

Scientific Writing Training Through Hybrid Experiential Learning Strategies for Pondok Pesantren Teachers

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Abstract

This program aimed to enhance the scientific writing skills of teachers at the Zainul Hasan Genggong Islamic Boarding School in Probolinggo. The training employed a hybrid experiential learning strategy, combining reflective, continuous, and project-based approaches. The scientific writing training was conducted both online and offline to maximize skill development. Online sessions focused on building knowledge and understanding of scientific writing competencies, while offline sessions emphasized discussion, practical application, and reporting of completed scientific works. Participants included teachers from the Zainul Hasan Genggong Islamic Boarding School. The training was structured in several phases: (1) identifying problems, ideas, and foundational scientific studies; (2) preparing theoretical studies; (3) designing research methods; (4) writing scientific articles; and (5) selecting journals and submitting articles. The results indicated that the training effectively enabled teachers to identify issues or ideas relevant to the Islamic boarding school context and to develop them into scientific papers. Additionally, teachers gained competence in producing scientific works based on the specific problems or conditions within the boarding school environment.

Keywords: scientific work; hybrid experiential learning; boarding school teacher

Abstract

Pelaksanaan kegiatan ini bertujuan meningkatkan keterampilan penulisan karya ilmiah pada guru dalam ruang lingkup pondok Pesantren Zainul Hasan Genggong Probolinggo. Strategi hybrid experiential learning digunakan dalam pelaksanaan pelatihan penulisan karya ilmiah sebagai bentuk kombinasi pembelajaran reflektif, berkelanjutan dan berbasis project. Kegiatan pelatihan penulisan karya ilmiah pada guru pesantren dilakukan secara daring dan luring yang berguna untuk memaksimalkan capaian keterampilan yang diharapkan. Kegiatan daring berfokus pada peningkatan pengetahuan dan pemahaman terkait kompetensi penulisan karya ilmiah sedangkan kegiatan luring berfokus pada proses diskusi, praktik langsung dan pelaporan karya ilmiah yang telah dihasilkan. Peserta kegiatan adalah guru pada lembaga Pesantren Zainul Hasan Genggong yang berlokasi di Probolinggo. Adapun kegiatan pelatihan terbagi atas beberapa tahapan sebagai berikut (1) identifikasi permasalahan, ide dan kajian dasar ilmiah; (2) penyusunan kajian teoritis; (3) perancangan metode penelitian; (4) penulisan artikel ilmiah; dan (5) pemilihan jurnal dan submit artikel. Hasil pelaksanaan pelatihan penulisan karya ilmiah pada guru pesantren melalui strategi hybrid experiential menunjukkan guru pesantren dapat mengidentifikasi ide atau permasalahan dalam ruang lingkup pesantren dan menulisnya

menjadi karya ilmiah. Selain itu, dalam pelaksanaan pelatihan ini guru-guru mendapatkan kompetensi bagaimana menyusun karya ilmiah berdasarkan problematika atau kondisi yang ada di lingkungan pesantren.

Kata kunci: karya ilmiah; hybrid experiential learning; guru pesantren

INTRODUCTION

Education serves as a way of optimally developing and expressing individual capacities and potentials. Education seeks to assist students in discovering and pursuing their interests and talents with this attitude. In this process, the teacher is an important facilitator, initiator, and developer of educational materials. As of right now, there are no educators with specialized training in Islamic boarding schools or other special education settings. Teachers with extraordinary qualities are essential for a quality educational process. Since before the 18th century, Islamic boarding schools have made a significant contribution to Indonesian education as distinct educational institutions (Sumardi, 2012). These institutions assist in developing Indonesian human resources and promote religious learning because to their unique qualities (Syafe'i, 2017).

Pesantren education began with the recital of classical books to teach religious knowledge, but as education evolved, pesantren adapted and continued to transform by combining religious lessons with general education. Numerous teachers from multiple disciplines are involved in the pesantren transformation process, serving as educators in various organizations (Noventari, 2020).

