



## THE EFFECTIVENESS OF RESEARCH WRITING TRAINING AT ELEMENTARY SCHOOL SDN-2 PANDANPANCUR LAMONGAN

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<https://doi.org/10.59436/jsiane.com/archives3/2/81>

### Abstract

Training on research article writing is considered an effective strategy for the school teachers' creativity. This study investigated the effectiveness of research writing training at Elementary School SDN 2 Pandanpancur, Deket, Lamongan regency. This is qualitative research in which the data were collected by interview after the training was finished, with the open questions presented in the questionnaires. The nine respondents were requested to give responses freely. The responses were then summarized and decoded based on the themes. From this process of data collection and decoding, the results were interpreted and inferred. The conclusion was drawn based on the inferences and analysis. There were nine teachers in this small village where the school was used for the research object. The researchers found that the training was found effective for several purposes such as for sharing the experience, sustainability, making them knowledgeable and skillful, increasing their motivation, and interest in learning new thing. It is recommended that the school and the related parties make policies for the training and upgrading to make the teachers creative in writing research articles.

**Keywords:** research writing, creativity, continuous professional development, upgrading.

Received 01.04.2023

Revised 20.05.2023

Accepted 22.06.2023

### Introduction

The Elementary School (SD) curriculum structure is designed based on several principles. Firstly, the curriculum is thematically integrated, extending up to Grade VI. Secondly, the school incorporates graduate competencies along with the core competencies of each grade. Thirdly, the learning process follows a scientific approach, and science and social studies are utilized as subjects for cross-disciplinary discussions. A previous study by Indriani (2015) emphasized the need for teacher creativity in integrated thematic learning with a process approach. To enhance their creativity, teachers require upgrading, such as through research writing to express their ideas (Adianto *et al.*, 2020). Moreover, it is beneficial for teachers to share their ideas through digital media platforms like Word Press blogs, used for writing practice as this has a positive impact on creativity (Yu, 2020; Willment, 2020)

By having a training of research writing, teachers can be creative in expressing their ideas and thoughts (Sauro & Sundmark, 2019). Later on, Pandan Pancur Elementary School teachers, in Deket District, Lamongan Regency, would get a tremendous impact. The significance and benefits of the training mentioned above are very helpful for teachers in solving problems that actually have had no solution so far. The fundamental problem, as described below is based on interviews via WhatsApp's with the schoolteachers, several explanations were obtained. First, so

far, teachers have not been trained and have not gotten used to creative writing in the form of research writing in their schools. Second, not all teachers have the skills to put ideas into a research writing paper.

Any training is essential for participants (Arifah *et al.*, 2022). In addition, expressing thoughts and technology awareness is crucial in education today. The internet plays a vital role in writer creativity (Miller, 2019), which is a major issue in many schools, including SDN Pandan Pancur, Deket, and Lamongan. The best solution to these challenges is training conducted by the Community Service team from Nahdlatul Ulama University Surabaya. Providing this training to teachers at SDN Pandan Pancur, Deket, Lamongan would have a highly positive and sustainable impact. The training aims to enhance research writing skills and idea generation in various subjects like mathematics, English, History, and Biology, particularly for teachers at Pandan Pancur Elementary School, Deket, Lamongan.

The training was started by discussion for the material format of training and possible problem they have at the present time. Based on discussion or communication via WhatsApp's (WA) with one of the Guidance Teachers. There are several current conditions in that school. As for the existing problems, which can be overcome by the team from Universitas Nahdlatul Ulama Surabaya Community Service are based on the following. First, so far the teachers have not been fully used to it and have never written down their ideas

in the form of even scientific work, including in the media. The teachers also had never received special training in writing scientific papers. Second, from discussions via WA as well, information was obtained that so far not a single teacher has got a training on research writing. Therefore, they are also not used to writing down their ideas related to their subjects they teach to their students.

Based on the background above, it is beneficial for the researchers to provide a training on writing research articles. To focus on the problems, the researchers raised the question, firstly, whether the training given to them is effective. Secondly, how do the school teachers perceive the training given to them? The findings would be beneficial for the schools to have further policy related to how to make the school teachers creative and able to write research articles related to their school environment.

