Constraints on the use of citation applications in the making of scientific papers in the teacher community

Hanny Hafiar, Yanti Setianti, Trie Damayanti, Aat Ruchiat Nugraha, Renata Anisa
Padjadjaran University, Indonesia

Abstract. Write down the source of the quote is the important thing in writing a scientific article. This is done to avoid plagiarism of a scientific work belonged to someone. Writing published scientific papers on open publications is now one of the demands that teachers must fulfill in order to qualify for the promotion process. Therefore, citation technique/the citation which is done well and correctly become one of the skills that must be learned by the teacher. So far researchers have coached some groups of trained teachers (target groups) to be able to create scientific papers and publish them in scientific journals independently. There are several things that can be highlighted, especially the ability of the members of the target groups to carry out standardized citation techniques. Therefore, the purpose of this paper is to know the problems faced by teachers in the target groups in doing citation techniques on the writing of scientific papers. The method used is descriptive qualitative with the most data collection through observation and completed with FGD and consultation. The results of the research obtained show that: information that becomes knowledge of citation techniques on scientific work, more learned by looking at examples, obey the author guidelines, and follow the revision instructions.

1. Introduction
Research on reproductive health for young people with disabilities with the mental disability is done at a special school in the city, in several cities in West Java. There are several thoughts from the teachers regarding this matter which can be used as basic knowledge in directing teenagers and students with disabilities to understand the concepts of puberty which they are experiencing. But unfortunately, some teachers have difficulty being able to disseminate the results of their thoughts to colleagues through scientific publications, so that knowledge is only spread in limited circles. This situation is unfortunate considering that there are many thoughts of educators who are teachers who can be used as learning models to obtain more optimal teaching outcomes. Therefore, writing scientific papers is one of the important competencies to be owned by the teacher in addition to teaching in class.

Writing scientific papers is one of the burdens required for school teachers, both to write research reports in the form of classroom action research and articles published in journals. Publish scientific papers referred to as scientific publications, scientific publications are a system of publications carried out through a research process or examination of a scientific work by other experts in the same field [1]. There are several obstacles that make teachers unproductive in publishing. Even though many of the ideas obtained were based on their experience in teaching. Therefore, a scientific publication training activity is needed for the teacher, because based on research results it is known that scientific publication training can encourage training participants to make scientific publications that are in accordance with the standards of publication media, both journals, and seminars or conferences [2].

One complaint which is conveyed by the teacher as a training participant is regarding the standard format required to be fulfilled when making scientific articles regarding citation techniques. There are...
several types of citation techniques required by the journal in the authoring guideline. For teachers who have been preoccupied with teaching and learning activities, learning new things such as correct citing techniques and using certain citation applications are considered burdensome. Therefore, this training activity is a technical guidance effort, especially in improving and developing the teacher's potential in writing. Thus it is expected that reading and writing culture can be optimized [3]. Things that need to be realized by the teacher as a training participant that, in general, good articles have similar characteristics: precise and comprehensive reference readability; clear and elegant writing; and arguments that are original [4]. Thus accuracy and precision become an important part of writing scientific publications.

The phenomenon of difficulties in conducting citations in order to complete scientific work with argumentative references was stated by several Special School (SLB) teachers who were the target locations. There are several wishes from the teacher to publish the results of thought and the results of research through the publication media. Among them by the teacher counseling guidance in the SLB. The research results and articles that want to be published are related to counseling between teachers and families in dealing with puberty experienced by students who experience disabilities.

In some of the articles reviewed, there were errors and inconsistencies in conducting citation techniques, including lack of sources in the quoted images and data, citation inclusion errors, inconsistencies in the use of citing styles, and synchronization between sources of quotations in the body of the article and bibliography. Actually the problem can be solved well when the teachers use the citation tool, but the teacher's knowledge in using the citation tool is still limited, as revealed by the following resource person: "not only to use citation tools, to know the type of citation not many understand it, so still there are many obstacles faced by us as SLB teachers in publishing written work that is actually useful if it can be distributed to colleagues ". Based on this background, this paper intends to explain the constraints of using citation applications in the making of scientific work for teachers.

