

Forlis Gaiman: Project to improve the scientific writing skills of Islamic Religious Education teachers in Sleman Regency

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ABSTRACT

Efforts to improve teacher competence in writing scientific papers need to be continuously honed and improved because teachers' inability to write scientific papers has an impact on various things including career advancement. This community service aims to improve the motivation and writing skills of scientific papers of teachers in Sleman Regency through the Sleman Islamic Religious Teacher Writing Forum (Forlis Gaiman). This community service activity was organized by the Islamic Studies Department, Faculty of Islamic Religious Sciences, Islamic University of Indonesia targeting 24 State Islamic Religious Education teachers in Sleman Regency. The activity was packaged as a 2-day training on November 5-6, 2022, at the FIAI Postgraduate Campus. In addition to presenting the material, participants were also assigned to compile scientific journal articles. Based on the results of this community service, it can be seen that the various answers of training participants when asked about their motivation to take part in the training were mostly so that they could compile proposals and understand classroom action research. Other motivations for each individual are different depending on their own interests. The understanding of the material increased after being given the training treatment. Training participants also wrote scientific papers in the form of journal articles and carried out guidance, although less intensively. Overall, this activity is considered very important. The training participants felt happy, challenged to immediately prepare a proposal, and were satisfied based on the impressions of the training participants.

Keywords: forlis gaiman, writing, teacher, scientific work, motivation



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INTRODUCTION

Teacher career development cannot be separated from the teacher's professional competence in writing scientific papers. The inability to write scientific papers for teachers can have an impact on failure in promotion and/or postponement of promotion, failure in writing scientific papers, the emergence of plagiarism behavior, and there are even syndicates of promotion transactions [1]–[4]. Another thing that happens is that teachers enjoy their IV.a group more while waiting for retirement to be automatically promoted to IV.b. rather than pursuing their careers [5].

In addition to improving teacher professionalism [6], scientific publications can also be used as a reference source for teachers to create more active, creative, and joyful learning innovations [7]. However, the fact is that teachers' scientific writing skills are still a problem that has not been resolved. Not only in Sleman Regency [5], [8], teachers in Tasikmalaya [9], Batang Regency [10], in East Manggarai [7], in schools that are members of the Gugus Urip Sumoharjo East Jakarta [11] also experience the same thing.

Unlike the world of doctors and lecturers who in the world of higher education are always required to upgrade their knowledge. On the other hand, teachers in schools are too busy with administrative demands so that they tend to ignore the world of research and publication of works. There are no significant demands for teachers to do so that things like this are rarely done, perhaps during certain events such as when there is a scientific writing competition, or when there is an urgent need for career advancement [6].

So far, there have been many movements to eradicate laziness in writing, such as holding action research training and scientific writing training [5], [7], [8], [10]–[12] creating teacher forums [9], as well as workshops and mentoring in writing scientific papers [10]. The specifications of this community service are action research on elementary/junior high/high school teachers in Sleman Regency. This community service aims to improve the motivation and ability to write scientific papers of teachers in Sleman Regency through the Sleman teacher writing forum (forlis guman) which is formed through providing motivation, training and mentoring.

Based on this argument, the activity packaged in the form of community service is one of the campus participation efforts to provide solutions to one of the problems in the world of the teaching profession, especially in Islamic Religious Education teachers by proposing community service activities on scientific writing packaged in FORLIS GAIMAN (Sleman Islamic Religious Teacher Writing Forum).

This activity aims to increase the motivation and skills of writing scientific papers of teachers in Sleman Regency through the Sleman Islamic Religious Teacher Writing Forum (Forlis Gaiman). The practical benefits are to increase insight and skills, and increase teacher motivation in writing scientific papers. Teachers who have gained knowledge about scientific writing can disseminate it to other fellow teachers in their respective schools. Through this teacher's work, it can also be used as an increase in the teacher's career level, as a place for outstanding teachers, and other similar activities that increase the professional competence of teachers. The further goal is that indirectly by increasing the competence of Islamic Religious Education teachers, it is hoped that teachers can teach students in the form of project based learning (PjBL) writing scientific papers. so that students are able to develop their potential to work in the future, through this student's work becoming part of the work of the nation's children which of course provides benefits to society in general. It all started with a great and accomplished teacher.

