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Socialization and Training of Scientific Journal Article Writing Strategy for Teachers

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ABSTRACT

Purpose of the study: This study aims to explore the understanding and effectiveness of teachers' responses to the socialisation and training on scientific article writing strategies at Al-Hidayah Foundation.

Methodology: The research method used in this study is a quantitative method with a descriptive statistical approach. Data collection was carried out through questionnaires and questionnaires distributed to teachers participating in training and socialization. The questionnaire was designed to measure initial understanding, changes in perception, and increased ability to write scientific articles before and after training. The data analysis technique used descriptive statistics assisted by SPSS.

Main Findings: This socialisation and training is designed to improve teachers' skills and knowledge in writing publishable scientific articles, motivated by the need to improve the quality of education and learning in schools, teachers are expected not only to act as teachers but also as researchers who actively contribute to the development of science, with the socialisation of this training it was found that some teachers were still confused about how to compile good and correct scientific articles.

Novelty/Originality of this study: This research introduces a new training method or strategy, this research includes an evaluation or analysis of the impact of the training. Overall, this research can advance knowledge by providing a new model or approach in scientific writing training for teachers, as well as offering new insights that can be applied in broader educational context.

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1.   INTRODUCTION

Socialization and training in writing articles in scientific journals for lay teachers have an important role in the world of education. Socialization is a term that is widely used in various studies, especially in the social sciences. The main objective is to improve teachers' ability to write quality scientific articles. With this skill, teachers can contribute to the development of science, as well as share the results of their research and experience with the Education community, Scientific journals are scientific articles (research articles), which are writings that contain systematic reports on the results of studies or research results presented for certain scientific communities

[1]. This training is designed to introduce teachers to the format and structure of scientific writing in accordance with academic journal standards [2]. Lay teachers often face challenges in writing scientific articles due to a lack of understanding of formal writing requirements. This training is expected to break down these barriers and help teachers develop more systematic and structured writing [3].

In addition to understanding the writing structure, teachers are also trained to identify research topics relevant to their field of education. The selection of the right topic is very important so that the article written has added value for readers and contributes to solving real problems in education. Professional teachers are teachers who master science, including scientific structures and methods and master research related to their field of study. This scientific mastery will be meaningful if teachers are willing and able to develop and implement their professionalism in scientific papers, both based on ideas, experience, and research [4]. Journal paper is an academic report that is completed by means of scientific work, Thus, teachers are expected to produce articles that have a positive impact, The training process involves practical sessions where participants have the opportunity to directly write articles and get feedback from the instructor [5]. This feedback is very useful to correct and improve the quality of participants' writing. Through this approach, teachers are expected to be more confident in writing and publishing their scientific articles [6].

Teachers' participation in this socialization and training also promotes increased research literacy among educators. With this increased literacy, teachers can more critically evaluate scientific literature and apply research findings in their teaching practices [7]. Ultimately, this contributes to improving the overall quality of education, Article writing training also provides an opportunity for teachers to expand their professional networks. Through interactions with fellow participants and instructors, teachers can build useful connections for future research collaborations. This network can be an ongoing source of inspiration and support for teachers in developing their academic careers [8].

The success of this training is measured by the increase in the number of scientific articles published by teachers. Popular scientific work is also often defined as a written work that is made based on scientific principles with the aim that all discussions can be understood by various general groups or not only academics [9]. This indicator shows that the training has succeeded in having a positive impact in improving teachers' writing capacity. In addition, the quality of published articles is also an important measure that shows how effective the training is in equipping teachers with scientific writing skills [10]. Ultimately, the socialisation and training of scientific article writing for lay teachers is an important step in advancing education. With better writing skills, teachers can more effectively convey their ideas and discoveries. This not only improves the quality of teaching, but also enriches the scientific literature with new perspectives and findings from the world of education [11].

Previous research has found that although students are socialized into citation practices as an academic convention, they do not engage in much critical dialogue with sources, indicating a separation between theory and personal experience in students' learning process [12]. The research gap between previous and current research is to fill the gap in previous research by offering a quantitative approach and a more structured training strategy, designed to address the practical challenges faced by non-academic teachers in writing and publishing scholarly articles.

This study has the novelty of developing a training program specifically aimed at teachers who are not yet accustomed to writing scientific articles, with a focus on improving writing skills and publication in accredited journals. With a practical approach involving direct practice sessions and feedback from instructors, this study is expected to improve research literacy among teachers, enabling them to be more critical in evaluating scientific literature and applying research findings in teaching practice. In addition, this study analyzes the use of Mendeley as an efficient citation tool, and provides guidelines for effective publication strategies to increase the number and quality of scientific articles published by teachers. The implication of this study is the improvement of the quality of education through more significant contributions from teachers in scientific literature, which in turn can enrich educational practices with new perspectives and findings. The urgency of this study lies in the importance of empowering teachers to be more active in participating in the development of science, which not only improves the quality of teaching, but also strengthens their position as professionals who contribute to the scientific community.

