

ASSISTANCE IN WRITING SCIENTIFIC PAPERS TO INCREASE THE COMPETENCE OF WIDYAISWARA (CIVIL SERVANTS)

Fitriana Nurindah Kusumadewi,
School of Business and Economics
Universitas Prasetiya Mulya

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Evi Satispi,
Faculty of Social and Political Sciences
Universitas Muhammadiyah Jakarta

Corresponding Authors:

fitriana.nkd@gmail.com;

evi.satispi@umj.ac.id;

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Abstract: *The purpose is to know that mentoring is necessary to improve competence in Scientific Writing for Widyaiswara (Civil Servants). The type of research conducted is a literature study. Data collection techniques with documentation and reading information that supports the study and collected data were then analyzed by selecting materials on the topic. Based on it, the output in Scientific Writing is intentional or does not occur by chance. A mentoring process can facilitate the improvement of Widyaiswara with a mentor and mentee pattern. Mentoring is applied to ensure the results and continuity of the scientific paper writing process by using the stages of needs analysis, planning, design, implementation, assessment, and evaluation. Mentoring is carried out related to the needs of Widyaiswara as an indicator of mastery of professional competence and a communication medium for expressing knowledge and ideas to improve the quality of learning and teaching materials. Mentors are applied in pairs with Widyaiswara until the writing process can be completed.*

Keywords: *Mentoring, KTI, Scientific Writing, Competence, Widyaiswara*

Introduction

Widyaiswara (Civil Servant) has an essential role in efforts to increase the potential of individual abilities in government institutions through education and training. Following the National Education System Law Number 20 of 2003, it is stated that the functional groups included in the category of educators are teachers, lecturers, counselors, tutors, Widyaiswara, tutors, instructors, facilitators, and other designations according to their specificity, as well as participating in the implementation of education.

Having the competence to compose and write scientific papers (KTI) is one form of Widyaiswara's success in education and training, one of which is an essential element in a promotion. The element of professional development, namely the ability of scientific writing, is included in the category of elements considered difficult for Widyaiswara (Darusman, 2020: 242).

In line with this view, the Regulation of the Head of the State Administration (LAN) Number 9 of 2008 concerning Guidelines for the Preparation of KTI for Widyaiswara contains guidelines that KTI is one of the main sub-elements in the assessment of credit scores that must be met with a minimum number of credit scores at each rank. Widyaiswara cannot be promoted to his rank or position if this KTI requirement cannot be fulfilled even though other elements have been met. Thus, writing skills for Widyaiswara need to continue to be developed in quality and quantity (Nahriah, 2020: 354).

The quality of KTI writing produced by Widyaiswara is varied. Therefore, assistance or mentoring is needed to lead to publication orientation to make it easier to measure the success of writing. The activities that underlie the occurrence of publications can be a concern in mentoring or mentoring because the orientation of scientific writing (KTI) should be for academic dialogue through publications (Bashtomi, 2015: 115).

Research Method

This research is library research (literature study). This method is used to gain insight and understand information about the themes studied. Collecting data is documentation, namely reading various information about the study's themes. Data analysis was carried out qualitatively through the stages of data collection, data reduction, conclusion, and display (Suradika, 2020: 20). According to Juwono in Darusman (2020: 243), the nature of the data obtained by library research can be used as the fundamental basis and central tool for conducting field research.

Results and Discussion

A. Competency of Widyaiswara (Civil Servant)

Competence is expertise in carrying out one or various tasks and functions. The indicators of this ability are knowledge, insight, skills, personal values, attitudes, and the ability to improve skills based on learning or experience carried out over a certain period. The ability of Widyaiswara is about efforts to improve the skills that are sought in carrying out their primary tasks.

In addition, the ability to write scientific papers (KTI) owned by each Widyaiswara is mentioned as a competency obligation contained in PERMENPAN-RB No. 22 of 2014 article 8 letter d concerning Functional Positions as Widyaiswara. These statutory regulations apply to all Widyaiswara at the first and central levels. It can be seen from all tasks related to the scope of scientific work. It is stated that writing scientific papers is one of the elements of developing Widyaiswara in their field of expertise apart from teaching, educating, training, evaluating, and developing. Obtaining credit scores from writing activities is relatively large compared to other activities, as shown in the following table:

Table 1 Credit Score

No.	Writing Activity	Credit Score
1.	Books with ISBN Published on A National Scale	25
2.	International Scientific Journal	20
3.	Accredited National Scientific Journal	10
4.	Unaccredited National Scientific Journal	5
5.	Scientific Magazine	2,50
6.	International Proceeding Book	5
7.	National Proceeding Book	2,50
8.	Institute Proceeding Book	1
9.	International Scientific Meeting Papers	5
10.	National Scientific Meeting Papers	2,50
11.	Institute Scientific Meeting Papers	1
12.	Writing of Guidelines/Implementation Provisions/Technical Provisions in The Field Of Education And Training	0,50
13.	Scientific Speech	5
14.	Articles in National Newspapers	3
15.	Article in Regional Newspaper	1,50
16.	Articles in Website	1

Source: National Accreditation Board for Higher Education, Indonesia, 2022

In the details of the table above, it can be seen that there are at least 16 activities that are directly related to KTI writing competence. In addition, related to education, other activities require writing skills. Examples include preparing teaching materials, compiling proposals, compiling reports, making seminar papers, and many more. If it is seen that the credit number is set to be high, the circulation level of Widyaaiswara's writings should also follow this. However, from these various sources, Widyaaiswara is still relatively low in efforts to publish scientific writings in journals, rubrics in mass media, bulletins, and magazines, especially in writing books. Whereas the intellectual abilities of KTI are very much needed to support work and increase positions.

