

THE UTILISATION OF THE OPEN JOURNAL SYSTEM (OJS) BY PUBLIC HIGH SCHOOL EDUCATORS

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Abstract

In the process of ensuring the quality of education, teachers are required to carry out publications at certain ranks. However, teachers face various obstacles in the publication process. One of them is the adaptation of the use of technology in submitting articles on the "Open Journal System" page. The Unissula Mathematics Education service team targeted this problem by conducting a Workshop on Management of the Use of the Open Journal System (OJS) for teachers at SMA Negeri 1 Pegandon, Kendal Regency. This activity is carried out in a hybrid way, both challenge and offline. In terms of quality, several teachers at SMAN 1 Pegandon have submitted their articles in the journal <http://jurnal.unissula.ac.id/index.php/jpsa>. Quantitatively, this activity got the enthusiasm of many teachers. This is proven by the presence of teachers who exceed 80% in socialization activities.

INTRODUCTION

The government has implemented a set of regulations aimed at fostering a conducive work environment for teachers to engage in self-development activities and regularly produce scholarly papers. This initiative is outlined in Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform Number 16 of 2009, which specifically addresses the functional positions and credit scores of teachers. This regulation stipulates that educators ranging from First Teachers (holding the rank of Junior Manager class III/a) to Main Teachers (holding the rank of Main Supervisor class IV/e) are obligated to engage in Continuous Professional Development (PKB) endeavours. These activities encompass self-improvement, scientific publication, and/or the advancement of innovative projects. In accordance with Permendiknas Number 18 of 2007, which pertains to Teacher Certification in Position, there exists an additional set of ten components. These components serve to guide competent educators in continuously enhancing their academic qualifications, actively participating in professional organisations, and engaging in the production of scholarly works such as books, articles, and modules. Based on the aforementioned regulations, it can be inferred that scientific publications targeted at educators hold a significant degree of necessity and importance. Simultaneously, educators serve as agents responsible for the strategic development, execution, and assessment of instructional activities within the educational setting. Therefore, educators possess greater prospects for conducting additional study compared to their counterparts in the realm of education.

During the process of its evolution, a significant number of educators find themselves confined inside the confines of traditional classroom instruction. Teachers' productivity in generating scientific articles is hindered by time constraints and administrative burdens associated with doing research. Typically, teachers' inclination towards composing scientific papers is influenced by three primary aspects: personal, social, and emotional factors, all of which exert a substantial impact (Sakdiah, 2021). In addition to these considerations, Novita et al. (2021) assert that teachers require digital literacy abilities not only for learning purposes but also for producing scholarly publications.

According to Calvani et al. (2009), digital literacy can be defined as the capacity to adapt and navigate novel technological circumstances in a versatile manner, while critically analysing, selecting, and evaluating data and information. It also involves leveraging the capabilities of technology to address and resolve problems, as well as fostering the development of shared and collaborative knowledge by promoting self-awareness and mutual comprehension of rights

and responsibilities. According to this definition, digital literacy in the context of writing articles encompasses more than just an individual's proficiency in utilising ICT hardware, software, and digital operating systems. It also includes the skill of effectively communicating articles through digital media to disseminate shared knowledge.

The advent of the digital era has prompted writers to transition from traditional manual methods, such as emailing papers, to utilising online platforms like the Open Journal System (OJS) for the publication of their articles. The Open Journal System (OJS) is a software application that is open source and designed for the management and publication of scientific publications. The platform, initially created and launched by PKP in 2001 with the aim of enhancing research accessibility, has emerged as the predominant open source journal publishing platform globally. Presently, it boasts a user base of over 10,000 journals across the world. According to the Budapest Open Access Initiative (2020), the Open Journal System (OJS) is a comprehensive platform that facilitates the management of the complete author submission and editorial workflow, in addition to enabling the online publication of articles and issues.

