

## UPGRADING TEACHERS' PROFESSIONAL DEVELOPMENT THROUGH ACADEMIC WRITING AND LEARNING MEDIA WORKSHOPS: A COMMUNITY SERVICE

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### **Abstract:**

*Community service is a part of lecturers' responsibility. In this matter, we conducted community service to teachers in Madrasa located in Colo, Kudus. Due to the lack of knowledge and competence among teachers in academic writing skills and learning media development, we provided workshops on academic writing skills and learning media through PowerPoint and YouTube content. This was done through socialization, planning, implementation, and evaluation of the program conducted in June to August 2022. In this sense, we provided the ways, stages, and tips for writing articles. Moreover, we provided training on designing teaching materials using PowerPoint and YouTube. By participating in these workshops, teachers in Madrasa are encouraged to improve their competence in writing articles by sharing their teaching experiences and research in the form of books or journals. Also, they obtain meaningful information and experience through designing learning media through PowerPoint and YouTube. The community service provides contributions to teachers, especially in establishing collaboration with lecturers to write articles to be published in a book chapter. Interestingly, the book chapter was published in 2023 entitled "Innovation in English Learning Media in the 5.0 society era".*

**Keywords:** *Academic Writing, Community Service, Learning Media, Teacher Professional Development*

### **INTRODUCTION**

Teachers are demanded to improve professional development since it plays a great role in developing their competencies in teaching and learning activities and impacts their teaching quality to have meaningful English classes. This is in line with the previous study emphasizing



that professional development contributes to teachers in developing teaching practice<sup>1</sup>. This can be done by joining trainings, workshops, seminars, and other academic forums. Besides, teacher professional development can be encouraged through the learning community<sup>2</sup>.

In relation to the need for improving teacher professional development, universities have a responsibility to encourage teachers' professional development through some training for teachers in several schools. Based on the identifications of existing problems and needs, the authors are encouraged to do community service for teachers in a Madrasa located in Colo, Kudus, Central Java. The main considerations of selecting this school to be the target of community madrasa empowerment are the location of the madrasah in the Mountain area which is relatively far from the City of Kudus, high competition among the schools in that area to get students, the need for teachers to upgrade their teaching professional development, the difficulties of the Madrasa to formulate the potential that needs to be developed as the characteristics or branding, the lack of academic writing skills among teachers and the need for encouraging and managing school's website well.

Referring to the above challenges faced by the Madrasa, it is badly needed to provide community service, particularly in developing teacher professional development since teachers play a great role in encouraging a qualified school. One of them is through providing academic writing and learning media workshops. In the academic field, academic writing skills are needed by teachers to document their work and improve academic integrity<sup>3</sup>. However, teachers mostly find challenges in the process of academic writing including style, layout, references, and so on. Besides, they should acquire discourse competence such as cohesion, coherence, and knowledge and a sociocultural model consisting of enhancing an academic environment, encouraging dialogue that shapes writers' thinking skills, having strategies to edit and revise the writing and share their writing with others<sup>4</sup>.

Apart from academic writing, teachers need to upgrade their knowledge regarding learning media to enhance their teaching and learning process. Indeed, learning media play a crucial role in encouraging teaching and learning activities, especially in fostering students'

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<sup>1</sup> Nasrullah et al., 'Measuring Teacher Professional Development Learning Activities in Post Covid-19', *Alsuna: Journal of Arabic and English Language* 4, no. 2 (2022): 168–91, <https://doi.org/10.31538/alsuna.v4i2.1743>.

<sup>2</sup> Handoyo Puji Widodo and Alhasan Allamnakhrah, 'The Impact of a Blended Professional Learning Community on Teacher Educators' Professional Identity: Towards Sustainable Teacher Professional Development', *Journal of Education for Teaching* 46, no. 3 (2020): 408–10, <https://doi.org/10.1080/02607476.2020.1761249>.

<sup>3</sup> Sri Wahyuningsih, 'Empowering Academic Writing Skills in Millennial Era : The Role of English Program for Bidikmisi Students', in *The 2nd National Telcecon*, 2018, 108–14; Sri Wahyuningsih, 'The Role of Corrective Feedback on Academic Writing Performance: Efl Students' Perceptions', *Edulingua: Jurnal Linguistik Terapan Dan Pendidikan Bahasa Inggris* 7, no. 1 (2020), <https://doi.org/10.34001/edulingua.v7i1.1167>.

