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Participatory Training Model in Improving Scientific Writing Competency

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Abstract

This study aims to develop and evaluate a participatory training model for improving writing skills. Scientific writing skills are very important for educators, students, and professionals, not only as an academic task but also as a tool to develop critical, analytical, and creative thinking skills. Participatory training was designed systematically using the Research and Development (R&D) method, which includes literature review, product design, field testing, and revision, and involved 43 teachers selected by purposive sampling. The study results showed that this training significantly improved the scientific writing skills of teachers (H1), and the developed model was proven valid and effective (H2). Data analysis using the rating method, SPSS, and triangulation to ensure data credibility supported these findings. This training successfully overcomes obstacles in writing scientific papers, with strategic steps such as needs analysis, curriculum development, and constructive feedback. Interactive activities such as group discussions improve participants' understanding and skills. Positive responses from participants indicate increased motivation and competence, which confirms the importance of a participatory approach in professional development. These findings underline the importance of reflection in learning, which improves the quality of scientific publications among teachers.

Keywords Participatory Model; Training; Competence; Scientific Papers

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1. INTRODUCTION

Scientific writing skills are crucial for educators to improve rational and critical thinking skills and as a means for scientific publication. Educators can convey their ideas and thoughts through scientific papers in academic circles and the wider community. In addition, while still in college and after graduation, students need these skills in various roles, such as becoming experts in a particular field, public officials, or community leaders. To produce quality scientific papers, students need to learn various writing techniques and strategies, from planning and data collection to data processing, that will be used as a basis for writing. Scientific writing skills deepen understanding of the material and train analytical, synthetic, and critical thinking skills. As stated by (Budiawan, 2022), writing scientific papers is a medium to train critical, creative thinking skills and effective communication. Thus, writing scientific papers becomes an important part of a person's academic and professional development. In

this context, scientific writing is not just an academic assignment but a process that fosters broader intellectual skills and will be useful throughout a student's professional career. These skills also play an important role in getting used to rational, critical, and objective thinking and facilitating the communication of ideas in the academic and professional world. Therefore, learning scientific writing techniques and strategies to produce quality and effective work is very important.

Writing scientific papers is an important skill that must be mastered by academics, researchers, and practitioners in various disciplines. This ability not only plays a role in supporting career development in the academic world but also becomes a tool to convey research results in a structured and accountable manner. Scientific papers function to share information, ideas, and findings that benefit society. Through scientific publications, knowledge can be disseminated, discussed, and further developed, thus encouraging progress in various fields (Indra & Purnomo, 2018). In this context, the ability to write scientific papers helps build academic credibility and facilitates the peer review process, where other experts can review research results. This is important to ensure the validity and reliability of the information presented. Therefore, this skill is not only essential for an academic career but also plays a role in contributing to global knowledge (Soeharto, 2020).

Despite the great significance of scientific writing, many individuals face challenges in the process. These difficulties are often caused by a lack of understanding of the proper structure of academic writing, problems constructing clear arguments, or limitations in organizing research data systematically and coherently. Another factor that worsens the situation is the lack of access to adequate writing training. One approach to addressing these problems is through specialized scientific writing training. Comprehensively designed training can provide a deeper understanding of scientific methodology, writing techniques, and how to build strong arguments. In addition, such training can also increase participants' confidence in writing and publishing their scientific papers, as they will be better prepared for the writing process that demands discipline and precision. Trained writers cannot only compose more structured works but also understand the importance of academic standards, such as citation and use of relevant sources, which are essential to support the credibility of their writing. Thus, scientific writing training improves technical skills and develops participants' understanding of academic ethics and acceptable research quality in the scientific community.

Participatory training to improve competence in writing scientific papers faces significant challenges in the field. One of the main problems is the lack of practical experience of participants in writing, which hinders the application of the techniques taught. This can lead to difficulties understanding and using new writing strategies (Turner & Harris, 2020). In addition, variations in writing skills among participants are a barrier, with some participants requiring additional support in terms of grammar and writing structure (A. Smith & Brown, 2020). Resistance to new methods is also challenging, as many participants prefer traditional methods that are considered more familiar and easier to understand (A. Jones, 2018). Time and schedule constraints often reduce training effectiveness, given that participants have limited time to practice the material taught. Inadequate training facilities, such as classrooms and writing tools, also interfere with learning (Brown & Miller, 2019). In addition, the lack of constructive feedback and inconsistent assessment systems make it difficult for participants to improve their writing weaknesses (Anderson, 2017). Participant motivation tends to be low without ongoing support, coupled with limited access to resources such as scientific literature, which limits their ability to improve their writing (Taylor, 2022). These challenges point to a better approach to improving training effectiveness to achieve desired outcomes.

