

The Teachers' Motivation in Joining the Training on Scientific Paper Writing

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ABSTRACT

The studies on teacher motivation have developed and expanded since the late 1990s due to the importance of teacher motivation on teaching and learning succeeds. Teacher motivation has a substantial role in education because motivated a teacher produces motivated students. This study attempts to explore the teachers' motivation in scientific paper training in a suburban area in East Java. This is qualitative research and a case study. This study analyzed its data by means of a descriptive analysis. The method is chosen to elaborate on the qualitative data taken from the teachers who are participating in scientific paper training. The study finds that there are eight indicators related to the teachers' motivation. It is also found out that there are two

types of teachers' motivation: intrinsic and extrinsic. It was recommended that for the government, they should understand the teachers' intrinsic motivation and extrinsic motivation. Both motivations can boost up the teachers' scientific paper production. For the researchers for further research, they can also explore more information such as the teachers' background of life and also getting more respondents from other areas.

KEYWORDS

Teacher Motivation, Intrinsic Motivation, Extrinsic Motivation, Training, Descriptive design, Indonesia

INTRODUCTION

Studies on teacher motivation have developed and expanded since the late 1990s. During the past decades, researchers have witnessed a marked increase in literature in the area of teacher motivation research across various social, cultural contexts (Han & Yin, 2016). This is due to the importance of teacher motivation in teaching and learning success. In addition, motivation plays an important role in promoting teaching and learning excellence. Generally, motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfillment (Nyakund, 2012).

For the teachers—especially those who report low levels of motivation—tend to perceive their students' motivation levels of being low. Gorham & Millete (2010). This is also supported by Dörnyei (2014) who stated that teacher motivation influences student motivation and learning achievement significantly. Teacher motivation has a substantial role in education because a motivated teacher produces motivated students. Another argument is also stated that motivation contributes to improving teacher performance (Zulkifli, Darmawan, & Sutrisno, 2014). The definition of motivation comes from the word 'motive.' It means encouragement or strength. As stated by Murwati (2013), when reviewed more in the motif, it can be interpreted as a strength which is contained within the individual, causing the individual to act or do something to achieve certain goals.

In Indonesia, according to Baedhowi (2013) in the inaugural address of the teachers at FKIP Sebelas Maret University Solo, motivation of the teachers follow the generally-associated certification of the financial aspect, which immediately they could earn a professional allowance (Kompas, 2009). Likewise, motivation was discovered by Directorate General PMPTK Depdiknas. They conducted a similar study in the province of West Sumatra, East Java, Central Java, South Sulawesi, and West Nusa Tenggara in 2008. The results showed that despite the reasons they generally vary motivation that made the teachers join the teacher certification is due to getting an increase in income. Besides wanting to pass with the certificate, they joined the teacher-

certification program because they wanted to get a professional allowance. It indicates that the teachers have got their teaching competence by law so that they deserve to get a financial allowance. In Indonesia, teachers can get a professional allowance but they have to submit their report activity, including their skill development and their research papers.

Due to the submission of the paper, scientific article publication for them is essential both for their academic career and their certification report. This is based on the regulation of the Minister of Administrative Reform and Bureaucratic Reform (Permen PANRB) no. 16 of 2009 dated November 10, 2009, on Teacher Functional Position and Credit Score. It is stated, one of the activities for the teachers is a professional development, and this must be proved by submitting a scientific paper publication.

It is already well-known by the public that one of the teacher's responsibilities is to write a scientific paper. This activity is expected to make the teachers improve both their competency in their field of science they teach to their students. Besides that, it can also improve their economy in terms of their income. By having accomplished their scientific writing and submitted for publication, they can get a credit point for their promotion. In turns, with higher promotion, they can also get a higher salary.

