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The Development of Sustainable Profession (PKB) of Teachers in Senior High School

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Abstract. This research is to know 1) Effort done by teacher of State Senior High School 1 Pemangkat (SMA Negeri 1 Pemangkat) Sambas Regency for Self Development; 2) Business undertaken by teacher of SMA Negeri 1 Pemangkat Sambas District for Scientific Publication; 3) Business has undertaken by teacher of SMA Negeri 1 Pemangkat Sambas District to Produce Innovative Works; 4) Knowing the effort to overcome the factors that become teachers of SMA Negeri 1 Pemangkat Sambas District in their Sustainable Development of Professions. This type of research includes descriptive research with qualitative approach. The result of interview and literature study is analyzed so that it can answer the research question. based on the research undertaken the results obtained as follows 1) Enterprises undertaken by teachers SMA Negeri 1 Pemangkat for their sustainable profession development through MGMP activities subject teachers routinely conducted every 1 month; 2) Most teachers of SMA Negeri 1 Pemangkat have not shown their maximum efforts in developing their profession, especially in making scientific publications / scientific papers and innovative works; 3) Teachers of SMA Negeri 1 Pemangkat who try to do activities related to their professional development are driven by internal factors (self desire) and external factors that is moral support from the principal; 4) Most teachers of SMA Negeri 1 Pemangkat experience difficulties in developing their sustainable profession.

Keywords: Development; Sustainable Profession Problem

I. INTRODUCTION

Continuing professional development is the development of teacher competencies that are carried out in accordance with the needs, gradually, and continuously which aims to improve the professionalism of teachers as a continuous learning form for teachers who are the main vehicle in an effort to bring the desired changes related to student success. Continuing professional development encourages teachers to maintain and improve their overall standards covering areas related to their work as professions. Thus, teachers can nurture, enhance, and expand their knowledge and skills and build the personal qualities needed in their professional lives.

Through awareness to meet the standards of professional competence as well as efforts to renew and improve professional competence during the period of work

as a teacher, Sustainable Development of Philosophy is done with a holistic commitment to the skill structure and personal competence or an important part of professional competence. In this case is a commitment to become a professional by meeting the standards of professional competence, always renewing, and continuously to continue to grow. Sustainable Capacity Building is the key to optimizing career opportunities both now and in the future. To that end, Sustainable Cultural Development should encourage and support change especially in teacher career practices and development.

For that, as a form of actualization of the task of teachers as professionals, the government through the Ministry of National Education. as mandated by Law Number 20 of 2003 on National Education System, Law No. 14 Year 2005 on Teachers and Lecturers and Government Regulation Number 19 Year 2005 on National Standards of

Education will facilitate teachers to be able to develop their profession in a sustainable manner. The Sustainable Culture Development Program (PKB) is aimed at minimizing the gap between their knowledge, skills, social competence and the personality they now possess with what is required in the future regarding the profession.

This Sustainable Development of Professional Activities is developed on the basis of the teacher performance profile as a manifestation of the Teacher Performance Appraisal results supported by self-evaluation results. For teachers whose performance appraisal results are still below the competency standard or in other words low performers are required to participate in the Sustainable Food Development program oriented to achieve these standards, while for teachers who have achieved competency standards, their Sustainable Development activities are directed to the improvement of the profession in order to meet the demands of the future in the implementation of duties and obligations in accordance with the needs of schools in order to provide quality learning services to learners. In accordance with the mandate of the State Minister of State Apparatus Empowerment and Bureaucratic Reform Number 16 Year 2009 regarding Teacher Functional Position and Credit Score, Sustainable Development of the Profession is recognized as one of the main elements in addition to learning activities or mentoring and other additional tasks relevant to the function of the school or madrasah given the credit score for teacher career development especially in the promotion / rank of functional teachers (Ministry of Education and Culture, 2012: 1-2).

Until now, Sambas district is rarely found by teachers who have enthusiasm for their Sustainable Food Development efforts. As set out in the PAN and Bureaucracy Reform No. 16 of 2009 chapter 1 article 1 (2009: 4) it is explained that the development of sustainable professionals is "the development of teacher competencies carried out in accordance with the needs, gradual and sustainable to improve their professionalism". These activities involve self-development, scientific publications, and innovative work. For elements of continuous professional development in the candy is intended for those who will rise from class III / a class to the next room class.

