



Implementation of management of scientific writing learning in class XI

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ABSTRACT

The purposes of this study are to describe the implementation of management of scientific writing learning in class XI at the SMA Negeri 1 Dewantara. Implementation of learning management is viewed from several main components, namely (1) lesson planning; (2) the learning implementing process; and (3) learning of evaluation. The approach uses qualitative, with a qualitative descriptive research type. Data collection techniques are observation (seeing and observing events), interviews (meeting directly with informants), and documentation. The validity of the data is tested by triangulation. The data analysis technique is carried out in stages (1) data reduction (summarizing the core data); (2) data presentation (coding of data that has been reduced); (3) conclusions (concluding the data obtained). The research result shows the following matters. First, the planning of learning to write scientific papers are prepared by the teacher is valued 98,4% and is categorized as very good. Second, the process of implementing learning to write scientific papers are carried out by the teacher is 92,9% and categorized as very good. Third, the evaluation of learning to write scientific papers are done by the teacher is 77,7% and categorized as good. Because of that it can be stated that these three processes are related to one another. The integration of the three components will describe the readiness of the teacher before learning, the learning processes is directed, and the assessment (evaluation) is accurate and will have an impact on aspects of knowledge, aspects of skills, and aspects of student attitude.

INTRODUCTION

One of the most important aspects of human life is education. Education indicates how lucky humans are to be creatures of reason. Education can be a measure of whether a country is progressing or not. This means that if education can create quality human resources (HR), the country will automatically be classified as a developed country. This is because quality human resources will provide welfare for the country. Vice versa, if education in a country is constrained or does not run optimally, that country will experience lags in all aspects of life. One form of effort to improve the quality of education is to organize its management. Arikunto (in Izzatulmaila, 2017: 2) explains that management can be interpreted as another term for administering, organizing and structuring an activity. In connection with this explanation, Henry (in Sukarna, 2011: 10) divides the four basic functions of management, namely Planning (planning), Organizing (organizing), Actuating (Implementation), and Controlling (monitoring or evaluation). It depends on the point of view,

belief, and understanding that is being needed. In essence, management is a force that is responsible for the success or failure of an activity, including learning. Learning that is managed properly will support the achievement of learning objectives. Based on this description, the researcher will focus on the management of the implementation of learning in the process of: 1) learning planning; 2) implementation of learning; and 3) learning evaluation.

Management of the implementation of learning in Indonesian language learning is an important thing to discuss. This is because learning Indonesian is one of the areas of study taught in schools from elementary, junior high, high school, even up to the university level. This Indonesian language learning aims to make students skilled in speaking and communicating both orally and in writing.

Researchers will focus their discussion on writing skills. This is because writing skills are one of the language skills that involve various other skills, such as reading, listening and speaking skills (Akhadiyah et al, 1998: 2). Then Iskandar

wassid and Sunendar (in Zulkarnaini, 2014: 2) said that "Writing skills are more difficult than other skills because writing skills require mastery of various linguistic elements and non-language elements". One of the hopes that the 2013 curriculum wants in learning Indonesian is that students are capable of writing skills. Including being able to reveal information in the form of scientific works. Written work constructed by each student must be scientific because it is information for others.

Nartani (in Nurmasitah, 2017: 66) states that scientific work is a form of scientific writing that is presented with processing methods and a variety of scientific languages. Scientific understanding in scientific work usually refers to the subject matter, its presentation, and its arrangement. Therefore, the study of scientific papers contained in the subjects of class XI SMA is one type of writing that is made using logical thinking steps and certain methods so that the language used is semi-formal. The structure of scientific papers is flexible (the structure can be determined as needed).

Based on the observations of researchers on Monday, August 19 2019, this writing skill received less attention from all aspects, both from aspects of the learning system or from extracurricular aspects. The problem that the researchers found next was among students. Students admit to having difficulty writing down ideas and choosing the right diction when assigned to construct a writing. Coupled with the activity of writing scientific papers, it is an activity that is classified as difficult and tedious to learn.

