

# Teacher Skills Improvement Training in Writing PTK-Based Articles

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## INFORMASI ARTIKEL

## ABSTRACT

### Keywords:

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Community service activities were carried out by the Islamic Religious Education Study Program team of UIN Sultan Thaha Saifuddin Jambi at IAI Al-Mujaddid Sabak Tanjung Jabung Timur with the aim of creating a productive and innovative academic environment, as well as encouraging teachers to continue to contribute to improving the quality of education. This activity is expected to be a positive initial step in encouraging a culture of research and writing among teachers. This training was attended by 30 students and 15 lecturers from various educational backgrounds. In this activity, an explanation and understanding of the orientation and assistance in writing articles based on PTK was provided, providing practical guidance and effective strategies to produce quality written works and contribute to the development of education. In addition, this activity is also a forum for expressing creative ideas conceptually and practically. This training does not only focus on writing theory, but also involves a practical session where participants are given the opportunity to draft their own articles. Participants are guided directly by Sahade and the facilitator team. Therefore, this training aims to increase awareness, knowledge, and skills in optimizing PTK-based writing skills. The results of this training show that participants are very enthusiastic and actively participate, even though there are challenges related to compiling and analyzing writing. This training activity is expected to improve writing skills among students, lecturers and teachers and can continue to develop, along with technological advances in this modern era, and be a positive first step in encouraging a culture of research and writing.

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## I. INTRODUCTION

The quality of education is determined by the role of teachers, one of which is through the implementation of classroom action research (CAR). CAR not only helps teachers solve learning problems in the classroom, but also becomes a means to develop professional competence. However, the results of research conducted are often not optimally documented in the form of scientific articles that can be published. The ability to write articles based on CAR is an important skill for teachers. In addition to supporting career development, this skill also strengthens the culture of literacy and knowledge sharing between teachers. Unfortunately, many teachers still have difficulty in pouring the results of CAR into articles that are in accordance with scientific principles.

Obstacles such as lack of understanding of article structure, low writing skills, and minimal training are factors that are often encountered. Training to improve CAR-based article writing skills is one solution to answer these challenges. Through this training, it is hoped that teachers will be able to compile quality articles, follow publication standards, and contribute to disseminating innovative learning practices that they have carried out. A systematic and applicable training approach is needed to ensure that teacher competence in writing articles can increase significantly. The existence of education will be an investment in implementing goals and life to become an advanced and educated nation (Nurlinasari & Hamid, 2018). Education leads to three development focuses, namely literacy, numeracy, and writing for all Indonesian people (Irianto & L.Y., 2017; Putri Pradana, 2020). Writing a scientific article is writing a non-fiction work that contains ideas, problem solving, conceptual thinking, and observation results which are then systematically arranged according to the rules (Yanto Supriyatno, 2022). Meanwhile, according to (Kusumaratna & Suyanto, 2024) writing a scientific article is writing the results of a systematic study based on scientific methods to obtain scientific answers to a problem and published in a journal.

In addition, to fulfill scientific articles with good qualifications, teachers must have knowledge, courage, experience, and inspiration (Kusumaratna & Suyanto, 2024). This community service activity is realized in the form of PTK-based scientific article writing training through the elaborative interrogation method at the Al Mujaddid Sabak Islamic Institute, Jambi Province. This activity focuses on the interrogation stage (understanding the rules of scientific articles) and elaboration (development of ideas for writing scientific articles based on PTK) and the urgency of writing scientific articles by teachers and the criteria for the eligibility of scientific articles. Furthermore, this training also focuses on the practice of writing and editing PTK-based scientific articles. This is done in order to increase the skills of all lecturers and students, teachers to reason and write culture, and increase awareness, knowledge, and skills in optimizing the learning process.