2. Method

There are several studies that have attempted to explore the phenomenon of writing scientific publications for academics including for teachers, including about teacher professionalism [5], and writing scientific articles in the mass media [6]. However, from some results of the research, it has not been explained about the constraints of citation faced by teachers when making scientific works that are worthy of being published in the media of scientific publications. Therefore, this study attempts to identify these obstacles to be traced to the root causes of the problem and to break down some solutions that can be done. This study uses descriptive methods to describe the constraints faced by teachers as trainees in conducting appropriate citation techniques when creating articles that will be published in scientific publication media. Data collection techniques were carried out through a process of observation and review of the draft articles made by the trainees, as well as focus group discussions on several representatives of active participants to identify basic abilities and obstacles faced. Data collection was also continued through consultation activities in the article revision process based on suggestions given by reviewers from scientific publication media.

3. Results and discussion

There are several findings that can be raised in connection with the constraints faced by teachers as training participants who converge on the main problem faced, namely in terms of conducting citing techniques correctly and standardized. There are findings on the constraints and treatment that can be illustrated in Figure 1 below:
Based on the results of observation, focus group discussions and also consultation directly or through WhatsApp, it is known that there are several obstacles that can be identified, including elements of knowledge and skills, among others: the nescience of the types of citation styles, not understand the different implementation of citation techniques, not familiar with the citation application, not being able to implement the application, the article library is still limited, does not edit document details, has not been able to manually enter. While the element of understanding about the citation principle which is a constraint includes: not paraphrasing, citation which is cited is still limited to definition, concept, pointer from book, not journal of research results to show state of the art, difficulty of access and download of paid articles, titles and journals which is cited because it is relevant to the topic, and the combination of the use of citation and manual applications.

There are several publications that require the use of explicit types of citation that the author must obey. In fact, each of these main reference systems has advantages and disadvantages for readers and writers [7], but essentially includes the name of the author, the time of publication and the title of the article becomes a general and mandatory necessity to avoid any element of plagiarism, even without intent. Accordingly, Plagiarism is considered a serious violation of publication ethicsi [8], and has relatively complicated legal consequences. There are several obstacles along the writing and publishing path that can be avoided by following the writing guidelines [9]. Media publications such as journals recognize the need for ethical standards so that several journals assume that they also have a responsibility to educate the academic community on ethical issues in publishing [10]. Therefore, the responsibility to educate the target community can also be said to be one of the responsibilities of the academic community in the college.

In principle, to publish academic research must be based on intrinsic motivation and not by external pressure on social or professional requirements to produce scientific work [11]. Intrinsic motivation will encourage the writer to produce the best work that contains new knowledge that is useful for the reader. Therefore, every scientific publication should have clear, logical, coherent, focused, and main conclusions that are well structured so that they are worth publishing and reading [12]. There are several authors who cite references without going through the reference text [8], so that there is often a risk of errors in citation techniques, an even greater risk of accusations of plagiarism. Plagiarism is a mistake usually made by novice researchers who are not aware of the legal problem of "copying and pasting"
from another article [13]. Therefore, teachers who are training participants are expected to be able to absorb and implement training materials to avoid unwanted cases.

To avoid this case, it can begin by raising awareness that in the process of compiling a reference list, the author must comply with all the general requirements of the publication and specific guidelines that apply to certain media publications [14]. In addition, the factors of honesty and accuracy become an important element to avoid the case of plagiarism, because a good research must be built on awareness and recognition that all source materials used in the study, quoted in writing. So the researcher must ensure that the data used and included in the research process are correctly cited in conference papers, journal articles, and other research results [15].

The most important thing in writing a scientific paper is to explain as clearly as possible by listing sufficiently detailed data and references [16]. References have an important role in every scientific paper. Unfortunately, many writers do not understand and appreciate the importance of this reference, so errors in making reference lists are often found. Most reference errors include misspellings, numbers and punctuation marks, too many or too few references to references that are not in accordance with the topic [17].

Based on the findings and discussion, it is necessary to take constructive steps to avoid mistakes in the citation that can cause an article to be rejected by a publication media. Some steps that can be taken include: Reading and following the authoring guideline carefully, Using suggested tools and applications, Following the required citation style, When translate, the translator is inputted not to retype citations to avoid missing traces of required citation tools, learn the use of tools and applications through various information media, Install citation applications and practice independently, try to find and read the reference sources that will be carefully cited.