### Framework

Training and upgrading serve as highly effective strategies for teachers to cultivate their creativity and expertise within their profession. In order to proficiently produce scientific articles, teachers must undergo training to acquire the necessary skills in this domain (Ball and Forzani, 2011). Therefore, when teachers, particularly those in elementary schools, are consistently exposed to new knowledge and skills, they can develop proficiency in scientific article writing.

Engaging in continuous professional development enables educators to remain up-to-date with current research, methodologies, and techniques relevant to their respective fields. Through participation in training programs and workshops, teachers can acquire fresh knowledge and skills that can be directly applied to their teaching practices.

The ability to effectively communicate scientific concepts and findings to students and colleagues is crucial for teachers. Training on research writing is beneficial for such as proper paper structure, accurate citation of pertinent literature, and appropriate usage of terminology (Djuwari *et al.*, 2019). By acquiring these skills through training, teachers can effectively convey scientific information, contributing to the advancement of their field. Ball and Forzani (2011) and Budiana *et al.* (2018) also argued in their research that teacher training has a significant impact on professional development and instructional practices.

Continuous training and upgrading are effective strategies for teachers to enhance their creativity and proficiency within their profession (Biletska, 2021; Caena & Redecker, 2019; Guskey, 2000). This is especially important when it comes to developing skills in writing scientific articles (Ball & Forzani, 2011). By consistently exposing teachers, particularly those in elementary schools, to new knowledge and skills, they can become more proficient and knowledgeable in this specific area.

Participating in professional development through training programs and workshops allows teachers to remain informed about the latest research, methodologies, and

techniques in their fields (Demchenko & Maksymchuk, 2021; Srinivasacharlu, 2019; Darling-Hammond, 2009; Garet *et al.*, 2001; Záhorec *et al.*, 2019). Involvement in such activities enables educators to acquire the necessary knowledge and skills that can be directly applied to their teaching practices.

In the realm of scientific writing, it is imperative for teachers to effectively communicate scientific concepts and findings to students and colleagues. Proficiency in writing scientific articles entails familiarity with specific conventions, including paper structure, appropriate citation of relevant literature, and the use of suitable terminology. Through training, teachers can develop these skills, empowering them to effectively communicate scientific information, thereby contributing to the advancement of their field. This progression ultimately leads to sustainability.

### Methodology

#### Design of the research

This qualitative study examines a specific phenomenon of a one-shot nature, starting with a survey to assess the actual situation. Subsequently, the research addressed the identified issues faced by the respondents by offering a research writing training as a form of intervention. The study was conducted at SDN 2, Pandanpancur, Deket, Lamongan, and the details are as follows

#### The Respondents

The participants in this study consist of nine teachers who work in a rural region called Pandanpancur, located in Lamongan. The limited number of participants is due to the fact that this public elementary school is situated in a small village. These teachers are responsible for educating students from various areas within the village

#### Data source and analysis

Initially, the researchers conducted a training session on research article writing tailored to the specific needs identified through the survey. The training materials included both theoretical knowledge and practical exercises related to writing research articles. The materials were developed as workshops, allowing participants to engage in discussions and apply the concepts learned (refer to Figure 2: Photo of Discussion). The outcome of these discussions resulted in the acquisition of knowledge and skills related to research writing.

To assess the effectiveness of the training, the researchers administered questionnaires to the trainees. These questionnaires were distributed after the completion of the training and the subsequent analysis process, as depicted in Figure 1. Furthermore, the researchers analyzed the responses from open-ended questions by decoding them, classifying the results based on their semantic meaning, following the approach proposed by Luisi *et al.* (2019). Subsequently, the researchers drew inferences from the decoded data to arrive at their conclusions, as illustrated in Figure 1.