These problems can be solved by reviewing the management of the implementation of learning to write scientific papers optimally by subject teachers. This is because the management of the implementation of learning that is carried out optimally can allow to reduce learning barriers. Included in the framework of achieving the learning objectives of writing scientific papers. Several previous studies also stated that good management of learning implementation will have a significant effect on student achievement, including Sadiyo's (2016) study entitled "Indonesian Language Learning Management at Muhammadiyah Vocational School Purwodadi". The results showed that the presentation of good learning planning, interesting implementation of learning, and meaningful evaluation of learning by the teachers of SMK Muhammadiyah Purwodadi could improve achievement according to the predetermined targets. Therefore, a teacher must always manage the implementation of his learning optimally in accordance with the provisions of his duties as a professional educator.

This description proves that the management of the implementation of a teacher's learning in the learning process greatly affects the ability of students to construct a writing. This is because learning to write scientific papers is classified as difficult learning and requires direct guidance

by the teacher. Teachers as the spearhead of learning should always manage the implementation of their learning optimally. However, it is unfortunate that many teachers do not organize their learning management optimally. If we look more specifically, many teachers teach "simply". This means that it is not in accordance with the principles of learning contained in Government Regulation Number 32 of 2013 concerning Amendments to Government Regulation Number 19 of 2005 concerning National Education Standards.

This non-conformity includes the management of the implementation of learning starting from preparation, implementation, and evaluation of the learning process. This will have a major negative impact on Indonesian education. The negative impacts that will arise are not only for the world of education, but will also have a negative impact on Indonesia. Based on the problems that have been described, the researcher felt the need to conduct research with the title "Management of Scientific Writing Learning Implementation in Class XI SMA Negeri 1 Dewantara". This study is to determine the lesson planning prepared by the teacher, the learning implementation process, and learning evaluation. Researchers chose SMA Negeri 1 Dewantara as the research site because the researchers saw that students in the school had difficulty writing ideas and experienced difficulties in choosing diction when they were assigned to construct a writing.

Guided by the background and objectives to be achieved, the benefits of this research are classified into two parts, namely as follows. 1) The theoretical benefit, this research is expected to provide improvements for critical thinking on the management of the implementation of learning to write scientific papers. 2) The practical benefits, namely (a) for the author, this research is expected to broaden the writer's insight in the management of the implementation of Indonesian language learning. (b) for students, the results of this study can determine the productive learning process and participate actively in each of the learning. (c) For teachers, the results of this study are expected to motivate teachers to develop optimal and productive management of the implementation of learning and to overcome the problems of learning to write scientific papers which are classified as difficult to learn. (d) for schools, it is hoped that the results of this study can provide an overview and input in the development of the Indonesian learning process.

METHODS

This study uses a qualitative approach with descriptive research type. Creswell (in Rezeki *et al.*, 2012: 83) states that a qualitative approach is a process of research and understanding based on a methodology that investigates a social phenomenon and human problems. Furthermore, Sukardi (in Rezeki *et al.*, 2012: 83) states that this type of

descriptive research is a research method that seeks to describe the object or subject under study in accordance with what it is with the aim of systematically describing the facts and characteristics of the object under study accurately. Based on these quotations, it can be concluded that using a qualitative approach, which is a descriptive type of research, will describe or describe situations or events that are arranged systematically, factually, actually and accurately regarding the facts and phenomena that are being investigated or observed. A qualitative approach, which is a descriptive type of research, is used by researchers to describe an implementation management of scientific writing learning in class XI SMA Negeri 1 Dewantara as material for further study.

Data and Data Sources

The data in this research are learning planning prepared by the teacher (in the form of syllabus and lesson plans for writing scientific papers), the process of implementing learning to write scientific papers (in the form of preliminary activities, core activities, and closing activities) and evaluation of learning to write scientific papers (covering method and timing. evaluation). Sources of data in this study were Indonesian language teacher Mrs. Devi Maflinda and 35 students of class XI MIPA 2 SMA Negeri 1 Dewantara in carrying out the management process for the implementation of learning to write scientific papers. Data collection and research implementation were carried out at SMA Negeri 1 Dewantara from March 03 to April 20, 2020. Therefore, the data source of this research is guaranteed credibility because the researchers obtained the data from accurate teachers and students.