METHOD

Community service activities will be carried out on Saturday-Sunday, November 5-6, 2022 at 08.00 - 16.00 WIB at room R.2.4, 2nd floor of the FIAI Postgraduate Campus. This community service activity is organized by the Department of Islamic Studies, Faculty of Islamic Studies, Islamic University of Indonesia. The activity implementer is a committee team with the Letter of Assignment of the Dean of FIAI-UII No: 184 / ST-Dek- FIAI / General Division & RT / IX / 2022 which is called the Lecturer and Student Da'wah and Community Service Team with the following composition:

Person responsible	: Asmuni, Dr., Drs., MA
Director	: Tulasmi, SEI., MEI
Chairman	: Dzulkifli Hadi Imawan, Lc., M.Kom.I., Ph.D
Sekretary	: Anwan Santoso
Team members	: Anisah Budiwati, Dr., SHI., MSI Mohamad Joko Susilo, Dr., S.Pd., M.Pd Muhammad Roem Sibly, Dr, S.Ag., MSI Anton Priyo Nugroho, Dr., SE., MM Mukhsin Ahmad, Dr., S.Ag., M.Ag Rani Dwi Alfita Sari Desi Rahmawati

The resource persons in this activity were lecturers from the Islamic Religious Studies Study Program, Masters Program (IAIPM), Islamic University of Indonesia as follows.

Table 1. List of speakers and topics of material presented in the training

Num	Name	Material
1.	Dr. M. Joko Susilo, M.Pd.	Classroom Action Research Methodology
2.	Dr. Muchsin Ahmad, M.Ag.	Tricks for Formulating Titles and Finding the Root of Classroom Action Research Problems
3.	Dr. M. Roy Purwanto, M.Ag.	Tricks for Writing Results, Discussions and Conclusions of Classroom Action Research
4.	Dzulkifli Hadi Imawan, Lc., M.Kom., Ph.D	Tricks for Writing a Theoretical Basis in Classroom Action Research
5.	Dr. Muhammad Roem Sibly, MSI	Writing Articles from Classroom Action Research Results Reports
6.	Dr. Anton Priyo Nugroho, MM	Zetero/Mendeley Application for: Writing Classroom Action Research Reports

The community service participants are recommendations from AGPAI Sleman Regency consisting of 21 active and 3 absent State Islamic Religious Education teachers in Sleman Regency. The budget for this activity is charged from the 2022 Islamic Studies Department Annual Budget Work Plan.

RESULTS AND DISCUSSION

Training Participant Profile

Based on the survey conducted, the majority of participants were female (90%) while male (10%). The majority of training participants (32%) had a working period of over 20 years, meaning they were seniors in their respective schools. Of all participants who stated that they had participated in Classroom Action Research training, 43% and the remaining 57% stated that they had never participated in Classroom Action Research training. In addition, 48% of training participants stated that they had never compiled a classroom action research proposal, while the remaining 52% had been involved in compiling a classroom action research proposal, although it was considered incomplete, just a proposal, not yet conducting research, or stopped in the middle of the road due to the lack of ongoing assistance.

