Online Writing Skills Training for Elementary School Teachers in the Klaten Region, Central Java

Sri Budiyono [1]*, Sudiyo Widodo[2], Warsito[3], Purwo Haryono[4], Sigit Adhi Pratomo[5], Muhammad Yogi Guntoro[6], Bayu Indrayanto[7], Suhud Eko Yuwono[8]

[1,2,3,4,5,6,7,8]*Universitas Widya Dharma, North Klaten, Klaten, 57400, Central Java, Indonesia*

Abstract. This community service program aimed to improve the writing skills of elementary school teachers in Klaten, Central Java, Indonesia. The training emphasized that writing is not merely arranging words, but also a process of conveying ideas, fostering understanding, and creating influence. The activity was conducted online (asynchronously) due to unfavorable weather conditions and the request of participants and partners. The training involved 25 participants and was implemented over two months, from February to March 2025. Each session was held every Sunday for 120 minutes. Learning materials were delivered through online lectures, practice exercises, and assignments. The program was implemented smoothly and in an orderly manner. Participants actively engaged in the sessions and completed all assignments. Evaluation results showed that all participants achieved satisfactory scores, reflecting an improvement in their understanding of writing skills. The online writing skills training successfully enhanced the competence of elementary school teachers in Klaten. Future programs may consider expanding participation beyond Klaten to reach a wider audience in need of writing skill development.

Keywords: Writing Skills Training; Elementary School Teachers; Online Learning; Community Service; Klaten, Central Java

1. Introduction

Writing is a skill not everyone possesses. Many people may assume that writing is easy. This is true as long as it is written down. However, reality proves that writing well and correctly (according to the purpose and type of writing) is not as easy as most people imagine. Writing skills are closely related to a person's ability to effectively express ideas, thoughts, opinions, and feelings to others through writing.

Social skills are a crucial aspect of child development, especially during elementary school. At this age, children begin to develop the ability to interact with peers, teachers, and the wider social environment (Castillo-Cuesta, 2022; Dwiyanti & Suwastini, 2021; Ebadi & Rahimi, 2019; Gonzalez-Torres et al., 2022). Therefore, teaching social skills from an early age is crucial to equip children with the ability to adapt well to various social situations (Masadis et al., 2019; Reith-Hall & Montgomery, 2022; Sahlab et al., 2020). Skills

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*Corresponding author's email: sribudiyono15@gmail.com, Telp.: +6281329047283

such as expressing gratitude, asking for help, apologizing, and forgiving are fundamental to healthy social relationships, and if mastered well, will influence the quality of children's future relationships (Lee, 2014). These skills not only support children in interacting positively with others but also lay the foundation for building strong character, empathy, and managing emotions wisely.

Based on the background of the problems above, it can be concluded that efforts are currently needed to educate and motivate the younger generation (students) and teachers (dwija) to be able to express their ideas within their capacity and time efficiency, allowing them to consistently apply their knowledge to the community.

However, implementing knowledge in the community is not easy. Activities must be directed, programmed, organized, and, of course, implemented according to expectations. This writing skills training is expected to be a trigger and motivator for other teachers and lecturers to contribute and share their knowledge with the wider community.

This training program aims to improve the ability of teachers in the Klaten region to think systematically and work empirically, logically, reductively, replicably, and transmittably. Hopefully, the determination and presence of these young teachers will not fade and provide moral support to other students, even if necessary, outside the teacher representatives (training participants), so that many contribute to the program and disseminate the results of their training outside the Klaten region. The training program emphasizes knowledge of spelling rules, appropriate word choice (diction), sentence structure, and elements of logical thinking or reasoning (Zamiri & Esmaeili, 2024).

The goal of this activity is to conceptualize and write anything, as well as to write scientific papers, adhering to scientific principles. This program will run for seven months, from preparation to report writing. The training and training will consist of eight meetings, each lasting two hours (120 minutes), with two months devoted to practice. All of this is adjusted to the situation, conditions, and tolerance between the participants (read: teachers) and the supervisors (lecturers carrying out community service).

Writing skills play a crucial role in various aspects of life, including academic, professional, and personal. Writing is more than just stringing words together; it builds a bridge between the mind and the outside world. Writing is a tool for thinking, communicating, and influencing. In today's digital age, writing skills are increasingly important because nearly all forms of communication from social media to work reports rely on them.