Adequate socialisation is vital for writers in relation to this system, as well as for educators, particularly those at SMAN 1 Pegandon, Kendal Regency. According to the findings of interviews conducted in January 2021 with the deputy principal responsible for curriculum, it was revealed that a significant number of teachers had limited familiarity with the Open Journal System (OJS). According to several studies conducted by Rohman & Sugeng (2022), Zainuddin, Misbah, Mudha & Lazuardi (2022), Sidiq et al. (2021), Soejoto et al. (2021), Ilham, Sarip & Setiadi (2022), Kurniawati & Siwi (2019), and Harahap & Yunita (2021), a similar lack of familiarity with the Open Journal System (OJS) among elementary-high school teachers is observed in various regions in Indonesia.

The motivation of teachers is a crucial element in the utilisation of the Open Journal System (OJS). According to a study conducted by Nurmasyitah, Lubis, and Aprilia (2022), it was found that...There exists a subset of teachers who exhibit a certain degree of indolence when it comes to composing scientific journals or articles. This may be attributed to their inadequate comprehension of the protocols associated with crafting articles in adherence to scientific principles, as well as their unfamiliarity with the process of submitting scientific articles to national journals via the Open Journal System (OJS) platform. The insufficiency of available information pertaining to the utilisation of the Open Journal System (OJS) further exacerbates this predicament (Wiyaka, Saputro & Prastikawati, 2022).

SMA 1 Pegandon encounters several challenges, namely: Firstly, the constrained learning timetable restricts teachers to prioritise instruction, leaving them with limited time to engage in scientific publications. Secondly, there is a lack of motivation among teachers to engage in scientific paper writing. Lastly, teachers possess limited knowledge regarding the process of publishing journals. One of the challenges faced in the academic community is the limited proficiency of teachers in locating appropriate venues and understanding the process of publishing scientific research, particularly when utilising the Open Journal System (OJS). Based on the aforementioned issues, it can be inferred that conducting a workshop on the Management of the Open Journal System (OJS) Usage for Teachers at SMA Negeri 1 Pegandon is imperative. This particular activity is intentionally centred around the training of Open Journal System (OJS), while the training for scientific paper writing is now undergoing mentorship. The primary objective of this workshop is to facilitate the dissemination of knowledge pertaining to the Open Journal System (OJS) and to engage in practical exercises focused on the utilisation of the Open Journal System (OJS).

METHOD

This community service initiative employs instructional techniques and is conducted in a non-digital environment. The sequential phases of this activity encompass the processes of observation, designing activities, obtaining permission from the school principle, selecting participants, executing the activities, and providing a report. The data collection process involved conducting interviews with the Curriculum Representative of SMAN 1 Pegandon. Consequently, it is common for educators to disseminate their research findings through various scholarly publications, including books and articles. Nevertheless, the current publication process remains predominantly manual, relying on traditional methods such as email or other forms of electronic mail communication. Educators now lack familiarity with the Open Journal System (OJS) publication platform. Subsequently, during the phase of activity planning, the service team engages in deliberations with the educational institution pertaining to the venue, schedule, attendees, and operational aspects of the activity. During the licencing procedure, extensive deliberations were conducted over the prevailing conditions of the COVID-19 epidemic, which had not yet abated.

Through the implementation of rigorous health regulations, the aforementioned activity has successfully transitioned to an offline format, with the active involvement of all educators from SMAN 1 Pegandon. Subsequently, online mentoring activities are conducted following

the completion of the training programme. The evaluation stage is conducted online, when observations are made evaluating the teacher's proficiency in utilising the Open Journal System (OJS). The Open Journal System (OJS) training activity is a sequence of instructional sessions conducted by the Mathematics Education Study Programme at Unissula. The training that was previously conducted consisted of a programme focused on enhancing article writing skills, with distinct publications of activity reports.