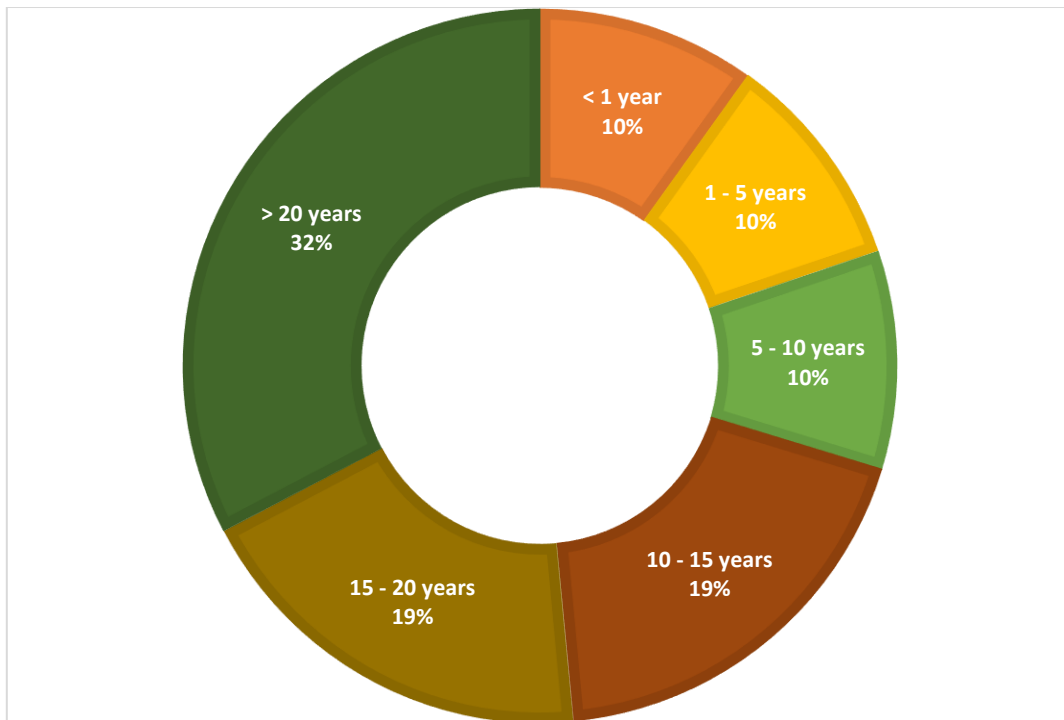


Fig. 1. Training participant work period

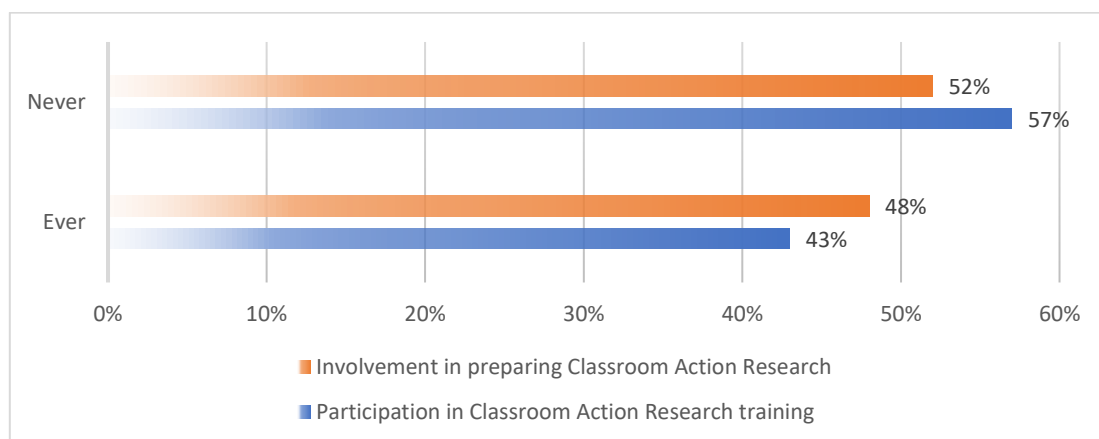


Fig. 2. Participation in Action Research training and involvement in compiling Action Research proposals