Beyond writing skills, social skills are also crucial. Why? Because strong social skills, developed from an early age, will help children navigate more complex social dynamics as they grow older. Children with strong social skills tend to be better prepared to face challenges in interacting with their environment, reduce the risk of interpersonal conflict, and avoid aggressive behavior (Davies et al., 2021; Zhou et al., 2025). Lack of social skills can lead to potential problems, while having strong social skills can help students achieve success in school and society, as stated by Brigman et al. (2010) in (Saripah & Mulyani, 2015).

To help children develop writing skills, special training is needed for their mentors (read: teachers). Why do teachers need writing training? There are several fundamental reasons why teachers need writing training. Here are some of the basic reasons why teachers need writing training. The main reasons why teachers need writing skills training: 1) Becoming a Literacy Role Model. Teachers who are skilled at writing will be real examples for students in thinking critically, organizing ideas, and communicating

effectively. Children learn not only from theory, but also from the practices demonstrated by their teachers. 2) Improving the quality of learning. Teachers who are skilled at writing can develop teaching materials, modules, and learning evaluations that are more systematic and communicative.

Good writing helps convey material clearly and interestingly. 3) Encouraging Student Creativity and Expression. Teachers who are accustomed to writing will be more sensitive to students' potential and expressive styles. They can provide more personalized and inspiring guidance in their students' writing process. 4) Supporting Professionalism. In the world of education, teachers are required to produce reports, scientific articles, written works, and publications. Writing skills are a recognized and valued part of professional competence. 5) Self-Development and Reflection. Writing helps teachers reflect on their teaching experiences, evaluate methods, and design better learning strategies (Aminat Akintobi & Muhammad Ridwan, 2023; van Ekelenburg, 2010).

Based on the issues described above, this community service program focused on several key aspects: (1) evaluating participants' understanding of the standard and correct form of scientific writing, (2) assessing their mastery of proper Indonesian language, (3) examining their ability to conceptualize scientific writing using appropriate Indonesian, and (4) strengthening their skills in producing scientific papers with clarity and accuracy. To support these goals, collaboration was established with the Smartgama Tutoring Institute, enabling the lecturers involved in this program to enhance their own competence in scientific article writing while simultaneously sharing knowledge and practical experience with the participants..

2. Methods

This community service activity was conducted online, taking place in each participant's home. The primary target group was residents of the Klaten area. However, for various reasons, including requests from students (teachers) and one of the community service partners, it was proposed that the community service be conducted online (asynchronously). This was also due to unfavorable conditions (heavy rain and extreme weather), which led to the decision to implement it online (Mawardi et al., 2019; Setyorini & Masulah, 2020). Furthermore, participants requested that the program be prioritized for locations close to campus and prioritized for Klaten residents first, before expanding beyond the Klaten area. Perhaps with another opportunity and time, the program could be expanded to local residents and even be joined by those seeking knowledge outside of Klaten (Leton, 2022).

The expected outcome is the creation of original scientific papers for publication in national scientific journals. The goal does not have to be idealistic. The primary objective is to strive to publish their work in scientific journals with an ISSN (International Standard Serial Number), the international standard serial number used to identify serial publications, including journals. The targeted journal for publication is HELP Journal: Journal of Community Service.

The methods used were lectures and discussions (interactive dialogues), a method of delivering teaching materials in which the resource person provides participants or groups with the opportunity to discuss material they find difficult (or unfamiliar) to gather opinions, draw conclusions, or develop alternative solutions. All activities were conducted online. Meanwhile, the material presented to participants was delivered online and scheduled according to a predetermined and mutually agreed-upon schedule.

In relation to the statement above, all activities related to who, when, where, and how the activity ended can be seen in detail in the activities below. Table 1 below explains the distribution of community service activities.