4. Conclusions
The results of the research obtained show that: information that becomes knowledge of citation techniques on scientific work, more learned by looking at examples, more learned by looking at examples, obey the author guidelines, and follow the revision instructions. Acceptance of information through these three communication events raises the knowledge of the writer of a non-comprehensive scientific paper on standardized citation techniques, the lack of understanding of the types of citation styles required in the author guidelines, and confusion by reducing the degree of similarity which must be revised accordingly to the suggestions of journal manager. The problem is not just a problem for the author but also spread problem for journal managers, especially journals that require supply articles from writers. Thus it has been duly carried out step synergistically to create a symbiotic relationship between the two sides mutualism can run progressively through training and coaching that is integrated with mapping based problems as steps fact findings.

References
[1] Simaremare Y P W Pribadi A and Wibowo R P, 2013 Perancangan dan Pembuatan Aplikasi Manajemen Publikasi Ilmiah Berbasis Online pada Jurnal SISFO J. Tek. ITS 2, 3 p. 470–475.
[2] Salam R Akhyar M Tayeb A M and Niswaty R, 2017 Peningkatan Kualitas Publikasi Ilmiah Mahasiswa dalam Menunjang Daya Saing Perguruan Tinggi J. Off. 3, 1 p. 61–66.
[3] Hafiar H Subekti P Damayanti T and Sjorida D F, 2015 Peningkatan Pendidikan Dan Pengembangan Kompetensi Guru SMA Negeri 1 Katapang Melalui Partisipasi Dalam Publikasi Akademis Di Media Massa J. Dharmakarya 4, 2 p. 88–92.
[4] Hall A, 2007, Turning your course work into articles, in Writing for Scholarly Journals: Publishing in The Art, Humanities and Social Science, D. Soule, L. Whiteley, and S. McIntosh, Eds. (Glasgow: eSharp (Electronic Social Science, Humanities And Arts Review For Postgraduates)), p. 10–23.
[5] Noorjannah L, 2014 Pengembangan profesionalisme guru melalui penulisan karya tulis ilmiah bagi guru profesional di SMA Negeri 1 Kauman Kabupaten Tulungagung J. Humanit. 10, 1 p. 97–114.
[6] Setyawati N Larasati Arifin Z and Ulumuddin A, 2013 Peningkatan kompetensi menulis artikel media massa bermuatan pendidikan karakter untuk menciptakan guru kreatif dan produktif di
Kota Semarang *E-Dimas Educ. Kpd. Masy.* 4, 1 p. 1–12.

[7] Hartley J, 2008 *Academic Writing and Publishing: A Practical Handbook*.

[8] Editorial, 2015 Writing and publishing a scientific paper: Facts, Myths and Realities *Med. J. Armed Forces India* 1 p. 107–111.

[9] Derml M, 2014 Basics of research paper writing and publishing *Int. J. Technol. Enhanc. Learn.* 6, 2.

[10] Roberts J, 2009 An author’s guide to publication ethics: A review of emerging standards in biomedical journals *Headache* 49, 4 p. 578–589.

[11] Stoilescu D and McDougall D, 2010 Starting to Publish Academic Research as a Doctoral Student The Initial Start: Building the Momentum *Int. J. Dr. Stud.* 5 p. 79–92.

[12] Hengl T and Gould M, 2002, Rules Of Thumb For Writing Research Articles.

[13] Bazzaz B S F and Sadeghi R, 2012 Publication ethics: A case series with recommendations according to committee on publication ethics (COPE) *Iran. J. Basic Med. Sci.* 15, 5 p. 1003–1007.

[14] Kotzé T, 2007 Guidelines on writing a first quantitative academic article.

[15] Archer D and Walker D, 2018 Open Access Publishing Policy *London Sch. Hyg. Trop. Med.*

[16] Kallestinova E D, 2011 How to Write Your First Research Paper *Yale J. Biol. Med.* 84 p. 181–190.

[17] Taylor D M, 2002 The appropriate use of references in a scientific research paper *Emerg. Med.* 14 p. 166–170.