Implementation

Based on the results of community service that has been implemented, it can be described as follows. On the first day, Saturday, November 5, 2022, a training activity was carried out on Classroom Action Research Methodology. This activity was attended by 24 participants. The activity started at 07.30 to 16.00 WIB. The sequence of activities included participant registration, opening, reading of the holy verses of the Qur'an, singing the song Indonesia Raya, a speech by the Dean of FIAI UII as well as opening the event. Then continued with an explanation and Diagnostic Assessment of training participants with a resource person, Mr. Dr. M. Joko Susilo, M.Pd, followed by a coffee break. Furthermore, the training activity with the material on the Zetero/Mendeley Application for Writing PTK Reports with a resource person, Mr. Dr. Anton Priyo Nugroho, MM., and continued with break. After the Dzuhur prayer, it was continued with training on writing articles from reports on the results of Classroom Action Research with a resource person, Mr. Dr. Muhammad Roem Sibly, MSI. The next activity was training on tricks for writing theoretical foundations in Classroom Action Research with

resource person Mr. Dzul kifli Hadi Imawan, Lc., M.Kom., Ph.D and ended with a closing activity.

In the implementation of diagnostic assessment/placement test in this case, the aim is to find out the initial understanding of training participants related to the material that will be presented by the resource person. Diagnostic assessment has a positive effect on learning awareness [13]–[19]. Based on the results of the diagnostic assessment, it can be seen that the percentage of training participants' understanding of the material is included in the category of less (62%) and very less (38%). After the results of the placement test are known, it means that there needs to be follow-up in this case, participants are given material reinforcement as well as reawakening of past memories. A low diagnostic test is still reasonable because there has been no learning process about classroom action research. In addition, most training participants have never participated in classroom action research training or have participated but not completed. In addition, training participants have also never been actively involved in writing proposals, even if they are involved, they do not complete them without intensive assistance.

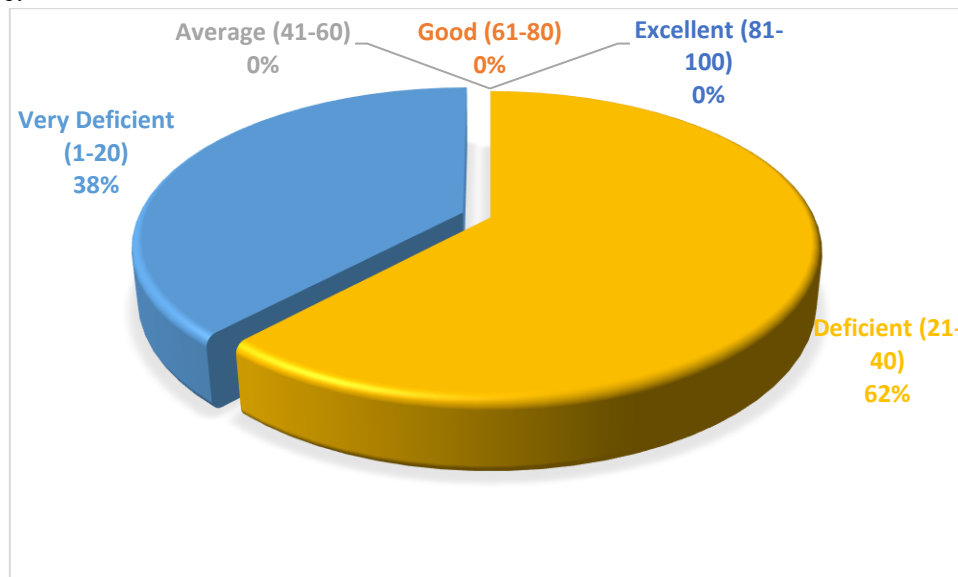


Fig. 3 Diagnostic assessment scores of training participants

There are various answers from training participants when asked about their motivation to take the training. From their answers, the majority were so that they could compile classroom action research (29%) and understand classroom action research (25%). In addition, their motivations differ depending on their respective interests. In detail, the motivation of participants to take the training can be presented in the following picture.