Table 1 Division of Community Service Tasks

Day & Date	Lecture Title	Time	Speaker
15 February 2025	Effective Sentences and the Concept of Diction	13.00 – 15.00	Dr. Sri Budiyono, M.Pd.
22 February 2025	The Use of Good and Correct Indonesian, the Use of Spelling and Diction, and Their Influence on a Scientific Article	13.00 – 15.00	Sudiyo Widodo, S.Pd., M.H.
28 February 2025	The Use of Foreign Languages and Their Influence on Indonesian	13.00 – 15.00	Dr. H. Warsito, M.Pd.
5 March 2025	Writing as a Process and Various Approaches to Writing	13.00 – 15.00	Dr. Purwo Haryono, M.Hum.
12 March 2025	Elements of Good and Correct Indonesian	13.00 – 15.00	Sigit Adhi Pratama, SE., MM
19 March 2025	Forms of Plagiarism and Their Ins and Outs	13.00 – 15.00	Muhammad Yogi Guntoro, S.Pd., M.Pd.
26 March 2025	Heuristic and Imaginative Functions of Language	13.00 – 15.00	Bayu Indrayanto, S.S., M.Pd.
30 March 2025	Parental Inspiration	13.00 – 15.00	Drs. Suhud Eko Yuwono, M.Hum.

The table above presents the schedule of a writing skills training program for elementary school teachers in Klaten, conducted online from February to March 2025. Each session was held weekly from 13.00 to 15.00, consisting of a total of eight meetings that covered essential aspects of scientific writing and the proper use of the Indonesian language. The training topics included sentence structure, diction, spelling, the influence of foreign languages on Indonesian, the writing process, key elements of correct language usage, plagiarism and ethical writing practices, as well as the heuristic and imaginative functions of language and parental inspiration. Each session was led by an expert speaker, ranging from lecturers to practitioners, providing participants with a comprehensive learning experience that combined theory, practice, and direct application in scientific writing.

Preparation also included setting up the venue and creating learning resources, such as PowerPoint presentations and role-play scenarios depicting real-world social situations. The focus was on ensuring the material presented was informative and engaging for elementary school students. The implementation phase emphasized

interactive learning through discussions and questions and answers. The facilitator began by explaining the importance of writing skills in building positive relationships. Participants then engaged in the training activities. They practiced transforming their imaginations into scientific writing, guided and assisted by the training facilitators (resource persons). The combination of theory and practice makes the learning process more relevant and effective. During the reflection phase, participants are encouraged to discuss what they have learned and how they can apply these writing skills in their daily lives. This phase reinforces learning and encourages learners to continue practicing these skills outside the classroom. Overall, the service-learning approach has proven effective in enhancing participants' writing skills by connecting theoretical knowledge with practical application.

3. Results and Discussion

3.1. Training Participants' Work Results

The meeting was attended by only a few students (including several teachers from around Klaten Regency). These students (teachers and students from Klaten Regency) worked diligently to produce several articles, prepared for any assignments or promotions related to writing scientific articles.

Evidence of the students' active participation in the training is evident in the work they produced. Their work is presented in Table 2, which also appears in this community service report. The table displays the actual work and performance of the students. For a clearer picture of the titles and participants, please see Table 2 below.

Table 2 List of Participants and Scientific Writing Assignments

No	Name	Title Created
1	Agus Supriyanto	Improving the Cognitive Abilities of Group B1 Children in Recognizing Number Symbols Through Number Cards at PBT Paseban Kindergarten.
2	Amin Nurhadi	Improving Early Childhood Learning with Song and Clap Methods for Language Mastery of Students at RA Hidayatul Qur'an Manisrenggo
3	Ana Auliaa	Improving Fine Motor Skills in Group A Children Through Fingerpaint Activities at RA Hidayatul Qur'an.
4	Anisa Rahmawati	Enhancing Independence in Children Aged 4-5 Years with the Montessori Practical Life Method.
5	Anwa Faiz Hidayat	The effectiveness of center-based learning in developing multiple intelligences at KB Masithoh 1 Batur.
6	Devia Aura Putri Wibowo	Children's creativity through singing and dancing methods at Pertiwi Bogor 1 Kindergarten
7	Dinda Uswatun Khasanah	Improving children's motor skills through activities of cutting geometric shapes
8	Evi Mursidah	Enhancing children's gross motor skills through the Group Play Obstacle Course method at PAUD ANNAJAH.