Based on the description above, the researcher conducted this study with the following problem formulation; What is meant by the technique of writing scientific articles? How can the field of scientific publications affect the quality of education? How can the use of Mendeley improve citation efficiency in scientific articles? What is the best strategy for scientific publications in accredited journals? The purpose of this study is to find out the description of effective scientific article writing techniques, understand the role of the scientific publication field in the world of education, analyze the use of Mendeley as an efficient citation tool, and explore scientific publication strategies in accredited journals.

2. RESEARCH METHOD

2.1. Types of Research

The quantitative research approach relies on collecting and analyzing data in the form of numbers, using statistical techniques. Through this method, hypotheses are tested and relationships between variables can be found. This method produces measurable and objective data, allowing accurate conclusions to be drawn and the application of research results to a wider population [13]. Quantitative research uses a primary approach regarding cause-and-effect relationships, variable relationships, hypotheses and more specific questions, and uses measurement, observation and testing of a theory, quantitative research is very difficult to use because it is always related to numbers. Actually this research is easy if researchers can understand more deeply. Quantitative research has advantages that are not necessarily possessed by other research methods [14]. Quantitative research methods are research that is full of numerical nuances in data collection techniques in the field [15].

2.2. Research Subject

The research subject is the main element in a scientific study that is the focus of analysis. The subjects studied this time by the researcher are the teachers at Yaasan Al-Hidayah who provide crucial data for the research analysis. The selection of subjects is determined by the research question, and must be representative of the wider population so that the results can be applied more generally, The selection of appropriate subjects is critical to the validity and reliability of the research [16]. This process involves specific criteria related to the research hypothesis. Subjects must be selected objectively and methodically to minimize bias. This will ensure that the research results reflect reality and can be applied more broadly in a more general context [17].

Table 1. Research Sample

No.	School Name	Number of Teachers
1	Yayasan Al-Hidayah	21

2.3. Research Procedures

In collecting data, the first step is to determine the research subjects based on predetermined criteria. The research instrument in the form of a questionnaire sheet was distributed to teachers at Al Hidayah Foundation, totaling 21 people, as well as conducting interviews with teachers directly. This questionnaire sheet and interviews were conducted to find out effective scientific article writing techniques and analyze the use of Mendeley as an efficient citation tool. The data obtained will be processed using descriptive statistical methods. From this method, conclusions regarding effective scientific article writing techniques and the use of Mendeley as a citation tool will be obtained [18].
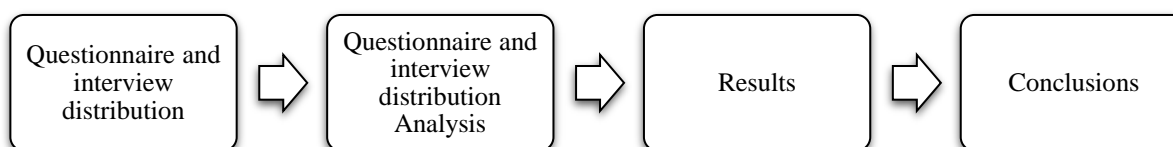

Figure 1. Research Procedures.

2.4. Instruments and Data Collection Techniques

Data collection techniques using questionnaires involve administering a list of written questions to respondents to obtain specific information. In contrast, interviews are a method where the interviewer speaks directly with the respondent, this allows for deeper exploration [19]. this method is useful in quantitative research to obtain accurate and relevant data given that the researcher uses quantitative methods as the research method. This instrument contains questions relevant to the research objectives and is carefully designed to collect the desired information from the research participants. For the interview, the subject will be the teachers at Al Hidayah Foundation. The data collection technique used in this research is a survey. The questionnaire lattice for Teacher Response and perception can be seen in the table below [20].

Table 2. Grid of Teacher Responses and Perceptions

Variable	Indicator	Number of Questions	Number of Items
Perceptions Teacher	Understanding Material	1,9	2
	Utilization Discussion	2,4	2
	Ultizations Mentoring	3	1
	Awareness Understanding	5,6	2
	Comprehesion Abilities	7,8,10	3
	Amount		10
Responses Teacher	Understanding Material	1,9	2

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The questionnaire to measure Teacher Response and Perception uses a Likert scale with 5 categories, namely very bad, not good, good, fair and good and very good. Because it uses a Likert scale, there will be intervals in each category. The description of the Teacher Response and perception categories can be seen in the following table.