The majority of teachers are also less equipped with expertise such as computers to access information about self-development of a broader, this is certainly closely related to the facilities and infrastructure of schools in areas that are still minimal. So that the learning given by the teacher to the students tend to be monotonous and less motivate the creativity of students in learning. Another factor is the lack of attention of the principal to the activities of Sustainable Development of the Profession. There are also principals who do not understand about the development of sustainable profession itself, how and when to develop professional development for the underlying teachers.

Opportunity of Sustainable Development of Profession in MGMP forum is less used by teacher to increase professionalism, whereas in the forum many positive impact that can be got by teacher because can

exchange information about education in modern era at this time, if so consequence information given by teacher to student to be limited to the experience of the teacher. In general, the existence of Sustainable Development of the Keprofesian aims to improve the quality of education services in schools that impact on improving the quality of education. Specifically, the goal of Sustainable Development of Professions is to increase teachers' competence in meeting the demands of science development, technology in the future as well as improve the image, dignity, and prestige profession of teachers in the community. It has become a habit of society in general if a student fails to follow education that causes not go up the class then the blame is the teacher.

In December 2017, as the initial stage, the authors conducted a survey of 10 state schools in Sub Rayon 2 Sambas district. Apparently, from 130 teachers of civil servants SMA Negeri Sub Rayon 2 Sambas district, there are 44 teachers who have the rank of coach, classroom IV / a and 86 teachers group under IV / a. of the 25 SMA Negeri in Sambas district, SMA Negeri in Sub Rayon 2 Sambas regency there are 10 state schools with 130 civil servant teachers. Among them, there are 86 teachers already more than 5 years in the group below IV / a has not been up to the class of space above it even there are 11 years still classified space IV / a.

From the data, it can be concluded that the percentage of civil servant teachers in state Senior High School level is 75.57 percent of teachers who still do not have group IV / a, 24.05 percent of teachers who have class IV / an in accordance with data of December 2017. On the basis of circumstances thus, the authors feel called to research and find the answer "How is the implementation of sustainable professional development for teachers SMA Negeri 1 Pemangkat Sambas? "Or what causes a low level of teacher knowledge for such sustainable professional development?" If it turns out the implementation and knowledge are low, the researcher will look for the findings of "What are the factors causing this to happen?".

II. RESEARCH METHOD

This research uses qualitative approach using qualitative method. The reason for using qualitative approach because this research is done to get deep picture about the object of research that is about how the continuous professional development activities of teachers Sma Negeri in Sub Rayon 2 Sambas district. The type of this research is descriptive research with qualitative approach because the research that produces descriptive data in the form of written or oral words from people and observed behavior, based on the question items in field interviews that are reinforced with the results of observation and documentation. In this study, researchers will conduct in-depth interviews with the academics and practitioners to know their opinions about the implementation of continuous professional development of high school teachers in Sub Rayon 2 Sambas District. The

result of interview and literature study is analyzed so that it can answer the research question.

III. RESULT AND DISCUSSION

A. Result

Based on the data that have been obtained, the researcher can find the research findings as follows:

a. The effort by Teacher of SMA Negeri 1 Pemangkat About Sustainable Development of Concept of Self Development.

- 1) Most of teachers in SMA Negeri 1 Pemangkat understand the continuous professional development of self-development concept. Although some of them are confused to explain what self-development is, they only follow MGMP subjects but after the authors provide illustrations or examples, they can explain well about the concept of self-development in general, self-development criteria of teachers and how the so-called with a professional teacher.
- 2) Most of the teachers of SMA Negeri 1 Pemangkat know the activities that include the element of self-development of teachers. However, there are still teachers who forget or are not familiar with the elements of self-development. They consider that making the learning device also includes self-development.