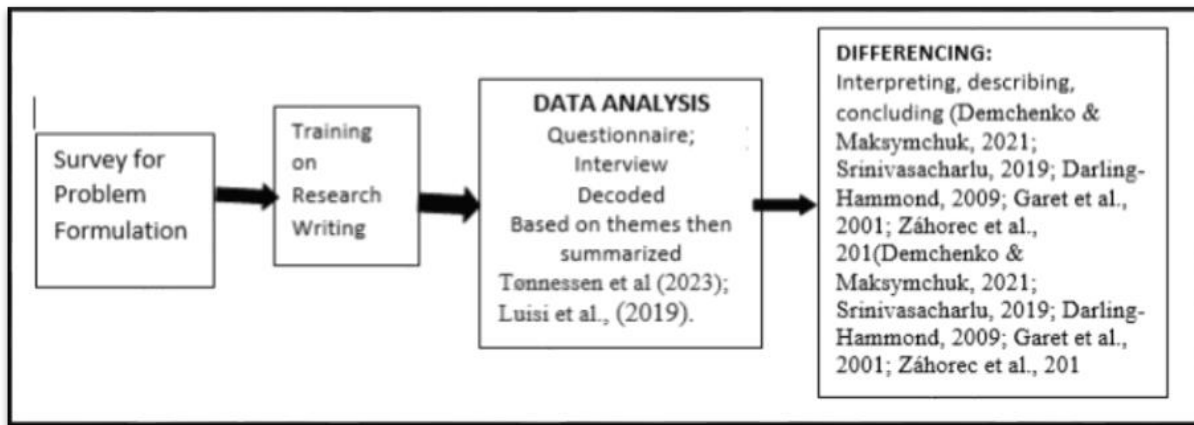


Fig. 1 : Framework of the Research

Table 1 displays the data gathered from open-ended questions included in the questionnaires. The table encompasses three distinct questions. The first question pertains to the participants' perspectives on the training program and requires them to provide reasoning behind their opinions. The second question explores the participants' individual plans or initiatives following the completion of the

training, allowing for diverse and varied responses. The third question is related to the participants' expectations for their schools after undergoing the training. All the responses obtained were carefully interpreted and coded. Subsequently, the researchers derived a summary from the coded data to formulate their concluding remarks.

Table 1: Open Questions about the Training Program

Questions	Responses	Decoding
Do you think the training on research writing is good for your profession? Why?		
After the training on research writing, what do you plan to do in relation to your profession as a teacher?		
What do you expect for your school after the training on research writing		

**Findings**

The research findings are obtained from the responses provided by the respondents, who were participants in the training program. These responses were transcribed and decoded. Through this process, the information gathered

from the participants was summarized, as depicted in Figure 3.

**Data from the open question using the questionnaire**

The data from the questionnaires were interpreted. Then they were decoded. From this process, the researchers presented in a table as shown in Table 2.

Table 2 : The Respondents' Responses and Decoding

QUESTIONS	RESPONSES	DECODING
Do you think the training on research writing is good for your profession? Why?	<p><b>Participant (1)</b> I think the training is good for me because I can learn about the way how to write a research article. Before the training, I didn't know how to start writing. Now, I can see the way how to start writing research article.</p> <p><b>Participant (2)</b> In my opinion, I am glad and motivated to write after this training. The training makes me understand how to write research article.</p> <p><b>Participant (3)</b> Firstly, I was quiet nervous but when joining the training I felt happy and I am sure that from this training, I can share the knowledge with my friend outside this school.</p> <p><b>Participant (4),</b> Yes, it is. <b>Because I can learn about the strategy of writing a research paper.</b> I can share my knowledge and skill with friends in this training when we have problem.</p> <p><b>Participant (5)</b> Of course, yes, I feel I have got knowledge and skill how to write research article. I can also try to write a book using the strategy to get idea. Not only research.</p>	<p><b>Participant (1)</b> Effectiveness: the training is good for making them knowledgeable and skillful in writing.</p> <p><b>Participant (2)</b> A) Motivation and Effectiveness. Motivation: the training can make them motivated. Besides she got the knowledge and skills in writing,</p> <p><b>Participant (3)</b> Effectiveness Transfer of Knowledge</p> <p><b>Participant (4)</b> Effectiveness, Improving the Knowledge and Skill Knowledge Sharing with friends</p> <p><b>Participant (5)</b> Effectiveness Creating another use of the skill (Book)</p>