B. Problems in Writing Scientific Papers

Quoting from Darusman's research (2020: 247), it was stated that laziness in writing was the average problem encountered by Widyaaiswara. This problem was due to busy preparing for learning or the dense teaching hours, skills that were not yet qualified, and lack of motivation from within. The main tasks of Widyaaiswara are teaching, training, educating, evaluating, and making efforts to implement development, making KTI one of the things that Widyaaiswara should not miss. For Widyaaiswara, almost all of his activities cannot be separated from writing activities. Such as compiling learning instruments, writing articles, papers, manuals, teaching materials, reports, guide books, and KTI or other scientific orations so that every Widyaaiswara must own the ability to write in order to support the implementation of the main tasks, which then can actualize themselves better.

Lamazi (2020: 181) also stated that in a qualitative phenomenological study, (a) writing activities, especially in KTI, still felt heavy because it had not become a habit that Widyaiswara carried out. (b) complexity in thinking and demands for a longer time in writing are still assumptions discouraging Widyaiswara's desire to write. (c) compared to the Dikjarti activities, the awards obtained from writing scientific papers are still relatively low regarding financial support. (d) time management at work for Widyaiswara, who are not yet organized and labor-intensive. (e) there has not much professional improvement for Widyaiswara based on a review of the usefulness of Scientific Papers (KTI)

C. Mentoring as an Improvement Effort

Widyaiswara's participation in training activities (education and training) or technical guidance regarding KTI writing when referring to various information has been given a vast opportunity. Based on the results of Darusman's research (2020: 248), many training and technical guidance agendas aim to increase the competence and capacity of Widyaiswara. Many opportunities are opened for Widyaiswara to balance the workload that is intensified by each leader so that Widyaiswara can freely follow these competency improvement agendas.

Apart from providing education and training, improvement efforts can be made by facilitating Widyaiswara with mentors. Mentoring in a periodic and term system will form a pairing process between a mentor and a mentee with their experience and expertise to share experiences to motivate the improvement of the abilities of someone who acts as a mentor. Mentoring provided by mentors has a role in its availability to help other parties grow, learn and develop by following a series of stages based on their will. A mentor can run the process chain that was built with his mentee. These activities are not limited to counseling, modeling, guidance, feedback revision, coaching, performance facilitation, and simply providing or listening to information (Anwar, 2018: 25).

Mentoring in the academic field is intended as a partner to improve mentee achievement. From the same research, several formats and structures of mentoring are mentioned with the following descriptions:

1. One-to-One Teams

This facilitated format strategy is proven for cost efficiency in the experience and skills transfer process. Implementation is based on what skills and experience the mentee lack. Meanwhile, as partners, we need a mentor with the skills and experience to teach. It is hoped that with a one-to-one formation like this, Widyaiswara will be guided intensively.

2. Reverse Mentoring

Some institutions/agencies use the term mentoring twist to get the point of view and input from those occupying lower levels. This installation between different

levels aims to be able to collect criticism and suggestions directly through the opportunities created.

3. Group Mentoring

In groups, this mentoring format is also called peer mentoring. Often agencies/institutions deal with the lack of mentors that can be provided by creating groups in groups so that they can share, learn, and teach each other. Someone who already has more skills can be a mentor for the group.

4. Mentoring Circle

For efficiency, group learning is made in the process. The mentoring circle comes from participants who come at the same level and then carry out the learning process together. When one of the participants has reached a particular understanding, it can be forwarded to other colleagues in the group. By continuing to understand, exchanging strategies and ideas will save more time, especially for each one through trial-and-error. The purpose of mentoring is as a forum for exchanging or honing skills and experience as the key. It can be concluded that partners in mentoring can come from colleagues at the level above, below, or other peer levels in the effort to write scientific papers (KTI).

Conclusion

Based on the studies and discussions, the competence of Widyaaiswara in writing scientific papers can be developed further apart from being included in education and training (training), also through regular guidance in the context of developing the Widyaaiswara profession. Each institution has a view of investing in intellectual capital to improve the performance of individuals and groups and achieve institutional goals. To encourage Widyaaiswara to produce scientific works mentoring or assistance is needed. Widyaaiswara can be paired with a mentor who can come from his superiors, colleagues at the same level, or even colleagues who have just entered the entry-level. This training is intended so that the process of writing scientific papers can be monitored so that Widyaaiswara can publish the results of his scientific writings.

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