9	Fauziatun Nafi'ah	Cognitive improvement of group B children through number cards to enhance counting ability from 1-20 at Tk P Tirtomarto II.
10	Ika Puspita	Nutrition and health improvement for early childhood education (ECE)
11	Ika Umi Salamah	Efforts to Prevent Bullying in Early Childhood at Darul Muhibbin Islamic Kindergarten using the Storytelling Method.
12	Indah PrastitininTyas	Increasing Children's Creativity Through Picture Stories at PAUD IT Mutiara Hati Klaten.
13	Indah Wahidatul Khasanah	Enhancing the creativity of children aged 5-6 years through literacy and numeracy.
14	Isnaini Hidayah	The Influence of Applications on the Behavior of Children Aged 5-6 Years at TKIT Al Hasna Gondang
15	Isti baakhatish	Improving the verbal skills of children aged 4-5 years through social interaction.
16	Kasandika Gani Arsa	Improving fine motor skills through activities of cutting various patterns
17	Kris Widiastuti	Improvement of Gross Motor Skills in Children Aged 3-4 Years through Movement and Song Activities (Apple Tree Gymnastics)
18	Masita Fajar Naimah	Enhancing Fine Motor Skills in Early Childhood Through Natural Material Collage
19	Metana Apriyanti	Improving the ability to recognize number symbols in Group A through playing with illustrated number cards.
20	Mudmainah	-
21	Nachriyatul Fitroh Sekarwangi	Enhancing the Cognitive Skills of Group B1 Children in Recognizing Number Symbols Through Number Cards at PBT Paseban Kindergarten.
22	Nadia Novemi Putri	Improving the ability to recognize number symbols in Group B through children's cognition.
23	Rahajeng Anik Purwaningsih	The Influence of Behavior in Children Aged 5-6 Years Due to Children's Films on Television
24	Romadhon Hanif Annafi	Enhancing Creativity in Children Aged 5-6 Years through Paper Folding Creativity
25	Seviandita Kusumastuti	Improving Early Childhood Learning through Play for Language Mastery in Children

The interactive nature of the lecture played a crucial role in enhancing student understanding. Rather than simply conveying information, the facilitator encouraged students to actively participate by asking questions and sharing experiences. For example, when discussing gratitude, students were encouraged to recount moments when they expressed gratitude to someone or when they themselves were grateful. This approach made the material more relevant and allowed students to reflect on their own behavior. The use of real-life examples and simple language further facilitated student

understanding, ensuring that even younger participants could follow the discussion. As a result, students learned not only what these social skills are but also why they are important in everyday interactions.

Furthermore, observations during the session indicated that students were attentive and eager to learn. Many students demonstrated genuine curiosity by raising their hands to ask questions or clarify doubts about appropriate responses in social situations. For example, when discussing apologies, several students asked for advice on how to apologize sincerely without feeling embarrassed. This level of engagement demonstrated that students were not simply passively receiving information but were actively processing and internalizing the material. Facilitators noted that students appeared more aware of their own behavior and attempted to adjust their actions based on what they had learned.The process of providing (extension) for this community service uses three methods, namely: (1) Distribution of Material; (2) Lecture; (3) Observing the Condition of Participants and the fourth is (4) Discussion. Steps such as distributing materials, lectures, observing the participants' conditions, and discussions are important parts of an effective and meaningful learning process. Each has a strategic function in shaping understanding and engagement of the learners.

These four steps complement each other and form a dynamic learning cycle. The distribution of materials opens initial access, lectures provide a foundation of knowledge, participant observations ensure the right approach, and discussions reinforce understanding and build thinking skills. Without one of these steps, the learning process can become less effective or fail to meet the participants' needs comprehensively. The image below shows the learning process from the beginning, the middle (at the time of delivering the lecture material), and the third is the conclusion.

