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Online Training on Writing Scientific Articles in Early Childhood Education for Accredited Sinta Journals

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Abstract: *The training on scientific article writing in the field of Early Childhood Education was conducted online via Zoom on Saturday, August 29, 2020, by the Early Childhood Education Program at Universitas Negeri Jakarta. The event was attended by 150 participants, including PAUD students from various provinces across Indonesia. This training focused on the preparation of manuscripts for accredited national journals. The expert speakers for the event were Dr. Jhoni Warmansyah, M.Pd., and Mrs. Syarfina, M.Pd., with moderation led by Mrs. Muktia Pramitasari, M.Pd. The event was inaugurated by Mrs. Dr. Elindra, M.Pd., Editor-in-Chief of the JPUD Journal at Universitas Negeri Jakarta. During the training, participants gained in-depth knowledge of writing techniques for scientific articles that meet the standards of accredited national journals and learned how to revise and improve manuscripts based on reviewer feedback. The training provided significant benefits to participants by enhancing their skills in writing and publishing scientific work. This program proved to be highly important and valuable for participants in developing their knowledge and skills in the field of Early Childhood Education.*

Keywords: *Scientific Article Writing, Accredited National Journals, Early Childhood Education*

INTRODUCTION

Journals are frequently chosen as a medium for presenting scientific articles among various print media (McCoy et al., 2016). Different types of scientific articles, whether related to education or non-education fields, are written and disseminated through journals. Articles in scientific journals must adhere to specific rules and scientific formatting. However, only a small portion of students, particularly in the Early Childhood Education program, fully understand the systematic approach required for writing scientific articles.

Students face challenges in publishing their scientific research. At a minimum, they need to upload their research findings to open access platforms (Saliba, 2020; Wijaya,

2017). Ideally, student research articles should be published in scientific journals (Astuti & Isharijadi, 2019; Salam et al., 2017). However, for research articles to be accepted in scientific journals, they must adhere to appropriate content and stylistic guidelines (Damayanti, 2019; Karyanto, 2019; San Fauziya, 2020; Widowati, 2019). Given that scientific publication is a new challenge for students, training in scientific article writing is necessary (Falah, 2019; Fernandez et al., 2020; Mardin et al., 2020; Perdana, 2020).

There are several studies related to enhancing the capacity for scientific article writing among students. For instance, San Fauziya, D. (2020), demonstrated that intensive and continuous training can improve students' abilities to write scientific articles. Another study mentioned that individual guidance and mentoring are effective in helping students overcome difficulties in the writing process (Widowati, 2019). Meanwhile, Astuti & Isharijadi (2019) also reinforced this by stating that the use of online platforms as a medium for practice and consultation can facilitate students in writing and publishing their scientific articles.

However, there remains a noticeable lack of specialized training programs tailored to the needs of Early Childhood Education students in Indonesia. While existing studies highlight the benefits of general training and mentoring, there is limited research and implementation of focused programs addressing the specific requirements of PAUD students. This research aims to address this gap by developing and applying a training program specifically designed to enhance the scientific writing skills of PAUD students, integrating both theoretical and practical elements. By doing so, it seeks to provide a practical solution to the publication challenges faced by students in this field.

To address the challenges faced by Early Childhood Education students in publishing scientific research, the implementation of a specialized training program is essential. This training should be designed to enhance students' scientific writing skills by focusing specifically on the needs of the PAUD program. The training will include comprehensive instruction on adhering to the rules and formatting required by scientific journals, coupled with practical exercises to reinforce these skills. By integrating theoretical knowledge with hands-on practice, the program aims to equip students with the necessary tools and confidence to successfully write and publish their research in reputable scientific journals. This approach seeks to bridge the existing gap and provide targeted support to improve the quality and frequency of scientific publications among PAUD students.

METHODS

To enhance the scientific writing skills in the field of Early Childhood Education, several methods can be utilized in training activities targeting final-year students in Early Childhood Education programs across Indonesia, involving approximately 150 students:

Training involves demonstrations or examples to develop specific skills. In this activity, speakers will provide material and examples of good and correct scientific writing, as well as direct practice exercises for the participants. This allows participants to learn the proper writing techniques and immediately put them into practice. Advocacy consists of mentoring the target groups. In this activity, speakers can offer individual or group guidance and consultation to participants who encounter difficulties in writing scientific papers. This approach allows students to receive tailored assistance according to their needs.

Mediation shows the training facilitators as mediators in resolving existing problems. In this activity, speakers can help participants solve issues or difficulties they face in writing scientific papers. The goal is to ensure that every problem that arises can be properly addressed. Community education involves outreach activities aimed at increasing participants' understanding and awareness. In this activity, speakers can provide insights into the importance of writing scientific papers in Early Childhood Education and motivate participants to write scientific papers. This is intended to increase students' interest and awareness of the importance of their scientific contributions.

Diffusion of science and technology activities produce products for the target groups. In this activity, speakers can provide examples of published and recognized scientific papers in the field of Early Childhood Education and motivate participants to write and publish their scientific papers. By observing successful examples, students will be more motivated to follow in those footsteps. Here is a diagram of the scientific article writing training methods in color format: This diagram illustrates the flow from basic training to the diffusion of science and technology, designed to enhance the scientific writing skills of Early Childhood Education students.

To ensure the sustainability and broader impact of the training, a follow-up mechanism was also embedded into the community service framework. This included the establishment of an online peer-support group using social media platforms, where participants could continue to consult with facilitators and share progress on their manuscript development. Such post-training engagement not only reinforces learning outcomes but also fosters a collaborative academic culture among Early Childhood

Education students. This approach reflects the essence of community service, which extends beyond one-time activities to promote long-term capacity building and empowerment within the academic community.