Tabel 3. Categori Teacher Responses and Perceptions

Category	Interval
Strongly disagree	44-52
Agree	35-43
Neutral	26-34
Don't agree	17-25
Strongly disagree	8-16

2.5. Data Analysis

Descriptive statistical data analysis techniques are methods used to describe and summarize the main characteristics of a dataset. The main purpose is to provide a general description of the data without making further inferences or conclusions Analyzing data means that we carry out actions or treatments on the data to produce certain objectives, either in the form of a description of the data or in the form of conclusions about the conditions or events where the data is taken [21]. Descriptive statistics are statistics that have the task of organizing and analyzing data, numbers, in order to provide an organized, concise, and clear description of a symptom, event or situation, so that certain understanding or meaning can be drawn [22]. Descriptive statistics are statistics that aim to describe or describe data [23].

3. RESULTS AND DISCUSSION

Below are the results of descriptive statistics for Teacher Response. This research was conducted at the Al-Hidayah Muaro Jambi Foundation with data collection using a questionnaire sheet Description of Teacher Response can be seen as follow.

Table 4. Description of Teacher Response at the Al-Hidayah Muaro Jambi foundation

School	Interval Score	Category	F	Mean	Median	Min	Max	%
Yayasan Al-Hidayah	44-52	Strongly agree	3					14.2%
	35-43	Agree	18					85.7%
	26-34	Neutral	0	42.7	43.0	38.0	50.00	0%
	17-25	Don't agree	0					0%
	8-16	Strongly disagree	0					0%

Based on the results of the distribution of questionnaires by researchers to teachers related to the response of each teacher at the Al Hidayah Muaro Jambi Foundation in the category strongly agree there were 3 people with a percentage of 14.2% In the agree category there were 18 people with a percentage of 85.7% while in the Neutral category neither agree nor strongly disagree was filled by 0 people with a presentation of each category 0%.

Then below are the results of descriptive statistics for the Perception of Teachers at Diyayasan Al-Hidayah Muaro Jambi. This research was conducted with data collection using a questionnaire sheet. The description of the attitude of students can be seen as follows.

Table 5. Description of Teacher Perceptions at the Al-Hidayah Muaro Jambi Foundation

School	Interval Score	Category	F	Mean	Median	Min	Max	%
Yayasan Al-Hidayah	44-52	Strongly agree	7					33.3%
	35-43	Agree	14					66.6%
	26-34	Neutral	0	43.1	43.8	40.0	50.00	0%
	17-25	Don't agree	0					0%
	8-16	Strongly disagree	0					0%

Based on the results of the distribution of questionnaires by researchers to teachers related to the perceptions of each teacher at the Al Hidayah Muaro Jambi Foundation, in the category of strongly agreeing there

were 7 people with a percentage of 33.3% in the category of agreeing there were 14 people with a percentage of 66.6% while in the Neutral category disagreeing or strongly disagreeing was filled by 0 people with a presentation of each category 0%.

The results of giving questionnaires and questionnaires and interviews of teacher perceptions and teacher responses to socialization and training on article writing strategies, teachers feel helped Teachers can increase their knowledge about scientific articles, this is getting the latest information about scientific work, teachers also get new skills so that it has an impact on the Foundation in the future which will make the foundation more advanced with the scientific works produced by the teachers the teachers are also helped because they can find out the best strategy to publish their scientific journals so that they become accredited and raise the name of the school and the name of the foundation [24].

From the results obtained in table 4 and table 5, it shows that teachers at the Al Hidayah Foundation strongly agree with the socialization and training provided This can be seen in the percentage of each category that has been given a percentage value related to the response of the Al Hidayah Muaro Jambi Foundation teachers, some teachers strongly agree so that the presentation value strongly agrees to reach 14.2% while several other teachers have opinions agreeing only so that it reaches a percentage value of 85.7% While for the Neutral category disagreeing or strongly disagreeing none of the Al Hidayah Muara Jambi Foundation teachers chose or had that opinion so that of the three categories had a percentage value of 0%.

For the teacher perception variable at Al Hidayah Muaro Jambi Foundation, 7 teachers have a strongly agreeing opinion so that they get a percentage value of 33.3% in the agreeing category, 14 teachers have an agreeing opinion so that they reach a percentage value of 66.6% Meanwhile, for the other 3 categories such as the Neutral category, the disagreeing category and the strongly disagreeing category, none of the teachers chose or had an opinion from these 3 categories so that the percentage value of each of these three categories was 0%.

