works, and (10) teacher manuals.

Writing is a language skill that is used to communicate indirectly, not face to face with others (Tarigan, 2008: 3). The resulting text can be evaluated from certain aspects of the written text, such as content, function, and accuracy of writing (Ghazali, 2010: 294). Elements of language and content of the message, must be interwoven in such a way as to produce a coherent, coherent, and contains (Nurgiantoro, 2012: 422). Writing has many benefits, among them are: (1) improving intelligence, (2) developing initiative and creative power, (3) fostering courage, and (4) encouraging the will and ability to gather information (Dalman, 2012: 2).

Writing is a skill that requires constant practice to keep this skill maintained and enhanced in quality. The more serious a person writes, usually the faster one completes a writing (Kuncoro, 2009: 23). By getting used to writing early, one will get used to thinking systematically (Leo, 2010: 2).

The Genre Pedagogy Approach is a learning approach commonly used in Indonesian language learning. Pedagogical Approach This genre is often also called text-based learning.

The main channel of the Genre Pedagogy model is with 4M (building context, modeling, guided constructing, and self-constructing). Gaining knowledge is done with a 5M scientific approach (observing, questioning, gathering information, reasoning, and communicating). Skill development is followed by guided and constructive self-constructed steps (Ministry of Education and Culture, 2017).

According to Saini (2016), one of the alternative text-based learning steps includes: (1) building knowledge of field, (2) modeling text, (3) constructing text in joints, , and (4) constructing the text independently (independent construction). Mahsun (2013) asserts that in the theory of genre, there are two contexts that lie behind the presence of a text, the cultural context (in which there are cultural values and norms that will manifest themselves through social processes) and the context of situations in which there are: communicated (field / field), the targeted offender (tenor), and the language format used to convey the message (means / modes).

The genre-based approach to learning of writing is the process and product of the entire writing process. In the implementation of genre pedagogy approach, there are three stages, namely modeling, work, and making the text independently. In this genre-based approach the facilitator's active role is required to guide the training participants in the process of writing KTI.

2. RESEARCH METHODS

In this study used the method of Research Action Actions (PTD). The procedure of action on the PTD consists of two cycles. The action will be done with two Cycles, namely Cycle 1 genre pedagogy approach and Cycle 2 of the Genre Pedagogy approach with refinement of the previous cycle. Each cycle consists of four stages, namely planning, implementation, observation, and reflection.

3. RESEARCH RESULT

Data on the initial ability of Indonesian junior high school teachers in Maros District show that the total value of 1824 with an average value of 62.76. The highest score achieved by Indonesian teachers in Maros Regency in writing KTI is 70 and the lowest score is 60. It shows that the teacher's grades in writing KTI fall into category K (Less). In other words, Indonesian junior high school teachers in Maros Regency have a low ability in writing KTI.

Cycle 1

Observation is done by the facilitator during the implementation of learning activities in the training and observation of the learning activities and check the manuscript articles that have been made. Learning activities were observed using observation sheets. The manuscript of the article is examined using a prepared assessment format.

Title of the article of research result written by the teacher among others (1) Efforts to Improve Student Results of Class VIII Students in Text Material Description through Direct Observation in SMP Negeri 2 Maros; (2) Improved Learning Outcomes by Learning Model Number Heads Together Grade VIII-1 Students at SMPN 1 Maros; (3) Application of

Discovery Learning Model in Improving Learning Outcomes of Indonesian Class IX-2 Students at SMPN 4 Maros; and (4) Improved Learning Outcomes of Indonesia through Learning Model Inquiry Students Class IX-3 SMPN 1 Maros

The average value of writing article writing ability of the research is 70.67. Participants of the training appear to have difficulty in writing keywords, introductions, and discussion of research results.

In writing conceptual articles, the title of the articles produced include (1) The Use of Direct Observation Techniques in Teaching Description Text in Junior Secondary Schools; (2) Use of Model Number Heads Together on Indonesian Language Learning; (3) Application of Discovery Learning Model in Improving Learning Outcomes of Indonesian Language; and (4) Use of Inquiry in Indonesian Language Learning. The conceptual articles produced by the teacher are assessed by giving emphasis to the writing of the title, abstract writing, keywords, introduction, discussion, cover, bibliography, and use of the Indonesian language.

On average, the value obtained by the training participants in cycle 1 was 71.25. Training participants are still having difficulty writing abstract, introduction, and cover for conceptual articles.