Teachers currently have extremely complex duties as a key component of educational implementation (Hafiyusholeh et al., 2020). The teacher is not only responsible for the teaching process, but also must present himself as an exemplary person who inspires attitudes and behaviors in his students (Majelis Luhur Persatuan Tamansiswa, 2013). Furthermore, teachers must build a strong mandate in order to achieve the purpose of national education, which is to enhance the nation's intellectual life. This requirement demands instructors to have professional competence in their field of study, pedagogical competence to support quality learning, and social competence when engaging with other teachers, colleagues, and educational partners (Yaqin and Al-Mu'tasim, 2022).

Professional competency needs that teachers continue to learn in order to increase their capacity to address varied educational problems and complete them elegantly (Arifin and Kusuma, 2021). One strategy for enhancing teacher professionalism is to prepare scientific and innovative works. This effort has become a profession, particularly during the learning implementation stage, when the portfolio is an essential component of the teacher's performance (Handayani & Dewi, 2020; Pohan et al., 2021). Teachers must be productive and build capacity in a sustainable manner. Teachers' ability to write and create must be consistent with their professional teaching tasks, as they are always generating creative and fascinating learning materials (Lalu Muhaimi et al., 2021).

Teachers have many opportunities to continue learning and be creative because teachers deliver innovative learning materials, accompanied by continuous learning evaluations (Fauzi and Mardiana, 2021; Yati and Sustianingsih, 2021). The realization of the professional capacity of teachers, especially in writing scientific papers and innovative works, still faces various obstacles. Many teachers are less productive in their work due to various factors (Herowati *et al.*, 2018;

Purba and Saragih, 2019). This condition is certainly the opposite of the profession that teachers expect to get used to writing scientific papers. Besides that, writing is closely related to teaching tasks, the work of professors will be beneficial for their profession. With scientific work and innovative work, teachers will achieve career advancement and functional positions, while increasing the amount of professional allowances. The abundance of teacher's scientific work will also be an inspiration for students to study hard to write scientific papers (Sari and Fita Heriyawati, 2020; Muslihati *et al.*, 2023).

Barriers to productive work are also experienced by teachers in Islamic boarding schools at Zainul Hasan Genggong Islamic Boarding School Probolinggo, indicated by the low interest and skills of teachers in writing scientific papers. This is one of the reasons why the implementation team chose Zainul Hasan Genggong Islamic Boarding School, apart from that, this Islamic Boarding School has a high interest in developing a culture of writing. The indications are clear from the low productivity of teachers' scientific works, the minimal number of publications of teacher scientific works and the low number of students participating in scientific work activities. Furthermore, this condition has an impact on the delay in the promotion process, certification and the lack of student work and achievements in the field of scientific work. Referring to the conditions, the training activities are scientific works for Zainul Hasan Islamic Boarding School teachers and it is very urgent that they are able to use them as educators, teachers and models for their students.

METHODE

Considering that interest and skills in writing scientific papers are not developed suddenly but require perseverance and commitment (Fahrudin *et al.*, 2019), this training and mentoring activity was designed with a scientific paper writing training model for Islamic boarding school teachers, utilizing the hybrid experiential learning model. This model was applied continuously, based on the baseline of the teachers' abilities and experiences in writing scientific papers.

The hybrid experiential learning training model was implemented in the form of training and mentoring to enable participants to learn from their experiences during the activity. The training flow was developed according to the experiential learning theory (ELT) conceptualized by David Kolb in the early 1980s. ELT is a holistic approach that encompasses cognitive, affective, and psychomotor aspects, with experience playing a central role in the learning process. In experiential learning theory, knowledge is created through the transformation of experience. The hybrid method was used in the training, blending online and offline formats (Sulistyanto, 2021).

In essence, the experiential learning model began with doing, followed by reflecting, and then applying. Elaborating on this, there are five stages of experiential learning: experiencing, sharing, analyzing the experience, drawing conclusions, and applying (Kolb, 2014).

Based on the concept of experiential learning, the focus for the pesantren teachers was on writing scientific papers related to issues and problems within the pesantren context. This choice of topics aimed to simplify the process for teachers when writing scientific papers, ensuring the topics were relevant to problems encountered in the learning process. Given the hybrid format of the training, it combined online sessions via the Zoom meeting application with offline sessions held at the MA Zainul Hasan 1 Genggong Probolinggo Hall.