Data Collection Techniques

The technique of collecting data in research is a way for researchers to obtain a number of data which are then described. Researchers used several qualitative data collection techniques, namely: observation, interviews, and documentation. The descriptions of each data collection technique are as follows: First, the researcher conducted observations of 9 meetings, and divided into several meetings, namely observing the learning implementation process 2 times including KD 3.14, KD 4.14 face-to-face. Then, 4 times observed the learning implementation process covering KD 3.15, KD 4.15 online. Then, once for an interview with the teacher; 1 interview with students; 1 meeting to see the composition of the scientific paper. Both interviews were conducted by repeatedly meeting face to face with informants to obtain and gather information. The three documentation carried out by researchers are planning documentation, implementation process documentation, and learning evaluation. The document is in the form of an Indonesian language syllabus for SMA/MA class XI, RPP writing scientific papers, as well as

students' final grades. In addition to the documents that have been mentioned above, the researchers also recorded and photographed the process of implementing learning to write scientific papers carried out by teachers and students from the beginning to the end of the lesson.

Data Analysis Techniques

The data analysis steps in this study include the following three steps: The first step is reducing the data (data reduction) or meaningfully summarizing, choosing the main things, focusing on important things, looking for themes and patterns. The second step is presenting the data (data display) or coding the data that has been reduced. The final step is to conclude (Conclusion Drawing/Verification) or conclude the data obtained.

RESULTS AND DISCUSSIONS

Planning for Learning to Write Scientific Papers in Class XI of SMA Negeri 1 Dewantara

Planning for learning to write scientific papers KD 3.14 and KD 3.15 in class XI at SMA Negeri 1 Dewantara was carried out by the teacher by compiling a syllabus and lesson plans. The teacher compiles the syllabus and lesson plans once/semester and is guided by the direction of the school curriculum. Then the teacher adds a reference for writing lesson plans from the Ministry of Education and Culture and guidelines for writing lesson plans for writing material. The detailed description of the results of the field is as follows:

Syllabus Planning

The research results obtained in the planning of the syllabus are as follows: The teacher compiles a syllabus with eight components. The details are as follows: (1) subject identity; (2) Core Competencies (KI); (3) Basic Competence (KD); (4) Indicators/ GPA; (5) Main activities/ material; (6) learning activities; (7) time allocation; and (8) learning resources.

RPP planning

The results of the research obtained in the lesson plan planning are as follows: The teacher prepares a Learning Implementation Plan (RPP) with nine components plus the identity of the subjects to ten. It is detailed as follows: (1) the identity of the subjects; (2) Core competencies (KD); (3) Basic Competence (KD) and Competency Achievement Indicators; (4) learning objectives; (5) learning material, divided into three classifications, namely facts, concepts, principles, and structures; (6) learning methods; (7) learning media; (8) learning resources; (9) learning activities are divided into three activities, namely initial/preliminary activities, core activities, and final/closing activities; (10) assessment, is divided into four

classifications, namely: assessment techniques, form of assessment, remedial, and enrichment.

The Process of Learning to Write Scientific Papers in Class XI of SMA Negeri 1 Dewantara

The results of the research obtained in the learning implementation process are as follows: The process of implementing learning carried out by the teacher in delivering learning material to write scientific papers KD 3.14, 4.14 and KD 3.15, 4.15 in class XI SMA Negeri 1 Dewantara, namely by dividing the implementation of learning on this indicator into 3 activities, namely initial/preliminary activities, core activities, and final/closing activities. The initial/preliminary activities cover: (1) orientation; (2) apperception; (3) motivation; (4) giving a reference with a duration of 10 minutes. Then, the core activities include: (1) stimulus activities; (2) data collection; (3) data processing; (4) verification; and (5) generalization with a duration of 70 minutes. Furthermore, the final activities include: (1) final activities for students; and (2) the final activity for the teacher with a duration of 10 minutes. In connection with the description above, the researcher made 6 observations of the process of implementing scientific paper learning in class XI SMA Negeri 1 Dewantara. The results of a more detailed study of each of these KDs can be described as follows:

First Meeting Learning Process

The results of the research obtained in the learning implementation process Indicator 3.14.1 are as follows: preliminary activities carried out by the teacher preparing by saying greetings, attendance, and tidying up the surroundings. The teacher links the learning material with the experiences of students in everyday life. The teacher asks the similarity of proposals and scientific papers. The teacher does this by describing the KI learning objectives. The teacher also tells students about KI, KD, Indicators, and KKM. The core activity is carried out by the teacher by delivering the material in detail. The teacher explains the material according to the indicators being studied. Sometimes the teacher goes around to assist students in completing group assignments. Students have been assigned to read the material for learning this morning, and ask questions to find out the students' understanding. A student captures questions from the teacher, and the teacher also gives waiting time for these students to answer questions about 'what is a scientific paper?'. The teacher invites students to give questions when the learning process is in progress. The teacher in this lesson does not use teaching materials. The teacher provides guidance either in discussion or during PBM. The teacher has and clearly provides the concept of IP. The teacher reinforces by giving a resume of the important points. The closing activity was carried out by the teacher by accompanying

students to resume important points. The teacher also reflects on the students on the learning that has been done. The teacher in this lesson gives assignments to study material at the next meeting. The teacher evaluates by giving grades to the group assignments of students

