



IMPROVING THE CAPACITY OF JOURNAL ARTICLE WRITING OF INDONESIAN TEACHERS IN JEDDAH INDONESIAN SCHOOL

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ABSTRAK

Latar belakang dari kegiatan pengabdian ini adalah keterbatasan kemampuan guru Indonesia yang mengajar di Jeddah dalam menulis artikel jurnal ilmiah, yang disebabkan oleh rendahnya motivasi serta minimnya pengetahuan mengenai teknik penulisan artikel yang baik dan benar. Pengabdian ini bertujuan untuk membekali para guru di Jeddah dengan keterampilan menulis artikel jurnal yang diperlukan dalam pengembangan profesional mereka. Sasaran utama kegiatan ini adalah guru-guru di Jeddah. Metode yang diterapkan dalam pengabdian ini meliputi pelatihan dan pendampingan yang dilakukan secara daring, dengan pendekatan in service training (IST) dan on service training (OST). Proses pelaksanaan kegiatan mencakup beberapa tahap, yaitu persiapan, pelatihan, pendampingan, serta monitoring dan evaluasi. Hasil dari kegiatan ini menunjukkan adanya peningkatan yang signifikan dalam kemampuan menulis artikel jurnal di kalangan guru-guru di Jeddah. Mereka menjadi lebih percaya diri dengan karya tulis mereka dan mampu menghasilkan artikel yang berkualitas serta siap dipublikasikan di jurnal nasional

ABSTRACT

The background of this service activity was the limited ability of Indonesian teachers teaching in Jeddah to write scientific journal articles, which was caused by low motivation and a lack of knowledge about good and correct article-writing techniques. This service aimed to equip teachers in Jeddah with the journal article writing skills needed for professional development. The main target of this activity was teachers in Jeddah. The methods applied in this service included online training and mentoring, with an in-service training (IST) and on-service training (OST) approach. The process of implementing activities included several stages, namely preparation, training, mentoring, monitoring, and evaluation. The results of this activity showed a significant improvement in the ability to write journal articles among teachers in Jeddah. They became more confident in their writing and were able to produce quality articles ready to be published in national journals.

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INTRODUCTION

Professionalism is a must for an employee in any field because professionalism is a requirement for doing work, so that in carrying out tasks or work, it can be accounted for professionally. Teachers or educators are professional workers who have the task of planning and implementing the learning process, providing assessments of learning outcomes, carrying out the guidance and training process, and conducting research and community service (Sudarmo et al., 2021). As a teacher, the need for competence is stated in Law Number 14 of 2005, Article 10, which requires teachers to become professional teachers. (People's Representative Council of the Republic of Indonesia, 2005)

Therefore, teachers or educators are required to fulfill professionalism, namely, they must have the ability to implement the Tri Dharma. The Tri Dharma is (1) teachers must be skilled at teaching, (2) teachers must have the ability to carry out research or create scientific works, (3) teachers must have the ability to carry out community service. Scientific works are written and published reports that present the results of research or studies that have been carried out by a person or a team by following the scientific rules and ethics that are confirmed and adhered to by the scientific community. The types are research reports, seminar or symposium papers, and journal articles, which are basically products of the activities of scientists (Munir, 2021). Teachers' scientific publications consist of four groups, namely: research reports, scientific

reviews, popular scientific writings, and scientific articles (Komariah. 2005).

Writing is one of the activities that can support professional competence as a teacher. In addition, writing and publishing scientific articles is one of the benchmarks of a person's scientific quality, especially in the academic field (Sumartini et al., 2019). Indonesian teachers who teach at Jeddah Indonesian School (JIS) are professional educators sent by the Indonesian government to carry out educational duties abroad, especially to serve the educational needs of Indonesian children in Saudi Arabia. They have good educational backgrounds, most of them are Bachelor's and Master's graduates from various universities in Indonesia, and have teaching experience in the country before being sent abroad. However, based on initial observations and informal communication with teachers at JIS, there are several challenges they face, especially that the majority of teachers at JIS are not yet accustomed to writing articles in scientific formats that comply with journal publication rules, both nationally and internationally. This is due to the lack of training in scientific writing that meets journal standards, especially those relevant to the field of education, minimal experience in conducting scientific publications and limited access to scientific journals, both as references and as publication media, due to limited online access, language, and technical information on journal management.