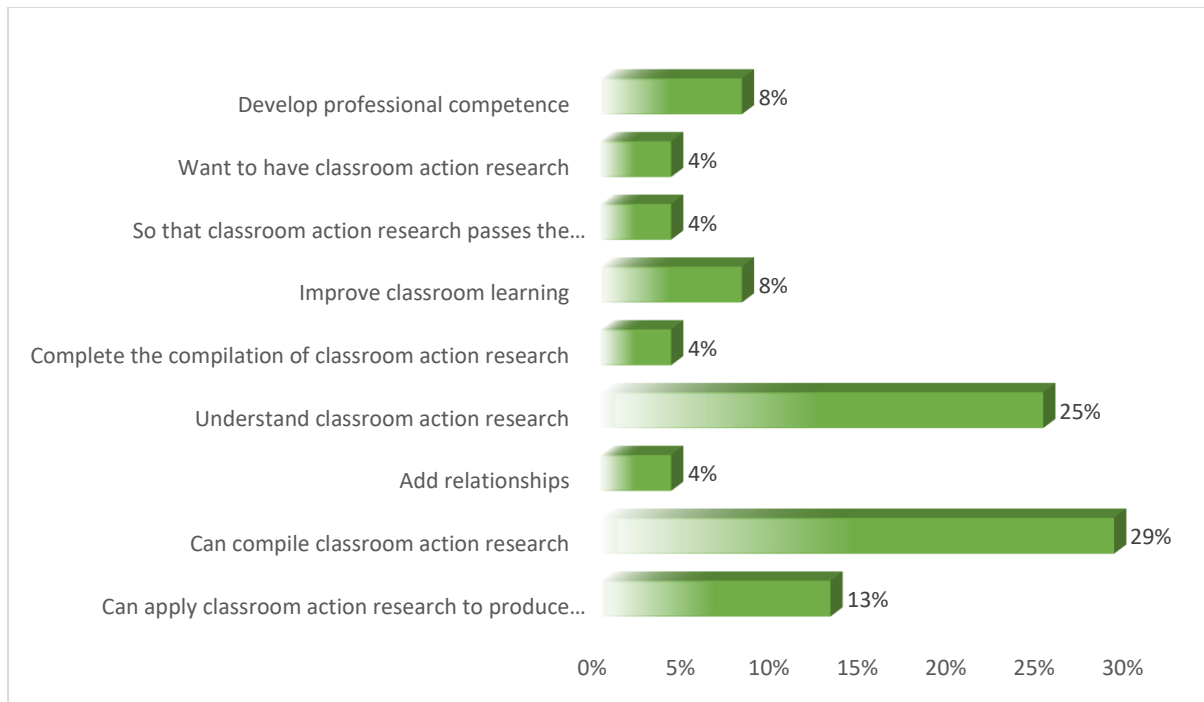


Fig. 4. Motivation of participants to take part in training

The findings of this study demonstrate that the implementation of the instructional strategy contributed positively to students' academic achievement, classroom participation, and learning motivation. Students became more active, confident, and engaged during learning activities, particularly through collaborative discussions, problem-solving tasks, and interactive classroom participation. These findings are consistent with previous studies emphasizing that student-centered learning approaches improve academic performance, communication skills, and social interaction. Constructivist and sociocultural learning theories also support the findings by suggesting that students develop stronger understanding through meaningful experiences, collaboration, and social interaction. Teachers played significant roles as facilitators who guided students throughout the learning process and created supportive learning environments that encouraged participation and confidence.

The study further revealed that interactive instructional strategies improved students' communication abilities, teamwork skills, and critical thinking. Students became more willing to express ideas, ask questions, and collaborate with peers during classroom activities. Collaborative learning activities enabled students to exchange ideas, solve problems collectively, and strengthen interpersonal relationships. These results align with previous research indicating that active learning environments contribute positively to students' cognitive, social, and emotional development. In addition, positive reinforcement and constructive feedback from teachers increased students' self-confidence and motivation, while supportive classroom atmospheres reduced students' fear of making mistakes during learning activities.