There are several types of scientific papers such as research study report, scientific paper without theoretical review, popular scientific writing in the media or newspapers, research-based paper, books, and many others. This is in accordance with the statement of Sugijanto, Head of Depdiknas Bookkeeping Center in Nugroho (2011) that teachers who can write are very few: about 1%. The indicator is the participants who participated in a book writing contest in Book Center in 2009. They were only 818 people, whereas the number of teachers in Indonesia is approximately 2.7 million people.

More importantly, Agusrida (2010) argued that scientific publication is one of the realizations of continuous professional development by the teachers in fulfilling the requirement of promotion for a higher rank. Such a continuous professional development means that teachers have developed their competence in accordance with the needs, gradually and sustainably. This can finally improve their professional competence with their teaching profession. The process of continuous stages in this improvement can also increase their professionalism. Of course, it can affect their quality and also improve national education quality as well.

This study was conducted in Sidoarjo regency. Sidoarjo is one of the regencies in East Java, Indonesia that has proclaimed to enforce K-13 curriculum in 2015. In Sidoarjo regency, this includes 10 regional teacher territories or education office branches (Uptd). They are located in Balongbendo, Buduran, Candi, Gedangan, Jabon, Krembung, Krian, Porong, Prambon and Sedati districts. In Sedati Uptd, there were 232 elementary school teachers with 32 public elementary schools and Islamic state elementary schools. Currently, the education official is promoting the teacher competency improvement program for supporting the implementation of Curriculum 2013 (K-13). It is realized in the annual activity plan of each school in the form of KBK

program (Competency-Based Curriculum) and character education. This can, in turn, induce motivation in the classroom (Budiana & Djuwari, 2018). Character education itself includes six programs, namely environmental improvement, improvement of character classrooms, building relationships among students, between teachers, teachers and students, teachers and other school residents. It is, therefore, important for the teachers to have high motivation, especially for those who teach in elementary schools. Therefore, writing ability for them is urgent.

Based on the background of the study above, the researchers attempt to describe the teachers' motivation in writing after being given the training. Then, the researchers also explore the teachers' motivation both intrinsically and extrinsically. These two motivations are important (Gardner & Tremblay, 1994) to find out and to see how their inclination to join the training in scientific paper writing.

FRAMEWORK

There were previous studies about the teacher's motivation. The first was by Murwati (2013) analyzing the teachers' motivation. It was argued that the teacher's motivation is also affected by the certification program for the teachers of SMK Negeri (Vocational Senior High Schools) in Surakarta. Teacher situational motivation was confirmed in the environment of secondary education, where teachers voluntarily chose to pursue clear, specific, meaningful, and challenging work tasks. This evidence is the same as the existing findings indicating that teacher autonomous motivation is connected with positive outcomes such as job satisfaction, lower teacher burnout, an increased sense of personal accomplishments, and reduced emotional exhaustion, stronger attitudes of persistence in educational innovation, students' autonomous motivation to learn and more frequent use of student-centered teaching styles.

Another study was by Kingful & Nusenu (2015). This study was done towards the teachers to the teachers' motivation in Senior High School in Ghana: A Case study in Ghana Senior High School. They argue that extrinsic motivation is the type of motivation adopted by the management of Ghana Senior High School. Factors such as the requirement of the national best teacher award scheme, teacher performance, and the work environment of teachers are all the major factors considered by the management of Ghana Senior High School in designing motivational policies for teachers. It also includes the parents' teachers association. The third was by Alam & Farid (2011). They found that factors affecting the motivation of teachers consist of the following: a) Income status b) Importance in the society c) Self-confidence d) Incentives and rewards on showing good results.

This study also tries to make the same effort as the previous studies on teachers' motivation. The definition of motivation comes from the word 'motive' means encouragement/strength. As stated by Murwati (2013) when reviewed more in the motive, it can be interpreted as a strength which is contained within the individual, which

causes the individual to act or do to achieve certain goals. The motivation, according to Dimiyati & Mudjiono (2015), is related to primary and secondary motivations. The primary motivation is a motivation based on the basic motives, mainly from the human physical aspects. The secondary type is the motivation that can be learned from the environment. Both types of motivations are useful for someone to achieve their goals.

