

Empowering Elementary School Teachers through Best Practice Scientific Writing Assistance in Kembangan, Jakarta

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Articles Information	Abstract
<p>Received : 03-06-2026</p> <p>Revised : 22-06-2026</p> <p>Accepted : 03-07-2026</p> <p>Published : 03-07-2026</p>	<p>This community service activity aims to improve the competence of elementary school teachers in writing scientific papers based on best practice learning in DKI Jakarta. The activity was carried out on May 21–25, 2026 at SDN Meruya Selatan 06, involving 30 participants consisting of teachers and principals from SDN Meruya Selatan 06, SDN Meruya Utara 08, and SDN Joglo 09. Problems faced by teachers include a low understanding of the systematics of writing scientific papers, difficulty linking learning practices with theory, limited time, low motivation to write, and a high administrative burden. The methods used included socialization, training, mentoring in compiling best practice articles, evaluation, and reflection. Mentoring was carried out through writing clinics and small group discussions. The results of the activity showed an increase in participants' understanding and skills in compiling scientific papers. As many as 91% of participants successfully produced drafts of best practice articles. This program is effective in supporting a culture of scientific literacy and continuous professional development of teachers.</p> <p>Keywords: Scientific Writing; Best Practice; Elementary School Teacher</p>
	<p>Abstrak</p> <p>Kegiatan pengabdian kepada masyarakat ini bertujuan meningkatkan kompetensi guru sekolah dasar dalam menulis karya ilmiah berbasis best practice pembelajaran di DKI Jakarta. Kegiatan dilaksanakan pada 21–25 Mei 2026 di SDN Meruya Selatan 06 dengan melibatkan 30 peserta yang terdiri atas guru dan kepala sekolah dari SDN Meruya Selatan 06, SDN Meruya Utara 08, dan SDN Joglo 09. Permasalahan yang dihadapi guru meliputi rendahnya pemahaman sistematika penulisan karya ilmiah, kesulitan mengaitkan praktik pembelajaran dengan teori, keterbatasan waktu, rendahnya motivasi menulis, dan tingginya beban administrasi. Metode yang digunakan meliputi sosialisasi, pelatihan, pendampingan penyusunan artikel best practice, evaluasi, dan refleksi. Pendampingan dilakukan melalui klinik penulisan dan diskusi kelompok kecil. Hasil kegiatan menunjukkan peningkatan pemahaman dan keterampilan peserta dalam menyusun karya ilmiah. Sebanyak 91% peserta berhasil menghasilkan draf artikel best practice. Program ini efektif dalam mendukung budaya literasi ilmiah dan pengembangan keprofesian berkelanjutan guru.</p> <p>Keywords: Karya Ilmiah; Best Practice; Guru Sekolah Dasar</p>



1. INTRODUCTION

The development of science and technology in the modern era has had a significant impact on the world of education. The teaching and learning process, which was previously conventional, has now transformed into a more creative, innovative, and technology-based one (Gusti Yarmi, Hasanah & Pd, n.d.; Kim, 2023; Mopidevi, 2023). This situation demands that teachers adapt quickly, both in learning methods and in their ability to write academic papers. The quality of education is no longer solely measured by infrastructure, but also by the quality of human resources, especially teachers as the spearhead of learning. One of the essential skills teachers should possess is scientific writing. Writing is not limited to Indonesian language teachers; it is an urgent skill for teachers. Furthermore, writing serves as a means of honing professionalism and improving the quality of learning (Hasanah et al., 2021; Yarmi & Uswatun Hasanah, 2024). Scientific papers take various forms, ranging from classroom action research (CAR) and papers to popular scientific articles and publications in academic journals.

Writing best practices is a form of professional reflection that is crucial for teachers in improving the quality of learning. Through best practices, teachers not only document successful teaching experiences but also demonstrate their ability to find solutions to various learning problems in the classroom (Konak, 2023; Zhang & Quinn, 2018). Professional teachers are also expected to be able to communicate their work by developing activity reports, research reports, writing scientific articles based on research findings, and sharing activities through writing best practices. Real-world experiences written systematically can serve as a source of inspiration and learning for other teachers in developing effective, innovative, and student-centered learning strategies (Cappelli, 2023; Leung et al., 2023; Martin, 2024).

Besides serving as a platform for sharing experiences, writing best practices also helps teachers develop a scientific culture and reflective thinking habits (Dagienė et al., 2022; Wisetsat, 2019). Teachers are encouraged to analyze their learning processes, evaluate successes and challenges, and develop planned improvement measures. Thus, best practices serve not only as activity reports but also as a form of ongoing professional development that directly impacts the quality of education.

In an era of ever-evolving education, teachers are required to adapt to technological changes, student characteristics, and the needs of 21st-century learning (Arasomwan & Mashiya, 2021). Writing best practices is an effective way to document various learning innovations that have been implemented, such as the use of digital media, contextual learning approaches, and strategies for strengthening student character (Covid-et al., 2021). Such documentation is crucial so that successful good practices are not limited to a single classroom or school but can be disseminated and replicated in a broader educational environment.