<sup>4</sup> Linda Ann Mostert and Rodwell Townsend, 'Embedding the Teaching of Academic Writing into Anthropology Lectures', *Innovations in Education and Teaching International* 55, no. 1 (2018): 82–90, <https://doi.org/10.1080/14703297.2016.1231619>; Nusaiba A Almousa et al., 'Academic Problems Facing High Achieving Students at Universities', *Pegem Journal of Education and Instruction* 12, no. 4 (2022): 12–19, <https://doi.org/10.47750/pegegog.12.04.02>; David Scott et al., 'Evaluating the Effectiveness of Academic Writing Interventions in a Community-Based B.Ed. Program.', *International Journal of E-Learning & Distance Education / Revue Internationale Du e-Learning et La Formation à Distance* 33, no. 2 (2018): 1–21.

motivation <sup>5</sup>. Based on these challenges, we are interested in conducting workshops on academic writing and learning media to improve teachers' professional development in Madrasa located in Colo, Kudus. The expected conditions of teachers after joining the workshops on academic writing and learning media are : (1) teachers have knowledge of tips and strategies to write academic papers to be published in journals or books; (2) teachers have a passion for working through publications ; (3) teachers have knowledge of the styles of academic writing; (4) teachers can expose or analyze their research results based on facts, theories and accompanied by strong arguments so that the content of the article becomes more sharp and interesting; (5) teachers can use reference management tools such as Mendeley and Zotero in citing references from various sources easily and effectively; (6) teachers know kinds of learning media and adapt them to enhance the teaching and learning process. More importantly, they can improve the quality of schools and compete with other schools in Kudus through their teaching professional development.

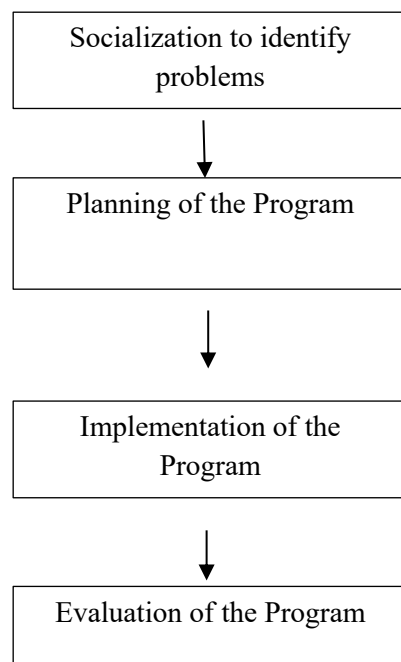
## METHOD

In this community service, we used the method through several stages including situation analysis and feasibility studies related to problems, identification of existing needs and problems, program planning by considering aspects of facilities and infrastructure, implementation of activity programs, and program evaluation. In addition, to achieve the expected conditions, it is needed several strategies. First, getting social integration by visiting the Madrasah in Colo to learn about school activities and various problems faced by teachers. Second, initiating the program planning to jointly determine the planned activities to be implemented and to resolve the problems or constraints that have been identified. Third, conducting a program implementation. Fourth, designing the evaluation of the program. The program of the community service is described below:

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<sup>5</sup> Novi Engla Sari and Dadan Suryana, 'Thematic Pop-Up Book as a Learning Media for Early Childhood Language Development', *JPUUD - Jurnal Pendidikan Usia Dini* 13, no. 1 (2019): 43–57, <https://doi.org/10.21009/10.21009/jpud.131.04>; H. Elmunsyah, W. N. Hidayat, and K. Asfani, 'Interactive Learning Media Innovation: Utilization of Augmented Reality and Pop-up Book to Improve User's Learning Autonomy', *Journal of Physics: Conference Series* 1193, no. 1 (2019), <https://doi.org/10.1088/1742-6596/1193/1/012031>; Syahdan Syahdan, Herlinawati Herlinawati, and Marwa Marwa, 'Learning Media and Strategies Used by English Students in Practice Teaching during the Pandemic', *ETERNAL (English Teaching Journal)* 12, no. 2 (2021): 107–16, <https://doi.org/10.26877/eternal.v12i2.9295>; Norma Nofianto, Dewi Puspitasari, and Chusna Maulida, 'Teenagers, Digital Media, and Language Development: An Exploration of Potential and Challenges in Promoting English Skills', *Journal of English Teaching and Learning Issues* 3, no. 2 (2020): 131, <https://doi.org/10.21043/jetli.v3i2.8644>.





