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Elementary teachers' obstacles to design scientific paper during covid-19

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Abstract. The process of disaster management of Covid-19 impacts the teacher motivation to design scientific paper since the ministerial circular number 4 of 2020 dated March 24th 2020 which stated that learning is from home. Generally speaking, the obstacles of the elementary teachers in Indonesia are also found by the elementary teachers in cluster II, Kasihan Bantul, Yogyakarta, Indonesia for the process of paper designing, such as (1) less understanding on designing the scientific paper, (2) low motivation, (3) less information on the scientific journal that can be accessed, and (4) the allotted time. The problems that are faced by the teacher of Elementary School cluster II Kasihan bantul Yogyakarta Indonesia to design the paper during covid 19 are (1) teachers are fully concentrating on the online learning through Whatsapp, Google Classroom, Google Form and make the learning content on Youtube, (2) teachers are concentrating on the students' assessment. These obstacles, in general, can be solved by using topic of learning during Covid 19. For that purpose, it is required guidance for the elementary teachers to design scientific paper and choose the proper scientific journal. The roles of the Institute of Teacher's Education are expected by the elementary teachers.

Keywords: Teachers' Obstacles, Elementary School, Scientific Paper Design, Pandemic of Covid 19

1. Introduction

Generally speaking, for an elementary school teacher, scientific paper is a common. The reason is that every teacher has ever been in a position to design scientific ones during the school teacher training, either when they were students of Teacher Preparation School for the senior teachers or when they were students of undergraduate elementary teacher training in the era of 2000s. The scientific paper is the written report which is published to describe the result of a research. As a scientific research paper, there should be data as sources of clear and valid facts and particular knowledge[1]. The scientific paper that can be used as the credit score are (1) scientific publication of a research-based paper or an innovative idea on formal education and (2) publication of text book, enrichment book and a teacher-guidance book.

As a teacher, the main duty based on Regulation number 14 of 2005 related to the teacher and lecturer, they should design learning, conduct the qualified learning and assess and evaluate the result of learning. However, teacher has also other duties such as to increase and develop the sustainable academic and competence qualification on behalf of the development of knowledge, technology and art. According to the regulations from the Ministry of Administrative and Bureaucratic Reform Number 16 of 2009, to design the scientific paper is one of the important elements of a teacher that is to conduct the sustainable development of the profession. If a teacher is able to fulfill the duties, then he will get the rights, those are the additional credit to have income upgraded.

In fact, the elementary school teachers often found that it is difficult to gain the credit score from the aspect of scientific paper[2]. Teacher gets difficulty to upgrade from administrator to First Class Administrator[3]. It brings meaning that there is tendency that scientific paper is a burden for some teachers[2], even it is a specter for them[4].

The difficulties on designing research or scientific paper come from various teacher's setting background, such as Semarang City[5] and Grobogan Regency [6]in Central Java, Karangasem Regency in Bali Province [3], Tangerang Regency in Banten Province [7], Tulungagung Regency in East Java [8], Kuningan Regency in West Java [9] and Seluma Regency in Bengkulu Province [4]. The teacher's difficulties to design scientific paper in some cities in Indonesia can be described in the following table 1.

Table 1. Elementary Teachers' Difficulties in Some Cities in Indonesia to Design Scientific Paper

Number	Teacher's Difficulties	Regency/Cityand Provincein Indonesia
1.	Less ability on understanding the conceptual of scientific paper	- Surakarta, Central Java[10] - Demak, Central Java[11] - Yogyakarta CityinSpecial Region of Yogyakarta[12] - Semarang, Central Java[5] - Karangasem Regency, Bali[3] - Tulungagung Regency, East Java[8] - Kuningan RegencyWest Java[9] - Seluma Regency, Province of Bengkulu[4] - Grobogan RegencyCentral Java[6]
2.	Less ability on understanding the scientific paper's technique of writing	- Surakarta, Central Java[10] - Yogyakarta CityinSpecial Region of Yogyakarta[12] - Tangerang Regency, Banten[7] - Acesta, A., &Ramadhani, S. P.[9] - Karangasem Regency, Bali[3] - Demak,Central Java[11]
3.	Time Availability	- Surakarta, Central Java[10] - Karangasem Regency, Bali[3]
4.	Less ability to access the scientific journal	- Yogyakarta CityinSpecial Region of Yogyakarta[12] - Kuningan Regency, West java[9]
5.	Teacher's low on motivation	- Surakarta, Central java[10] - Yogyakarta CityinSpecial Region of Yogyakarta[12] - Semarang, Central Java[5] - Seluma Regency, Provinceof Bengkulu[4]
6.	Low on research fund	- Tangerang Regency, Banten [7]
7.	Low on scientific paper writing atmosphere	- Seluma Regency, Province of Bengkulu[4]

source: Recapitulation of Scientific Research Paper for teachers of elementary school in 2010-2019