Teachers' responses to feedback from students and colleagues not only influence their views on teaching effectiveness but also contribute to their professional development. Constructive feedback tends to improve teaching practices and enhance working relationships, while less supportive feedback can hinder professional growth [25]. Teachers' perceptions of the feedback they receive often affect their motivation and the quality of their teaching. Positive feedback can strengthen confidence and commitment to their work, while negative feedback can reduce motivation and job satisfaction, impacting performance and classroom dynamics [26].

Teachers' responses to feedback and workplace situations can significantly affect their perceptions of various aspects of their work [27]. When teachers receive positive feedback, such as recognition for achievements or support, they often feel more confident and satisfied with their teaching methods. This can increase their motivation to continue innovating and improving the quality of teaching. Conversely, negative feedback or lack of support can lead to dissatisfaction and decreased motivation. Teachers may feel underappreciated and more reluctant to adapt or change their practice. When teachers respond defensively or negatively, this can create tension with students and colleagues and worsen the working climate in the school [28].

The impact on the school can be significant. Low teacher motivation and job satisfaction can lead to a decline in the quality of teaching and a negative influence on student learning outcomes. Tensions between teachers can also affect the overall work atmosphere, creating a less harmonious and productive environment [29]. On the other hand, if teachers respond positively and openly to feedback, this can improve teaching practices, strengthen working relationships and enhance the learning environment in schools. Schools with a positive and supportive climate tend to have higher levels of teacher satisfaction and, in turn, better student learning outcomes [30].

In line with previous research focusing on the process of socialization into scientific writing practices. Previous research highlights how a multilingual academic gradually develops his/her academic identity through personal experiences in scientific writing and publication, emphasizing the aspect of socialization in the wider academic world [31]. However, the main difference lies in the scale and approach. Previous research uses an autoethnographic approach to explore individual experiences, emphasizing cultural aspects, identity, and personal investment in the academic writing process. In contrast, the current research uses a quantitative approach with a focus on evaluating a training program and its impact on a group of teachers, emphasizing collective skill enhancement through structured interventions. In other words, while previous research is more reflective and personal, the current research is more oriented towards measurable outcomes in the context of formal education. This gap indicates a difference in approach and purpose, with previous research focusing on individual experiences and identity, while the current research is more oriented towards evaluating training programs and collective development of scientific writing skills.

This study introduces a new approach in the socialization and training of scientific article writing for teachers at the Al-Hidayah Foundation in Muaro Jambi, focusing on evaluating teachers' responses and perceptions of the training. The novelty of this study lies in the use of descriptive quantitative methods to measure changes in understanding and improvement of scientific writing skills before and after training. In addition, this study not only evaluates the effectiveness of the training in a local context but also highlights the importance of the role of teachers as researchers who actively contribute to the development of science. The implication of this finding is that appropriate training can significantly improve teachers' skills in writing scientific articles, which ultimately

has the potential to improve the quality of education in schools through better scientific contributions from teachers.

However, this study has several limitations that need to be considered. First, this study was only conducted in one foundation, namely the Al-Hidayah Muaro Jambi Foundation, so the results may not be fully generalizable to a wider educational context or in other institutions with different characteristics. Second, the use of descriptive quantitative methods, although providing a clear statistical picture, may be less in-depth in exploring contextual or personal factors that influence teachers' responses and perceptions. Further research with a qualitative or mixed approach could be conducted to gain a deeper understanding of teachers' experiences in training and their influence on their teaching practices and professional development.

4.   CONCLUSION

Based on the results of the data obtained from measuring the teacher's response and perception, the percentage of each category that has been given a percentage value related to the response of the Al Hidayah Muaro Jambi Foundation teachers is that some teachers strongly agree so that the presentation value strongly agrees to reach 14.2% while some other teachers have only agreed opinions so that it reaches a percentage value of 85.7% While for the Neutral category disagree or strongly disagree none of the Al Hidayah Muara Jambi Foundation teachers chose or had that opinion so that of the three categories had a percentage value of 0%, For the teacher perception variable, the teacher has a strongly agreed opinion so that it gets a percentage value of 33.3% in the agreed category as many as 14 teachers have an agreed opinion so that it reaches a percentage value of 66.6% Whereas for the other 3 categories such as the Neutral category, the category of disagreeing or strongly disagreeing, none of the teachers chose or had an opinion from these 3 categories so that the percentage value of each of these three categories is 0% so that it can be said that the Socialization and Training related to Scientific Articles at the Al-Hidayah Foundation was successful. Recommendations for further research using qualitative or mixed approaches could be made to gain a deeper understanding of teachers' experiences in training and its impact on their teaching practices and professional development.

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