One of the methods that is often used is based on High Thinking Order Skill, where this method not only focuses on the results but

also on the process. Writing is not just about transferring information, but how to process information and pouring it into writing.

METHOD

The results of observations with Indonesian teachers in Jeddah showed that teachers still experienced many obstacles in writing scientific articles in journals and could not find journals that could be targeted. The problems experienced by teachers in writing journal articles were classified into two categories, namely external problems and internal problems. External problems for teachers in writing scientific articles were the lack of information about matters related to journals, the difficulty of finding a place to ask when writing journal articles, and limited references in writing articles. In addition, there was also a lack of training and guidance in writing scientific papers for teachers (Sanches et al., 2016). Internal problems of teachers in writing journal articles were the weak culture of writing among school teachers, the lack of teacher motivation to write scientific articles, some teachers viewed the bureaucratic process as always making things difficult, making them give up before trying, and there is limited time to write scientific articles (Purwana, Dedi. 2017). Given the importance of writing journal articles for teachers, a solution is needed to solve the problems faced by elementary school teachers.

Community service activities were carried out for Indonesian teachers in Jeddah through online media. The activities took place in several stages, consisting of training and mentoring. This community service activity

was carried out using the in-service training (IST) and on-service training (OST) approaches. IST is training carried out while participants are carrying out their work duties (Muhali et al., 2019). The goal was to improve understanding and skills in the context of the work being done. IST used an andragogical approach, which emphasized lecture, discussion, and presentation methods. This activity aimed to provide in-depth theoretical knowledge to participants so that they could better understand the concept of PTK and scientific writing techniques (Dewi & Wijayanti, 2024). OST is a continuation phase of IST, which is implemented when teachers begin to compile scientific works in the form of articles for publication in national journals. The goal was to provide direct assistance to teachers during the writing process. The action approach in community service that was carried out included the implementation:

1. Journal article training for teachers.
2. Assistance in writing articles and the journal submission process.

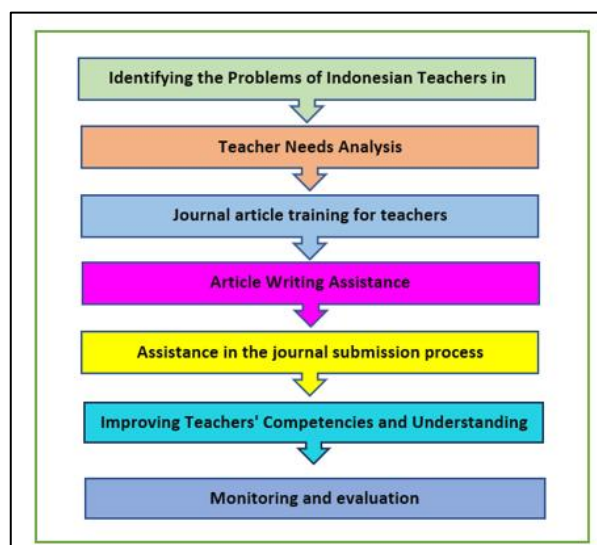


Figure 1: Flow of Community Service Activities

The flow of community service activities began with identifying teacher problems at Jeddah Indonesian School (JIS) related to writing scientific papers, then analyzing teacher needs related to writing scientific papers. The next step was conducting training in writing scientific articles, followed by mentoring in writing articles, mentoring on how to submit to journals, and finally monitoring and evaluation.

RESULTS AND DISCUSSION

Article writing training for teachers at Jeddah Indonesian School was carried out online due to limited funds. Another consideration was the long distance that made it impossible to carry out this community service activity offline. The community service activity was attended by teachers majoring in Social Sciences (IPS) because it was adjusted to the field of science being taught, namely from the Faculty of Economics and Business, especially from the Department of Development Economics. Writing articles is one way for teachers to document and share their knowledge with the wider educational community. It can also help teachers develop their critical thinking and problem-solving skills. When teachers write articles, they have to think of ways to explain complex concepts clearly and concisely. This can help them to be more effective in teaching their students. Students learn by observing their teachers. When teachers write articles, they show students that writing is an important and valuable skill (Masri et al., 2023). It can also inspire students to become better writers. Articles written by teachers can be published in educational journals, educational websites, or educational blogs. This can help teachers to share their knowledge with

others and make a positive impact on education. Some things related to article writing training for Jeddah Indonesian School (JIS) teachers were that teachers must focus on basic skills. What is meant is that before starting to write complex articles, teachers need to master basic writing skills, such as article structure, grammar, and spelling. Next, teachers need to have the opportunity to practice writing articles regularly. By practicing, teachers will become more proficient in writing articles. And the third is that providing constructive feedback can help teachers improve their writing skills.