RESULTS AND DISCUSSION

The training activities for Open Journal System (OJS) at SMAN 1 Pegandon were conducted in three sessions spanning from January to March 2021. However, due to the ongoing epidemic, the first session of this activity was conducted in person, while the second and third sessions were conducted remotely. The inaugural session's activities are scheduled to take place on January 28, 2022, commencing at 09:00 and concluding at 12:00 Western Indonesia Time (WIB). The venue for these activities is the Hall of SMAN 1 Pegandon, located in Kendal Regency. The engagement involved a total of 36 teachers from SMAN 1 Pegandon, representing a diverse range of subjects.

During the initial session, the participants engaged in a discussion regarding the understanding and use of the Open Journal System (OJS). The content presented in this session consists of definitions and an exploration of the advantages derived from utilising the Open Journal System (OJS). During this particular discussion, we also deliberated on the process of identifying journals that align with the specific subjects of the trainee instructors. The service team also engaged in a discussion regarding the diverse characteristics that might be effectively employed within the Open Journal System (OJS).

In the initial session, the subsequent topic of discussion is to the process of enrolling for the Open Journal System (OJS) within the desired journal. Prior to discussing the techniques for utilising the Open Journal System (OJS) in scholarly journals, the third speaker presented relevant information. This material encompassed instructions on searching for templates on the Open Journal System (OJS) webpage, registering for the Open Journal System (OJS), submitting articles, and revising articles that have been returned by the editor. Following the exposition delivered by Speaker 3, esteemed educators are cordially welcomed to avail themselves of the opportunity to view the Sultan Agung Education Journal. The establishment of this publication was intentionally undertaken to enhance the effectiveness of training initiatives at SMAN 1 Pegandon. The Sultan Agung Education Journal is a scholarly

publication in the realm of education that encompasses all disciplines taught at SMAN 1 Pegandon. Following the delivery of a presentation on the practical application of the Open Journal System (OJS), educators are cordially invited to proceed with the registration process for the journal. The service team, comprising six people who also serve as writers for this piece, functions as a facilitator and companion to the teacher during the execution of this activity.

All educators at SMAN 1 Pegandon have successfully adhered to the practise of enrolling in the Open Journal System (OJS) in accordance with the established principles. During the Open Journal System (OJS) registration assistance session, various points of evaluation were raised. Initially, it is worth noting that certain educators opt to include their surname in the middle name field. In addition, it has been seen that certain professors have inaccurately entered their email addresses, confirmatory email addresses, and telephone numbers in the respective areas.

During the initial session's practical opportunity, the educators at SMAN 1 Pegandon were also extended an invitation to access and download the article template provided by the Sultan Agung Education Journal. The educators at SMAN 1 Pegandon are given a two-week period to make necessary revisions to the preliminary article based on the findings of the prior professional development programme, utilising the journal template provided by the Sultan Agung Education Journal. The initial session concluded with the execution of an Implementation Agreement between Mr. Nurhadi, S.Pd., the Principal of SMAN 1 Pegandon, and Dr. M. Abdul Basir, M.Pd., the Head of the Unissula Mathematics Education Study Programme.

The activities conducted during the second session and third session involve online mentoring through the utilisation of WhatsApp and the Open Journal System (OJS). The second mentoring session involved engaging in autonomous practise by submitting articles to the Sultan Agung Education Journal through the Open Journal System (OJS). The designated timeframe for submissions for the second session spanned from January 30th to February 15th, 2022. In order to facilitate mentoring efforts, the service team established a WhatsApp Group with Mr/Mrs Teacher from SMAN 1 Pegandon. Within this collective, the service team not only imparts technical guidelines, but also offers encouragement and support to educators.

A review and observation were conducted by the service team on February 17, 2022, to identify areas for improvement in the process of submitting articles through the Open Journal System (OJS). The findings derived from the review and observations conducted by the service team encompass: a) Certain educators encounter challenges when attempting to access the

Open Journal System (OJS) platform, necessitating the provision of personalised support from the service team; b) Certain educators opt to utilise PDF file format instead of Word file type.; c) The uploading of files is not occurring; d) The individual who submits the proposal includes only the primary author's name in the metadata; e) The inclusion of the bibliography in the meta data has been omitted.