The average value of the merging of both values above is 70.97. The average value obtained when compared to the data before the application of Genre Pedagogy approach in the Writing workshops in cycle 1, the ability of training participants in writing KTI has increased. Preliminary data show that the average score of the training participants' ability in preparing KTI is 62.76 while the mean value in cycle 1 is 70.97. It shows an increase of 8.21 or 13.08%. Thus, the ability to write articles on the participants of KTI writing training with Genetic Pedagogy approach in cycle 1 for teachers of junior high school in Maros Regency has increased compared to the value in the initial conditions.

The total score of Indonesian teachers in the KTI writing training is 2058. The average score achieved by Indonesian teachers is 70.97. The highest score is 85, while the lowest score is 65.

The value of Indonesian teachers' achievement indicates that only 1 teacher or 3.45% earned 85; only 1 teacher or 3.45% earned 78; only 1 teacher or 3.45% earned 76; there are 2 teachers or 6.90% who score 75; only 1 teacher or 6.89% earned 74; there are 2 teachers or 6.90% who score 73; there are 2 people or 6.90% who got 72 scores; as many as 14 teachers or 48.27% received a score of 70; and as many as 5 people or 17.24% who scored 65.

The data show that only 3 teachers or 10.34% score 75 and 26 teachers or 89.65% who scored 75 down. It means that the implementation of the learning action in the first cycle has been going well. It's just that Indonesian language teachers are still having difficulties in developing drafting, editing, editing, and publishing has not gone well. Therefore, the provision of action to make improvements in the learning activities continued in the second cycle.

Based on the observation in cycle 1, it turns out with the action of using Genre Pedagogy approach in KTI writing training at MGMP Indonesian Language SMP Maros Regency, the ability of KTI writing has increased. However, in the training activities are still found some drawbacks that are: (1) there are still participants who have not maximized their activity to follow the training; (2) there are still training participants who have not been able to complete the tasks at the appointed time; (3) there are still training participants who have difficulty in developing the framework of the essay that has been made. To remedy these deficiencies, planning is done and improved in cycle 2.

Cycle 2

Observations were made by the facilitator using the pre-prepared observation sheet. This was done to obtain information about the use of the Genre Pedagogy approach in the KTI Writing course, especially popular scientific and teacher manuals, at the MGMP Indonesian Language SMP Maros Regency.

The facilitator observes the training participants doing the activities of the preparation of popular scientific article and teacher manual. The result of the observation shows that the training participants do the writing activity seriously. Participants perform activities according to the instructions provided by the facilitator. If there is any lack of clarity, the trainees ask the facilitator to explain in detail the purpose of the instruction he received in order for the participants to develop popular scientific articles and teacher manuals. The title of popular scientific papers, among which (1) Challenges in the Implementation of the UN, (2) National Exam, (3) Educational Benefits, and (4) Improvement of National Education.

The average value of writing ability of popular scientific writing is 78.33. The mean value of writing teacher manual ability is 81,33. When considering the assessment component of the teacher manual, it appears that the teacher has been able to write the introduction, the type of activities performed in one year, and the use of the language is also better than the previous one.

The integration of the two KTI scores (popular scholarly work and the teacher manual of the junior high school teacher in Maros Regency resulted in an average score of 79.83.If the mean value in cycle 2 was compared with the data in cycle 1, then the ability of the teacher of the junior high school of Maros Regency in writing KTI experienced an increase. In cycle 1 the average score of training participants ability in the preparation of EI is 70.97 while the average value in cycle 2 to 79.83.Average value in cycle 2 increased 8.85 or 12.48%.

The result of data analysis shows that the total score of Indonesian teachers in Junior High School of Maros Regency at the writing of KTI in Training of Sustainable Culture Development using Genre Pedagogy approach is 2318. The highest score is 95 and the lowest score is 72. The average of Indonesian teacher's score is 79, 83.

The data in cycle 1 shows that the average score of the training participants' ability in preparing EI is 70.97 while the mean value in cycle 2 is 79.83. It shows an increase of 8.86 points or 12.48.%. Thus, the ability to write popular scientific papers and teacher manuals for teachers of Indonesian junior high school in Maros Regency participants of KTI writing training with Genre Pedagogy approach in cycle 2 has increased compared to the value in cycle 1.