Work motivation theory, according to Siagian (2013) formulates a theory of motivation in which there are four types of needs, (1) Need for Achievement (n Ach), (2) Need for Power (n Po), (3) Need for Affiliation (n Aff) and (4) Need for Autonomy (n Aut). Need for Achievement (n Ach) the needs for achievement is reflected in the impulse to achieve progress. This achievement accordingly is induced by predefined standards. Need for Power (n Po) is the need for getting power, having the desire to influence other people in the interaction. Need for Affiliation is an affiliated need by building friendships as well as warmly associated with others. Need for Autonomy (n Aut) is having no requirement to rely on others.

In self-determination theory (Ryan & Deci, 2000), motivation can be distinguished into different types of motivation based on the different reasons or goals that give rise to an action. The most fundamental distinction is between intrinsic and extrinsic motivation. Intrinsic motivation refers to doing something because it is naturally interesting or enjoyable. Extrinsic motivation refers to doing something because it leads to a better result. In addition, intrinsic motivation has emerged as an important phenomenon for educators—a natural wellspring of learning and achievement that can be systematically catalyzed or undermined by parent and teacher practices. Since high motivation results in high-quality learning and creativity, it is especially important to find the factors and forces that can make the teachers motivated (Ryan & Deci, 2000)

Scientific papers are often called scientific writing. In this case, scientific writing tends also be compared to non-scientific writing (Budiana & Djuwari, 2018). Brotowidjoyo (2007) stated that “scientific writing is essay science that presents facts and is written according to methodology good and correct writing.” Another description is by Yuningsih (2017), stating that scientific paper is essentially a written report of (a result of working activities) or a scientific activity. Meanwhile, scientific thinking itself can only be done by examining the phenomenon that becomes the subject matter or research objectives, based on a scientific methodology. From this, scientific writing can be viewed especially as popular scientific writing. It can be started by finding the problem in reality, discussing the problems, and giving a solution. This should be trained to the teachers so that they can follow the common pattern of such popular scientific writing.

Last but not least, Yuningsih (2017) distinguished the work scientifically into the following:

1. Popular Scientific Works

Popular scientific writing is usually written using a language easily understood by ordinary people. They are scientific articles in mass media and popular scientific books

for common people. The pattern as described is such as finding problems, discussing the problems, and giving solutions.

2. Paper

Papers are part of a structured academic activity. Besides that, these papers are also prepared for scientific activities (seminars, symposium, congress, etc.), or to be published in the publication media. The length is approximately 5 to 15 pages (relative). They are also given for the assignment of a certain subject in a college or a university. In general, papers like this can be a presentation that is descriptive and expository. However, there are also papers containing argumentative descriptions.

3. Working Paper

Working paper is a scientific paper that is more profound, written by presenting data in the field or literature; the data are empirical and objective.

4. Research Report

When compared to papers, research reports are longer, at least 70 pages. In accordance with the analysis, it tends to be more in-depth and the description is more extensive and thorough. The section the introduction explicitly states the theories, methods, and techniques used in the research. It also expresses the systematical compilation of such works. In some ways, there are differences in the techniques and systematic structure of the preparation of papers and research reports. However, it is usually educational institutions, agencies or the organizers of scientific meetings, or the publishing managers that have specific requirements regarding these techniques and systematic.

5. Undergraduate Thesis

Undergraduate thesis is a scientific paper that put forward the opinion of the author based on opinions of others (scientific papers, in Indonesia, it can be for the undergraduate students that are—in Indonesia— called S-1 students). This scientific work is equal to bachelor degree paper in some other countries, other than in Indonesia.