The activity was attended by 29 pesantren teachers from various educational institutions, including two high schools, one tsanawiyah madrasa, two aliyah madrasas, two high schools, and one vocational high school within the Zainul Hasan Genggong Islamic Boarding School environment. The training was conducted from June to September 2022.

In more detail, the implementation of the training followed the 3P stages (Planning, Implementation, and Reporting), where the hybrid experiential learning model was applied during the implementation phase. The visualization of the 3P stages is as follows.

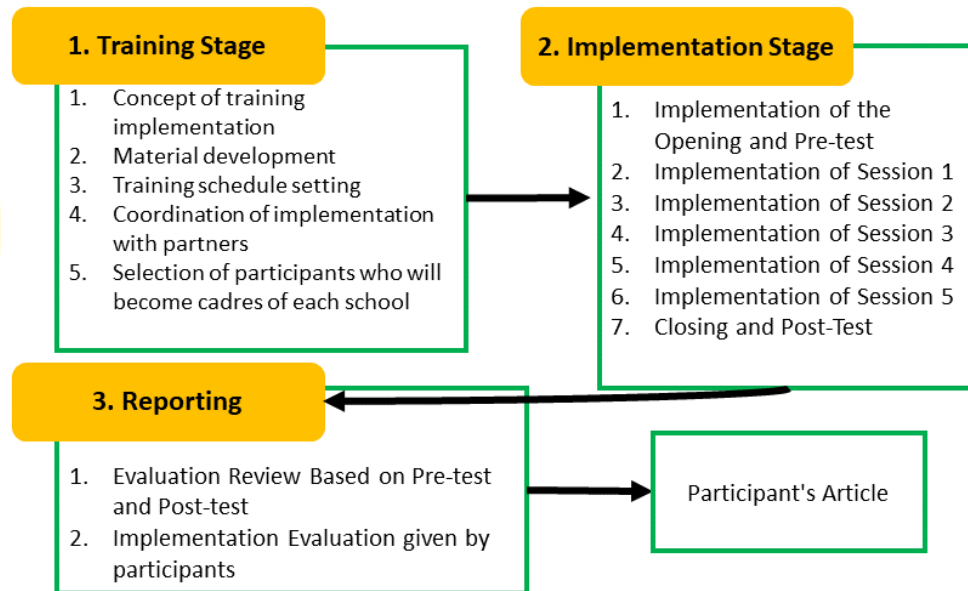


Figure 1. Stages of Training Implementation

1. The planning stage focused on preparing for the training implementation, including communicating with partners, conducting team discussions, developing materials, and selecting training participants.
2. The implementation phase included the opening ceremony, pre-tests, and the execution of activity sessions, which comprised (a) identifying problems, ideas, and basic scientific studies; (b) preparing theoretical studies; (c) designing research methods; (d) writing scientific articles; and (e) selecting journals and submitting articles. This phase concluded with a post-test to assess the progress of the training participants. The hybrid experiential learning model was used during this implementation stage.
3. The reporting stage involved preparing a detailed report, implementing follow-up actions based on evaluation results, and assessing the implementation through feedback from the training participants.

These three stages were conducted continuously in accordance with the needs analysis carried out before the service implementation. The training aimed not only at achieving knowledge and understanding among Islamic boarding school teachers but also at enhancing their skills (capacity) in writing scientific papers, which was the primary focus of the team.