The government in every province in Indonesia, in this case is the Education Authorities, has struggled to overcome the elementary teacher's difficulties and obstacles through regulations. As regulations by Education Authorities of Kulonprogo Regency of Special Region of Yogyakarta such as (1) every school is required to subscribe some scientific magazines or journals to provide the availability of scientific reading sources, (2) every library at school is better to have books on scientific journal writing, research guidance and research reports, (3) the regional government increases the frequency of competition on educational scientific paper writing, (4) teachers' motivation on scientific paper writing needs to be increased by providing special rewards for the ones who win the competition on paper writing in the level of school, district, regency until the national level, (5) the related authorities need to publish the scientific magazines or journal as a media for teachers to write[13]. However, it needs supports from all parties including the Teacher Training Institute.

University of PGRI Yogyakarta, as one on Teacher Training Institutes in Yogyakarta, participates to overcome problems on teachers' difficulties and obstacles to design scientific paper. The target of this participation is elementary school partner located around the university, among them is elementary schools in second cluster, District of Kasihan, Bantul Regency, Special Region of Yogyakarta. The locations of those schools are less than 3 kilometers. As the first step to help to overcome teachers' problems to design scientific paper in second cluster, a preliminary research was conducted during the pandemic of Covid-19. This is a first step of devotion to society from Elementary Teacher Training Department to map amount of teachers who are willingly to be guided to design scientific research paper during pandemic Covid-19. Since the regulation of Ministry of Education number 4 of 2020 dated March 24th 2020 which stated that the process of teaching and learning would be conducted online during pandemic of Covid-19. This change affects negatively to the teacher's motivation to design scientific paper.

2. Method

This is a qualitative research which is conducted to the elementary teachers in second cluster, District of Kasihan, Bantul Regency, Special Region of Yogyakarta. There are 7 elementary schools and 72 teachers that would be objects of this research (table 2).

Table 2. Codification of the name of schools and teachers

No	Schools name	Amount of teachers	Amount and teachers' initial that would be interviewed
1.	Sonosewu Elementary School (Son)	12	1 (Ras)
2.	Nirmala Elementary School (Nir)	6	1 (Rin)
3.	Rejodadi Elementary School (Rej)	6	2 (Bay, Angg)
4.	Mutiara Persada Elementary School (MP)	22	3 (Yog, Agu, Heng)
5.	Kadipiro 1 Elementary School (Kd 1)	12	2 (Ics, Ev)
6.	Kadipiro 2 Elementary School (Kd 2)	6	1 (Int)
7.	Kadipiro 3 Elementary School (Kd 3)	8	-
	Total	72	10

Source : Interview, May 2020

The research data are the interviews with all elementary teachers from those seven schools, observation and documentation. There are 10 teachers from 7 schools that are successfully interviewed (table 2). The observation and documentation had been conducted since August 2019, and the interviews were from March up to May 2020. In the beginning of March 2020, the interview was conducted step by step, but since the regulation of Ministry of Education Number 4 of 2020 dated 24th March 2020, the interview started to be online through Whatsapp. This is due to the government's suggestion to do the social and physical distancing during the pandemic of Covid-19. The data analysis was conducted based on the model of Miles and Huberman in Sugiyono[14], which is consisting of four steps: such the (1) data collecting, (2) data reducing, (3) data presenting and (4) concluding (table 3). Triangulation source and triangulation technique are the method for data validity.