**Figure 1 Program of Academic Writing and Learning Media Workshops**

## FINDINGS

The findings of the community service for teachers in Madrasa are elaborated through stages including socialization, planning, implementation, and evaluation.

1. The first stage is socialization. Socialization activities are the first activities carried out in the context of implementing the community madrasah empowerment. This activity was held on Thursday, June 16 2022 at 13.00-16.00 WIB in the MA NU Raden Umar Said meeting room. This socialization activity was attended by 10 teachers. The results of socialization are obtaining initial data about the conditions and needs of MA NU Raden Umar Said Colo Kudus and getting input from both madrasa and lecturers.
2. The next stage is planning. This activity was held on Tuesday, July 26 2022 at 13.00-16.00 WIB in the meeting room of Raden Umar Said school. It covers preparing some aspects needed in the program of academic writing and learning media development including preparing lesson plans, material, books, ballpoints, and so on. Besides, we discussed and formulated the programs needed by the teachers including providing training in academic writing and learning media development through PPT and YouTube content.
3. The next stage is the implementation. The first day of the assisted Madrasah was held on Monday 27 July 2022 with the theme of academic writing training. Activities were divided into 3 sessions. The first workshop session, in the form of a presentation of material by a team of English lecturers, lasted approximately 3 hours. The next session was a question-and-answer discussion which lasted for 1 hour. The final session consisted of practice in writing written work in the form of chapter book articles. In this session, teachers were

given material on how to write articles, then each teacher was asked to write an article that would be published in a book chapter. The workshop agenda for academic writing skills is illustrated in the following figure.



**Figure 2. Academic Writing Workshop**

The second day of the assisted Madrasah was held on Monday 28 July 2022 with the training theme Learning Media Development through PowerPoint. The activity was divided into 3 sessions. The first workshop session was in the form of a presentation of material by a team of English lecturers and lasted approximately 3 hours. The next session was a question-and-answer discussion which lasted for 1 hour. The final session consisted of practice in designing teaching materials using PPT which lasted for 1 hour. In this session, teachers were given material about using PowerPoint media, then each teacher was asked to create material using PowerPoint. The workshop agenda for learning media development of PowerPoint is illustrated in the following figure.



**Figure 3. Workshop of Learning Media Development "PowerPoint"**

The next program is the workshop on YouTube content that was held on Monday 10 August 2022. The activities were divided into 3 sessions. The first session was in the form of a presentation of material presented by the team of English lecturers and students, which lasted approximately 3 hours. The next session was a question-and-answer discussion which lasted for 1 hour. The final session was a practice of creating YouTube content design which lasted for 1 hour. In this session, teachers were given material about using PowerPoint media, and then each teacher and students were asked to create learning materials using YouTube. The workshop agenda for creating YouTube content is illustrated in the following figure.



**Figure 4. YouTube Content Workshop**

4. The last stage is evaluation held on Wednesday, August 31, 2022. It resulted in some points including:
  - a. The lack of time in providing qualified and meaningful workshops. It is recommended that we implement workshops at least 32 hours of training so that theory and practice can be maximized.
  - b. In terms of evaluation of technical practices, equipment, and media need to be well prepared including the readiness for use by participants.
  - c. Regarding the evaluation of the place, the implementation of the assisted madrasah could be held in a strategic location with adequate requirements such as LCD, lighting, air circulation, and so on. Therefore, the participants can participate in the workshops well.
  - d. The results of the community service in this madrasa are made into a study program service report and suggestions from the SWOT analysis can be written into a report as material for improving madrasah management.

## DISCUSSION

In the process of academic writing and learning media development workshops, teachers in Madrasa obtain fruitful information to enhance their teaching professional development impacting the quality of the school.