The results of observations in this study found that:

- 1) Most of the activities of self-improvement element has not been done by teachers of SMA Negeri 1 Pemangkat.
- 2) No respondents ever created artwork.
- 3) No respondent conducting scientific paperwork.
- 4) And 60 percent ever make a dictate about a subject. As for the activities of other writings have not been made.
- 5) No respondents found appropriate technology.
- 6) There is 70 percent of respondents have ever made learning aids used in schools individually.
- 7) And in curriculum development activities in schools, all teachers are involved as members.

b. SMA Negeri 1 Pemangkat Teacher's View About Requirements Elements of Teacher Professional Development Element in Proposed Promotion. From the data of the research, the researcher found that most teachers of SMA Negeri 1 Pemangkat have the following view:

- 1) Requirements element of continuous professional development of teachers is very burdensome teachers especially for teachers from class IIIb and above.
- 2) Since the enactment of PAN Regulation and Bureaucracy Reformation number 16/2009 in 2013 that the requirement to make Continuous Professional Development is applied for teachers starting from class III/b and above, they are considered pessimistic towards the teacher to be able to carry it out.
- 3) Factors Cause Teachers SMA Negeri 1 Pemangkat does not Propose the increase of rank to Group III / C is as follows:

- a) Humanely most teachers of SMA Negeri 1 Pemangkat have the desire to rise to higher rank.
 - b) Bureaucratic or procedural requirements that are perceived as complicated for teachers cause them to be unmotivated to propose promotion.
 - c) Knowledge of the majority of teachers who lack or do not understand how to or technically create scientific papers (KTI) is good and true to be recognized or meet the requirements especially for the requirements of promotion.
 - d) In Sambas district there are no supporting facilities such as publication media facilities, adequate library facilities, institutes or supervisors, and other supporting facilities.
 - e) Most of the teachers of SMA Negeri 1 Pemangkat are not motivated to perform the activities of professional development required for promotion proposal to class III / c. In other words, their motivation in professional development is still low.
 - f) Most teachers assume that it is better to stick in Group III / b than they have to struggle to achieve it.
- #### c. Teacher Efforts SMA Negeri 1 Pemangkat to Develop Professional as a Professional Teacher.
- 1) Most of the teachers of SMA Negeri 1 Pemangkat are still not maximally trying to develop their profession. Their efforts still revolve around doing things related to the preparation of teaching and learning process such as: making learning tools and preparing/making learning media.
 - 2) Most of them are not motivated to develop profession in the form of making scientific papers. Although there are some teachers in the school who have tried to make KTI in scientific paper form, among them attach their work in proposed promotion to class III / C but the work is still not recognized or considered not meet the required criteria.
 - 3) Most teachers of SMA Negeri 1 Pemangkat have a desire to add insight into the effort to develop their profession on internal and external encouragement. There are among those who have tried, but still are the result of their own work without the guidance process.
 - 4) Most teachers of SMA Negeri 1 Pemangkat never follow education and training about professional development. There are only a few teachers who have been assigned to the training.
- #### d. Factors Driving Teachers SMA Negeri 1 Pemangkat in Enterprises Develop Their Sustainable Profession.
- 1) There are some teachers of SMA Negeri 1 Pemangkat who ever make or try to develop their profession based on their own desire.
 - 2) From the school, there is providing moral support in the form of advice and smooth administration in the form of correspondence. In addition, there is also in the form of material for activities commissioned by

schools in the form of modest transport costs (this is provided if the school's financial condition permits).

- e. Obstacles Teachers SMA Negeri 1 Pemangkat in Professional Development Business as a Professional Teacher.
 - 1) Most teachers of SMA Negeri 1 Pemangkat experience difficulties in developing their sustainable profession especially difficult to get literature books, lack of facilities available, no place to ask questions.
 - 2) Lack of knowledge and understanding of methods, techniques, and procedures for the creation of Scientific Publications and Innovative Works that are good and correct in accordance with the requirements specified also become obstacles for teachers in their sustainable professional development efforts.

B. Discussion

The researchers revisited the findings that fit the focus of the study. Discussion of each research findings refers to the theories that have been presented. Here is a discussion of findings related to sustainable professional development.

1. The Efforts of Teachers of SMA Negeri 1 Pemangkat About the Concept of Sustainable Profession Development for Teacher Self Development.

Efforts made on the concept of continuous professional development for teacher self-development are:

Based on the findings of the efforts made on the concept of sustainable professional development for teacher self-development, Tukiran Taniredja et al (2010: 12) states that "Profession is a position or job that requires expertise (expertise) of its members. Profession work cannot be done by anyone who is not trained and not specially prepared to do the job. "

So it is with a teacher. Along with the progress of science and technology today, it should be as a teacher in school must be professional. Depdiknas in Abdul Hadis and Nurhayati B. (2010: 5) states that "Teachers are professionals, they must be educated and trained academically and professionally and receive formal recognition as it should." As professional teachers are required to understand the meaning of the concept of the profession generally and what is the profession of the teacher in particular. This is supported by the phrase Sudarman Danim (2011: 101) that, "teachers in our schools must be professional and need self-awareness to make deep interpretation of the profession of teachers." Furthermore, according to Soedijarto cited by Tiliran Taniredja et al (2010: 9) that:

Professional teachers are teachers who have professional skills, namely the ability to: (1) plan a teaching and learning program; (2) conducting and leading teaching and learning activities; (3) assessing the progress of

teaching and learning activities; (4) interpret and utilize the results of the assessment of teaching and learning progress and other information for the improvement of the planning implementation of teaching and learning activities.

