



TRAINING AND ASSISTANCE IN WRITING TEACHING BOOKS, REFERENCE BOOKS AND MONOGRAPHS FOR LECTURERS

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Abstract

Writing textbooks, reference books, and monographs is indeed one of the lecturers' efforts to improve their competence, especially in the academic field. This is caused by various factors, such as lack of available time, lack of experience and knowledge in writing, and lack of motivation and passion to complete writing projects. The service activities that you mentioned have a very important purpose to improve lecturers' understanding and skills in writing textbooks, reference books and monographs. The methods used, namely lectures, discussions, practicals, and direct assistance in the training room, are effective ways to achieve this goal. With the method of realization and implementation of community service activities carried out in 3 stages, namely the preparation stage, the training stage for writing books, and the monitoring and evaluation stage.

This service activity was attended by 100 participants, consisting of lecturers from tertiary institutions, especially in Banten and participants who have successfully completed their book drafts. Although the participants were very enthusiastic about participating in this activity, only a few participants managed to complete their book drafts. However, the results obtained from this community service activity remained positive, namely the participants were able to publish a book with an ISBN. This shows that this service activity provides good benefits in increasing participants' understanding and skills in writing textbooks, reference books, and monographs. The participants wanted further training and intensive assistance to produce a book that was ready to be published.

Keywords: Training, Assistance, Book Writing

INTRODUCTION

Writing is an activity that cannot be separated from the teaching profession in higher education. As educators and researchers, lecturers have extensive access and experience in the academic field, so that they can become valuable sources and writing materials. By writing, lecturers can analyze root causes and ideas to solve these problems, as well as develop new thoughts and concepts in their field. As expressed by Gunawan (2014), developing knowledge is not complete if you only think, you need to write down the ideas, ideas, and thoughts. Therefore, writing is an important part of the teaching profession and needs to be encouraged and supported through various efforts, such as writing training and community service, so that it can be done more effectively and efficiently.

Writing is also an activity carried out by someone to express ideas and/or thoughts in written form. Writing can be done in various forms, such as articles, essays, short stories, novels, or scientific works. Each form of writing has a different purpose and format, depending on the context and intended audience. In the academic world, writing is also a very important activity, both for completing lecture assignments for students, making research reports, and publishing teaching development results. Academic writing must meet strict scientific standards, such as using relevant references, following a specified writing format, and paying attention to aspects of language and readability.

Writing a book can also be a means to convey ideas and ideas to the wider community. A lecturer can use his book as a medium to disseminate his knowledge, provide solutions to certain problems, or convey views on actual issues related to his scientific field (Arifin, 2009). Books written by a lecturer can also be a reference for students and practitioners in the same field. That way, writing a book will have a major positive impact on the development of science and society as a whole.

The lack of availability of textbooks, reference books and monographs can also affect the quality of education in tertiary institutions. Reference books and monographs are important learning resources for students, especially in the development of science and technology. Students will find it difficult to find quality reference sources if the lecturer's scientific work is still minimal. Therefore, it is important for lecturers to actively write reference books and monographs as an effort to improve the quality of education in higher education. Apart from that, by writing reference books and monographs, lecturers can also contribute to the development of science and technology in general.

Additional information that I can convey is that the writing of books by lecturers can also provide great benefits for the wider community. Books written by lecturers can be useful reference sources for students, students, practitioners, or the general public who wish to deepen their knowledge in a particular field. With textbooks, reference books and monographs written by lecturers, it can enrich literature in certain fields and advance science in Indonesia. Therefore, it is important for lecturers to actively write books as an effort to improve quality and contribute to the development of knowledge.

It is natural for lecturers to experience dilemmas and fears when they want to write. However, it is important for lecturers to understand that writing is a process that must be passed and mistakes are natural things that occur in this process. Lecturers can correct mistakes by revising their writing, or asking for help from colleagues or editors to improve their writing. According to Permenpan RB No. 16 of 2009, what must be done by teachers to develop the profession in a sustainable manner is to participate in activities of (1) self-development, (2) scientific publications, and (3) doing innovative work. In terms of promotion, lecturers really need to meet the credit score set by their institution. One way to fulfill this credit score is to write a book. However, it is important to remember that writing a book should not only be done to fulfill credit scores, but also to improve lecturers' academic and professional abilities and provide benefits for readers. (Subaidi et al., 2020).

The problems described by Musaljon et al. (2019) is indeed often encountered in the writing of books or books. In addition, there are many other problems that are often faced by writers, such as the lack of clarity of learning objectives, lack of detail in presenting the results of material development, inaccuracy in compiling case studies, and so on. Therefore, before writing a book, the writer should pay attention to the writing guidelines and carefully plan the structure and content of the book to be made. Book writing training and assistance can also help improve writing skills and produce quality work. In this case, universities can play an important role in providing training and assistance to lecturers (Novitasari, 2019).