### ***Academic writing skills workshop***

As elaborated earlier, the academic writing skill workshop was done by providing material related to aspects of academic writing, stages of writing, and tips on how to write articles. Writing needs processes and stages. It is strengthened by the previous scholar advocating that writing needs a process including pre-writing, planning, writing, and revising drafts<sup>6</sup>. Indeed, teachers need knowledge about academic writing skills such as aspects needed in pre-writing including preparing topics, doing brainstorming writing. In the planning activities, teachers are taught some strategies in planning to write such as writing some important points. In the writing activities, teachers are trained on how to write sentences, and paragraphs to produce meaningful articles. In the process of revising the writing, teachers are trained on how to revise some errors and mistakes in the writing process to ensure the qualified writing is published in books or journals. More importantly, teachers are trained on how to present arguments and ideas critically. Indeed, academic writing needs critical skills in presenting ideas and shaping arguments<sup>7</sup>.

By joining the workshop on academic writing, teachers in Madrasa are motivated to improve their academic writing skills as a way to develop their professional development by documenting their teaching experiences and conducting research. In addition, the output of academic writing can be published in a book or journal that is necessary for their career development. Regarding this, teachers also have a responsibility to share their knowledge within scholars' communities through their work or writing<sup>8</sup>. In this matter, teachers need to upgrade their knowledge and competence in academic writing since it is a part of their responsibility<sup>9</sup>. However, they may find some challenges in writing articles since writing needs experience, strategies, skills, and training<sup>10</sup>. Since writing is important to the output of writing, we hope that an academic writing workshop is beneficial for academics such as teachers<sup>11</sup>.

The result of the academic writing workshop is teachers in Madrasa can collaborate with the lecturers to write articles based on teaching experiences by having the theme "Innovation in English learning media in the 5.0 society era" published in 2023 in the form of the book chapter. This shows that the workshop on academic writing is beneficial for teachers resulting

<sup>6</sup> Sri Wahyuningsih, *The Handbook of Writing for Academic Purposes* (Surabaya: Jakad Media Publishing, 2021).

<sup>7</sup> Undarmaa Maamuujav and Carol Booth Olson, 'Meeting the Linguistic Needs of Adolescent Multilingual Writers for Academic Writing', *The TESOL Encyclopedia of English Language Teaching*, 2019, 1–7, <https://doi.org/10.1002/9781118784235.eelt0983>.

<sup>8</sup> Thomas DeVere Wolsey, Diane Lapp, and Douglas Fisher, 'Students' and Teachers' Perceptions: An Inquiry into Academic Writing', *Journal of Adolescent and Adult Literacy* 55, no. 8 (2012): 714–24, <https://doi.org/10.1002/JAAL.00086>.

<sup>9</sup> Shirin Abadikhah, Zahra Aliyan, and Seyed Hassan Talebi, 'EFL Students' Attitudes towards Self-Regulated Learning Strategies in Academic Writing', *Issues in Educational Research* 28, no. 1 (2018): 1–17.

<sup>10</sup> Muhammad Azeem Abbas et al., 'An Assistive Environment for EAL Academic Writing Using Formulaic Sequences Classification', *Interactive Learning Environments* 0, no. 0 (2020): 1–15, <https://doi.org/10.1080/10494820.2020.1789670>; Laurel Johnson et al., 'Challenging the Productivity Mantra: Academic Writing with Spirit in Place', *Higher Education Research and Development* 36, no. 6 (2017): 1181–93, <https://doi.org/10.1080/07294360.2017.1300140>.

<sup>11</sup> Larissa Elisabeth Kempenaar and Rowena Murray, 'Writing by Academics: A Transactional and Systems Approach to Academic Writing Behaviours', *Higher Education Research and Development* 35, no. 5 (2016): 940–50, <https://doi.org/10.1080/07294360.2016.1139553>.



in the book chapter that can be used as references for readers especially academics including students, teachers, and lecturers.