The Second Meeting Learning Implementation Process

The results of the research obtained in the process of implementing the learning of Indicator 3.14.2 are as follows: the preliminary activities of the teacher preparing by saying greetings, attendance, and tidying up the surroundings. The teacher provides an overview of the benefits of learning in everyday life and relates to the experiences of students in previous material, namely: elements of scientific work. The teacher does this by explaining the different indicators of past and present meetings. The teacher explains the learning objectives according to the indicators. The teacher tells about learning indicators. The core activity is carried out by the teacher by delivering the material in detail. The teacher explains the material according to the indicators to be studied. The teacher goes around to assist students in completing group assignments. The teacher does not ask questions to students during the learning process, because this learning is more dominant in group activities (percentage/question-and-answer) to stimulate students' understanding. The teacher provides the opportunity for students to identify as many questions as possible related to the material determining the content of scientific papers in the learning process or presentation. The teacher in this lesson does not use teaching materials. The teacher guides when learning and during discussion. The teacher presents the concepts in detail. The teacher reinforces with resume points. The closing activity was carried out by the teacher by accompanying students to resume important points. The teacher also reflects on the students. The teacher gives individual assignments to start designing scientific papers according to their elements and contents. The teacher evaluates from the group value.

Third Meeting Learning Implementation Process

The study results obtained in the learning implementation process Indicator 4.14.1 is to use an online learning system. Preliminary activities are carried out by the teacher by preparing students by saying greetings and asking questions about activities during isolation. Teachers motivate about online learning. The teacher asks questions according to the indicators to be studied. The teacher delivers the material by sending files to the group. The core activity is carried out by the teacher by writing the material well in ms word. The teacher discusses the material according to the indicators. The teacher in online learning mediates the discussion. The teacher asks questions about the difficulties that students encounter in constructing

writing. The teacher also provides waiting time for students to understand the material sent. The teacher directs students to question all the things they don't understand about the material. The teacher uses a tool in the form of a teaching file. The teacher guides the activities of the teaching and learning process by mediating mistakes etc. The clarity of the presentation of the concept is carried out by the teacher on the material sent. The closing activity was carried out by the teacher by concluding the material in the form of a short message. The teacher gives the assignment to choose the title. Evaluation is carried out by the teacher by assessing attendance.

Fourth Meeting Learning Implementation Process

The research results obtained in the learning implementation process Indicator 3.15.1 is that learning is still using an online learning system. Preliminary activities are carried out by the teacher by preparing students by saying greetings and asking for news during isolation. The teacher asks about choosing the title. The teacher delivers the material by sending files in the form of ms word. The core activity is carried out by the teacher with the teacher writing the material clearly in ms word. The teacher delivers the material according to the indicators to be studied. The teacher acts as a facilitator from the beginning to the end of the lesson. The teacher asks two questions. The teacher gives the students waiting time for each question the teacher asks. The teacher also directs students to be able to ask questions outside of learning if they don't understand. The teacher uses materials from softcopy (ms word). The teacher guides from beginning to end. The teacher delivers the material completely and clearly. The closing activity was carried out by the teacher by reminding students to re-read scientific paper material. The task of selecting the title and constructing the writing. The teacher evaluates by giving grades to students who have found the title for their scientific work.

