



Enhancing the Professional Competence of Physical Education Teachers Through Scientific Article Writing Training

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Abstract

Low motivation, administrative workloads, and a lack of understanding of scientific writing and publication are major obstacles for physical education teachers in meeting promotion requirements. Furthermore, the heavy administrative workload consumes their time, severely limiting opportunities for self-development. Training on writing scientific articles within this community service activity provided teachers with a better understanding of how to write articles on physical education. The community service team provided materials with competent speakers, ensuring participants have a rewarding and enjoyable training and mentoring experience. This community service activity provides hands-on training and facilitates mentoring for participants in writing and publishing articles. The steps implemented in this community service activity included preparation, implementation, and evaluation. This community service activity featured high-quality materials and was supported by the excellent, professional performance of the speakers, as evidenced by their ability to communicate nonverbally. Overall, this community service activity was a success and received overwhelming appreciation from the participants. Evaluation of participants' opinions on the material presented, with an average score of 4.75, and the speaker's performance was 4.73 out of a maximum score of 5. This community service activity was well implemented and had a positive impact on participants, improving their writing competency.

Keywords:

Physical Education Teachers, Professional Competence, Writing Article

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Abstrak

Motivasi yang rendah, beban kerja administratif, dan kurangnya pemahaman tentang penulisan ilmiah dan publikasi merupakan hambatan utama bagi guru pendidikan jasmani dalam memenuhi persyaratan promosi. Selain itu, beban kerja administratif yang berat menghabiskan waktu mereka, sehingga sangat membatasi kesempatan untuk pengembangan diri. Pelatihan penulisan artikel ilmiah dalam kegiatan pengabdian masyarakat ini memberikan guru pemahaman yang lebih baik tentang cara menulis artikel tentang topik pendidikan jasmani. Tim kegiatan pengabdian masyarakat menyediakan materi dengan pembicara yang kompeten, memastikan peserta mendapatkan pengalaman pelatihan dan bimbingan yang memuaskan dan menyenangkan. Kegiatan pengabdian masyarakat ini menyediakan pelatihan praktis dan memfasilitasi bimbingan bagi peserta dalam penulisan dan publikasi artikel. Langkah-langkah yang diimplementasikan dalam kegiatan ini meliputi persiapan, implementasi, dan evaluasi. Kegiatan ini menampilkan materi berkualitas tinggi dan didukung oleh kinerja pembicara yang unggul dan profesional, sebagaimana dibuktikan oleh kemampuan mereka dalam berkomunikasi secara non-verbal. Secara keseluruhan, kegiatan pengabdian masyarakat ini berhasil dan mendapat apresiasi yang luar biasa dari peserta. Evaluasi pendapat peserta terhadap materi yang disampaikan dengan skor rata-rata 4,75 dan penampilan pembicara 4,73 dari skor maksimal 5. Kegiatan pengabdian masyarakat ini dilaksanakan dengan sangat baik dan memiliki dampak positif bagi peserta dalam meningkatkan kemampuan menulis mereka.

Kata Kunci:

Guru Pendidikan Jasmani, Kompetensi Profesional, Penulisan Artikel

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INTRODUCTION

Low motivation, administrative workloads, and a lack of understanding of scientific writing and publication are major obstacles for physical education teachers in meeting promotion requirements. Many teachers lack the motivation to write and publish scientific papers, despite this being a crucial requirement. Furthermore, the heavy administrative workload consumes their time, severely limiting opportunities for self-development. Most teachers lack a thorough understanding of the technical aspects of writing high-quality scientific articles, including the publication process and selecting credible journals, further complicating their efforts to meet these professional demands. Teachers' difficulties in writing articles for publication are also caused by busy routines and the difficulty of finding a place to publish (Sadikin & Siburian, 2022). Teachers' responsibilities are numerous, ranging from teaching and planning lessons to implementing and evaluating lessons, as well as completing personnel administration. Consequently, they are often preoccupied with classroom teaching, neglecting the importance of reading for personal development, even though writing is inseparable from reading (Rizhardi et al., 2022). Common challenges in writing scientific papers include a lack of understanding of the principles and rules of scientific writing, as well as difficulty converting written work into a format that meets the template requirements for publication in a reputable journal (Supriatna et al., 2021; Sutisyana et al., 2023). Therefore, many teachers experience delays in processing promotions due to a lack of willingness and/or ability to write and publish scientific papers.