6. Thesis

Thesis is a scientific paper that reveals new knowledge by testing hypotheses. This thesis is a more in-depth thesis (scientific work for Master degree or in Indonesia is called S-2 thesis). This scientific work is written for the title of Master degree in other countries but in Indonesia it is called S-2 students.

7. Dissertation

Dissertation is a scientific paper that proposes a new theory or proposition that can be proven on the basis of facts empirically and objectively (it is for the doctoral degree or in Indonesia a scientific work for S-3 students). This scientific work is written for a

doctorate degree.

Depdiknas (2007) stated that the development of the teacher profession is the activity of the teacher in the framework of science and knowledge, technology and skills for good quality improvement for teaching and learning process and professionalism of other education personnel as well as to produce something useful for education and culture. The professional development activities are: 1) making papers / scientific works in the field of education, 2) finding technologists in the field of education, 3) make learning tools / props or tools guidance, 4) create works of art, and follow development activities curriculum 5) writing a book 6) Writing Modules (Depdiknas, 2001). Thus, writing scientific papers is one of the most important activities for teachers to do support the achievement of peak career / position.

Regarding the theoretical framework above, it can be conceptualized that, in this research, it is the motivation of writing a popular scientific writing by the teachers of Elementary Schools (Sekolah Dasar/ SD) Sedati Gede, Sidoarjo. In that specific phenomenon, the pattern that is given for the training is stating the problems, discussing the problems, and giving a solution. In addition, concerning the motivation, the theoretical basis is on both intrinsic motivation and extrinsic motivation. This is then used as the basis for proposing that it is important to see how the teachers get motivated in writing popular scientific writing. After that, it is also important to see how they are motivated both in terms of intrinsic motivation and extrinsic motivation.

This research is important because the researchers are curious to see their motivation, firstly by finding the results of their works after being trained and given the strategy of writing popular scientific writing. From this, the researchers can get the description about their performance after the training. The more they get interested, the better the result of the training by looking at the strategy they apply in writing popular scientific writing according to the pattern they learned. Not only do the researchers find the results of the teachers' works but also describe their intrinsic motivation and extrinsic motivation.

METHODOLOGY

The pattern of rhetorical writing is given to the teachers through training. Model of rhetorical writing is given in theory and practices. During the practice, the teachers try to apply the pattern of writing and then they submit their works to the researchers (the trainers as well). Thus, the researchers, besides being the analysers – they are also involved in the classroom with the objects (teachers) being analysed: therefore, as the observers as well Creswell, J. W., & Clark, V. L. P. (2007). Not only practicing the writing is given to the teachers, the teachers are also given questionnaires to get the data concerning their motivation in writing during the practice and learning. For getting the more-in-depth information, the teachers are also interviewed related to their motivation in writing.

Triangulation was done when all the data had been collected through the various instruments above. Therefore, the triangulation firstly from the methods: through different instruments such as questionnaires and interview. Another data triangulation was by the experts (interpretation of the results). They are the experts, even being involved in the process together with the participants (teachers) as observers. The next step was describing, inferring, and concluding.

To get an insight into the basis of this study, the research framework is displayed in Figure 1

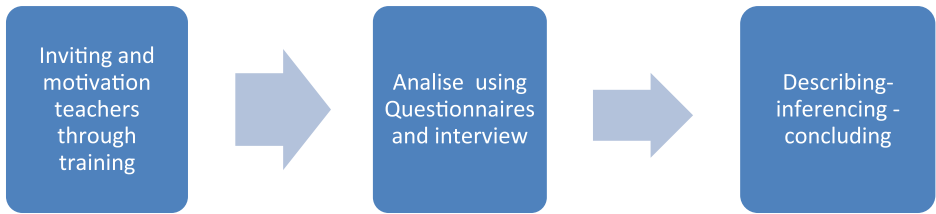


Figure 1. Research Framework

This study uses qualitative research.utama, Penelitian, & Perernakan (2011) stated that qualitative research is a research that is done by using human as an instrument. The qualitative research here is the case study. Yin (2003) thought that a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not apparent; and in which multiple sources of proof are used.