Based on the observation in cycle 2, it turns out that with the use of Genre Pedagogy approach in KTI writing training at MGMP Maros Regency, the ability of KTI trainees to write KTI has increased. Thus, the training participants can write KTI to be used as the work of professional development. The improvement of KTI's writing ability is seen from the acquisition of the average value reached 79.83. This suggests that applying the Genre Pedagogy approach to cycle 2 can improve the ability of teachers (training participants) in KTI writing. Nevertheless there are still 5 training participants whose value is still under the Good category. The reason, the participant was not able to complete well his job.

The development of the value of the writing skills of KTI after the use of the Genre Pedagogy approach in the Writing Workshop
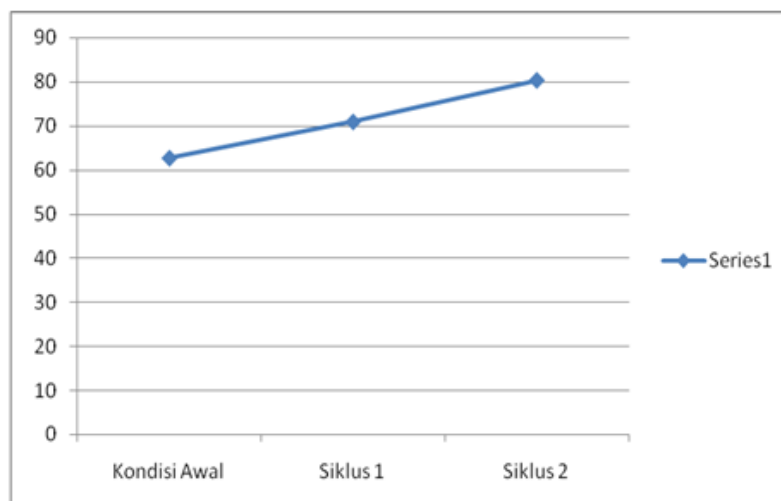
Improving the ability of trainees in writing KTI is influenced by several factors. One of the factors causing it, among them is the planning done well before the implementation of the action of the use of Genre Pedagogy approach in the KTI Writing Training. The planning includes the creation of RBPMD and RP, preparation of training materials, broadcast materials, assignment instruments. The planning facilitates the implementation of learning activities in KTI writing training so that it can take place effectively and efficiently.

Implementation of learning activities that follow the use of Genre Pedagogy approaches strongly supports the achievement of training results. This is reinforced by the questionnaire which shows that (1) there is a link between context building activities as a form of motivation to the training participants to conduct the training activities well. In other words, respondents who have positive perceptions of the motivation provided by the facilitator who is one of the

activities to build the context in learning with the Genre Pedagogy approach tend to have the ability to write KTI in either category; (2) there is a link between modeling which is one step in the Genre Pedagogy approach with teachers' ability in KTI writing. In other words, respondents who have a positive perception of modeling which is one of the learning steps in the Genre Pedagogy approach tend to have the ability to write KTI in either category; (3) there is a link between joint work which is one step in the Genre Pedagogy approach with capability teachers in KTI writing. In other words, respondents who have positive perceptions of the work together which is one of the learning steps in the Genre Pedagogy approach tend to have the ability to write KTI in either category; (4) there is a link between the independent work activities of the training participants for their success in completing the task which is one step in the Genres Pedagogy approach. In other words, respondents who have positive perceptions of the self-directed task given by the facilitator to the trainees for good performance in accomplishing the task which is one of the learning steps in the Genre Pedagogy approach tend to have the ability to write KTI in either category.

The results of interviews on the training participants obtained information that learning in the writing of Writing with Genre Pedagogy approach provides benefits. Through the training, the training participants gain insight and knowledge about the procedures for writing KTI. Training participants believe that the training they attend is interesting and fun. In the training the facilitator presents the material well, fun, communicative, easy to understand, clear, coherent, detail, and facilitator to discuss the material discussed with the training participants. The use of the Genre Pedagogy approach is appropriate because the trainees produce KTI. In addition, the delivery of materials effectively and efficiently, manage the class well, and good communication with training participants. Thus, learning with such approach can improve teachers' ability in writing KTI, in accordance with appropriate steps and in accordance with the rules of KTI writing.