The Fifth Meeting Learning Implementation Process

The results of the research obtained in the learning implementation process Indicator 3.15.2 is that online learning at the 5th meeting was carried out by the teacher briefly. The preliminary activity is carried out by the teacher by giving greetings and taking attendance using the "rotating absent" method. Teachers motivate students by giving enthusiasm for learning virtually. The teacher does this by asking about the continuation of the assignment at the last meeting. The teacher delivers the material according to the indicators and its suitability is indicated in the syllabus to be studied. The core activity is carried out by the teacher by explaining the material in detail and clearly. The teacher delivers according to the indicators. The teacher acts as a facilitator and explanation if there are mistakes. The teacher discusses difficulties regarding

constructing writing. Teacher Provides waiting time for each question sent to the group. The teacher opens a questioning session. The teacher uses a brief message containing a resume as a teaching tool and material. The teacher also said that students could ask questions about construction of writing in the form of papers outside study hours. The teacher conveys the concept clearly. The teacher provides active motivation to complete the final project and resume as reinforcement. The closing activity was carried out by the teacher by emphasizing the task of constructing the writing. The teacher gives assignments to students to discuss with four of their friends to discuss the selection of titles and writing construction. The teacher evaluates by giving grades to students who have completed chapter 1 of the paper.

Sixth Meeting Learning Implementation Process

The results of the research obtained in the process of implementing the learning indicator 4.15.1 are the last meeting of the material for this scientific paper which was carried out by the teacher still using an online system. Preliminary activities are carried out by the teacher by preparing students with greetings and rotating absences. Teachers motivate students by giving enthusiasm for learning virtually. The teachers links learning by asking questions about the extent of paper authorship of each student. The teacher delivers the material clearly and in detail and is in accordance with the syllabus. The core activity is carried out by the teacher by mastering the subject matter proven by teaching materials that are sent to the group. The teacher delivers the material according to the indicators to be studied. The teacher in learning as a guide. The teacher asks questions about difficulties in constructing writing in the form of papers. The teacher gives waiting time for students. The teacher invites students to ask questions even outside class hours. The teacher provides material, namely review the entire meeting material from beginning to end. The teacher guides learning from beginning to end. The teacher presents the concept clearly. The teacher reinforces it by underlining the review material that is sent. The closing activity was carried out by the teacher with the teacher also guiding students in concluding. The teacher insists on completing the paper and first studying the review material. The teacher gives time for the completion of the final project (paper). The teacher gives grades to students who have finished compiling a paper.

Evaluation of Learning to Write Scientific Papers in Class XI of SMA Negeri 1 Dewantara

The results of the research obtained in the evaluation of learning are as follows: First observation, how to evaluate learning material for scientific papers of indicator 3.14.1 is done in writing. Then, the implementation of this learning

evaluation is carried out at two times, namely when the learning process is in progress and at the end of the lesson. Evaluation during the learning process is carried out by the teacher assessing the results of each student's resume and the final evaluation is done by the teacher assessing the results of the group discussion.

The second observation, how to evaluate learning material for scientific indicator 3.14.2 is done in writing. Then, the implementation of this learning evaluation is carried out at two times, namely when the learning process is in progress and at the end of the lesson. Evaluation during the learning process is carried out by the teacher assessing the student's work on the questions given and the evaluation is finally carried out by the teacher assessing the results of the group discussion. At the end of this scientific paper learning material there will be a scientific paper project in the form of a paper from each student.

The third observation, how to evaluate learning material for scientific work indicators 4.14.1 is done in writing. Then, the implementation of this learning evaluation is carried out at three times, namely at the beginning of the lesson, when the learning process is in progress and at the end of the lesson. Evaluation at the beginning of learning is carried out by the teacher by observing the presence of students for Online learning via WAG. Each student will get additional grades at the beginning of the lesson according to the attendance draft. Evaluation during the learning implementation process and at the end of the lesson the teacher is carried out simultaneously. The teacher does this by looking at the activeness of students. The activeness in question is the responsiveness of students to the material sent to the online group, starting from the ongoing process of providing material to the completion of learning.

The fourth observation, how to evaluate learning material for scientific papers of indicator 3.15.1 is done in writing. Then, the implementation of this learning evaluation is carried out at three times, namely at the beginning of the lesson, when the learning process is in progress and at the end of the lesson. Evaluation at the beginning of learning is carried out by the teacher by observing the presence of students for Online learning via WAG. Each student will get additional grades at the beginning of the lesson according to the attendance draft. Not much different from the method of evaluating the third meeting. Furthermore, evaluation when the learning process is carried out by the teacher by looking at the responsiveness of students to the material sent to the online group. Then, for the final evaluation the teacher conducted by looking at the students who had finished selecting the title. Each student who has set a title will get a grade. This counts as the final evaluation.