Subjects

The selection of respondents as the subject is based on the purposive sampling technique, as it is commonly done in the type of qualitative research. Therefore, there are criteria for selecting the subjects: First, the Elementary School Teachers who are recommended by the government to write the scientific writing, even only the type of popular scientific writing. They can write this type of scientific writing for getting the promotion to get a higher rank (Indonesian term: *Kepangkatan*).

Secondly, they are the teachers who are relevant to the research area because the schools are also recommended to have training for their credit point for teachers' qualification improvement as the government policy. Last but not least, it is imperative that the researchers find the subjects that are relevant to the background of the researchers' as in the field of education. This is appropriate for the researchers when doing research related to teachers motivation because it is in the education field.

The subject of this study consists of elementary school teachers in Sedatigede area Sidoarjo rency, East Java. There are 10 elementary schools in the groups in Sedatigede area. The reason why the researchers select the subject of the elementary school teachers

are as follows: There are about 105 as the population as the training participants. The subjects are 25 teachers from different elementary schools. Those 25 teachers are taken as the subject because the questioners were distributed and the returned ones were 25 questionnaires.

Research Instrument

The researchers used a questionnaire and interview. To get the data, there are several statements that must be responded to by the teachers. This is done by using questionnaire and interview questions. The teachers are asked to give a check on the statement strongly agree to disagree strongly.

The questionnaire statements are as follows: 1) Profession as a teacher is my dream 2) I really want to improve my achievement as my area of expertise 3) Career development is more important to me than material rewards 4) I am really interested to produce scientific paper 5) Though the scientific paper are held all day long makes me motivated 6) I joined this continuous training based on my own willing 7) I prefer to work as a teacher even though there is another better job 8) I always try to make scientific paper every time there is a program of training on worksheet book and others 9) Teaching-learning activity that I have done is well prepared 10) I try hard to write after being trained. 11) I joined the training program because the headmaster requested me 12) I feel that the teachers' profession is appreciated by the government when I always write scientific writing. 13) I want to add the knowledge on teaching and education willingly 14) There are no barriers I find in writing scientific paper after the training 15) I am happy with teaching and education activity in my job place 16) as a teacher, I have an obligation to write scientific writing. 17) I am used to a using computer in working 18) my boss fully support for my expertise development 19) I always find many ideas for writing after the training. 20) After joining this scientific writing training, I intend to write more scientific papers.

Data

The data related to the teacher's intrinsic motivation (8 items in the instruments) and extrinsic motivation (12 items) were taken from the questions and they were analyzed using the mean score of each (Gorozidis & Papaioannou, 2014).

Procedure of Data Collection

First, the teachers were asked to submit their article works. Then, to get a better data, questionnaire was given to the teachers. After the questionnaire was given, an interview was conducted. Some of the teachers were being interviewed in depth, related to their motivation in joining training of scientific writing.

Analysis Data Technique

To achieve the objective of the study, the data analysis related to the learning and teaching process are required. Based on the research as it is classified into qualitative research so that the data analysis technique was done for describing and collecting the data.

Questionnaire here is used to get the teachers’ response to their motivation in joining the training of scientific writing. There are about twenty statements that should be responded with agree and disagree by the teachers. The questionnaire shows teachers’ intrinsic and extrinsic motivations. The teachers’ response was collected and counts it into a percentage. Their responses on the questionnaire then are classified into intrinsic and extrinsic motivations.