Table 3. Data Analysis

Data Analysis Activities	Description of Activities
Data Collecting	- Collecting all interview transcripts, observation and documentation. - Observation, it includes teachers' conditions such as age, performance

Data Analysis Activities	Description of Activities
Data Reduction	<ul style="list-style-type: none"> and appearance, vehicles and telecommunication ownership. - Documentation, it includes teachers' status and scientific paper ownership. - Making the codification (table 2) on interview transcription, field notes during observation and documentation files on pictures or teachers' data. - The codes are in initial where the data come from such as names or schools or time such as W/BP/Rej/03032020. It has the meaning that interview with Mister BP from Rejodadi Elementary School on March 3rd 2020.
Data Presentation	<ul style="list-style-type: none"> - Designing the data analysis table - Attaching the interviews that have been codified to all sources on data analysis table. - Finding the same pattern on data analysis table on every interview that has been codified.
Drawing Conclusion	- Drawing conclusion from the same patterns on data analysis table

Source: Data Analysis, 2020

3. Result and Discussion

Teachers in second cluster, Bantul Regency, shared common compositions between the senior teachers (have been teaching more than 10 years) and the junior ones (teaching less than 10 years). The prevalent composition also happens to the government civil servant and the ones who do not (table 4). The difference on teaching experiences impacts on the motivation to design scientific paper. This low motivation, due to the age factor, happens also to the teachers in Yogyakarta City[12]. It becomes bugaboo for elementary teachers [4]

Table 4. Teacher Composition Percentage
Based on teaching experience and employment status

No	Elementary School name	Teacher Status Percentage (%)			
		Teaching Experience > 10 years	Teaching Experience < 10 years	Civil Servant	Non Civil Servant
1.	SD Sonosewu Elementary School (Inti Elementary School)	42	58	42	58
2.	Nirmala Elementary School	10	90	50	50
3.	Rejodadi Elementary School	33	67	33	67
4.	Mutiara Persada Elementary School	10	90	8	92
5.	Kadipiro 1 Elementary School	50	50	58	42
6.	Kadipiro 2 Elementary School	42	58	58	42
7.	Kadipiro 3 Elementary School	75	25	75	25
	Total	37	63	46	54

Source: Interview, May 2020

Although it becomes bugaboo for elementary teachers, in fact, the government civil servants have higher motivation than the non civil servants. It is due to the regulation which rules the teachers' duty based on the regulations from the Ministry of Administrative and Bureaucratic Reform Number 16/M.PAN-RB/11/2009 about teachers' functional position and the credit scores. In the clause number 11, it is stated that teachers are obligated to produce scientific research-based paper. Without it, teachers will find it difficult to gain credit scores to raise the position [13][15]

The non-government civil servants are less-motivated to conduct research. This condition is caused by the no-existence of demand to design research paper. Teachers with this status cannot raise the functional position, since the position would be only for the ones who have the government status. The non-government teachers are busier with giving priority to the teaching activities, educate students and do the learning assessment as it is regulated by regulation number 14 of 2005 related to teachers and lecturers. The condition of low motivation and teachers' priorities were explained by Mr. Yog (25 year old) from Mutiara Persada Elementary School as follows:

"I have not decided to write a research article, Mam..There is no demand from Mutiara Persada School. Due to this pandemic, I am more on preparing teaching material, video for learning, teaching and learning discussion for the final assessment" (W/Yog/SD MP/02052020)

The statement regarding the low motivation and teachers' priorities was also stated by Mr. Ras (25 year old) from Sonosewu Elementary School as follows:

"I do apologize; I have no plan to write anything scientific for this year. I have a plan to prepare online learning for the fourth graders for next academic year. For this, I need more time to focus" (W/Ras/SD Son/04052020)

The priority to finish the assessment of graduation to all students was stated by Ms. Rin (26 year old) from Nirmala Elementary School. She was asked by the interviewer whether she would be interested in joining the scientific research paper guidance program in this pandemic of Coved-19.

"For now, I have no plan to join since I am taking care the sixth graders. My priority is do the score entry of the second semester and calculate the final score in graduation certificates" (W/Rin/SD Nir/040520;gh;20)

This pandemic of Covid-19 also negatively impacts the teaching and learning activities in elementary schools. Since the regulation of Ministry of education number 4 of 2020, teachers conduct the online Work/Teach from Home, the students are as well. In the second cluster Kasihan, there are 95% teachers who conduct the independent teaching and learning activities (table 5). It means that there are 5% of teachers that are helped or supported by somebody else to conduct the teaching agenda due to the age that make them difficult to engage technology of mobile phone independently. Age becomes one of biggest problems to get involved with technology of communication and information in the process of teaching and learning [12]

Table 5. The percentage of teachers who conducted the independent online teaching and learning activities in second cluster, Bantul regency, Yogyakarta during Pandemi of Covid-19