Conventional approaches to scientific writing training are often dominated by one-way teaching methods, where instructors deliver materials directly, and participants tend to receive information passively. Although this method effectively conveys concepts or theories, its impact is often limited in helping participants develop practical writing skills. To master these skills optimally, participants must participate more actively during the training. In response to the limitations of this traditional approach, there is a need to develop a more interactive training model that involves participants in a participatory

manner. In this new model, participants do not just listen but also play an active role in the learning process through discussion and collaboration when compiling written works. This participatory model is considered more effective in improving participants' practical skills, including in the context of scientific writing because it allows them to practice what they have learned and get direct, relevant feedback. (R. Johnson & Brown, 2017).

Participatory training emphasizes the importance of active participant involvement in every stage of the training process. Participants are not only passive recipients of information but are also invited to learn collaboratively, share experiences, and provide and receive feedback. In this way, the training changes the role of participants into active learners who are involved in building knowledge together. In addition, this approach ensures that the material delivered meets the practical needs of participants, making it more relevant and applicable in real contexts. This participatory approach is based on the principles of collaborative learning theory, which emphasizes that learning will be more effective when individuals work in groups and interact. In scientific writing, collaboration among training participants can improve their understanding of various writing methods, deepen their mastery of writing techniques, and broaden their horizons by exchanging different ideas and perspectives. Thus, participatory training encourages cognitive learning and builds the social and analytical skills needed in the scientific writing process.

Participatory training introduces participants to the basic concepts of scientific writing and emphasizes developing practical skills through direct exercises. In this model, participants are actively involved in writing simulations, proposal preparation, and editing and revising scientific papers. Through this approach, participants gain theoretical understanding and hone skills that can be directly applied in the real world. One of the significant advantages of participatory training is the existence of a continuous feedback system. The instructor and fellow participants provide this feedback, thus creating an interactive and responsive learning atmosphere. The feedback provided allows participants to recognize weaknesses or deficiencies in their writing immediately and allows them to improve them directly during the training session. This model has proven effective in strengthening participant competence because it combines theory with practice and provides opportunities for reflection through continuous feedback (M. Johnson & Carter, 2018; B. Smith, 2020)

In participatory training, the facilitator acts as a guide who supports the learning process, not just a transmitter of material. They serve as discussion guides and provide constructive feedback. Facilitators help create a supportive learning environment where participants feel safe to experiment and develop their ideas, especially in the context of scientific writing. Compared to traditional training approaches, the participatory model offers several advantages. In addition to encouraging active participant involvement, this method stimulates critical and creative thinking skills. Participants who are more active in training tend to have a deeper understanding of the material and can apply it in practical contexts. Various studies indicate that participatory training approaches improve participants' abilities, especially in scientific writing. For example, training that includes group discussions, writing simulations, and feedback sessions has significantly improved the quality of participants' scientific work. This improvement can be seen in the writing structure, argumentation strength, and methodological accuracy. This shows that participatory methods, which emphasize active interaction and continuous evaluation, can support the development of writing skills more in-depth and comprehensively. (Ahmad, 2021; Siregar, 2020)

Based on government policies that regulate the competence of writing scientific papers, the Circular Letter concerning the Management of Teacher and Principal Performance explains this in detail. The Circular Letter of the Director General of GTK with number 0559/B.B1/GT.02.00/2024 provides important guidance on the use of the Merdeka Mengajar Platform (PMM) to improve the quality of teacher and principal performance, especially for State Civil Apparatus (ASN). The letter states that PMM features, such as Independent Training, Competency Reflection, Evidence of Work, and Community, are optional and do not increase the administrative burden. However, the

Performance Management feature in PMM is mandatory for ASNs but not non-ASNs. The integration of PMM with the e-Kinerja of the State Civil Service Agency (BKN) aims to facilitate performance management so that ASN does not need to fill in duplicate data. The assistance mentioned in the circular also functions as part of the training, allowing teachers to get technical guidance and feedback in writing scientific papers.

Scientific work is a writing systematically arranged based on scientific principles. According to (Dewojati, 2012), a written work is considered scientific if it presents ideas supported by data and theoretical references (such as citations from experts), analysis, and certain methodologies. Writing scientific works provides many benefits, as stated by (Ariffianto, 2015)A professional teacher must have various abilities, including writing scientific works. In addition to supporting promotions, positions, and groups, writing scientific works is a benchmark for success and recognition of a teacher's professionalism.