3.2. Examples of Online Training Activities

The image below is a form of activity that is given at the beginning of the lecture. Providing Lessons on Writing Skills at the beginning of the meeting .
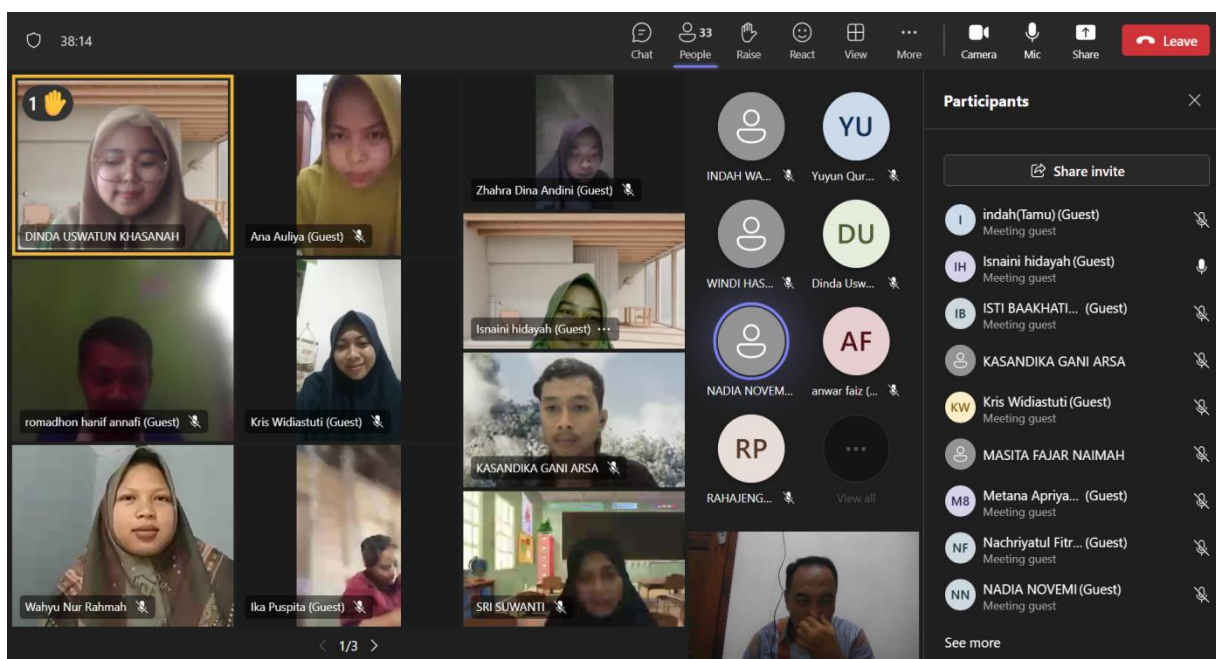

Figure 1 Lecture delivery in the initial session

After the first activity in the form of an introduction and learning contract, the resource person continued with the core material. The core material is the main material presented by each resource person. The next two images depict the activities of the resource person in the middle session or providing material as the core of the problem. The following is an example of the presentation of material in the second session (main material). The presentation of this core material lasts approximately one hundred minutes.
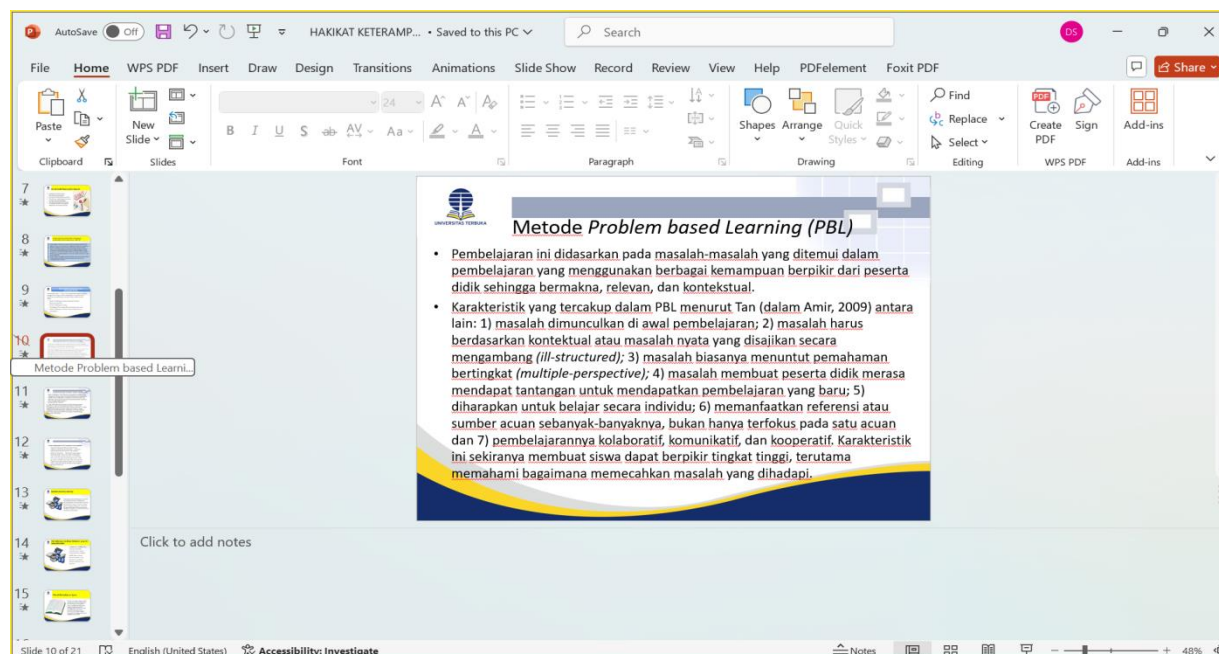
Figure 2 Providing Lessons on The Core Side