By understanding the meaning of the profession concept carried by the professional actor, then the professional actor will be able to carry out his work properly and correctly in accordance with his expertise. This statement is in line with Sudarman Danim (2011: 102) which states that:

A professional person may say that he or she is capable or skilled in carrying out certain work, provided that his confession is accompanied by real evidence, that he is indeed capable of carrying out a work claimed to be his expertise.

Thus, the teacher's knowledge and understanding of the profession he carries is very important and can not be ignored.

Although most teachers of SMA Negeri 1 Pemangkat know the activities of teacher professional development element, some of them do not or understand technically how to do it. This means that the teacher still does not believe in the importance of teacher professional development. Whereas the elemental development activities of teaching profession should be done by a teacher.

To that end, teachers should know the form or various activities of the elements of professional development in question. In order for these activities to be done properly and correctly, teachers should understand technically how to do so in order to improve the quality and stabilize the progress of education.

According to the technical guidance of the functional position of the teacher and his credit score in the educational and cultural environment, in his book Trianto (2010: 77) entitled, "Introduction to Education Research for the Development of Education and Teaching Professionals" explains the following definition:

The development of the educator profession (teacher) and / or educational staff (supervisor) is an activity undertaken by teachers and / or supervisors in the context of the practice of science and knowledge, technology and skills to improve the quality of teaching and learning process and the professionalism of other education personnel as well as in - produce something that is useful for education and culture.

There are still teachers consider that making learning tools that have been classified as a professional development, although these activities are still classified as the main duty and responsibility

of teachers to be prepared in the process of teaching and learning in the classroom.

From the above findings of the implementation of activities of professional development element, the researcher explained that most of the activities of professional development element have not been done by teacher of SMA Negeri 1 Pemangkat. Most teachers only make lessons learned. As for the activities of other scientific papers are still not done.

In this case, as a professional teacher should need to develop themselves with diligent writing as a professional responsibility that carried. Wina Sanjaya (2009: 1) says that "As teacher professional teachers must have some competence especially in the management of learning. In addition, a professional must also have responsibility in carrying out his professional duties."

Only one respondent ever found the right technology. This means very minimal creativity of teachers in using appropriate technology. With the advancement of science and technology, teachers can pour their creativity as creative teachers.

2. SMA Negeri 1 Pemangkat Teacher's View About Requirements Elements of Teacher Professional Development in Proposed Promotion

Basically, the main task of teachers is quite a lot. According to the current K 13 curriculum that teachers are required with face-to-face (JTM) as much as 24 hours per week, it is quite heavy burden teachers. According Trianto (2010: 95) assume that:

JTM teacher of 24 JTM per week is indeed overloaded, and optimally is 18 JTM per week or maximum 20 JTM per week. It is quite rational if we compare with JTM lecturers maximum week 12 JTM coupled with the obligation to carry out research.

The knowledge of teachers who do not understand how to make such scientific publications and innovative works and how to manufacture or manufacture them to be recognized or meet the requirements especially for their promotion requirements are the obstacles. While in Sambas district especially not available support facilities such as publication media facilities, adequate library facilities, institutions or supervisors, and other supporting facilities.

Most of the teachers of SMA Negeri 1 Pemangkat which have the rank of class III / b are not motivated to perform the activities of professional development that are required for the promotion proposal to class III / c. In other words, their motivation in professional development is still low. The statement was supported by a national periodical study conducted by Dikmenum in Trianto (2010: 6) found that:

... the current state of ability to research teachers ... very low. ... the skills of

researching new teachers and students to the skill level of a piecemeal and underdeveloped research process into an integrated research skill that allows students and teachers to experiment in the real sense. In other words, the teacher's process skills are low or have not mastered the components and steps in conducting a research or experiment. This implies that more than 80% of teachers have difficulty raising the rank of higher than class IV / a to group IV / b.