	<p><b>Participant (6)</b> Yes. I couldn't understand how to write research article but after the training, I understand and want to start writing after this training.</p> <p><b>Participant (7)</b> Yes, I like this training because now I know how to write research writing.</p> <p><b>Participant (8)</b> Yes, it is. I am now interested in writing the research paper. I promise I have to start writing research article after this training.</p> <p><b>Participant (9)</b> Yes, it is good for me because I know the way to write research article. I want to start writing tomorrow.</p>	<p><b>Participant (6)</b> Effectiveness Motivation</p> <p><b>Participant (7)</b> Effectiveness</p> <p><b>Participant (8)</b> Motivation Effectiveness</p> <p><b>Participant (9)</b> Effectiveness Motivation</p>
What do you expect for your school after the training on research writing	<p><b>Participant 1)</b> I want to start writing a research article and a book. I also want to teach my students how to write article but for simple text only.</p>	<p><b>Participant (1)</b> Interest to write Transformation</p>
	<p><b>Participant 1)</b> I ask the school to hold the training again next year for upgrading</p>	Interest
	<p><b>Participant 3)</b> I want to write a research article, one article for one year.</p>	motivation
	<p><b>Participant 4)</b> I have to join again if there is the training like this...</p>	sustainability
	<p><b>Participant 5)</b> I expect that the school also hold the training the same like this again.</p>	sustainability
	<p><b>Participant 6)</b> I plan to write at least one research article a year.</p>	Interest
	<p><b>Participant 7)</b> I want to publish my own article in media.</p>	Interest
	<p><b>Participant 8)</b> I will pan to teach my students how to write.</p>	1)interest 2) transformation
	<p><b>Participant 9)</b> I will apply the ways of writing research article every day...</p>	Interest Motivation



Fig. 2 : Photo When the Training was in the Process

Figure 2, the researcher is also the instructor so that this can also be the process of observing the participants involvement and engagement in the process of the training. All of the participants looked so enthusiastic that they could discuss and follow the process of the training on the knowledge and skills of research writing.

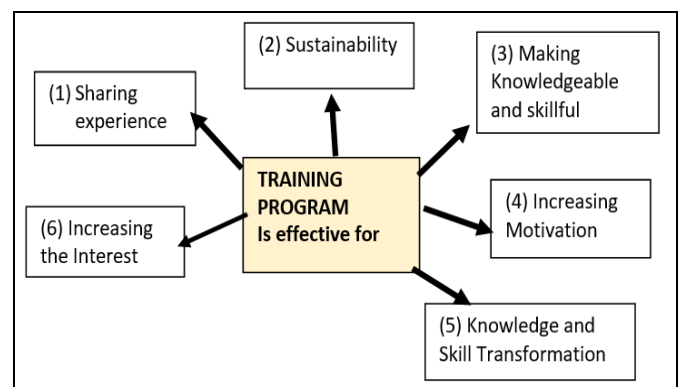


Fig. 3 : Summary of the Decoded Findings of Questionnaires

### Discussion

The research findings indicate that the training on research writing conducted for teachers at Elementary School SDN-2 Pandanpancur Lamongan effectively facilitates the sharing of experiences among participants, leading to



improved knowledge. This ability to share experiences during the training aligns with previous studies by Arifah *et al.* (2022), which demonstrated that training on digital technology enables participants to express their thoughts and share their experiences. Additionally, previous research by Yu (2020) and Willment (2020) also supported the notion that participants can share their thoughts and experiences during and after training sessions. Thus, the present researchers' training program at Elementary School SDN-2 Pandanpancur effectively promotes the sharing of experiences among participants.

Furthermore, in terms of sustainability, the study reveals a commitment from both the participants and the school's Principal to organize similar training sessions on various research writing topics in the future. This commitment suggests that a training program that fosters the sharing of experiences can have long-term sustainability. This finding aligns with the argument presented by Ball and Forzani (2011) that training empowers teachers to effectively communicate scientific information and make contributions to their respective fields, particularly in the context of teaching students in schools. Ultimately, this process contributes to the program's long-term sustainability and the continuity of associated activities.

In summary, this study highlights the significance of sustainability in the training program. The commitment expressed by both the participants and the school's Principal to continue organizing similar training sessions with diverse research writing topics demonstrates a sustainable approach. This aligns with Ball and Forzani's (2011) argument that training empowers teachers to effectively communicate scientific information and make meaningful contributions in their field, benefiting their students. The synthesis of these points underscores the importance of creating a sustainable training program that fosters knowledge sharing and ongoing development among participants, ultimately leading to long-term success and impact.