Despite the positive outcomes, several challenges were identified during the implementation process. Some students initially experienced difficulties adapting to interactive learning because they were accustomed to conventional teacher-centered instruction. Differences in students' academic abilities and participation levels also influenced classroom dynamics, while collaborative learning activities required more instructional time and careful classroom management. Nevertheless, the findings suggest that innovative and student-centered instructional approaches remain effective in improving educational quality and

holistic student development. Therefore, schools and educational institutions should encourage the implementation of interactive learning strategies, provide professional development opportunities for teachers, and create supportive learning environments that foster students' academic, social, and emotional growth.

On the second day, Sunday, November 6, 2022, the activity starts at 8:00 a.m. to 4:00 p.m. Western Indonesian Time. The first training activity is about Tricks for Writing Results, Discussions and Conclusions of Classroom Action Research with the resource person Mr. Dr. M. Roy Purwanto, M.Ag, then coffee break. Furthermore, the presentation of material on tricks for formulating titles and finding the root of the problem of Classroom Action Research with the resource person Mr. Dr. Muchsin Ahmad, M.Ag then break. The next activity is the presentation of material on Classroom Action Research Methodology with the resource person Mr. Dr. M. Joko Susilo, M.Pd. then continued with a post-test and a follow-up plan for mentoring training participants.

Based on the findings of this study, the instructional strategy implemented in the classroom contributed positively to students' academic development, motivation, communication skills, and participation in learning activities. Students became more active and confident during classroom interactions, while collaborative learning activities supported both academic achievement and social development. The findings also confirm the importance of teacher creativity, effective classroom management, and supportive learning environments in achieving successful educational outcomes. Despite several challenges related to time management and differences in students' abilities, the strategy remains relevant and effective in promoting student-centered learning. This study further emphasizes the importance of integrating innovative and interactive learning approaches into educational practice in order to improve the quality of teaching and learning. Future studies are recommended to involve broader research settings and quantitative approaches to strengthen evidence regarding instructional effectiveness in diverse educational contexts.

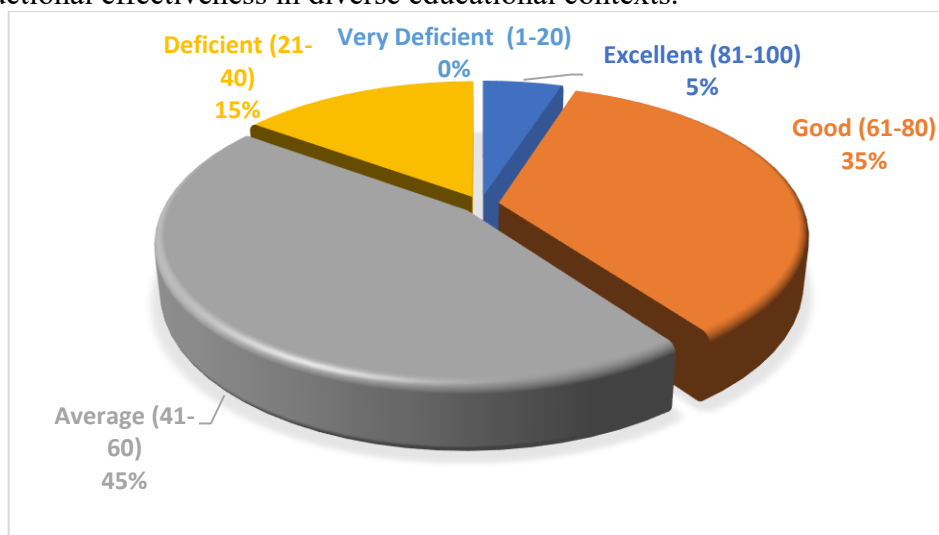


Fig. 5. Post-test results of training participants



Fig. 6. Participants in scientific writing training

After the 2-day training was completed, all participants still followed the mentor in compiling the Classroom Action Research report guided by Dr. M. Joko Susilo and Dr. Hajar Dewantoro. Where participants were divided into 2 groups, namely: basic group with 10 people and intermediate group with 9 people. The implementation of mentoring was carried out online and offline, the time of which was coordinated by each mentor directly with the group group. The scope of the mentoring material is writing class action research reports and writing articles on the results of class action research. It was agreed that mentoring activities would be carried out every 2nd week.