Number	Elementary School	The percentage of teachers who conducted the independent online teaching (%)
1.	Sonosewu Elementary School (Inti Elementary School)	100
2.	Nirmala Elementary School	100
3.	Rejodadi Elementary School	83
4.	Mutiara Persada Elementary School	100
5.	Kadipiro 1 Elementary School	100
6.	Kadipiro 2 Elementary School	100
7.	Kadipiro 3 Elementary School	83
	Total	95

Source: Interview, May 2020

Based on the observation on some parents in Rejodadi and Sonosewu Elementary School on August-October 2019, it gains fact that more than 100% parents are below 40 year old, meaning that they are technology literate. Another fact reveals us that all parents have android phone which enables students to study online. The same condition happens to Mutiara Persada as an international school in Kasihan District, Bantul regency, Special Region of Yogyakarta. However, it is so much different with Nirmala Elementary School. Based on interview with Mrs. Rin on 4th march 2020, it gains fact that around 10% of parents do not have android phone which makes them can not join activities through Whatsapp. This condition happens due to the parents' economy level, most of them are in the low level of economy. This makes them could not actively join the teaching activities through Whatsapp, they are often entrusted the assignments through friends who have mobile phone.

The online teaching and learning between teachers and students are conducted through Whatsapp group of social media. According to interview on May 2020, the whatsapp are often used by all teachers to conduct the online learning. According to those teachers, all parents have already had their android phones with whatsapp in it. There are whatsapp group in every class in the seven elementary schools in the second cluster, Kasihan. Before the pandemic of Covid-19, the whatsapp groups have been actively used as a bridge of communication between teachers and parents. The online teaching and learning through google form and google classroom are used by 30-40% of the teachers in the second cluster in Kasihan. Youtube is used only by one or two teachers in every elementary school. Based on the observation by the researchers in Sonosewu and Rejodadi elementary schools in August-October 2019, all teachers have already had the android phones. However, the facilities in it have not been used effectively due to the teachers' low abilities to cooperate with it.

The online learning is also conducted by teachers of Rejodadi Elementary School. Based on the interview with Mr. Bay from Rejodadi Elementary School on May 11th 2020, it reveals us that 4 out of six teachers in this school have conducted the independent online teaching activities through google form, google classroom, even there are teachers who have made youtube content for learning. However, still, there are 2 teachers being helped by the colleagues to conduct the online learning. Those teachers, already had the mobile phone and still manually conduct learning, are helped by other teachers to upload teaching material through whatsapp. Those two teachers who have made the printed teaching material would upload the teaching material through whatsapp group. The whatsapp application is the easiest to use and the most familiar among our people of Indonesia, including the elementary teachers. Even before the pandemic of Covid-19, every class in Rejodadi Elementary School has used Whatsapp group to communicate.

Since the Education Ministerial Circular number 4 of 2020 is in effect started from 24th March 2020, teachers are busy with the online learning. According to Mr. Bay, this condition effects negatively to the teachers' motivation to access scientific journal as the reading material to get more knowledge and perspectives. This difficulties also happen to the teachers in Yogyakarta City DIY [12] and Kuningan Regency, West Java [9] as it is revealed in table 1. Besides difficulties to have access, teachers of elementary schools in second cluster of Kasihan are also concentrating on the online learning during this pandemic of Covid-19. According to interviews with ten teachers (table 2), it gains information that in every elementary school, there are teachers who are interested to design scientific research paper and eager to be guided by the researchers and team (table 6). They have various reasons such as to finish the final paper of their study, like Mr. Heng (28 year old) and Mr Agu (29 year old) from Mutiara Persada Elementary School and Ms. And (28 year old) from Nirmala Elementary School. While Mrs. Dia (35 year old) from Kadipiro 2 Elementary School said that she is interested in writing indeed and she has produced a book.