The fifth observation, the evaluation of learning material for scientific papers of indicator 3.15.2, was

carried out by the teacher the same as the results of the observation of the third and fourth meetings. It is categorized as having similarities both in terms of evaluation and evaluation time. Then, the teacher at this fifth meeting conducted a final evaluation by looking at students who had started constructing a paper at least chapter 1. Every student who had constructed a paper for at least chapter 1 would get a grade. This counts as the final evaluation.

The sixth observation, the evaluation of learning material for scientific work of indicator 4.15.1 was carried out by the teacher the same as the results of the observation of the third, fourth and fifth meetings because the school was still using the home learning system (Online Method). What these six observations have in common is the method of evaluation and the time of evaluation. Then, the teacher at this sixth meeting conducts a final evaluation by looking at students who have finished constructing a paper at least chapter 3. Every student who has constructed a paper up to chapter 3 will get a grade. This counts as the final evaluation. So, it is in accordance with the learning model used by the teacher in the lesson plan. In addition, the scores obtained by students in the material of scientific papers all reached completeness with an average value of 93.

DISCUSSIONS

Planning for Learning to Write Scientific Papers in Class XI of SMA Negeri 1 Dewantara

Based on the results of the study, the discussion of learning planning was obtained as follows: planning for learning to write scientific papers in class XI SMA Negeri 1 Dewantara was carried out by compiling a syllabus and lesson plans. The teacher compiles the syllabus and lesson plans once/semester and is guided by the direction of the school curriculum. Then the teacher adds a reference for writing lesson plans from the Ministry of Education and Culture and guidelines for writing lesson plans for writing material.

The planning of the learning process, namely the preparation of the syllabus in class XI, is composed of six discussion components. The initial part of the syllabus also contains subject identities and a Core Competency (KI) section. Then, the planning of the learning process, namely the preparation of RPP in class XI, is prepared with ten discussion components. In connection with the description above, the Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards article 20 states that the planning of the learning process includes syllabus and the Learning Implementation Plan containing at least learning objectives, teaching materials, teaching methods, learning - resources, and assessment of results. learn. So, it can be stated that the planning made by the class XI Indonesian teacher at SMA Negeri 1 Dewantara has met Article 20 of

the National Education Standards. must contain 10 components for syllabus planning and contain 13 components in preparing RPP. Unlike the previous Permendikbud elaboration.

Regulation of the Minister of Education and Culture Number 22 of 2016 chapter III concerning learning planning explains that to compile a syllabus contains at least 10 components, including (1) Including the identity of the subjects; (2) Including the school's identity, including the name of the education unit and class; (3) core competencies; (4) basic competencies; (5) themes (SD/MI/SDLB/Package A only); (6) main material; (7) learning activities; (8) assessment; (9) time allocation; (10) learning resources. Then, compiling the RPP contains 13 components, including (1) school identity, namely the name of the educational unit; (2) the identity of the subject or theme/sub-theme; (3) class/semester; (4) main material; (5) time allocation; (6) learning objectives; (7) basic competence and competency achievement indicators; (8) learning materials; (9) learning methods; (10) learning media; (11) learning resources (12) learning steps (13) assessment of learning outcomes.

In accordance with the Regulation of the Minister of Education and Culture Number 22 of 2016, the planning of RPP points for teachers is incomplete. This is found in the preparation of learning objectives. Permendikbud number 22 of 2016 explains that the learning objectives are formulated based on KD, using operational verbs, while in the RPP class XI at SMA Negeri 1 Dewantara compiled by the teacher only uses operational verbs without formulating KD. The learning objectives of the scientific paper material prepared by the teacher by using operational verbs include: (1) to appreciate and practice the material of scientific papers; (2) mastering scientific work material; (3) understand, apply, analyze, factual, conceptual knowledge, scientific work procedures; and (4) processing, reasoning, and presenting scientific works. The four learning objectives in this lesson plan are not formulated from Basic Competencies (KD).

Therefore, based on the data found by researchers with the observation sheet for the planning of the syllabus and lesson plans, it shows that the planning of learning to write scientific papers carried out by teachers in class XI at SMA Negeri 1 Dewantara is valued at 98.4% in accordance with the Regulation of the Minister of Education and Culture. Number 22 of 2016. The percentage achievement is obtained from the suitability of the syllabus planning worth 100% and the suitability of the RPP planning worth 96.9%. So, teacher planning is categorized as very good. This conformity has been indicated in the Regulation of the Minister of Education and Culture Number 22 of 2016 and Government Regulation of the Republic of Indonesia Number 19 of 2005.