In addition to the technical review, the service team also provided an assessment of the content and adherence to the template, which was documented in a separate report on their respective Open Journal System (OJS) pages.

Reviews 2, 3, and 4 pertain to the technical aspects of the Open Journal System (OJS). These reviews were subsequently communicated once again through the WhatsApp Group, enabling the teachers of SMAN 1 Pegandon to promptly address them. During this phase, the educators at SMAN 1 Pegandon engage in the process of revising the content draught and subsequently resubmitting it within a certain timeframe, commencing from February 18 to March 30, 2021. This workshop also pertains to the third theme, which seeks to acquaint teachers with the process of resubmitting amended outcomes. Based on the evaluation findings obtained by the service team during the third session, it was seen that a majority of the teachers at SMAN 1 Pegandon have successfully submitted their amended outcomes to the Open Journal System (OJS), albeit with a tendency to do so towards the deadline.

Following the completion of the initial three sessions, the service team conducted an evaluation encompassing the perspectives of the Teachers of SMAN 1 Pegandon. This evaluation aimed to assess both the implementation of the activities and the accomplishments achieved via these activities. Overall, the educators provided favourable feedback regarding this particular activity. The above statements are derived from the feedback provided by the instructors at SMAN 1 Pegandon, as collected through the completion of the Google Form.

In order to acquire the necessary skills for writing articles that meet the standards for publication in academic journals, it is important to engage in activities that foster motivation and enhance our expertise in the subject of education. The ongoing implementation of such activities is crucial for our continued growth and development in this domain.

The focus of this study is on self-development and the acquisition of problem-solving skills in the context of Biology teaching and learning activities. Gratitude is expressed for the expansion of knowledge, and help is sought from experts and through consultation. Appreciation is extended to the community service team from Unissula.

I aspire to develop the ability to compose scientific publications in accordance with the relevant scientific conventions and guidelines. The given content is deemed satisfactory and straightforward to comprehend. Attempting to use the acquired knowledge", "Disseminating content and conducting various activities, overall it is commendable. One can enhance their practise and utilise it for the purpose of applying for Credit Score Determination (PAK).

Praise be to Allah, the acquired knowledge proved to be quite beneficial, supported by excellent sources. If it is in accordance with the divine intention, it can be implemented in the context of education.

There was a notable decline in the number of participants who engaged in the return review session for Open Journal System (OJS) based journals, with regards to quantity. Nevertheless, a significant level of enthusiasm is evident during the registration and article submission processes in national publications that utilise the Open Journal System (OJS). The observed decline in the percentage of review return sessions at SMAN 1 Pegandon suggests a reduction in teachers' motivation to complete written assignments. This observation is also evident in the circumstances of service as noted by Wardhana, Basuki, and Noermanzah (2020). However, it is noteworthy to acknowledge the Teachers of SMAN 1 Pegandon's inclination to transition from the conventional method of submission (such as Email and WhatsApp) to the use of the Open Journal System (OJS), which is commendable.

CONCLUSION

The findings derived from the community service initiative, specifically the Workshop on Utilising the Open Journal System (OJS) for Pegandon 1 Public High School Educators, indicate that the participants exhibited a highly positive response to the training programme. In relation to involvement, the teachers have demonstrated commendable engagement in the activities. This assertion is substantiated by the increase in the number of participants who actively engaged in the activities from the initial session to the subsequent sessions. Nevertheless, there exist numerous challenges encountered in this endeavour, particularly in the initial phase pertaining to the establishment of one's writing identity throughout register practise. Moreover, a number of educators at SMAN 1 Pegandon encountered challenges while composing metadata during the second session. In the third session, there was a noticeable decline in the number of participants who submitted amended results utilising the Open Journal System (OJS). One potential area for enhancing service activities is through the

expansion of the mentorship stage, which can be achieved by extending its duration. This might afford the teacher an ample amount of time to engage in the process of revising.

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