RESULTS AND DISCUSSION

A.1 Questionnaire Result

The Effect of a scientific paper on teachers’ motivation is derived from their response to the questionnaire. There are 25 teachers from all around the area of Sedati that has been asked their response regarding their motivation in joining the training on scientific paper writing. Each indicator will be explained in each figure as follows:

A.1.1 Commitment to the job

Table 1. Commitment to the job

Indicator	Item	Total Score	Percentage	Average
Commitment to the job	9	109	87%	4.36
	10	120	96%	4.80

There are two items asking about the teachers’ commitment to the job. The first item statement is “The teaching-learning activity that I have done is well prepared. “On the first item, the total score is 109 from 125, with the percentage of 87%. The average answers are 4.36. It means that most of the teachers are preparing the teaching and learning activity well. The teachers are preparing the teaching stuffs before class, instead of going to class or teaching without any preparation before. In addition, the second item statement has a total score of 120 of 125, with a very high percentage of 96%. The second statement is “I try to make my students understand the material I have delivered. “The average of the answers is 4.80. It implies that almost all the teachers try to make their students understand the material given, not only come to class and delivering the material, disobeying the students’ understanding related to the material given. It can be concluded from table 1 that the teachers are highly committed to their job, whereas they prepare the teaching and learning activity they have done and they try to make their students understand the material given.

A.1.2 Have interest to the job

Table 3. Working Satisfaction

Indicator	Item	Total Score	Percentage	Average
Have interest to the job	1	118	94%	4.72
	7	115	92%	4.60

From Table 2, it can be seen the high percentage on the items of the indicator. The item number 1 states that “Profession as a teacher is my dream.” The total score on that item is 118 of 125, with the 94% percentage, and average answer is 4.72. From the very high percentage and its average, we can say that almost all the teachers are dreaming about the job they do now. While number 7 item states “I prefer to work as a teacher even though there is a better job offer.” This item has a total score 115 of 125, with 92% percentage and average answer score is 4.60. It implies that more than 90% of the teachers are preferred to work as a teacher though there is another better job offer. It can be said that the teachers are strongly interested to their job.

A.1.3 Working Satisfaction

Table 3. Working Satisfaction

Indicator	Item	Total Score	Percentage	Average
Working Satisfaction	12	103	82%	4.1

Table 3 describes working satisfaction as one of the indicator motivation. The statement of this indicator I “Teacher status is quite appreciated by the government.” The numbered item of this indicator is 12, on the questionnaire sheet. The average response score given to the statement is 4, 1. The total score of the teachers’ working satisfaction is 103 out of 125, with the percentage is 82%. It implies that the teachers are satisfied by the government’s appreciation for their job and status as a teacher. It shows that they are satisfied with their profession.

A.1.4. Have passion on improving achievement in expertise

Table 4. Have passion on improving achievement in expertise

Indicator	Item	Total Score	Percentage	Average
Have passion on improving achievement in expertise	2	133	98%	4.32

One of intrinsic motivation, as seen in table 4 is has a passion on improving achievement in expertise. The statement on the questionnaire is “I want to improve my achievement in line with my expertise area. “The total score for this statement is high 133. Teachers` response to this statement is high, 98%. From scale 1 to 5, the average score for this statement is 4.32. It implies that they have a high passion in improving achievement in their expertise area.

A.1.5. Importance of career development

Table 5. Importance of career development

Indicator	Item	Total Score	Percentage	Average
The importance of career development	3	108	86%	4.88

Table 5 explains another intrinsic motivation. It is the importance of their career development. This number 3 statement is “Career development is more important for me than material reward.” This number 3 item statement has a total score of 108. There are 86% of the teachers agree with this statement. With a very high average score, that is 4, 88 with the scale 1 to 5 response. It shows that they highly motivated on their career development.

A.1.6. Have passion in developing skill

Table 6. Have passion in developing skills

Indicator	Item	Total Score	Percentage	Average
Have passion in developing skills	5	108	86%	4.32
	6	112	89%	4.48
	20	107	85%	4.28

There are three items on the questionnaire asking the teachers` passion in developing their skill. On the first question “even though the training is held all day, I am passionate to join.” On this question, the average score is 4.32 with the percentage is 86%. The second item question “I join this training by my own initiate” has a very high percentage, 89% with the average score 4.48. The last item question “After joining this training, I intend to produce more scientific paper.” This question has an average score of 4.28 and has a percentage of 85%. This is line with Murwati (2013) findings that teacher autonomous motivation is connected with positive outcomes such as stronger attitudes of persistence in educational innovation.