The Process of Learning to Write Scientific Papers in Class XI of SMA Negeri 1 Dewantara

Based on the study of results, it was obtained a discussion of the learning implementation process as follows: the teacher carried out the learning process of writing scientific papers at the first and second meetings directly in class XI SMA Negeri 1 Dewantara. Then, for the next meeting, which is the third to sixth meeting, which is done online (virtual) at the WAG. The learning process for each meeting is carried out by the teacher differently. This difference was found in the learning process of the first to sixth meetings. The difference in question can be described by: (1) the process of implementing the first meeting learning is carried out by the teacher by fulfilling 19 indicator points/fulfilling as a whole; (2) the process of implementing the second meeting of learning is carried out by the teacher by fulfilling the 17 assessment indicator points; (3) the process of implementing the third meeting of learning is carried out by the teacher by fulfilling the 16 assessment indicator points; (4) the process of implementing the fourth meeting of learning is carried out by the teacher by fulfilling the 15 assessment indicator points; (5) the process of implementing the fifth meeting of learning is carried out by the teacher by fulfilling the 17 assessment indicator points; (6) the process of implementing the sixth meeting of learning is carried out by the teacher by fulfilling 18 assessment indicator points. All points of assessment indicators are attached.

The explanation above is coherent with the Regulation of the Minister of Education and Culture Number 22 of 2016 concerning Standard Process of Primary and Secondary Education chapter IV which states that the implementation of learning core activity points consists of three general components namely (1) attitude; (2) knowledge; (3) skills; and are specified into ten constituent components, namely (a) mastering the subject matter well; (b) suitability of the material discussed with indicators; (c) act as a facilitator; (d) asking questions to students; (e) give students waiting time to answer questions; (f) give students the opportunity to ask questions; (g) mastering tools and teaching materials; (h) provide guidance on learning process activities; (i) Clarity of concept presentation; (j) provide motivation and reinforcement. Abo (2009: 166) emphasizes that a learning activity is an activity in learning something with the help of a teacher and its implications consist of several components. In accordance with this description, based on the Regulation of the Minister of Education and Culture Number 22 of 2016 chapter IV, the teacher in the process of implementing the learning material of this scientific paper has not implemented all the implementation components according to the directions. These discrepancies can be found in the preliminary, core and closing activities.

Therefore, based on the data found by the researcher with the observation sheet, it is concluded that the process of implementing learning to write scientific papers carried out by teachers in class XI at SMA Negeri 1 Dewantara is 92.9% in accordance with the Regulation of the Minister of Education and Culture No. 2016 chapter IV. The percentage achievement was obtained from the total number of meetings, namely the suitability of the first meeting was 100%, the suitability of the second meeting was 92.9%, the suitability of the third meeting was 89.4%. the suitability of the implementation of the fourth meeting was 85.9%. the suitability of the implementation of the fifth meeting was 92.9%. the suitability of the implementation of the sixth meeting was 96.4%. So, the process of implementing teacher learning is categorized as very good. This conformity has been indicated in the Regulation of the Minister of Education and Culture Number 22 of 2016.

Evaluation of Learning to Write Scientific Papers in Class XI of SMA Negeri 1 Dewantara

Based on the research results, it was found that the evaluation of learning to write scientific papers was as follows: the evaluation of learning in the first and second meetings was carried out by the teacher directly in class XI SMA Negeri 1 Dewantara. Then, for the next meeting, which is the third to sixth meeting, which is done online (virtual) at the WAG. The learning evaluation for each meeting is carried out by the teacher differently. This difference was found in the evaluation of learning the first to sixth meetings. This difference is specified into 2 evaluation categories, namely (1) the direct learning evaluation category, namely the first and second meetings. After that, (2) the Online (virtual) learning evaluation category. The evaluation of the first and second meeting learning was carried out by the teacher in writing with 2 times, namely evaluation when learning by giving several questions and immediately given a value and at the end of the lesson by observing the final product of students' writing that was collected in hardfile form to the teacher. The next learning evaluation is the evaluation of the third to sixth meeting learning. The evaluation of the third to sixth meeting learning is carried out by the teacher in a written manner in 3 times, namely the introduction with the attendance draft, when learning by observing activeness, and at the end with the completion of the assignment. All points of assessment indicators are attached.