Although the Genre Pedagogy approach can improve teachers' ability to write KTI, the knowledge and experience gained in the training need to be followed up with the practice of writing. The practice of writing is intended to apply the theory of writing. Using the Genre Pedagogy approach, the facilitator needs to manage time well.

Pedagogy Approach Genre used by facilitators in KTI Writing training is good, but still needs to be developed on other training materials. In addition, it is necessary to provide literature to participants on writing materials. For the Facilitator, it is necessary to use this approach over and over again to get used to writing.

The results of research on the use of Genre Pedagogy approach in the implementation of KTI preparation training for Indonesian language teachers in Maros Regency shows that Indonesian language teachers of junior high school have been able to write KTI. The success indicates that the use of the Genre Pedagogy approach can be applied to the KTI writing training.

The use of Genre Pedagogy approach in training KTI teachers for Indonesian language teachers of SMP succeeds well because the activity is done in a structured way which is divided into four activities. The four activities are (1) building knowledge, (2) modeling text, (3) constructing text together, (4) constructing text independently (Sani , 2016: 294-296). To be implemented in the training, the four activities are added preliminary and closing activities.

In applying the Genre Pedagogy approach to the training of KTI teacher writing teachers in Maros Regency, the activities are divided into three parts, namely the introduction, the core, and the closing section. The three sections are described as follows.

The state of the training participants during the preliminary activities. In the preliminary activities, participants listen to information about the learning activities that will be followed. In the same activity, participants listen to information about the purpose of the training that will follow. It can give suggestions to the participants to follow the training well.

Conditions of training participants during core activities. Participants who are divided into small groups prepare themselves. Each group listens to the information the facilitator sends, both in theory and examples. In particular, the activity consists of four activities, namely building context, modeling, joint work, and self-employment. In the context of building activities context of the training participants listen to an explanation of the importance of studying the material. In the modeling exercise, the participants of the training listened to an explanation of the theory and example of KTI. In the example, the training participants read the theories and examples that exist in the training materials. In addition, participants follow the KITI memos. In joint work activities, the training participants in their group discussed about KTI types learned from the topic and structure. In self-employment activities, each training participant performs the task. If there are obstacles faced in preparing KTI, the participants of the training will ask their group's friends. After completing

the work, each group member discussed the outcomes of his work to determine the best KTI. KTI best represents his group, read it. Other groups listen and give suggestions for improvement. KTI that has been made is further improved by the author himself before being collected to the facilitator.

In closing activities, Indonesian teachers reflect on the training activities they attend. In the activity, the participants find interesting things they have done and stated things that need to be improved in the next activity so that the training that followed the better the result so that Indonesian teachers can arrange KTI as required so that it can be used for promotion.

Training with Genre Pedagogy approach is very interesting for training participants, because activity is activity based. The theory is not too much. The theory is used as a guide for participants to KTI produced in accordance with existing provisions. For that, the training participants need to understand the guidelines so that KTI produced in accordance with the style of KTI for promotion.

In the training on improving the ability of teachers writing KTI with Genre Pedagogy approach in Training on Sustainable Culture Development for teachers of Indonesian junior high school in Maros Regency produced four types of KTI. The four KTI types are articles of research, articles of thought, popular scientific articles, and teacher manuals. KTI produced is still the initial manuscript so it still needs to be corrected and revised.

In the implementation of KTI writing training, participants suggested that KTI training is held in a sustainable manner. It needs to be done so that teachers understand the procedures of writing KTI in accordance with the guidelines of the preparation of eastern published by Education and Culture. Thus, teachers can write KTI well.

4. CONCLUSIONS AND SUGGESTIONS

The conclusions of this research are as follows: (1) The application of Genre Pedagogy approach to the preparation of KTI training for Indonesian language teachers of junior high school can improve the ability of preparing KTI; (2) The improvement of the ability of Indonesian junior high school teachers with Genre Pedagogy approach is done by maximizing its implementation. In the implementation of the KTI preparation training with the Genre Pedagogy approach, each stage (building context, modeling, teamwork, and self-employment) is done with attention to more focused training activities on writing activities to produce EI.

Suggestions proposed in this research are: (1) The use of Genre Pedagogy approach in KTI preparation training for Indonesian teachers should be done on the training of KTI preparation; (2) Stages of activities undertaken in applying the Genre Pedagogy approach to train Indonesian teachers to conduct KTI should be done systematically by emphasizing on four stages: building context, modeling, teamwork, and self-employment.

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