The workshop approach has the advantage of increasing participant involvement in the learning process. Participants will be more actively involved in the learning process and can directly practice writing books accompanied by a facilitator or mentor. This will help participants gain hands-on experience in writing books and improve their skills. Thus, with discussions, participants can gain a better understanding of concepts that are difficult to understand and can also obtain input and suggestions from other participants and the facilitator on how to improve the quality of their book writing.

The low number of textbooks, reference books and lecturer monographs can also be caused by a lack of incentives and appreciation from universities for books produced by lecturers. Lecturers often do not get adequate incentives to write books, so their motivation to write books is low. Universities need to provide proper rewards and adequate incentives to encourage lecturers to write books. In addition, cooperation between universities and publishers can also help encourage lecturers to write books, by providing support in the process of writing and publishing books and helping promote books produced by lecturers.

The conditions mentioned above often occur and can affect the performance and ability of lecturers in writing. Therefore, it is important for higher education leaders to provide support and facilitate book writing activities for lecturers. In addition, lecturers also need to manage their time and optimize their free time to write books. Regarding additional assignments, higher education leaders should provide additional assignments that are relevant to the lecturer's area of expertise, so that they are not too burdensome and still allow lecturers to remain focused on academic activities such as writing books. Lecturers can also take advantage of networking or collaboration with colleagues in writing books so that there is valuable collaboration and experience in writing books.



Figure 1 Initial Stage of Book Writing Training activities

METHOD

This training activity will be given to university lecturers, especially in Banten, with a total of 100 people. This community service activity is supported by collaboration with book publishers, namely

CV. AA. Rizky and IKAPI Banten. In accordance with the activity plan that has been formulated, there are three stages in this community service activity.

This activity is divided into 3 main activities, namely preparation, implementation, and monitoring and evaluation. Implementation of this training and mentoring through the following stages:

1. Stages of socialization and mapping of needs.

At this stage, activities will be socialized to university lecturers in Banten and a mapping of their needs regarding the writing of textbooks, reference books, and monographs will also be carried out. In this stage, there will also be an introduction to the types of books and their differences.

2. The book writing training stage.

At this stage, training will be carried out on writing textbooks, reference books, and monographs. The training will be conducted using a workshop approach, involving participants in lecture, discussion and exercise methods. Participants will be given an understanding of writing techniques, developing ideas, compiling structures, and book publishing techniques.

3. The stage of assisting in writing a book.

At this stage, there will be assistance in writing books by the teaching team and publishers. The teaching team will provide guidance and input to participants in writing books, while publishers will provide information about the book publishing process and the requirements needed. This stage will last for several months until participants successfully complete their writing.

By going through these three stages, it is hoped that university lecturers in Banten will be able to improve their skills and interest in writing textbooks, reference books, and monographs so that they can assist in improving the quality of education in tertiary institutions and also speed up their promotion process.

The method used is the lecture and discussion method. Lecture and discussion methods are indeed very suitable for use in book writing training. In the lecture method, participants can get a systematic and structured explanation of the material presented. Whereas in discussions, participants can deepen their understanding through questions and discussions with the facilitator and other participants. Through discussions, participants can also share experiences and knowledge with fellow participants, so that they can improve their understanding and skills in writing books. (Arta, 2019).

Service activities are carried out by a team of devotees involving resource persons who have experience in writing 200 books with ISBNs. Monitoring and evaluation are important steps in evaluating the success of a community service activity. Through monitoring and evaluation, it can be seen to what extent the activities have succeeded in achieving the objectives and correcting the deficiencies that occurred during the activities. Direct observation can be done by observing the activities carried out by participants during the training. This observation can give an idea of how active and serious the participants are in participating in the activity. Things that need to be observed include participant participation, level of understanding, and skills acquired by participants after participating in the activity.

With a target of 100 participants consisting of lecturers from universities in Banten, there were several who took part in this activity and had successfully completed a draft of their book. Hopefully this book writing training activity can provide real benefits for lecturers in Banten and be able to improve their ability to write books. It is hoped that this activity can be the first step in improving the quality of lecturer writing and increasing higher education accreditation in Banten. Hopefully the results of the evaluation can provide useful input and recommendations for the development of further activities. Thank you for carrying out this useful service activity.

Activity Plan

Thorough prior preparation will greatly assist participants in participating in training and mentoring in book writing. With a draft book that has been made, participants can immediately practice and apply the material presented in the training. This can improve participants' understanding and skills in writing textbooks, reference books, and monographs. Participants can also be more focused and focused on developing their book writing.

This is in accordance with the objectives of the book writing training, which is to improve lecturers' writing skills and produce quality books. With clear and structured guidelines in this training, it is hoped that lecturers will be more prepared and confident in writing books and be able to produce works that can be published and marketed widely. Hopefully this training can provide significant benefits for participants and improve the quality of human resources in the academic field.

This training and mentoring can help lecturers gain a better understanding of the techniques of writing good and correct textbooks, reference books, and monographs. Thus, they will be better prepared and able to produce works that can be recognized and published by the relevant publishers. In addition, by understanding good and correct writing techniques, their works will be more easily understood and used by readers, including students who are the target market for textbooks, reference books and monographs, so that they can gain recognition and be published by relevant publishers.