The results of an initial survey conducted in January 2023 at SMA Negeri 1 Gunungsindur, Bogor Regency, revealed several problems in teachers' scientific writing skills. From observations, interviews, and questionnaires distributed to 43 teachers, it was identified that many teachers had limited practical experience in scientific writing and lacked basic skills, such as grammar and writing structure. Resistance to new methods and difficulty allocating time for training were also obstacles. In addition, variations in participants' ability levels, limited access to resources (such as scientific literature and writing software), lack of constructive feedback, and decreased motivation without adequate support also affected the effectiveness of the training. Questionnaire data showed that 79.07% and 88.37% of teachers felt they had not mastered scientific writing skills, with an average of 85.82% stating the need to improve competence in this area. To overcome this problem, solutions such as intensive practical training, materials focused on the basics of writing, support for transition to new methods, and better access to resources and constructive feedback are needed. In-depth research and implementation of effective solutions are essential to improving scientific writing skills at SMA Negeri 1 Gunungsindur.

The participatory training model allows participants to better understand scientific methodology through active involvement in case studies and group discussions. Thus, participants have the opportunity to learn various research approaches that are appropriate to their field of study. Mastery of this methodology is a crucial basis for producing quality scientific writing. In addition, one of the important components of scientific writing is the ability to work collaboratively with fellow researchers. Participatory training emphasizing group work and collaboration helps participants develop team skills essential in scientific research and writing. It also provides an understanding of how to give and receive constructive criticism, which is important in improving the quality of scientific work. Participatory training models offer an effective approach to improving scientific writing skills. By emphasizing active participation, team collaboration, and continuous feedback, this model enables participants to understand the theory of scientific writing and strengthens the practical skills needed to produce quality academic writing. This type of training can be an important strategy in improving the productivity and quality of academic publications in various educational and research institutions. By applying this method, writers can be more involved in the creative and analytical process, resulting in more solid and well-structured scientific work. According to various studies, the participatory approach also increases self-confidence and independence in writing.

2. METHODS

This study uses the Research and Development (R&D) method to develop and evaluate the effectiveness of a participatory training model in improving scientific writing skills at SMAN 1 Gunungsindur, Bogor Regency. According to (Creswell, 2016) R&D is a systematic approach to creating or improving a product. The development model refers to Borg and Gall, which emphasizes a structured development cycle, starting with a literature review, product design, field testing, and revision based

on test results until the stated objectives are achieved. The Borg and Gall R&D model includes ten steps, such as data collection, planning, initial product development, testing, and dissemination, to produce a valid and effective training model. This study hypothesizes that participatory training can improve teachers' scientific writing skills (H1) and that the model is valid and effective (H2). The research participants were 43 teachers of SMAN 1 Gunungsindur who were selected by purposive sampling based on their active involvement in writing activities. The research instrument was tested for validity and reliability using the summated rating method and SPSS analysis. Triangulation was also used to ensure the credibility of the results. With this approach, research focuses not only on developing innovative training models but also on systematically validating and testing their effectiveness (Sugiyono, 2017)

3. FINDINGS AND DISCUSSIONS

Participatory Training in Scientific Writing involves the entire training process, from planning to final evaluation. In this model, participants receive information passively and participate in every step of learning, including topic determination, the drafting process, and analysis of results. This approach aims to increase participant involvement and understanding so they learn to write and apply the techniques discussed directly. In addition, participatory training emphasizes the relevance of the material, which is tailored to the needs and backgrounds of the participants so that the results are more applicable. This approach is believed to improve scientific writing skills more effectively than traditional instructional training methods.

Participatory Approach

Participatory training emphasizes the interactive relationship between the facilitator and participants, where participants are expected to be actively involved by asking questions, providing responses, and participating in group discussions. This approach aims to build a cooperative learning environment where participants can share knowledge and support each other's development. Unlike conventional approaches focusing more on delivering information in a one-way manner from the facilitator to participants, participatory training prioritizes participant involvement as a major part of the learning process. This active participation allows participants to hone their critical thinking and teamwork skills. This approach also strengthens material absorption because direct discussion experience encourages deeper and more applicable understanding. The participatory training approach is more flexible and dynamic, allowing the facilitator to adapt the material to the needs and feedback of the participants. Thus, this training not only focuses on the transfer of information but also facilitates more reflective and participatory learning, where participants create new knowledge and its application in practical contexts.