## II. PROBLEM

The results of the initial observations conducted by the team on community service activities of the Islamic Religious Education Study Program, UIN Sultan Thaha Saifuddin Jambi, found several main problems related to the lack of understanding of article structure, low writing skills, and minimal training are factors that are often encountered, even though PTK not only helps in solving learning problems in the classroom, but also becomes a means to develop professional competence. Therefore, efforts are needed to train teachers to improve their skills in writing articles based on PTK. The research locations are as follows:

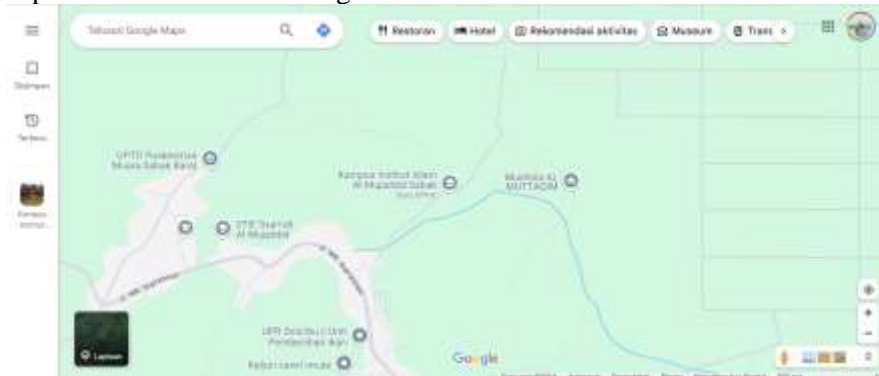


Figure 1. IA Al Mujaddid Sabak

## III. METHOD

The method of implementing community service consists of 3 stages of implementation, namely the preparation stage, the implementation stage, and the evaluation stage. The preparation stage is the initial stage of implementing PKM. Activities carried out in the preparation stage include: (1) Socialization to representatives of the Al Mujaddid Sabak Institute of Religion team of lecturers and students regarding the PKM activity plan; (2) Location observation and; (3) Analysis of problems faced by lecturers and students in preparing, designing outlines, to the stage of writing scientific papers; (4) Analysis of solutions that can be provided to the problems faced by lecturers consisting of 10 people and students consisting of 25 people; (5) Preparing the PKM work program; (6) Recording the number of lecturers and students who will be involved in training activities and mentoring in writing scientific papers and the team responsible for each component of the performance assessment; (7) Recording the equipment needed for PKM activities; (8) Compiling a questionnaire for assessing PKM activities by lecturers and students; (9) Compiling trigger questions to create reflections on each activity session; (10) Preparing training materials.

Furthermore, the training method is carried out to provide knowledge and joint discussions on how to start writing scientific papers, searching for ideas, references, how to cite, becoming a journal worthy of publishing quality writing. In this activity, there are more discussions and direct observation of the material accompanied by tips and tricks according to the intended purpose of the service. An explanation of the procedure for submitting reputable articles is also provided in this training. The direct practice method is carried out to provide participants with direct skills (Herawati & Widiastuti, 2016) and increase their participation. The practice is carried out in the form of being directly involved in each activity. Direct practice activities include: searching for interesting ideas obtained from current issues, formulating writing outlines and searching for and browsing reputable journals. The evaluation stage is intended to assess the success of PKM activities and the understanding of lecturers and students to be able to directly practice the

writing process to publishing scientific papers. Therefore, the evaluation is carried out using closed and open questionnaires that will be filled out by lecturers and students. The questionnaire consists of 2, namely a questionnaire to measure the implementation of PKM activities, and a reflection of the understanding of lecturers and students regarding writing scientific papers.

#### **IV. RESULTS AND DISCUSSION**

The stages of Community Service (PKM) implemented by the Islamic Religious Education Study Program team at UIN Sultan Thaha Saifuddin Jambi in the Training to Improve Teacher Skills in Writing PTK-Based Articles at IAI Al-Mujaddid Sabak, Jambi City can be explained through the following stages:

##### **1. Preparation of PKM Program**

- a) Identification of Community Needs: The PKM Team conducted a survey and analysis to identify training needs related to PTK (Classroom Action Research)-based article writing skills among teachers at IAI Al-Mujaddid Sabak, Jambi City.
- b) Coordination with Related Parties: Coordinating with IAI Al-Mujaddid Sabak, Jambi City to obtain permits and support in implementing the program.
- c) Preparation of Work Plan: Prepare a work plan that includes objectives, targets, training materials, methods, schedules, and division of tasks between PKM team members(Ginting et al., 2021).