### ***Learning media development workshop***

Learning media is one of the factors that plays a great role in enhancing teaching and learning activities and motivating students during learning in the classroom. Several media can be utilized including videos, PowerPoint, YouTube, social media, and others. In this matter, we provided a learning media development workshop for teachers in Madrasa, especially on how to design learning media using PowerPoint and YouTube Content. We provided practice on how to design teaching materials using PPT which lasted for 1 hour. In this session, teachers were given material about using PowerPoint media, then each teacher was asked to create material using PowerPoint. PowerPoint is one of the media promoting benefits on the teaching and learning process and it can be designed by posting photos, videos, and materials in PowerPoint<sup>12</sup>. In addition, online modules such as PowerPoint materials can promote learning autonomy for students<sup>13</sup>.

In conjunction with the workshop on YouTube content, the first session was in the form of a presentation of material presented by the team of English lecturers and students, which lasted approximately 3 hours. The next session was a question-and-answer discussion which lasted for 1 hour. The final session was a practice of creating YouTube content design which lasted for 1 hour. In this session, teachers were given material about using PowerPoint media, and then each teacher and students were asked to create learning materials using YouTube.

By participating in this workshop, teachers are motivated to upgrade their teaching professional development by developing learning media through creating YouTube Content material to enhance their teaching activities and motivating students to learn in the classroom. YouTube has benefits to encourage students and foster critical participation<sup>14</sup>. It is in line with the study conducted by previous scholars that teachers can make use of several learning media such as PowerPoint, YouTube, and Video to foster students' motivation in learning<sup>15</sup>. In addition, YouTube can promote fun access to teaching material from many sources efficiently and provide a chance to give students many skills for enhancing their future careers<sup>16</sup>.

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<sup>12</sup> Mari Yamauchi, 'Integrating Internet Technology into the EFL Classroom: A Case Study', *International Journal of Pedagogies and Learning* 5, no. 2 (2009): 3–19, <https://doi.org/10.5172/ijpl.5.2.3>.

<sup>13</sup> Yea Ru Tsai, 'Promotion of Learner Autonomy within the Framework of a Flipped EFL Instructional Model: Perception and Perspectives', *Computer Assisted Language Learning* 34, no. 7 (2021): 979–1011, <https://doi.org/10.1080/09588221.2019.1650779>.

<sup>14</sup> W. Marc Jackman and Patricia Roberts, 'Students' Perspectives on YouTube Video Usage as an E-Resource in the University Classroom', *Journal of Educational Technology Systems* 42, no. 3 (2014): 273–96, <https://doi.org/10.2190/et.42.3.f>.

<sup>15</sup> Sri Wahyuningsih and Muhamad Afandi, 'Incorporating English Skills in Blended Learning during the COVID-19 Pandemic: A Narrative Inquiry', *Elsya: Journal of English Language Studies* 4, no. 3 (2022): 227–39, <https://doi.org/10.31849/elsya.v4i3.9902>; Sri Wahyuningsih and Muhamad Afandi, 'Using Blended Learning in the EFL Classroom during the Covid-19 Pandemic in Indonesia: A Narrative Inquiry', *International Journal of Learning, Teaching and Educational Research* 22, no. 3 (2023): 209–24, <https://doi.org/10.26803/ijlter.22.3.13>.

<sup>16</sup> Sri Wahyuningsih and Siti Dewi Malaiha, 'Promoting Speaking Proficiency in Broadcasting Through YouTube Project: Perceptions of Undergraduate Students', *Proceedings of Third English Language and Literature International Conference*, 2019, 1–7, <https://doi.org/10.4108/eai.27-4-2019.2285332>.





## CONCLUSION

The service community has been beneficial in enhancing teachers' professional development in Madrasa through the workshop on academic writing and learning media development. In this matter, we provided the ways, stages, and tips for writing articles. Moreover, we provided training on how to design teaching materials using PowerPoint and YouTube. By participating in these workshops, teachers in Madrasa are encouraged to improve their competence in writing articles by sharing their teaching experiences and research in the form of books or journals. Also, they obtain meaningful information and experience through designing learning media through PowerPoint and YouTube. The community service provides contributions to teachers, especially in establishing collaboration with lecturers to write articles to be published in a book chapter. Interestingly, the book chapter was published in 2023 entitled "Innovation in English Learning Media in the 5.0 society era".

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