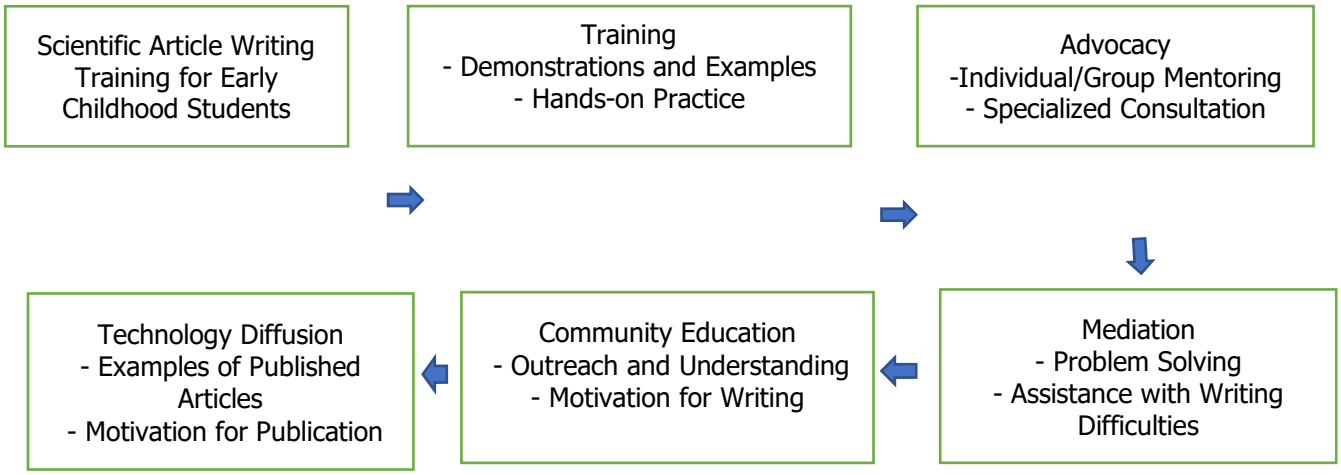

Figure 1. Stages of Training

RESULTS AND DISCUSSION

The Scientific Writing Training in Early Childhood Education was conducted online via Zoom, following these steps:

Technical Preparation

Before the training began, the organizers ensured that all participants had adequate access to Zoom and a stable internet connection. Additionally, it was crucial to confirm that both the speakers and the moderator had the necessary resources for a smooth event.

Opening

The event was opened with a welcome address by Dr. Elindra, M.Pd., Head of the Early Childhood Education Program at Universitas Negeri Jakarta. This was followed by an introduction of the speakers and moderator, along with a brief overview of the training content.

Presentation of Material

In this session, the first speaker, Dr. Jhoni Warmansyah, M.Pd., discussed techniques for manuscript preparation for accredited national journals, while the second speaker, Ibu Syarfina, M.Pd., explained manuscript revisions based on

reviewer feedback. The moderator, Ibu Muktia Pramitasari, M.Pd., facilitated the discussion and Q&A session at the end of the presentations.

Practical Session

After the presentations, participants were divided into small groups using Zoom's breakout room feature for practical exercises. They worked on case studies or example problems that needed to be solved collaboratively.

Evaluation

The event concluded with an evaluation using questionnaires to assess the effectiveness of the training and gather feedback from participants regarding the material and its implementation.

Table 1. Evaluation Results of the Scientific Writing Training

Aspect	Rating (1-5)	Comments
Relevance of Material	4.6	"The material was highly relevant to my needs."
Clarity of Presentations	4.8	"Presentations were clear and easy to understand."
Usefulness of Practical Sessions	4.5	"The practical sessions were very useful."
Quality of Feedback Provided	4.7	"Feedback from reviewers was constructive and helpful."
Effectiveness of Moderation	4.6	"The moderator facilitated the session effectively."
Overall Satisfaction	4.7	"Overall, I am very satisfied with the training."

The evaluation results of the Scientific Writing Training in Early Childhood Education reveal a highly positive response from participants. The relevance of the material received an average rating of 4.6, indicating that the content was deemed highly pertinent to the participants' needs. Clarity of presentations scored even higher at 4.8, reflecting that the information was conveyed in an understandable manner. The practical sessions, rated 4.5, were considered very useful for hands-on learning. The quality of feedback from reviewers was rated 4.7, showing that participants found the feedback to be constructive and valuable. Moderation effectiveness was rated 4.6, demonstrating that the facilitation was

handled efficiently. Overall, satisfaction with the training was rated 4.7, highlighting the high level of contentment among participants with the training experience.

Closing

The training ended with expressions of gratitude and hopes that participants would apply the knowledge gained to their scientific writing. This event, involving 150 participants from various provinces across Indonesia, facilitated wider access, reduced transportation and accommodation costs, and minimized the risk of COVID-19 transmission.

Related documentation:

Figure 1. Documentation of the Event

CONCLUSION

The scientific writing training in the field of Early Childhood Education, conducted by the Early Childhood Education Program at Universitas Negeri Jakarta, successfully enhanced students' skills in preparing manuscripts for accredited national journals. The event featured expert speakers who provided insights into writing techniques and revising manuscripts based on reviewer feedback, and was effectively moderated. With participants from various provinces, the training created an inclusive learning environment and

strengthened networks among students. This initiative is expected to be held regularly to continually improve the quality of scientific writing in this field and contribute to the advancement of knowledge and society.

ACKNOWLEDGEMENT

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