Participatory training is a systematic approach designed to manage training programs efficiently. This process begins with problem identification and continues through training follow-up. The initial stage involves a training needs analysis, which aims to determine the skills or knowledge that need to be improved. Furthermore, job and task analysis is carried out to understand the responsibilities of the participants. After selecting participants based on training relevance is determined, clear and measurable training objectives are formulated to provide the right direction. Then, the curriculum and syllabus are designed in detail, followed by the preparation of a reference framework or Terms of Reference (TOR) to direct the implementation of the training. After the program is implemented, an evaluation is carried out to assess the effectiveness of the training, and follow-up is carried out to ensure that the skills acquired can be applied to the participant's daily work. This approach ensures that the training is carried out in a structured manner and significantly impacts both participants and the institutions involved. In the context of participatory training variables, the dimensions considered include the initial conditions of scientific writing competence for teachers, the design of an effective participatory training model, and the implementation of the training model. Indicators used in the

evaluation include understanding, basic skills, practical experience, motivation, and available resources. In addition, identification of needs, material design, training methodology, facilitator competence, facilities, implementation process, active participation of participants, application of the material taught, flexibility, adaptation, monitoring, and guidance are also important factors in determining the success of the training.

Steps of Participatory Training in Scientific Writing

Before the scientific writing training begins, the facilitator must identify the participants' needs and goals. This can be done by collecting information through surveys or short interviews. A good understanding of the participants' needs will allow the facilitator to prepare more relevant training materials based on the participants' expectations so that the training becomes more effective and appropriate. Adjusting training materials based on the participants' needs can also increase their involvement in learning. Once the needs of the training participants have been identified, the facilitator will develop a training plan by involving the participants in the planning process. This includes gathering input from participants on the topics they would like to cover, the desired training format, and the types of assignments or projects they will be working on. This approach not only ensures the relevance of the training material but also increases participant engagement and motivation. By providing opportunities for participants to contribute to the planning, the facilitator can create a learning environment that is more inclusive and responsive to the specific needs of each individual, ultimately contributing to the overall effectiveness of the training. In the training session, active learning is implemented by involving participants in various activities, such as group discussions, case studies, analysis of scientific paper examples, and writing scientific paper drafts. Each participant is encouraged to share their experiences, challenges, and strategies they use in the writing process. This active involvement increases participants' understanding of scientific writing and strengthens collaborative and communication skills that are important in the academic world.

One of the important components of participatory training is relevant assignments, which allow participants to apply the knowledge they have learned immediately. After completing the assignment, the facilitator provides constructive feedback to improve the quality of the participants' writing. This feedback plays a crucial role, as it can provide specific insights and recommendations, help participants identify strengths and weaknesses in their work, and provide guidance for future improvement. With this approach, participants gain theoretical understanding and hone practical skills through direct experience and reflection on the feedback received. This encourages deeper and more applicable learning so that participants can apply these skills in real contexts, which in turn increases the effectiveness of the training.

After the training session ends, a collective evaluation is conducted between participants and facilitators to assess the training process and results. On this occasion, participants are given the space to express their views on the material learned and the challenges faced and provide suggestions on ways to improve the effectiveness of future training. This evaluation activity is very important because it provides valuable insights into the participants' experiences, which can help facilitators design programs more relevant to future participants' needs and expectations. This kind of evaluation not only provides feedback but also creates a sense of involvement and ownership of the participants in the learning process, which is a key element in effective learning (Rahman, 2018)

Advantages of Participatory Training

Active involvement in training can increase participants' sense of responsibility for their learning outcomes. When participants are directly involved, they serve as recipients of information and as drivers in the learning process, which in turn can strengthen their commitment. In addition, it is important to ensure that the training materials are relevant to the needs and context of the participants; thus, the training content will be more meaningful and applicable. Practical experience gained during training, especially in writing scientific papers, allows participants to apply the knowledge they have

learned daily. Finally, the collaborative atmosphere created during training, where participants share knowledge and receive support from facilitators, creates an environment that supports mutual growth and development. The importance of active involvement and the relevance of training materials cannot be ignored, as both contribute significantly to learning effectiveness. Active involvement increases a sense of ownership and responsibility, while relevant materials help participants connect theory with practice. A collaborative environment also strengthens the learning process, creating a learning community that can support each other to achieve common goals.