Furthermore, best practices also have strategic value in supporting teacher career development (Ciğerci, 2020; Usman et al., 2024). Best practice works can be used as part of scientific publications, to strengthen professional portfolios, or to fulfill self-development and publication requirements for promotions. Therefore, the ability to write best practices needs to be continuously developed so that

teachers become not only implementers of learning but also agents of change, actively producing work and innovations for educational advancement.

Based on the front-end analysis, the main problems of partners can be formulated as follows: (1) low teacher competence in writing scientific papers, (2) less than optimal utilization of learning experiences as material for scientific papers, and (3) the lack of systematic, applicable, and sustainable assistance in writing scientific papers. Therefore, a community service program is needed that focuses on intensive assistance in writing scientific papers, from planning to publication. This community service activity aims to improve the understanding and skills of elementary school teachers in DKI Jakarta in writing scientific papers according to academic principles, assist teachers in compiling scientific papers based on good learning practices and encourage the formation of a culture of scientific writing as part of the Continuous Professional Development (PKB) of elementary school teachers.

Thus, based on the analysis of the situation and needs of the target environment, this community service activity is considered very urgent to be implemented as a strategic effort to overcome the problem of low scientific writing competence of elementary school teachers in DKI Jakarta.

2. METHOD

The implementation of this community service was carried out from 21 to 25 May 2026 at SDN Meruya Selatan 06. The participants of the activity were 30 people consisting of teachers and principals from SDN Meruya Selatan 06, SDN Meruya Utara 08, and SDN Joglo 09. The planned flow of the community service implementation method is:

Table 1. Community service implementation methods

Stages / Components	Implementation Description	The Role of Teams, Partners, and Students
Program Socialization	<ol style="list-style-type: none"> 1. Implemented through face-to-face and/or online meetings at the beginning of the activity to introduce the scientific writing mentoring program to elementary school teachers. 2. Socialization includes the objectives of the activity, a description of the stages of the activity, and the outputs that will be produced. 	<ol style="list-style-type: none"> 1. Head of Proposal: Activity coordinator, establishes communication with school partners, leads program socialization. 2. Member 1: Delivers the activity plan and flow of assistance for writing scientific papers. 3. Member 2: Manages activity administration and mentoring schedules. 4. Student Team: Assisting with technical preparation of socialization and documentation. 5. Partners: Provide online venues/media, coordinate teacher participants.
Scientific Paper Writing Training	Intensive training related to the basic concepts of scientific work, writing systematics, academic ethics, citation techniques, and an introduction to writing scientific work based on best practices.	<ol style="list-style-type: none"> 1. Chief Proposer: The main source of material for writing scientific papers. 2. Member 1: Resource person for best practice writing methodology. 3. Member 2: Resource person on citation techniques and use of references.

Stages / Components	Implementation Description	The Role of Teams, Partners, and Students
		<ol style="list-style-type: none"> 4. Student Team: Accompanying teachers during practice in compiling article outlines. 5. Partners: Actively participate in training and prepare learning data as written material.
Implementation and assistance in preparing scientific paper drafts	Ongoing guidance in drafting scientific papers, from background and methods to results and discussion, is provided based on the teacher's learning experiences. This is conducted through writing clinics and small-group guidance.	<ol style="list-style-type: none"> 1. Chief Proposer: Provides feedback on the substance of the article. 2. Member 1: Guides the writing of the methodology and data analysis. 3. Member 2: Guides the language and systematic neatness of the article. 4. Student Team: Assisting with technical typing, compiling tables/figures, and references. 5. Partner: Draft articles and revise according to feedback.
Implementation and Support of Book Layout	Technical assistance in compiling an anthology containing a collection of best practice teacher writings	<ol style="list-style-type: none"> 1. Chief Proposer: Directs journal selection and publication strategy. 2. Members 1 & 2: Assist in the article submission and revision process. 3. Students: Assist with technical aspects of article uploading and journal administrative communications. 4. Partners: Submit and revise articles independently with assistance.
Evaluation and Reflection of Activities	Evaluation of the process and results of the activities was conducted through observations of teacher participation, attendance, the quality of article drafts, and publication success. Reflections were conducted with partners to improve the program.	<ol style="list-style-type: none"> 1. Head of Proposal: Leads the evaluation of program achievements. 2. Members 1 and 2: Analyze the evaluation results and prepare a report. 3. Students: Assist in the collection of evaluation data and documentation. 4. Partners: Provide feedback on program benefits and challenges.
Program Sustainability	Preparation of a sustainability plan through the formation of a teacher writing community and a follow-up mentoring plan so that the culture of scientific writing continues after the program is completed.	<ol style="list-style-type: none"> 1. Proposing Chair: Initiates sustainability plans and further collaboration. 2. Members 1 and 2: Compile guidelines for writing scientific papers for teachers. 3. Students: Support the management of writing communities. 4. Partners: Committed to continuing the practice of scientific writing and publication.

3. FINDING AND DISCUSSION

A community service program providing assistance in writing "best practice" scientific papers for elementary school teachers in Kembangan, DKI Jakarta, was successfully implemented through several stages: program outreach, scientific writing training, assistance in drafting best practice papers, and evaluation and reflection. Thirty elementary school teachers participated in the program.