##### **2. Preparation of Training Materials and Modules**

- a) Preparation of Curriculum and Modules: Prepare training materials that are relevant to the topic of improving PTK-based article writing skills, which include basic PTK theory, PTK implementation steps, and scientific article writing techniques.
- b) Adjustment to Participant Needs: The module is prepared by considering the conditions and level of understanding of the participants, the majority of whom are teachers who may still be unfamiliar with writing scientific articles(Prianto, 2020).

##### **3. Training Implementation**

- a) Socialization and Opening: At the beginning of the training, the PKM team conducted socialization regarding the program's objectives and its benefits for teacher career development. The opening was done with a lecture or briefing to motivate participants.
- b) Delivery of Material: The training material was delivered systematically, starting with an introduction to the concept of PTK, steps in classroom action research, and techniques for writing scientific articles.
- c) Direct Practice: After the delivery of the material, participants were given the opportunity to directly practice how to write articles based on PTK. The PKM team provided guidance and feedback directly to each participant.

##### **4. Mentoring and Group Discussion**

- a) Personal Mentoring: Each participant was guided in the process of writing articles based on PTK. The PKM team provided input and assisted participants in improving the structure, writing style, and substance of the article (Putri Pradana, 2020).
- b) Group Discussion: Participants were divided into small groups to discuss their research topics, share experiences, and provide input to each other regarding writing articles based on PTK.

##### **5. Evaluation and Assessment**

- a) Feedback and Evaluation: After the training was completed, the PKM team evaluated the training process and results. Evaluation is carried out by providing questionnaires or interviews to determine the extent to which participants feel helped by the training.
- b) Participant Skills Assessment: Articles written by participants will be assessed based on certain criteria, such as writing structure, completeness of data, and the relationship between theory and practice.

##### **6. Preparation of Reports and Publications**

- a) Preparation of PKM Reports: The PKM team prepares a report on community service activities, which includes evaluation results, documentation, and conclusions from the training that has been carried out.
- b) Publication of Participant Articles: Articles that have been written and revised can be published in journals or scientific media, both at the campus level and for wider publications.

## 7. Follow-up and Program Strengthening

- a) Follow-up Mentoring: After the training, the PKM team provides follow-up mentoring in the form of online or face-to-face sessions to ensure that teachers continue to develop their PTK-based article writing skills.
- b) Network Strengthening: Building networks between participants and related parties, such as research institutions or journal publishers, to assist in the publication of their scientific works.
- c) Other Skills Improvement: Identifying further training needs, such as training in educational technology, advanced research, or writing scientific papers for international journals.

## 8. Closing and Certification

- a) Closing Activities: Holding a closing event that includes the awarding of participation certificates to participants as an appreciation for their involvement in the training.
- b) Feedback and Suggestions: Collecting feedback from participants to improve the quality of community service programs in the future.

Through these stages, this PKM program is expected to improve teachers' skills in writing PTK-based articles, as well as contributing to improving the quality of education at IAI Al-Mujaddid Sabak, Jambi City.



Figure 2. Presentation by the presenter

## V. CONCLUSIONS

The implementation of Community Service (PKM) aimed at improving teachers' skills in writing articles based on Classroom Action Research (CAR) at IAI Al-Mujaddid Sabak, Jambi City has run smoothly and achieved satisfactory results. This program was attended by 15 students and 10 lecturers from IAI Al-Mujaddid, who were actively involved in various training and guidance sessions.

Overall, this activity succeeded in achieving its main objective, which was to provide a better understanding of the concept of CAR and develop participants' skills in writing scientific articles based on CAR. Training participants, both students and lecturers, gained knowledge about the steps of classroom action research and effective techniques in writing quality articles.

Through training methods that involve direct practice and individual mentoring, participants can apply the material that has been presented and immediately start writing their articles. Group discussions also provide opportunities for participants to share experiences, enrich their insights, and improve the quality of their writing. The final evaluation showed that participants were satisfied with this training, with many stating that they were more confident in writing CAR-based articles. In addition, many participants hope that this program can be continued with further sessions or other more in-depth training.

Overall, this PKM not only provides direct benefits to participants in terms of improving writing skills, but also opens up opportunities to improve the quality of education at IAI Al-Mujaddid Sabak Jambi City as a whole. With the planned follow-up, it is hoped that PTK-based article writing skills can continue to develop and be applied more widely in academic and teaching activities.

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