A survey conducted in January 2023 at SMAN 1 Gunungsindur, Bogor Regency, revealed that most teachers face challenges in writing scientific papers. Through observations, interviews, and questionnaires filled out by 43 teachers, it was found that 79.07% and 88.37% of them felt they had not mastered scientific writing skills. Various problems faced include lack of experience, difficulties in grammar and writing structure, unwillingness to adopt new methods, time constraints, differences in ability levels, limited access to resources, minimal constructive feedback, and low motivation. An average of 85.82% of teachers stating difficulties in scientific writing indicates the need for an intensive training program. To overcome this obstacle, a participatory training model has been designed based on the theory of (Supriyanto, 2020) and Ikka Kartika Fauzi (2011). This model includes several strategic steps, such as identifying teacher needs, job analysis, participant classification, setting training objectives, compiling a curriculum, integrating interactive activities, developing TOR (Term of Reference), implementing training with mentor guidance, and evaluating effectiveness and follow-up for publication of scientific papers. The training began with a welcoming speech from the principal and an identification of participants' needs, followed by a group discussion to explore the writing obstacles faced. Participants were divided according to their experiences. On the second day, participants could draft scientific papers with mentor guidance, get feedback, and make revisions. At the end of the session, an evaluation discussion was held to improve the quality of scientific papers, ending with reflection and awarding certificates. The effectiveness test of this training model was conducted through a questionnaire given to 43 respondents. The results showed significant improvements in writing skills: 97.67% of respondents felt they had improved in practical experience and basic skills, 100% felt helped in adopting new methods, 93.02% felt better able to manage their time, and 97.67% felt the benefits of participatory training. In addition, 97.67% of respondents reported higher motivation, and 93.02% felt competent in writing. Overall, the data showed that the participatory training model improved scientific paper writing competence among teachers at SMAN 1 Gunungsindur.

Implementing a participatory training model to improve scientific writing competency showed significant results through a series of structured and practical activities. First, participants were involved in interactive sessions that allowed them to discuss the challenges and solutions in writing scientific papers in small groups. This discussion helped participants identify their respective writing strengths and weaknesses, which became the basis for developing their skills. According to (Supriyanto, 2020)Collaboration in small groups can improve individual understanding and skills because participants share experiences and effective strategies. Second, teachers were asked to compile a teaching module as part of direct practice. This module functions as an exercise in academic writing and as relevant teaching material for classroom learning. This activity reflects their ability to integrate theory and practice, as well as an understanding of the scientific methodology taught during the training (Iskandar & Rahman, 2021). Third, participants compiled a "Workshop Real Action Sheet," a concrete plan to apply the knowledge gained in daily academic tasks. This sheet includes personal targets for writing scientific papers, steps to be taken, and a deadline for completing the work. In addition, a personal reflection session was held where each teacher made a written evaluation of the learning process they experienced during the training. In this evaluation, they reflected on their understanding of scientific writing and their plans to overcome obstacles in the future. These results demonstrate teachers' commitment to improving their competence and provide evidence that this participatory training model effectively develops scientific writing skills continuously. Research by

(Yani & Setiawan, 2022) Supports these findings, emphasizing the importance of reflection in the learning process to strengthen the results obtained.

4. CONCLUSION

Implementing participatory training in scientific writing has proven to improve participants' competencies through a series of structured and interactive activities. By creating an engaging learning environment, this model encourages collaboration among participants and ensures that the training materials are tailored to their specific needs and contexts. Active engagement in discussions and practical exercises allows participants to identify their strengths and weaknesses, leading to more targeted skill development. In addition, the emphasis on reflective practice further strengthens the understanding and application of scientific writing principles. Overall, this participatory training approach provides teachers with the tools necessary for effective academic writing and fosters a sense of ownership and commitment to their professional growth. This, in turn, contributes to continuous improvement in their writing competencies. The positive results observed are supported by existing research, which highlights the effectiveness of this model in providing meaningful and applicable training experiences. Active engagement in scientific writing training using a participatory model has proven to be effective in improving the competencies and skills of teachers at SMAN 1 Gunungsindur. The program has created an interactive and collaborative learning atmosphere by involving participants in every phase of the training, from determining needs to final evaluation. The evaluation results showed that most participants felt a significant increase in their practical experience, basic skills, and motivation to write. The methods applied, such as small group discussions, preparing teaching modules, and using real action plan sheets, contributed to a better understanding of the material and participants' ability to write scientific papers. The success of this training was supported by constructive feedback from mentors, which provided valuable insights for future improvements. Therefore, the participatory training model improved participants' scientific writing skills and encouraged their commitment to continue learning and adapting in academic practice. This study confirms the importance of relevant and responsive training to participants' needs and the positive impact of a collaborative approach in achieving better learning goals. In line with this, research by (L. Jones, 2019) Participatory methods can increase students' motivation and engagement, leading to better learning outcomes.

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