After the resource person presents the introductory material, the middle section is followed by the closing section. This closing section contains points related to the review. If anyone remains confused, participants can ask further questions about anything they don't understand. Here's an example of a closing section at the end. Concrete evidence is shown in Figure 3 below.
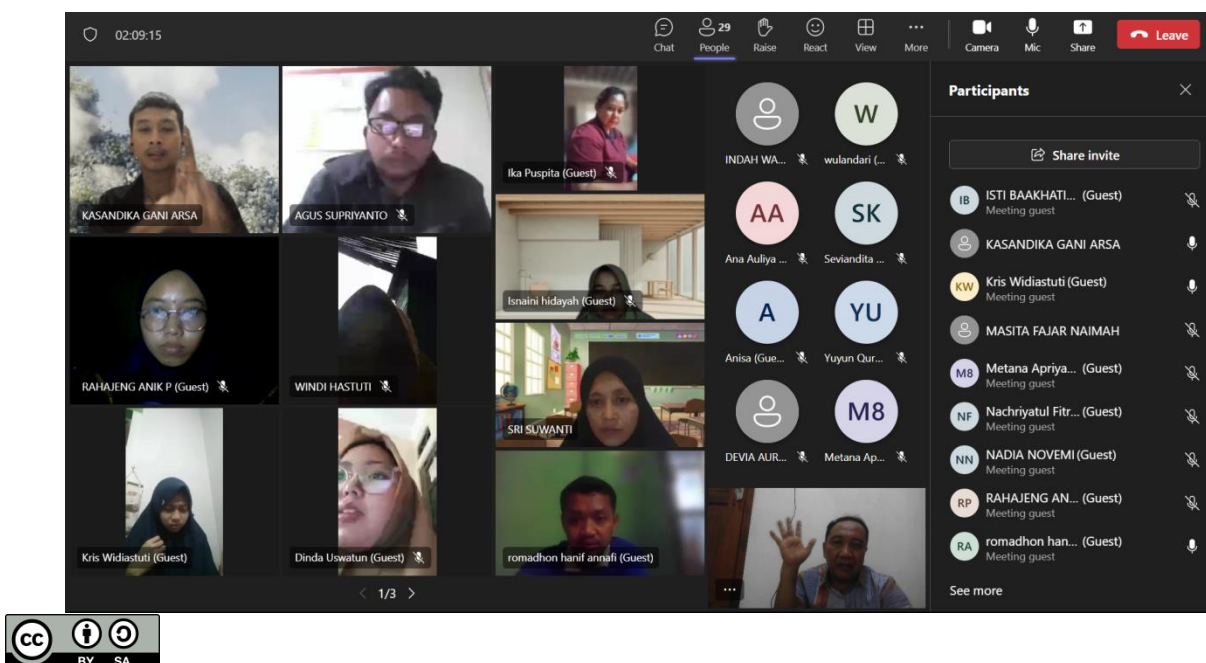
Figure 3   Image Evidence at The End of Lecture Event

3.3. Discussion

3.3.1. Understanding of the Training Participants about Standard and Non-Standard Language

The participants' understanding of standard and correct forms of scientific writing varied significantly, influenced by their educational backgrounds, prior writing experiences, and the guidance they had received. Observations from the training sessions revealed several key findings regarding their comprehension of standard and non-standard language.