RESULTS AND DISCUSSION

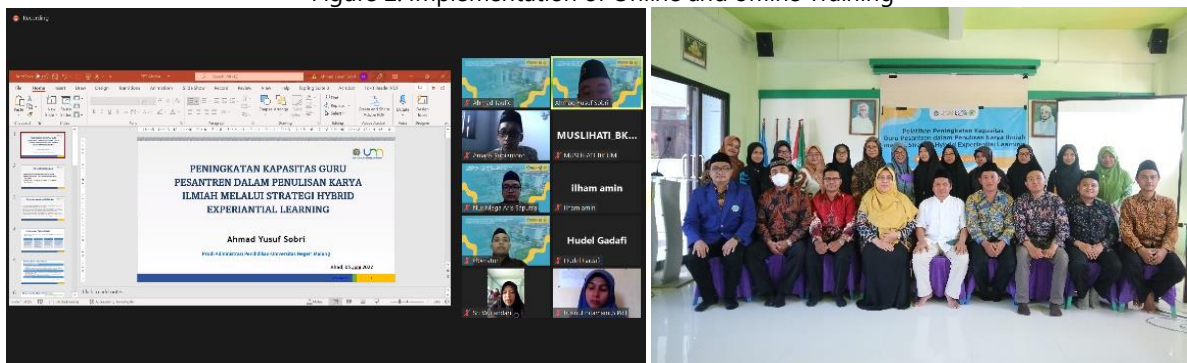
The training to increase the capacity of Islamic boarding school teachers in writing scientific papers through a hybrid experiential learning strategy was attended by 39 participants from 8 school units at the SMP/MTs and SMA/MA/SMK levels in the Zainul Hasan Genggong Islamic Boarding School Probolinggo. The descriptions of the education units participating in the training consisted of (1) Zainul Hasan 1 Genggong High School; (2) Zainul Hasan Genggong Superior High School; (3) Zainul Hasan Genggong Vocational School; (4) MA Zainul Hasan 1 Genggong; (5) MA Model Zainul Hasan Genggong; (6) Zainul Hasan 1 Genggong Middle School; (7) Superior Junior High School; and (8) MTs Zainul Hasan 1 Genggong.

At the initial stage, teachers from eight school units registered for the training by filling out a Google Form. They were required to submit a title and a summary of ideas that would be developed into a scientific paper. The executive committee then selected the registrants. Although 39 teachers registered for the activity, only 29 teachers met the criteria set by the team. These criteria included having a written summary ready for development and committing to participate in the training until the end of the session. The number of participants was also adjusted according to the agency's representation, with each educational institution having a quota for participants to ensure a spread across each unit. Consequently, every educational institution in the pesantren had a cadre of trained writers. The training was divided into three sessions: synchronous online training via Zoom meetings, offline training, and asynchronous online training through a WhatsApp group. The details of the implementation of the scientific writing training using a hybrid experiential learning strategy at the Zainul Hasan Genggong Islamic Boarding School in Probolinggo are illustrated as follows:

Table. 1 Training Implementation

Number	Activity	Form of implementation
1	Basic introduction training for writing scientific papers, Identifying Problems or Ideas and Studying Literature	Malang - Probolinggo (online synchronous)
2	Assignment of Preliminary Preparation and Theory Studies for Research	Malang - Probolinggo (Online asynchronous)
3	Presentation on Research Methods, Writing Results, Writing Discussions and Reference Management Using Mendeley	Probolinggo (Offline)
4	Reporting on the Implementation of Research and Writing Progress on KTI	Malang - Probolinggo (online asynchronous)
5	Scientific Paper Publication Strategy for Teacher Professionalism and Implementation of a review of KTI writing results	Malang - Probolinggo (Offline)

Figure 2. Implementation of Online and offline Training



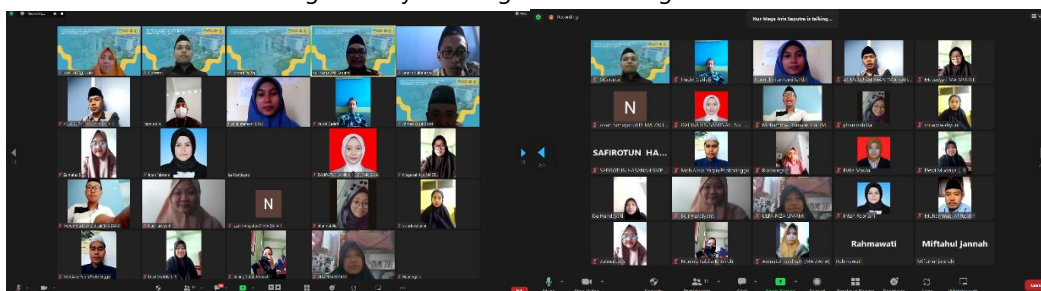
In the initial implementation of the training session, the implementing team presented material on the types of scientific work for teachers, procedures and strategies for identifying problems and ideas for scientific studies, and training on formulating topics for scientific work. The community service team also covered how to compile a literature review and search for supporting references. Furthermore, the team explained and trained participants on how to formulate problems or scientific work ideas that could be conducted within the scope of "about pesantren." Participants were trained to think critically while observing contextual symptoms and problems with novelty (Tri et al., 2022).

