

## Webinar on Writing Scientific Articles for Teachers: Strengthening Professionalism Through Publication Literacy

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### Abstract

This community service activity aims to improve teachers' capacity in writing scientific articles as part of ongoing professional development. A total of 30 teachers from the Avicena Bengkulu Learning Community participated in a webinar titled "Writing Scientific Articles for Teachers," held online on September 25, 2024, via Google Meet. The activity consisted of delivering materials and facilitating interactive discussions on the structure of scientific articles, adjustments to journal templates, and publication strategies. The activity results showed high enthusiasm among participants, reflected in their active questioning and readiness to prepare the initial draft of the article. This activity increased participants' understanding of the importance of scientific publications and encouraged them to begin writing based on the learning practices they had undertaken. This webinar is a genuine contribution from lecturers to strengthening publication literacy among teachers as part of improving professionalism.

**Keywords:** Scientific Articles, Teachers, Publication Literacy, Webinars, Community Service

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## INTRODUCTION

Quality education is not only determined by Classroom learning, but also by the extent to which educators can develop their professionalism through scientific work. One form of continuing professional development (PKB) for teachers is writing and publishing scientific articles. However, in reality, many teachers experience obstacles in this process, including understanding the structure of writing, mastering scientific language, and accessing relevant journals. This causes the low number of teacher publications at the local and national levels.

As higher education institutions, universities have a responsibility to play an active role in improving teacher competence. Community service activities are one of the real manifestations of this role. The webinar "Writing Scientific Articles for Teachers" carried out by the service team from the University of Muhammadiyah Bengkulu is a response to this need. This activity is aimed at teachers who are members of the Avicena Bengkulu Learning Community, with the hope of providing a basic understanding and motivation to start the process of writing scientific articles.

Various previous studies and community service activities have shown that training and mentoring in writing scientific articles can increase teacher confidence and competence (Sutaryo & Hasan, 2024; Octaviani & Suseno, 2024; Sa'diyah, 2024). This is reinforced by Widiasworo and Vidya (2024), who stated that compiling scientific papers requires systematic understanding and support from ongoing practices. Therefore, this webinar activity is designed not only as a delivery of material, but also as an effort to build a scientific literacy ecosystem that empowers teachers to write and share knowledge actively through publication.

Apart from being a form of professional development, writing scientific papers is also part of teachers' obligations to fulfill the requirements of scientific publication as stated in the Minister of National



Education Regulation Number 35 of 2010. However, limited understanding of article structure, use of scientific references, and technical skills in using journal templates are often major obstacles. Previous training activities, such as those conducted by Asrini et al. (2025) and Sa'diyah (2024), also showed that direct assistance and providing concrete examples can accelerate the process of teacher adaptation to the world of academic writing. In this context, this webinar activity provides a flexible, interactive learning space oriented towards the real needs of teachers in writing scientific articles.

## **METHODS**

This community service activity was carried out as an interactive webinar featuring lecture-style presentations, question-and-answer sessions, and case study discussions. The activity was carried out online on September 25, 2024, from 19.00–22.00 WIB using the Google Meet platform. The activity participants numbered 30 teachers from various levels of education who are members of the Avicena Bengkulu Learning Community, and were supported by collaborative partners, SA Langit Biru Kota Bengkulu.

The activity material focused on introducing the structure of scientific articles, the basic principles of journal publication, and strategies for adapting teacher writing to scientific journal templates. The main resource person was Dr. Merri Sri Hartati, M.Pd., accompanied by two lecturers: Dr. Winda Ramadianti, M.Pd., and Dr. Rizky Pratama, M.Pd., as well as two student assistants, namely Hardiansyah and Hanny. The entire team was actively involved in technical preparation, webinar facilitation, and documentation of activities.

Interaction during the activity was strengthened through discussion and Q&A sessions, which aimed to encourage participants to compile an initial draft of an article based on their teaching practice experience. After the activity, participants were also directed to join an online communication forum for follow-up mentoring. This step is expected to develop a community of scientific writing practices in a sustainable manner.

## **RESULTS AND DISCUSSION**

The "Writing Scientific Articles for Teachers" webinar successfully achieved its goal of increasing teachers' awareness and motivation regarding the importance of scientific publication as part of their continuing professional development. This activity, attended by 30 participants from various educational levels, was conducted actively and participatively. The teachers showed high enthusiasm, as indicated by the many questions asked and the discussions that developed during the session.

Participants begin to understand the basic structure of scientific articles, the types of publications, and the technical requirements for journal templates. In fact, some teachers expressed interest in starting to compile articles based on teaching practices or Classroom Action Research (CAR) results. This shows that similar activities can have a significant initial impact on teacher readiness to write scientifically, in line with Rahmi et al.'s (2025) findings that training and mentoring are very effective in building teachers' scientific literacy capacity.

Online support is also a major supporting factor. The presence of participants and organizing partners helped create a collaborative and interactive atmosphere. Saputra & Yusnita (2025) emphasized that digital learning spaces can facilitate teachers' access to guidance flexibly. In this context, the strategy implemented by the service team is highly relevant to the trend of online-based training highlighted by Adam et al. (2025), which underscores the importance of a digital approach to writing training.

To support the webinar, information about the activity, including the theme, schedule, and speakers, was disseminated to participants via digital media. This initial information plays an important role in ensuring participants' readiness and understanding of the activity's objectives and flow.



**KOMUNITAS BELAJAR AVICENA**

**WEBINAR**

**PENULISAN ARTIKEL ILMIAH  
UNTUK GURU**

**RETNO SARI, S.Pd**  
Moderator

**DR MERI SRI HARTATI M.Pd**  
Narasumber

**Hardiansyah, S.Pd**  
Narasumber

Bergabunglah dengan webinar eksklusif kami yang akan membahas Tips dan Trik membuat karya Ilmiah. Untuk Bergabung Silahkan klink tautan Gmeet berikut <https://meet.google.com/ekz-xgmm-mnz>

RABU, 25 September 2024     19:40 WIB - 22.00 WIB

**DAFTAR SEGERA**

**Figure 1.** Information board of the webinar on scientific article writing for teachers

During the webinar, participants showed active involvement, especially in the discussion and question-and-answer sessions. This active participation reflects the material's relevance to participants' needs and indicates a positive response to the interactive approach used in the activity.



**Figure 2.** Active participant engagement during the webinar session

Furthermore, this activity not only improves teachers' cognitive understanding but also sparks collaborative initiatives. This is in line with the findings of Widayaka et al. (2025), who noted that scientific writing training helped create professional networks among teachers in the learning community. Meanwhile, the approach that integrates the use of technology and application materials as used in this webinar is in line with the results of the study by Achmadi et al. (2025), which states that the use of artificial intelligence and online platforms accelerates teachers' adaptation to reputable scientific article formats.

Thus, this activity is not only a one-way learning forum but also a space for dialogue and practice relevant to teachers' real needs. Institutional support, partners, and student involvement make this service a collaborative model with potential for replication in other teacher communities.

## CONCLUSION

The webinar activity "Writing Scientific Articles for Teachers" has proven to provide a positive contribution in increasing teachers' understanding and motivation regarding the importance of scientific publications as part of professional development. Through an interactive online approach and applicable materials, participants gain insight into article structure, writing strategies, and publication steps. This activity also encourages collaboration between teachers and provides space for follow-up through writing assistance. The involvement of lecturers, students, and partners makes this activity a genuine expression of the tridharma of higher education.

## Acknowledgments

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## Statement and Declarations

All community service teams contributed fully to this activity, from observation and implementation to writing reports and scientific articles.

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