Many participants demonstrated limited mastery of standard language, often making errors in accordance with the Enhanced Spelling System (EYD). Common mistakes included inconsistent use of capitalization and italics, inappropriate borrowing of foreign words, and the use of redundant or contextually incorrect terms. These findings align with previous studies, such as the one by Nurwicaksono & Amelia (2018), which identified that 43.16% of language errors in students' scientific writings were related to the use of letters, including improper capitalization and italicization of foreign terms. Additionally, 34.20% of errors involved word usage, particularly the incorrect application of prefixes and suffixes. Such errors often stem from a lack of understanding of the rules of standard language and the influence of informal language habits on academic writing.

Some participants exhibited a lack of awareness regarding the structural requirements of scientific writing. They often overlooked the importance of consistent terminology, logical and systematic presentation, and standardized language style and format. This inconsistency highlighted the necessity for clear, uniform guidelines. Participants expressed the need for references that are straightforward, precise, and convincing, to avoid confusion when applying standardized forms.

The training results emphasized the importance of specialized coaching. Intensive sessions are essential to help participants construct logical and accurate scientific sentences, distinguish formal from informal language, avoid casual styles, and apply references and citations correctly. These findings suggest that sustained guidance and structured support are crucial for enhancing the participants' competence in producing scientifically rigorous and linguistically accurate writing.

3.3.2. The Ability of Training Participants in Creating Scientific Work Concepts

The ability of training participants to develop concepts for scientific works using proper and correct Indonesian varied considerably, reflecting both linguistic challenges and gaps in understanding scientific structure. Participants came from diverse academic backgrounds, which influenced their prior mastery of writing skills.

Many participants still demonstrated inconsistent use of standard Indonesian according to the Enhanced Spelling System (EYD). Common errors included using non-standard words (e.g., "nggak" instead of "tidak"), constructing illogical or overly verbose sentences, and inaccurately applying punctuation or borrowed terms. Such errors can diminish the clarity and credibility of scientific works. Research by Kusuma dan Kayati (2023) revealed that language errors, such as improper use of compound sentences, are frequently found in students' scientific works.

Some participants struggled to develop systematic frameworks for their scientific

works. Issues included unfocused backgrounds, vague problem formulations, literature reviews that were not well-integrated with the main topic, and mixing personal opinions with scientific arguments without valid data or references. This aligns with findings from Muzaki et al. (2023), which noted that students often fail to follow the standard structure of scientific writing, such as not adhering to the sequence of introduction, literature review, methodology, results, and conclusion.

Scientific writing demands a formal, objective, and data-driven style. However, many participants still used narrative or descriptive styles that were less academic. The use of quotations, references, and bibliographies often did not meet scientific writing standards. Alsariera and Alsaraireh (2024) emphasized that unclear and overly complex language can confuse readers and reduce the quality of scientific articles.

Structured and continuous training has proven effective in enhancing participants' ability to independently and professionally compile scientific works. With appropriate guidance, participants began to understand the importance of writing logic, language consistency, and academic ethics such as avoiding plagiarism. Research by Dotsevych (2019) indicated that 85% of respondents experienced an improvement in understanding the structure of scientific writing after participating in training.

Despite the positive impact of training, participants still require clear and standardized guidelines to avoid confusion in applying standardized forms. Mentoring through article clinics, where participants receive direct feedback on their writings, can help correct errors and improve writing quality. Gourlay (2020) noted that training and mentoring have a positive impact on improving students' ability to write scientific articles,

3.3.3. The Level of Mastery in Writing Scientific Works among Training Participants

The level of mastery in writing scientific works among the training participants varied significantly, reflecting differences in linguistic proficiency, academic background, and prior exposure to scientific writing conventions. Several key aspects were observed, including mastery of standard language and linguistic rules, understanding of scientific writing, the ability to organize ideas academically, and the influence of prior Indonesian language learning at the university level.

Many participants still faced difficulties in consistently applying the rules of the General Guidelines for Indonesian Spelling (PUEBI), formerly the Enhanced Spelling System (EYD). Common errors included incorrect writing of borrowed words, improper punctuation, and illogical or overly lengthy sentence structures. These challenges highlighted the need for continuous reinforcement of language accuracy to ensure clarity and professionalism in academic writing.