A.2 Extrinsic Motivation

There is an extrinsic motivation measured here as follows:

Table 7. Extrinsic Motivation

Indicator	Item	Total Score	Percentage	Average
Encouragement from the supervisor	11	74	59%	2.96
	18	180	88%	4.40

There are two items of the question measuring teachers' extrinsic motivation. The first question is "I joined this training because my school principal asks me to." The first question tends to have low score compared to previous questions. The average score is 2,96, with the percentage 59%. The second item question is 'My supervisor support my skill development. "Though this item question has a high percentage that is 88% and average score 4.40.

A.3 Scientific Paper

Table 8. Scientific paper interest and production

Indicator	Item	Total Score	Percentage	Average
Interested in Scientific Paper	4	112	90 %	4.48
Scientific paper production	8	102	82 %	4.08
	14	93	74 %	3.72
	16	79	63%	3.16

There are four item questions that are asked to measure teachers' interest on a scientific paper. The first thing measured is their interest in the scientific paper, with the question statement "I am very interested in producing the scientific paper" This item question has a very high percentage that is 90% with the average score is 4.48. The next thing measured is teachers' scientific paper production. In measuring their scientific production, there are three questions asked. The first question is "I always try to write a scientific paper every year." This question has 82% percentage and 4.08 average score. The next question is "there is no barrier I found in writing scientific paper." On these questions asking about barriers in writing, the percentage is lower than previous questions that is 74% and the average score is 3.72. The last question is "As long as I become a teacher, many scientific paper that I have written." This question has the lowest percentage compared to previous questions measuring scientific paper interest, that is 63% with an average score 3.16. This could be concluded that they have a high interest in writing scientific papers, yet they have low production in writing a scientific paper.

Result of the Interview

To get more information of the data, four teachers were interviewed. The researchers got some important information about the factors of motivation for the teachers. For example the researchers got information about the teachers' motivation, the training effect, their scientific production and the motivation trigger.

In this interview, some questions were given to the four teachers. They were chosen because they were the most actively participating on the training. The first question given is, "What makes you join Scientific Paper Writing Training?"

Teacher 1: "To increase knowledge and as our provision as educators in assisting students."

Teacher 2: "The need as a teacher who must always increase knowledge other than that is also to get a certificate as one of the main requirements for increasing the level/ rank/ class as a civil servant."

Teacher 3: "Want to obtain a certificate to propose a rank increase as a civil servant."

Teacher 4: "To know /learn how to write good scientific articles."

From the answer of the four teachers, of the first question, "What makes you join Scientific Paper Writing Training?" two of them stated that they need training for getting higher promotion as a civil servant. The other two replied: he needs the training for their provision in accompanying their students and the other replied that she wants to learn how to write a good scientific paper. This is because as a teacher after they got their teacher certification fee, they are demanded to join any training and submit the certificate as the proof of their self-development.

The second question asked to the teachers is: "What impact did you feel after participating in scientific article training?"

Teacher 1: "We feel involved in self-development in the development of information technology."

Teacher 2: "We can make simple articles from observing the surrounding environment and daily experience."

Teacher 3: "We get a lot of knowledge and insight on how to compile scientific papers."

Teacher 4: "We can write scientific articles well."

The four teachers answered differently from the questions asked about the training impact they felt. Two of them can write a simple article from their daily observation, after the writing training. It shows that there is a participant succeed practice the knowledge that has been transferred on the training. Two of the teachers feel that they got a self-development on knowledge and technology. It implies that the training participant feels involved and eager to practice the knowledge given on the training. They can write scientific paper well means that they are motivated with the writing training. The third question is: "Do you think that writing papers is important? Why?"