DISCUSSION OF SERVICE IMPLEMENTATION





Figure 2 Book Writing Training and Assistance Activities

Preparatory activities went according to plan, even beyond the original plan. The segmentation of participants, which was initially only for lecturers in Serang City, eventually expanded to university lecturers in Banten. Thanks to the cooperation of the dedication team and book publishing partners CV. AA. Rizky and IKAPI Banten who are solid and professional, information about coaching activities for writing textbooks, reference books and monographs which are disseminated through social media Facebook and WhatsApp managed to attract 100 participants in just a few days. This is of course a very encouraging achievement, that it turns out that the number of lecturers to take part in this activity is very large.

Mentoring activities carried out after participants received materials for writing textbooks, reference books and monographs from resource persons. In this mentoring activity, participants will be guided in developing draft books that have been prepared beforehand, and assisted in refining and refining the book manuscripts that are being produced. The dedication team will provide the necessary suggestions and input so that the resulting book manuscript is better and in accordance with the criteria of the applicable publisher.

The materials presented include textbooks, reference materials and monographs. The material includes simple instructions on how to write a book to avoid plagiarism, an introduction to textbooks, reference books and monographs, which contain definitions, characteristics, systematics and examples of textbooks, reference books and monographs. The presenter also explained an easy way to start writing, how to make a title, outline and the theme of the book to be written. The lecture method does have the advantage of delivering material to many participants, but some participants may not be able to fully understand the material with this method due to limited understanding or different learning styles (Amri, 2013). Therefore, it is also important to pay attention to the diversity of participants' learning styles and provide a variety of different learning methods such as group discussions, question and answer, or giving practical assignments to deepen participants' understanding of the material presented.



Figure 3 Process of Training and Evaluation of Book Writing Training Activities

Solutions from the Implementation of Community Service Activities

These trainings and workshops can assist lecturers in developing learning materials that are more interesting and interactive by using various available technological features (Aisyah, 2014). This certainly can improve the quality of learning and student motivation in learning, by using technology, learning can be done flexibly and can be accessed anytime and anywhere by students, making it easier for them to access learning material. It is hoped that with this training or workshop, students and lecturers will be more prepared and accustomed to using technology in learning and can improve the quality of learning in tertiary institutions.

Increasing the ability to write good books and publications will have a significant impact on lecturers. Besides being able to improve the reputation of higher education institutions, improving the quality of publications can also increase opportunities to obtain research funding from outside parties, and can improve academic quality and student and lecturer achievements. In addition, with works that benefit society at large, students and lecturers can make a positive contribution to community development.

Supporting and inhibiting factors for Community Service Activities

In general, this training event ran smoothly and was successful. Support from partners, namely Book Publishers CV. AA. Rizky Serang and IKAPI Banten, are also very important to facilitate and develop maximum and reviewed book publishing. Thus, this kind of training activity can continue in the future and provide even greater benefits for lecturers at tertiary institutions, especially in Banten.

External and internal factors are the cause of the low productivity of lecturers in writing textbooks, reference books and monographs. Internal obstacles, namely the lack of culture and writing skills among lecturers, the motivation of lecturers to make reference books and monographs is still low, limited time for writing, and lecturers' understanding of reference books and monographs is inadequate. Meanwhile,

external inhibiting factors are information and training on various things about the world of writing is still low. Limited time due to administrative tasks, teaching assignments, and personal busyness is also an inhibiting factor in writing scientific papers (Larasati, 2014). Therefore, support and guidance from higher education institutions and publishers are needed to improve lecturers' writing skills and motivate them to write textbooks, reference books, and monographs.

CONCLUSION

Effective book writing training can help overcome the obstacles faced by students and lecturers in writing textbooks, reference books, and monographs. This training can provide the knowledge and skills needed to publish quality books, as well as motivate lecturers to continue writing and developing scientific work. Thus, community service activities like this can provide great benefits for the development of science and technology in tertiary institutions and the wider community.

The purpose of book writing training activities can also create a more active and productive academic environment, and can improve the reputation of universities and lecturers in the academic world. This activity can help improve the quality of learning and provide better references for students. With good writing skills, lecturers can more easily share their knowledge and experiences with students and the wider community through scientific writing. It is also hoped that this will increase the quality and quantity of publication of books with ISBNs from universities, as well as provide benefits to the community and readers of the works of the lecturers.

ACKNOWLEDGMENTS AND FEEDBACK

Hopefully this community service activity can continue and provide positive benefits for the community and universities, especially in Banten. Thank you also to the partner CV. AA. Rizky and IKAPI Banten who have supported this activity so that it can be carried out well.

Feedback from training participants is very important to improve the quality of future community service activities. By listening to the opinions of participants, gaps and improvements that will improve and improve community service activities can be identified. In this case, the participants took part in continuing similar programs, showing that lecturers still need community service. Participants requested additional time for more in-depth consultation that could help improve participants' understanding and skills in writing books with ISBN, namely textbooks, reference books and monographs.

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