In terms of understanding the structure of scientific work, most participants had not yet fully grasped the systematic requirements. They often struggled to create a relevant and focused background, formulate sharp research problems, clearly state research objectives and benefits, and differentiate between personal opinions and scientifically supported arguments. This gap in structural understanding often led to disorganized writing that weakened the overall rigor of their scientific works (Dahlstrom et al., 2022; Talbert et al., 2021).

The ability to formulate ideas academically also remained a challenge. Many participants were not yet familiar with paragraph development techniques, the proper use of quotations, and the correct formatting of references in accordance with academic standards. These issues indicated that, while participants possessed ideas worth

exploring, they lacked the skills to present them in a formal, objective, and academically acceptable manner.

The observations suggested that structured and continuous training is essential to enhance participants' competencies in scientific writing. By focusing on language accuracy, systematic structuring, and proper academic presentation, training programs can significantly improve the ability of participants to produce coherent, credible, and professional scientific works.

3.3.4. The Impact of Learning Indonesian at the University Level

Learning Indonesian at the university level is intended to equip students with the skills necessary to write scientific papers using proper and correct language. However, the implementation of this objective has not been entirely effective in developing strong academic writing skills. Indonesian EFL (English as a Foreign Language) students often encounter problems in writing aspects including content, organization, vocabulary, grammar, and mechanics. These challenges are attributed to limited knowledge of writing aspects and comparison, indicating that the instruction provided may not fully address the complexities of academic writing.

Academically, learning Indonesian at the university level can enhance the ability to communicate scientifically. This is because learners are trained to write scientific works such as theses, dissertations, and research papers with proper and correct language according to linguistic rules. However, the effectiveness of this training is contingent upon the quality of instruction and the alignment of teaching methods with the demands of academic writing. Without adequate instruction, students may struggle to apply linguistic rules effectively in their writing.

On the other hand, university-level Indonesian language instruction encourages language literacy by helping learners understand language structures, sentence patterns, and appropriate writing styles in an academic context. A study by Subandowo (2025) highlighted that Indonesian graduate students employ structured and comprehensive pre-writing strategies, such as brainstorming, preliminary research, data sourcing, literature review, and content structuring, to organize their thoughts before starting their essays. This deliberate and methodical approach supports the development of language literacy and academic writing skills.

Learning Indonesian at the university level encourages critical, logical, and systematic thinking in conveying ideas. The process of writing scientific papers requires students to analyze information, synthesize ideas, and present arguments coherently. This cognitive engagement fosters critical thinking skills that are essential for academic success. However, the development of these skills depends on the instructional methods employed and the opportunities provided for students to practice and refine their writing abilities.

While learning Indonesian at the university level has the potential to enhance students' academic writing skills, its impact is influenced by the quality of instruction and the alignment of teaching methods with the demands of academic writing. To improve the effectiveness of language instruction, it is essential to provide students with clear guidelines, structured practice opportunities, and feedback that addresses the specific challenges they face in academic writing. By doing so, students can develop the necessary skills to communicate effectively in scientific contexts.

4. Conclusions

The understanding of training participants regarding the use of standard and correct forms in scientific writing still shows considerable variation and requires further development. Many participants struggle with consistent application of linguistic rules, proper sentence construction, and appropriate use of punctuation and terminology according to the Enhanced Spelling System (EYD/PUEBI). Structured guidance, clear training modules, and practical examples are essential to help participants produce scientific works that adhere to academic standards. Mastery of standard and non-standard language is not merely a technical skill, but also embodies language ethics, precision in thinking, and cultural awareness, which are critical for shaping competent and credible writers.

Participants often mix personal opinions with scientific arguments without sufficient support from valid data or references, indicating gaps in understanding the structure and methodology of scientific writing. Developing the ability to construct coherent and objective scientific arguments requires systematic training focused on logical reasoning, consistent language use, and proper academic referencing. This highlights the need for continuous, guided practice where participants can apply theoretical knowledge to real writing tasks, receive feedback, and refine their skills progressively.

Improving mastery in scientific writing using proper Indonesian involves intensive and ongoing training, practical writing exercises, and the integration of learning technologies with systematic evaluation. Beyond technical correctness, proficiency in academic writing reflects intellectual maturity, academic discipline, and the ability to communicate ideas responsibly and convincingly. By addressing these areas, training programs can foster participants who are capable of producing scientifically rigorous, linguistically accurate, and professionally credible works.

Conflict of Interest

The authors declare no conflict of interests.

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