In the initial phase, the community service team conducted program outreach to all participants. The outreach was conducted to provide an understanding of the importance of scientific publications and writing best practices for teachers. Based on the results of initial observations and discussions with participants, most teachers stated that they still experienced difficulties in writing scientific papers, especially in aspects of topic determination, systematic writing, citation techniques, and compiling results and discussions of best practice writing. Teachers also admitted that they were not yet accustomed to documenting learning experiences into structured scientific papers. Their difficulties consisted of several aspects, including:

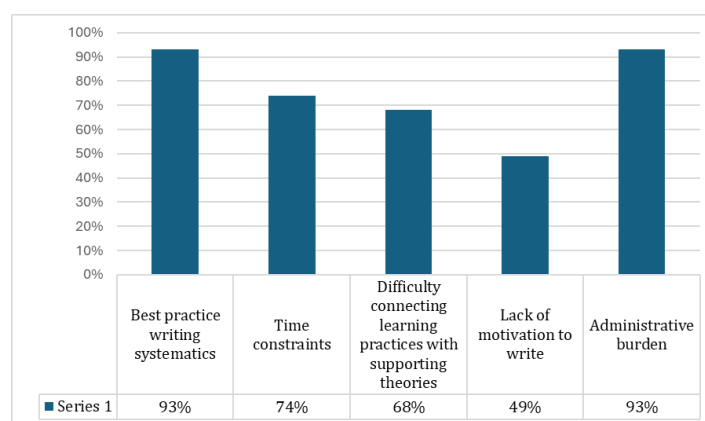


Figure 1. Teachers' difficulties in writing best practice reports

Based on the results of the teacher needs identification, it was found that the main obstacles in writing best practice learning lie in the systematic aspects of writing and administrative burden, with the highest percentages at 93% each. This indicates that the majority of teachers still experience difficulties in understanding the structure of writing best practice according to scientific principles, starting from compiling the background, describing the good practice, to reflecting on learning outcomes. On the other hand, the high administrative burden causes teachers to have limited time and energy to document the learning practices that have been carried out.

Furthermore, 74% of teachers stated that limited time is a barrier to writing best practice. Teaching duties, school administration, and various additional activities make it difficult for teachers to allocate specific time to write and reflect on learning practices in depth. As many as 68% of teachers also experienced difficulty in connecting learning practices with supporting theories, and 49% of teachers admitted to lacking motivation to write. This low motivation is influenced by minimal mentoring, a lack of publication experience, and teachers' low confidence in the quality of their writing. These findings indicate the need for mentoring programs that focus not only on technical writing skills but also on strengthening teachers' motivation and academic literacy culture.

Overall, the identification results became the basis for the proponent to hold a community service activity. The activity then continued with scientific writing training that focused on the basic concepts of

best practices, scientific article systematics, academic writing techniques, the use of references, and strategies for developing learning experiences into articles worthy of publication. At this stage, participants appeared enthusiastic because the material provided was applicable and aligned with the needs of teachers in the field. Teachers began to understand that their current learning practices could be developed into scientific works with academic and professional value.



Figure 2. The speaker is explaining the material.

The next stage is mentoring in drafting scientific papers. At this stage, teachers receive intensive guidance in developing the background, methods, results, and discussion sections based on learning experiences they have had at school. This mentoring is conducted through writing clinics and small group discussions, allowing participants to receive direct feedback from the community service team. The mentoring results indicate an improvement in teachers' abilities in drafting scientific papers, particularly in identifying learning problems, describing innovations, and developing discussions more systematically.



Figure 3. Group photo of the community service activity

Furthermore, mentoring activities have a positive impact on teachers' motivation to write and publish scientific papers. Teachers begin to gain confidence in developing their teaching experience into scientific articles and understand that writing is not just for promotion purposes but also a means of professional reflection and sharing good practices with other teachers.

Based on the evaluation results, most participants stated that the mentoring program was very helpful in understanding the scientific writing process. Teachers found it easier to write articles due to the step-by-step guidance provided, from topic selection to revision. Furthermore, the collaborative mentoring model created an active learning environment and encouraged teachers to share their learning experiences. Furthermore, attendance demonstrated a high level of enthusiasm among participants for writing best practices.

The results of this activity demonstrate that systematic and ongoing mentoring can improve teachers' professional competence in scientific writing. This finding aligns with the concept of Continuing Professional Development (CPD), which prioritizes scientific publication as a form of teacher competency development. By improving teachers' ability to write best practices, it is hoped that a culture of scientific literacy in schools can develop in a more sustainable manner.

4. CONCLUSION

The findings from the community service activities above indicate that the implementation of the above community service activities was successful. This was demonstrated by high participant motivation, full attendance, and the 91% of teachers producing best practice written outputs. The impact of this activity is undoubtedly to familiarize teachers with writing scientific papers based on real-life experiences. Furthermore, teachers will also become accustomed to solving research-based learning problems. This can improve teachers' critical reasoning, which can indirectly impact their teaching skills.

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