To facilitate the process of identifying problems and formulating study topics, participants were divided into two groups: "the group of teachers of scientific boarding schools of science and technology" and "the group of teachers of Islamic boarding schools for social sciences." This division aimed to help focus the study areas.

Once the groups were able to formulate topics and problems, they continued with research method materials, writing results, writing discussions, and managing references using Mendeley. Training on reference management with the Mendeley application proved very helpful for participants in conducting library citations to support their scientific work (Ayuni and Meirani, 2022). Based on the research designs created by the participants, they formulated scientific papers. Participants were then divided into small groups of three to five people and given the task of compiling a scientific article within a month. Each participant gained a learning experience and received materials and assignments comparable to those of other participants.

After the trainee teachers completed their scientific work drafts, the community service team provided assistance and reviewed the work. As a result, eight draft articles were prepared for submission to Sinta-accredited journals. These activities positively impacted the professionalism of Islamic boarding school teachers.

Figure 3. Hybrid Progress Mentoring Activities



In the offline session, participants were asked to fill out the pre-test and post-test instruments as shown in the following figure.

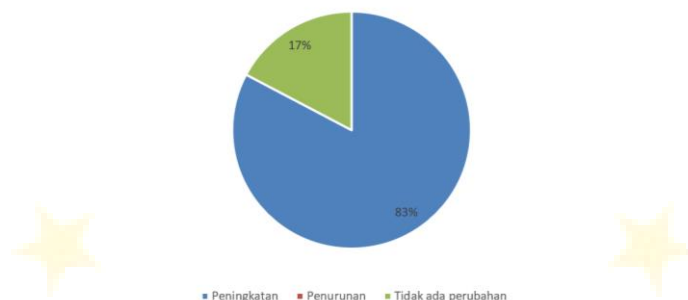


Figure 4. Percentage of Pre-Post Test Assessment Results

The results of the pre-test and post-test revealed that 24 participants (83%) experienced a significant improvement, while five participants (17%) did not show any change in their scientific writing capacity, and no participants saw a decrease in their scores between the pre-test and post-test. Observations of the process indicated that the training participants engaged in the activities with enthusiasm and full commitment, planning to apply the training outcomes in their respective schools (Ping, Schellings, and Beijaard, 2018).

Reflection on the activities yielded several important results. After the training, participants were able to develop ideas, topics, and problem formulations, which could then be elaborated on in research and the preparation of quality scientific papers. Participants performed reference searches very effectively, excelled at composing sentences, interpreting data, and writing various parts of articles (introduction, method, results, discussion). They also managed to compose articles according to the style required by the journals they targeted. Overall, the results and achievements of the service aligned with the study findings that applying experiential learning could enhance teachers' writing skills through the transformation of their experience in writing scientific papers (Hendriyani, Radjah, and Setiyowati, 2020; Suryanda, Azrai, and Subari, 2021). Based on the reflection and evaluation of the activities, suggestions were formulated for program improvement and continued service to teachers at the Zainul Hasan Genggong Islamic Boarding School. These suggestions included: (1) the need for separate assistance on using menus in applications related to writing scientific papers, and (2) the need for training in research approaches used in educational studies.

CONCLUSIONS AND SUGGESTIONS

The scientific writing training for Islamic boarding school teachers, using a hybrid experiential learning model, was implemented very effectively. The service activities succeeded in enhancing the capacity of Islamic boarding school teachers to compile scientific works. The use of the experiential learning model in the training effectively encouraged the teachers to practice compiling scientific papers directly, resulting in eight scientific articles that were ready for submission to Sinta 4 and 3 journals

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