Here are some specific benefits of article writing training for teachers (Setiawan et al., 2024) namely:

1. Teachers can learn different article structures and formats. This will help them to write more effective and engaging articles.
2. Teachers can learn how to conduct good research and analysis. This will help them to write more informative and meaningful articles.
3. Teachers can learn how to write in a clear and concise style. This will help them to convey their message to the readers in an effective way.
4. Teachers can learn how to edit and revise their articles. This will help them to produce high-quality articles. Article writing training for teachers is very important and needed because it can help them improve their writing skills. Teachers who have good writing skills will be able to deliver the subject matter more clearly and interestingly. They will also be able to create teaching materials that are of higher quality and useful for students.

5. Improving creativity. Article training can help teachers develop their creativity in delivering lesson materials. They can use various techniques and media to make lessons more interactive and fun.
6. Improving critical thinking skills. Article training can help teachers develop their critical thinking skills. They will be able to analyze information more sharply and generate new, innovative ideas.
7. Improving professionalism. Article training can help teachers improve their professionalism. They will be able to follow the latest developments in the world of education and apply them in their teaching practice.

Meanwhile, the specific benefits of article writing training for teachers are:

1. Helping teachers develop creative content writing skills, such as articles, blogs, and social media.
2. Helping teachers improve their knowledge on various topics, so that they can provide accurate and up-to-date information to students.
3. Helping teachers develop critical thinking and problem-solving skills, so they can help students learn independently.
4. Helping teachers improve communication skills, so they can build good relationships with students and parents.

Overall, article training is a valuable investment for teachers. This training can help teachers improve their teaching skills and provide better quality education to students.

The diagram for making an article can be described as follows:



Figure 2. A diagram of the structure of writing an article

Based on the diagram above, it can be explained as follows;

1. Determining the Topic

This stage is the initial stage in the article writing process. Choose a topic that you are interested in and have a good understanding of.

2. Doing Research

This stage is important to ensure that the writer has accurate and up-to-date information about the topic being written. The writer can do research through various sources, such as books, articles, journals, and the internet.

3. Creating a Writing Framework

An outline will help the writer to organize ideas and ensure that the article will flow smoothly. The outline can be made in the form of bullet points or sentences.

4. Writing

This stage is the stage where the writer begins to write the article. Use clear and concise language, and avoid using jargon or uncommon terms.

5. Editing and Proofreading

This stage is important to ensure that the written article is free from grammatical, spelling, and punctuation errors. The author can ask for help from friends, family, or colleagues to edit and proofread the written article. The following is a picture of community service activities carried out online via Zoom.



Figure 3. Community Service Activities with Teachers at the Jeddah Indonesian School.

The figure above is a community service activity with teachers at JIS, which was carried out online using Zoom.



Figure 4. The resource person is delivering the material

Figure 4 shows the scientific article writing training activity for JIS teachers. The delivery of the material was done online using Zoom. The teachers in Jeddah were very enthusiastic about participating in the activity. The next activity was to monitor by communicating through

communication tools, either with WhatsApp (WA) or occasionally using Zoom or Google Meet.

CONCLUSION

Article writing training is an activity aimed at teachers in Jeddah because teachers need this training. Because the distance between Indonesia and Saudi Arabia was very far, this community service activity was carried out online without reducing the content of this community service activity. Therefore, the appropriate implementation method was the in-service training (IST) and on-service training (OST) approaches. Mentoring activities were carried out through direct communication using the WhatsApp (WA) communication tool or by using email.

Participants were very enthusiastic, and the spirit of the teachers was very high. This was shown by the responses of the teachers in this community service activity. As a follow-up, online mentoring will be provided to teachers in writing articles. Suggestions after carrying out this activity, it is better if the training is not only once, but needs to be continued with a more intensive learning or training model.

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