Furthermore, the text emphasizes the participants' belief that training in research writing enhances their knowledge and skills. This viewpoint is supported by Ball and Forzani (2011), who emphasize the role of training and upgrading in providing participants with the necessary expertise. The studies conducted by Garet *et al.* (2001) and Záhorec *et al.* (2019) further support this perspective, demonstrating that engaging training programs enable educators to acquire essential knowledge and skills that can be directly applied to their teaching practices.

Moreover, the text highlights the potential of training to increase participants' motivation, particularly in their inclination to write research articles using the knowledge gained during the training. The completion of the training itself can instill a sense of motivation among participants. Arifa *et al.* (2022) also found that training, especially when combined with technology, effectively enhances participants' motivation.

In conclusion, the analysis emphasizes the positive impact of training in research writing on participants' knowledge, skills, and motivation. The findings align with existing research, supporting the notion that training programs, when combined with technology and a sustainable approach, have the potential to empower educators and foster their professional development. Incorporating technology in

training programs can enhance motivation and ultimately contribute to more effective teaching practices.

The fifth is the transformation of knowledge and skills. For instance, it has been mentioned that participants undergo a transformation in their knowledge and skills as a result of the training. Garet *et al.* (2001) and Záhorec *et al.* (2019) also affirm that engaging training programs enable educators to acquire knowledge and skills that are directly applicable to their teaching approaches. These educators subsequently apply the knowledge and skills acquired from the training to benefit their students (Garet *et al.*, 2001; Záhorec *et al.*, 2019), demonstrating the practicality of the training offered in this research.

Lastly, with regards to increasing interest, it has been proven that participants develop an interest in writing research articles following the training. Prior to the researchers' intervention, the participants did not exhibit any interest. Ball and Forzani (2011) propose that engagement during the training process gradually enhances the trainees' interest. This assertion is further supported by Demchenko *et al.* (2021) argument on the effectiveness of inclusive training, as evidenced by Arifa *et al.* (2022) research findings. The use of technological tools in conjunction with the training can potentially enhance this effect.

## Conclusion

The training on research writing at Elementary School SDN-2 Pandanpancur Lamongan facilitates the sharing of experiences among participants, leading to knowledge improvement. The training encourages participants to openly express their thoughts and share their experiences. The implementation of sustainable training programs empowers teachers to effectively communicate scientific information and make valuable contributions to their respective fields, ultimately benefiting their students in the long run.

The training in research writing enhances participants' knowledge and skills. The participants themselves emphasized that training initiatives and opportunities for upgrading provide them with valuable knowledge and skills. Therefore, this study supports the notion that engaging training opportunities enable educators to acquire essential knowledge and skills that are directly applicable to their teaching practices.

Additionally, the training has the potential to increase participants' motivation, particularly in relation to writing research articles. The completion of the training itself can instill motivation, and incorporating technology further enhances this motivation. Moreover, training serves as a facilitator of knowledge and skill transformation. The participants in this study reported that they transformed their acquired knowledge and skills during the training and successfully applied them in their teaching practices. This evidence reinforces the idea that engaging training programs enable educators to acquire practical knowledge and skills.

The training programs can also stimulate participants' interest in writing research articles. The participants in this study developed a newfound interest in research writing following the training. The study suggests that engaging training processes contribute to the growth of this interest. The findings highlight the impact of inclusive training and technology-assisted training on sustainability and transformation, respectively.

It can be inferred that the training provided to elementary school teachers yields numerous benefits. Therefore, it is of utmost importance for policymakers in schools, particularly at Elementary Schools SDN 2 Pandanpancur, Lamongan, and more broadly, for elementary school teachers in Indonesia. The researchers acknowledge the limitations of this study, such as its exclusive focus on a single elementary school, SDN 2 Pandanpancur, Lamongan. To enhance generalizability, future research should be conducted in multiple schools.

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Cite this article-

Djuwari Djuwari, Muhammad Syaikhon, Tiyas Saputri, Jauharotur Rihlah, Destita Shari, Sunanto, 2023 "The Effectiveness of Research Writing Training At Elementary School Sdn-2 Pandanpancur Lamongan" *Journal of Science Innovations and Nature of Earth*, Vol. 3(2), Page- 39-44  
[www.doi.org/10.59436/https://jsiane.com/archives3/2/81](http://www.doi.org/10.59436/https://jsiane.com/archives3/2/81)