Based on the impressions of the training participants, apparently there are still training participants who feel confused (6%), even though the material has been presented well. Unfortunately, the location of the confusion is not explained in detail. This can be overcome during mentoring if the participants concerned are willing to follow. In addition, the majority of participants feel enjoyed (32%), challenged (32%), and satisfied (26%).

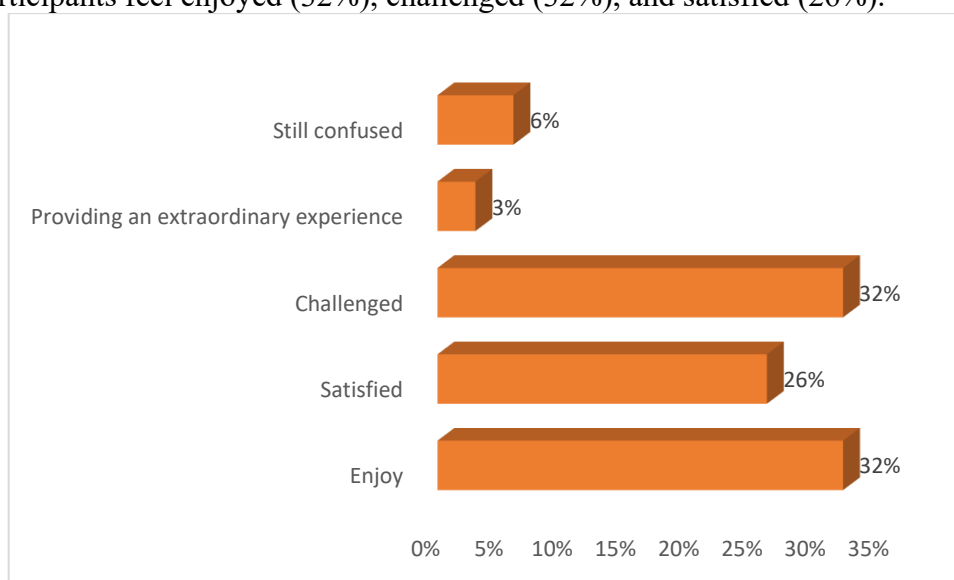


Fig. 7. Participants' impressions during the training

Although in terms of the implementation of the training, participants were satisfied with this activity, this community service activity also had weaknesses, including that during the mentoring, participants' enthusiasm began to weaken. They began to be inactive in consulting

after returning to their respective activities. They also did not prioritize opportunities and chances to discuss further with their mentors for their self-development in writing scientific papers. In addition, the results of the scientific papers written by each participant were no longer controlled until they were finished. In this case, as with their motivation at the beginning, it was repeated because they themselves did not prioritize time well to carry out mentoring which resulted in less than optimal results. This is an evaluation material for the implementation of community service in the future to be able to package activities well and in a controlled manner so that the results are optimal. Every activity does not have to be perfect, weaknesses were also found in the community service activities of Susilo, et al [20] that the post-test results did not increase or even decreased due to many factors, both internal and external.

CONCLUSION

Based on the results of community service activities, it can be concluded that the various answers of training participants when asked about their motivation to take part in the training were mostly so that they could prepare proposals and understand classroom action research. Other motivations for each individual are different depending on their own interests. The understanding of the material increased after being given training treatment. Training participants also wrote scientific papers in the form of journal articles and received guidance, although not intensively. Overall, this activity was considered very important. Training participants felt happy, challenged to immediately prepare proposals, and satisfied based on the impressions of the training participants. However, this community service activity also has weaknesses, especially during the stage of mentoring in writing scientific papers.

CONFLICT OF INTEREST

There is no conflict of interest.

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