Mujtahid (2009: 95) states that "The development of professionalism of teachers in educational institutions is often not fully able to run significantly." In addition, he also stated in the same book and page that "... low motivation also enveloped in teachers, especially those whose existence is unclear."

3. Teacher Efforts SMA Negeri 1 Pemangkat to Develop Sustainable Profession as a Professional Teacher.

Based on the findings of the efforts of teachers of SMA Negeri 1 Pemangkat to develop sustainable profession as a professional teacher, the researcher gave a discussion that from most teachers of SMA Negeri 1 Pemangkat still not maximal in developing their profession. According to Mujtahid (2009: 95) states that "The development of professionalism of teachers in educational institutions is often not fully able to walk significantly." This is caused by various things that are the knowledge of most teachers in SMA Negeri 1 Pemangkat lack / does not have the ability to make publications scientific and innovative work, in this case, the need for an institution or advisors. In addition, in terms of time that teachers are required to teach for 24 hours face to face.

Their efforts still revolve around doing things related to the preparation of teaching and learning process such as making learning tools and preparing/making learning media. Before carrying out teaching and learning activities in the classroom, teachers must prepare the tools including mastery of materials and learning media/tools.

In addition, Sambas district, in particular, is not available publication media facilities, adequate library facilities, and other supporting facilities. From the reality of the teacher, most of them are not motivated to develop the profession, especially making scientific papers. This statement is supported by Mujtahid (2009: 95) states that "... the low motivation also enveloped among teachers, especially those whose existence is unclear."

So, to be able to carry out the activities of the element of professional development of teachers needed a serious spirit or motivation. Mujtahid (2009: 95) narrates that:

... to do the development must depart from the commitment and the serious spirit. If

development is understood as a commitment to self-renewal, then there will be positive motivation and orientation. But if development is understood only as a formality, it will appear boring and boring.

This means success in doing all that depends on the individual, how do they understand the meaning of professional development?

Most teachers of SMA Negeri 1 Pemangkat have a desire to add insight into their professional development efforts. However, the desire is not implemented because it is hampered by supporting facilities that are still not ready or not available in Sambas district.

In addition, there are also among those who have tried, but still is the result of their own work without the guidance process. However, their work is still far from perfection or still not qualified for promotion proposals. This is because the technical capabilities of the corresponding writing still do not follow the prescribed rules. According to Trianto (2010: 8) states that "We are certainly very concerned with the condition of research ability for teachers and supervisors ... the average ability is still quite low." The concerned still do not understand how technical, model or criteria of scientific papers desired by the requirement. While in areas especially in Sambas district experienced many obstacles for teachers to conduct professional development, especially the ability to write or do research, facilities or facilities that are still not adequate.

Thus, it is very necessary guidance in the form of education and special training for teachers to facilitate teachers in order to carry out the development of their profession. This is in line with the advice given by Trianto (2010: 10) that:

... training and guidance for educators and education personnel in developing professions especially in urgent field of research and introduction of educational research for the development of educator profession and educational staff is a creative and effective alternative - especially for educators and education personnel who are just starting out developing his insights into the world of educational research.

It should also be supported by means of library facilities in an adequate area. The government should consider again the bureaucratic assessment that has been felt so far for teachers and education personnel.

Most teachers of SMA Negeri 1 Pemangkat never follow education and training on sustainable professional development.

To conduct professional development activities especially to make scientific papers need special counselors and training in the form of symposium and other training. According to Udin Syaefudin Saud (2008: 107) states that:

Through this teacher symposium forum, teachers are expected to disseminate creative efforts in problem-solving. This forum, as well as sharing experiences, also serves for inter-teacher competition, featuring outstanding teacher in various fields, for example in the use of learning methods, the results of classroom action research or the writing of scientific papers.

In addition, Udin Syaefudin Saud (2008: 105) in the same book states that "Teachers who meet the educational qualifications are not enough, training is needed to improve their professionalism."

Meanwhile, according to information from respondents that in the region, especially in Sambas district very rarely held training on professional development. For that, not all teachers can get the opportunity to attend training. Thus, there are only a few people who have the opportunity to attend the training.

