Maximizing Teachers' Potentials in Writing Articles for Publications:

A Workshop at One Primary School in Kota Jambi

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Abstract

The purpose of this community service program was to motivate the teachers to publish and to share our experiences in academic writing, especially writing academic journal article(s). The participants of this workshop were 15 teachers in one of primary school (SD) in Kota Jambi. The workshop was divided into several sessions, including material presentation (concept of academic writing, steps in writing the paper academically, and component of academic writing especially journal article); question and answer; practice (analyzing the paper and formulating the problems); and feedback survey sessions. Based on the result of this program, it is recommended to have similar programs to motivate SD teachers publish their articles.

Keywords: Academic writing, article, teachers, writing workshop.

1. Introduction

Academic writing is generally defined as a formal type of writing for academic purposes. To be more specific, it has been outlined by some experts and practitioners. Hogue (2008) and Azan (2011), for instance, separately argue that academic writing as a type of writing which can be justified and usually used in scholarly publications and tertiary educations. With a more comprehensive definition, Abrar et al., (2023) outline that academic writing is a type of writing which is formal, rigid, objective and well-structured focusing on a specific field or academic category. Furthermore, Dalman (2018) contends that academic writing refers to a systematic writing completed with appropriate theoretical lens, clear procedures, and meaningful evidence which aims either to explore or to solve a particular issue. Based on the definition above, it is evident that academic writing is a writing which is backed up with evidence as an attempt to give insights in all aspects and is written systematically and objectively.

In the context of education, academic writing is essential for teachers, including primary school teachers. One of its significances is to indicate their professionalism. Based on government regulation in Diknas (2001) and Ministerial Regulation (200), teachers have been urged to conduct research and/or to publish academic writing. This is one of targeted activities for teachers' profession development. Besides, academic writing is benefited for teachers' their career and prosperity. From this, it is obvious that academic writing is pivotal for the teachers to maintain their teaching quality, professionalism, and career path.

In reality, teachers are reluctant to publish their article in journal (Abrar, et al., 2022; Danawati, 2017; Novitasari, 2019). They further argue that this phenomenon is caused by several challenges faced by the teachers to produce academic writing, including limited time to write, teachers' lack of motivation, lack of knowledge on professional competence, and limited knowledge and ability to write. In addition, from our preliminary observation by asking the school principal, we found out that the teachers in the targeted school are not really productive to write

and publish the articles. These reasons motivated us to do community service program with the topic *academic writing workshop at one of primary schools in Kota Jambi.*

2. Method

The workshop was done offline which means the team visited the school to meet the teachers. To achieve our goal, the process of workshop was divided into three main sessions, including, presentation, discussion (question and answer), and feedback survey. The explanation of each session will be presented in the findings and discussions.

Picture 1. A photo of writing workshop atmosphere

3. Findings and Discussions

As outline in the previous section, there were four main sessions in the workshop. These sessions were conducted in two hours in total and they are inseparable activities in the workshop.

3.1. Presentation

Presentation is the provision of information, ideas, motivations and works designed to be easily understood by the audience (Noer, 2018). This is our first session in the workshop which aimed to share information to the teachers and enrich their understanding about academic writing. This session was also used to motivate them to become productive teachers. This session was quite relatively faster to avoid the teachers' boredom listening to the presentation, with more or less 30 minutes. Technically, the presentation was done by three speakers in turns. The first speaker was Dr. Rachmawati who explained basic concept of academic writing and its importance for teachers. The next speaker was Dr. Mukhlash Abrar, SS., M.Hum. He explained more technical information of academic writing, such as the structure of academic writing and the stages to write academic writing. The last speaker was Dr. Reli handayani, S.Pd., M.Pd. She specifically explained about journal article and displayed one example of journals written by primary school teachers.

Picture 2. A photo of presentation session

3.2. Discussion

The next session was discussion. This section aimed to exchange perspectives on a subject and to collectively seek solutions or answers for specific issues or topics (Al-Tabany, 2017). In our workshop, a discussion session was consisted of question and answers (Q & A) and was led by Yulhenli Thabran within 60 minutes. Many teachers shared their stories the reasons they are not productive in writing. They admitted that they had low motivation to write due to many factors, such as limited time to write, work overloaded, and minimum knowledge in technology. They also shared that they did not have many opportunities to join such kind of workshop. Some other teachers asked questions related to academic writing, such as writing citation, developing ideas, writing literature review, and finding relevant literature. In terms of questioning, some teachers asked directly in the forum.

3.3. Feedback Survey

In the last 15 minutes of our workshop, we distributed a simple online feedback survey to the teacher through google form. The purpose of the survey was to know participants' responses to our workshop. There were two simple items of closed-ended questions in the survey which covers the importance and usefulness of the workshop. All the participants took part in the online feedback survey. The collected data were then analyzed by the teams (Mukhlash Abrar, Reli Handayani, Rachmawati, and Yulhenli Thabran). The result of each question is presented in the following figures.

Figure 1. Result of the first questionnaire item

The first question of our feedback survey related to the importance of academic writing workshop for them. We provided three possible answers, *very important*, *important enough*, and *less important*. As can be seen in Figure, 13 participants answered that that the workshop is *very important* for them and 2 of them considered that it is *important enough*. None of participants responded less important. This result suggested that the participants they felt the importance of the workshop in their school.

Figure 2. Result of the second questionnaire item

The second question dealt with the significance of workshop's material. The result was similar as the previous questionnaire item. Among three possible answers, 2 participants responded that workshop is *useful* for them and 13 participants answered *very useful*. This result showed that the participants, in general, felt the benefit of the materials given in the workshop.

4. Conclusion

The aims of this workshop were to share knowledge about academic writing and at the same time to motivate junior high school teachers to be productive in academic writing. Lack of students' interest and opportunities to write made them, at some points, not productive. Through several activities conducted in the workshop, such as presentation, discussion (listening to their stories and answering their questions), simple practice and administering feedback survey seems effective to motivate primary school – Kota Jambi teachers to write.

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Some related documentation