In general, the implementation time of the evaluation of writing skills learning is carried out after a process occurs in teaching and learning activities. This is in accordance with the opinion of Daryanto (2010: 11) who reveals that in detail and in accordance with the sequence of events, in this transformation process evaluation is divided into three types, namely before, during, and after the process occurs in school activities. In connection with Daryanto's theory

above, Regulation of the Minister of Education and Culture Number 22 of 2016 concerning Basic and Secondary Education Process Standards chapter V also describes the assessment of learning processes and outcomes, namely by stating that learning evaluation is obtained from a combination of process evaluation and evaluation of learning outcomes using authentic assessment approach (authentic assessment), namely assessing the readiness of students, the process, and learning outcomes as a whole. Process evaluation is carried out during the learning process using the following tools: observation sheets, peer questionnaires, recordings, anecdotal notes, and reflections. Furthermore, the evaluation of learning outcomes is carried out during the learning process and at the end of the lesson unit using methods and tools: oral/ action tests, and written tests.

Therefore, based on the data found by the researcher with the observation sheet it is concluded that the evaluation of learning to write scientific papers carried out by teachers in class XI at SMA Negeri 1 Dewantara is worth 77.7% has been carried out according to the Regulation of the Minister of Education and Culture Number 22 of 2016 Chapter V. The percentage achievement was obtained from the total evaluation suitability, namely the first meeting valued at 60%, the suitability of the second meeting evaluation at 60%, the suitability of the third meeting evaluation at 86.6%, the suitability of the fourth meeting evaluation at 86.6%. the suitability of the evaluation of the fifth meeting was 86.6%, the suitability of the evaluation of the sixth meeting was 86.6%. So, the evaluation of teacher learning is categorized as good. This conformity has been indicated in the Regulation of the Minister of Education and Culture Number 22 of 2016 chapter V above.

In connection with the description above, the relationship between learning planning, learning implementation, and learning evaluation can be concluded that the entire planning, implementation, and evaluation process carried out by Indonesian language teachers in class XI material for this scientific work is in accordance with the Regulation of the Minister of Education and Culture Number 22 Year 2016 in the chapter planning, implementation and evaluation. The achievement of teacher learning planning was 98.4%. The achievement of the teacher learning process was 92.9%. Then, the achievement of teacher learning evaluation is 77.7%, so based on this data it can be categorized that the management of teacher learning implementation in the material of this scientific paper is very good.

Planning prepared in accordance with Permendikbud Number 22 of 2016 chapter III concerning Learning Planning will produce a good learning process. The implementation process carried out in accordance with Permendikbud Number 22 of 2016 chapter IV concerning the implementation of learning will results in effective and

productive learning. In addition, the learning evaluation process carried out in accordance with Permendikbud Number 22 of 2016 chapter V concerning the assessment of learning processes and outcomes will produce an accurate assessment. In connection with the above, it can be stated that the three processes are related to one another. The integration between the three components will describe the readiness of the teacher before learning, the learning process is directed, and the assessment (evaluation) is accurate so that it will have an impact on aspects of knowledge, aspects of skills, and aspects of student attitudes.

CONCLUSION

Based on the results of research and discussion, it can be concluded that the total achievement of teacher learning planning is 98.4%. The total achievement of the teacher learning implementation process was 92.9%. Furthermore, the total achievement of teacher learning evaluation is 77.7%. Therefore, it can be categorized that the management of the implementation of Indonesian language teacher learning in class XI SMA Negeri 1 Dewantara in the material of this scientific paper is very good.

SUGGESTION

Based on the results of this study, here are some suggestions that can be found.

For Teachers

Researchers hope that Indonesian language subject teachers, especially SMA Negeri 1 Dewantara teachers, can maintain and continue to improve the quality of learning writing skills, and complete all activities in the planning, implementation and evaluation processes that are not in accordance with their requirements. In addition, the researcher hopes that all high school teachers will always maintain the integrated management of the implementation of each lesson from the beginning of planning to the end of the evaluation.

For the Indonesian Language Teachers' Meeting (MGMP)

Researchers hope that the results of this study can be conveyed to Indonesian language subject teachers at SMA Negeri 1 Dewantara so that they can be useful input. In addition, the researcher also hopes that the results of this study can be considered and can be used as a reference for the management of the implementation of learning writing skills in all high schools. Researchers hope that the quality of learning can be better.

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Conflict of Interest

The authors declare that they have no competing interests.

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