4. Factors Driving Teachers SMA Negeri 1 Pemangkat in Enterprises Develop Their Sustainable Profession.

According to Trianto (2010: 91) states that "... especially for promotions/positions ranging from teachers to mentors to young mainstream teachers, must include a credit score of professional development as a requirement of promotion/position." In connection with the above statement, teachers should undertake the development of their profession. This means there is no need for encouragement from other parties because it is an obligation.

From the school side, especially the principal gives moral support. As principal, it is necessary to provide support both morally and materially (if the financial condition of the school supports) to subordinates to develop their profession. Because in principle as a leader is obliged to support the improvement of his subordinate career in order to improve the quality of school. In connection with this, Abdul Hadis and Nurhayati B (2010: 8) stated that "Improving teacher's work motivation in performing educational tasks is very important for educational managers at school." In addition, Luthan in Abdul Hadis and Nurhayati B (2010: 8) also states that "Motivating employees in work is always a major concern of managers in improving employee performance."

5. Obstacles Teachers SMA Negeri 1 Pemangkat in Business Development of Sustainable Profession as a Professional Teacher.

Based on the findings on the constraints of teachers in SMAN 1 Pemangkat peer in the development of sustainable profession as a professional teacher, researchers provide discussion that the obstacles in the business of professional development must exist, especially for teachers SMA Negeri 1 Pemangkat. The lack of ability of some of them to write scientific papers because they are untrained and untrained and unavailability of institutions or counselors that make them not interested to develop their profession.

In addition, the number of 24-hour mandatory entry of teaching/face-to-face for teachers is too much besides they have to complete the main task of the other teacher so they no longer have time to carry out their professional development activities. This is supported by the opinion of Trianto (2010: 95) that, "the obligation to implement the continued professional development in the form of PI / KI which burden the teacher's performance, but the teaching obligation of 24 JTM per week is enough to make the teacher's time consumed."

In addition, the unavailability of the existing literature facilities in the school and local libraries makes it difficult for those who have the desire to make scientific publications / scientific papers and innovative work making it difficult for them to add their insights into sustainable professional development efforts.

So with such circumstances and situations, they become obstacles to developing the profession as expected by the government. On the one hand, they agree that teachers should develop their professionalism in order to improve the quality of national education, but the government itself has not yet thought about the situation and conditions in the region to the fullest. In view of these circumstances, the government only sees or advises the urban conditions and conditions that have complete facilities.

IV. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

1. Enterprises undertaken by teachers of SMA Negeri 1 Pemangkat for their sustainable profession development know and understand the concept of self-development and know the various activities including the elements of self-development that they often follow only MGMP subjects teachers routine subjects conducted every 1 month.
2. Most of the teachers of SMA Negeri 1 Pemangkat have not shown more effort in developing their profession especially in the activity of making scientific publications / scientific papers and innovative works.
3. Teachers SMA Negeri 1 Pemangkat who try to do activities related to the development of their profession is driven by internal factors (self-desire) by following the activities of MGMP teacher studying school. In addition, there are also external factors of moral support from the principal in the form of advice and smooth administration in the form of correspondence and can be in the form of material (if the state of the school finances possible).
4. Most of the teachers of SMA Negeri 1 Pemangkat experience difficulties in developing their sustainable profession ie the ability of researching or

writing is still low, difficulty to get literature books, lack of publication media facilities, no place to ask questions.

Therefore, teachers need guidance, education and training, and manuals in making scientific publications / creating or writing scientific papers and innovative works need the publication media in Sambas district area.

B. Suggestions

Based on the discussion of research findings that have researchers concluded above, the researcher suggests some suggestions as follows.

1. As a professional teacher should know and understand the continuous professional development of teachers to be able to implement them in accordance with applicable requirements.
2. Teachers should need to awaken themselves to make a change of self for the better without having to be pushed by others.
3. Teachers should always try to add insight and try to train themselves in writing scientific papers or other innovation work to improve the quality or quality of self as a professional teacher.
4. To motivate teachers, the government needs to think about the convenience of teachers so that they are willing or motivated to undertake the teacher's ongoing professional development activities.
5. The government needs to provide specific guidebooks for teachers and supervisors that contain technical guidance and how to make scientific publications or write scientific papers according to requirements of promotion and the books need to be circulated to the District Education Office and schools. The government needs to provide supporting facilities such as publication media facilities, adequate library facilities, institutes or mentors, education and training, and other supporting facilities in the minimum districts/municipalities.

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