Teacher 1: "Yes, because it participates in contributing thoughts to the development of a whole person."

Teacher 2: "It is important because writing or producing writing can measure the results of our work."

Teacher 3: "Important, because by writing we can convey messages/ideas to others."

Teacher 4: "Important to issue problems in our environment."

From the four teachers asked about their opinion why writing paper is important, four of them said that writing is important. The first teacher stated that by writing he can contribute his thoughts to his skill development. The second teacher replied that writing can measure the result of his work. The third teacher answered that by writing, she can convey messages to others in writing. In addition, the fourth teacher said that by writing she can issue problems they face in her environment. The fourth question asked is: "Do you have difficulty producing scientific paper?"

Teacher 1: "There are difficulties in the preparation of grammar and vocabulary skills."

Teacher 2: "Yes, experience, lots of time in class moreover on the low classes, fully concentrated on the behavior of his child and after teaching, quite tired."

Teacher 3: "Yes, in determining the title, a proper use of diction, and how to publish."

Teacher 4: "Yes, on publication."

From the answers of the four teachers, they explained that they have difficulties in producing scientific paper. The factors are their grammar and vocabulary preparation, less experience, less time in writing a scientific paper, difficulty is to determine the title, diction and how to publish their scientific paper. The last questions given on the interview is "In your opinion, what should be done to make the Teacher motivated to produce Scientific Writing (Textbooks, LKS, and PTK)?"

Teacher 1: "The provision of facilities and infrastructure and the time available for us to carry out these activities were not accommodated."

Teacher 2: "The results of the work are used, for example, are discussed, corrected, and assessed and, moreover, leave the material during the exam (General Test)."

Teacher 3: "Training without pay / free and the work can be valued / can be cashed."

Teacher 4: "Some funding covers (finance) and time."

The last questions on the interview asking their suggestion how to make the teacher motivates in writing a scientific paper. The first teacher answered that they are the provision of facilities and infrastructure and the time available for them to carry out these activities were not accommodated. The second teacher advised that the results of the work are really useful, for example, their works are discussed, corrected, assessed

and, moreover. The third teacher suggests that they are given free training and their work is valued by cash money. The fourth teacher has a similar opinion, funding covers and time.

CONCLUSIONS

There are some factors that make the teachers join the scientific paper training, especially at the teachers in Sedati, Sidoarjo regency. Intrinsically, they have a quite high motivation. Extrinsically they have low motivation in joining the training. The extrinsic motivation does not have a big impact on their participation on that training. They join the training not because their supervisor said so, yet their school principals really support their career development.

On their interest in scientific paper training, the teachers have a high interest in writing a scientific paper. They have low production in writing a scientific paper. This is because they feel that they found some barriers in writing a scientific paper. They didn't have any chance before this training. The barriers they found are their grammar and vocabulary, having less experience, less time in writing a scientific paper, difficulty in determining the title, diction, and how to publish their scientific paper.

The main reason they join the scientific paper training is that because they need the certificate as the requirement for their rank increase or promotion as a civil servant and as their self-development. This is because as a teacher after they can get their teacher certification fee from the government. They are obliged to join any training and they have to submit their certificate as the proof of their self-development. They can write the scientific paper well means that they are motivated with the scientific paper writing training.

RECOMMENDATIONS

However, this study has some limitations such as the generalization can only be for more specifically the teachers at Sedati, Sidoarjo regency. Besides that, the teachers being interviewed in-depth were only four teachers represented the whole teachers. Suggestions can be both for the government and researcher for further study. For the government, they should understand the teachers' intrinsic motivation and extrinsic motivation. Both motivations can boost up the teachers' scientific paper production. For the researchers for further research, they can also explore more information such as the teachers' background of life and also getting more respondents from other areas.

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