Table 6. Amount of teachers that are interested to be guided to design scientific research paper in second cluster, Kasihan, Bantul, Yogyakarta during pandemic of Covid-19

Number	Elementary School	Amount of teachers that are interested to be guided to design scientific research paper

Number	Elementary School	Amount of teachers that are interested to be guided to design scientific research paper
1.	SD Sonosewu Elementary School (SD Elementary School)	2
2.	Nirmala Elementary School	1
3.	Rejodadi Elementary School	2
4.	Mutiara Persada Elementary School	2
5.	Kadapiro 1 Elementary School	1
6.	Kadapiro 2 Elementary School	1
7.	Kadapiro 3 Elementary School	1
	Total	10

Source: Interview, May 2020

Based on the interview on 13th May 2020 with vice chairman of second cluster, Kasihan, Mr Mar (60 year old) who is the principal of Rejodadi Elementary School, it gains fact that the teachers in second cluster are concentrating on the online teaching and learning activities. The activities are designing, conducting and assessing the online learning. The statement is strengthened by the prove that google fom is employed by Mr Bay (26 year old) from Rejodadi Elementary School (figure 1). This pandemic happens in Ramadhan, and this sacred month is used by all moslem to do the pray. According to Mr Mar, the moment of Ramadhan is used to pray by all Muslim teachers in elementary schools in second cluster of Kasihan. This condition influences the spirit and motivation to write and conduct scientific research due to the priority of Moslem activities in Ramadhan.

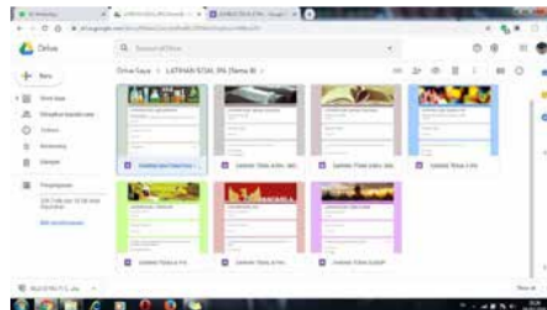


Figure 1. One of online learning activities in the fifth graders of Rejodadi Elementary Schools by Mr Bay (source: private document)

During this pandemic of Covid-19, together with the Ramadhan and graduation moments, teachers in second cluster, Kasihan, are more interested in the passive participation and discussion than to get involved to design scientific research paper. Those are for teachers less than 35 year old and have experience of teaching less than ten years. Meanwhile, the senior teachers are more focus on the Ramadhan activities. According to those younger teachers, the activities of listening to Islam Talk through Whatsapp or Zoom is more interesting due to less thinking activities from the listeners. As what has been conducted by teachers of English extracurricular, on 14th May 2020, training and guidance have been conducted by the experts of English from English Teaching Department of University of PGRI Yogyakarta (figure 2).



Figure 2. One of English Training Activities for teachers in Rejodadi Elementary School during Pandemic Covid-19 on 14th May 2020(source:private document)

The online teaching and learning activities by the elementary teachers are the moment to gain and collect data as the sources to design scientific research in form of Classroom Action Research or for scientific publication. They do have preparation to design the scientific ones [7] since their time of teacher training. The matter is only on reminding or refreshing them on the knowledge and skill to design scientific research, it can be through the training or workshop. Training, workshop and guidance are proven able to overcome teachers' problems on designing scientific research paper [5][2][9][4][12][16][17] and designing the classromm action research [3][18][8][19][20][21]. The intensive guidance is urgently needed to maintain the motivation to write. The role of universities, especially the institute for Teacher Training as the school and teachers partner is needed to develop the quality of the teachers. The developing qualities of the elementary teachers will positively impact to the elementary education in Indonesia.

The classroom action research is strongly suggested as the teacher profession development [15]. This is conducted by the teachers as a way to design and make report on all that have been done on behalf on developing the quality of teaching processes [22]. This would be very different with the scientific research design in the scope of correlation, descriptive research, or idea, which are generally unable to give direct impact to the process of learning in the classroom. If a teacher has conducted this, he has fulfilled his duty related to the professional development. The justification that has been made by the proposers and partners in deciding the struggles to develop abilities and skills to write scientific research paper is fully based on empirical experiences and in-depth discussion.

4. Conclusions

The elementary teachers have gained knowledge and understanding on the concepts of scientific paper during their time in Teacher College or institute. However, they still need to be reminded and refreshed through training, workshop and guidance. The needed guidance material is the technical and detailed about writing scientifically based on the popular scientific rules. The intensive guidance is needed to defend and increase motivation to write, use time effectively and efficiently to read scientific journal and always join the scientific paper writing competition. The great motivation for elementary teachers to actively write scientific paper is by offering higher credit scores. It will develop the functional position and positively increase earning and prosperity. The support from the principals is required, besides the guidance from the universities, college or institute.

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