Scientific papers are one of the requirements for teacher promotion (Sahudra et al., 2022). An important self-development activity is related to scientific writing. Writing scientific papers is essential because it helps teachers improve their professional competence, which can impact career advancement and knowledge development (Hartati et al., 2021; Lassa & Kamlasi, 2020; Widodo et al., 2024). Meanwhile, educational productivity can be achieved through the publication of scientific papers (Aina et al., 2015). Since every teacher has different needs and career goals, a personal development plan is crucial. This plan can be tailored to each teacher's specific interests, increasing their engagement and effectiveness (Khakunova et al., 2020). Scientific publication is a form of disseminating knowledge to the public (Winarti et al., 2019). By making scientific articles a habit, teachers can gradually conduct more research and reduce problems that arise in learning. In the rapid development of science and technology, teachers need to enhance their performance by actively disseminating their work.

The existence of scientific papers has a function and meaning in the context of their relationship to the process of scientific development. Therefore, their significance is very strategic and important, especially in disseminating scientific information based on new knowledge, ideas, or discoveries. Scientific papers will be published as a form of the author's dedication to the public good and to advancing education in general. Published scientific papers will serve as reference material for researchers and other scientific authors and can also be used to compare research results. A scientific paper is a complete idea, complex or simple, that the author considers important to express or convey to others. Scientific papers, also known as "scientific work" in English, can be defined as a written and published report describing the results of research or studies conducted by an individual or team in accordance with applicable scientific and ethical principles, confirmed and adhered to by the scientific community (Kasiyan et al., 2019). Scientific writing, on the other hand, refers to the process of writing scientific papers, specifically scientific articles.

Writing itself is a communicative process in which a writer conveys ideas, emotions, and messages to a reader through a written medium. This activity involves four key components: the writer as the sender, the content or message, the channel or medium, and the reader as the receiver (Lanos et al., 2022). When writing scientific articles, writers must understand ethics. Ethics generally refers to norms or rules of conduct that are discussed critically, rationally, and systematically. Scientific writing ethics can be defined as norms or standards of conduct that writers should and should not adhere to regarding the merits and demerits of scientific writing.

Within the ethics of writing scientific papers, several violations can occur, both intentional and unintentional. Knowledge of these violations is crucial for anyone creating a job to avoid them.

A possible solution to address publication challenges for physical education teachers is to provide comprehensive materials on writing scientific articles in physical education to improve their professional competence. External motivators are needed who can provide motivation and facilitate, helping teachers develop professional competencies, namely by writing scientific papers and publishing. Furthermore, ongoing motivation and mentoring are needed to encourage teachers to develop themselves through article writing. Scientific writing training is one effective strategy for addressing the challenge of low publication productivity among educators (Dassucik et al., 2023). Through the right approach, teachers can be helped to overcome technical and administrative barriers in meeting the requirements for promotion. Training and mentoring activities for writing scientific articles are crucial. Training on writing scientific articles within this community service activity provided teachers with a better understanding of how to write articles on the topic of Physical Education and how to publish those articles. The community service team provided materials with competent speakers, ensuring participants have a rewarding and enjoyable training and mentoring experience.

METHODS

This community service activity provides hands-on training and facilitates mentoring for participants in writing and publishing articles. The target audience for this community service activity is approximately 35 physical education teachers from Batu City. They are specifically chosen to enhance their professional competence in writing and publishing articles. This group is targeted because many physical education teachers lack the motivation, time, and specific skills needed to produce scholarly work, which is a requirement for career advancement. By focusing on this particular group, the program aims to directly address a significant professional development gap and provide practical support to help them meet these career demands. The steps to be implemented in this community service activity are as follows.

Table 1. Steps for Implementing Community Service

Stage	Activity	Description
Preparation	Collaboration	Visiting partners for initial collaboration planning.
	Needs Study	Collecting data on teacher resources and the teachers' working group management.
	Activity Design	Coordinating with the Community Service team to design activities to implement the proposed solutions.
	Perception Alignment	Coordinating with the Community Service team to achieve a common understanding.
	Revision	Revising or improving the solutions based on the results of discussions among Community Service team members.
	Scheduling	Community Service implementation is scheduled to align with the department's schedule.
Implementation	Coordination	The Community Service Implementation Team will coordinate with the committee and teacher representatives, or the teachers' working group, before engaging directly with participants.
	Discussion	Conceptual materials will be delivered to participants.
	Training	Training will be conducted through demonstration.
	Mentoring	Article writing assistance will be provided both offline and online.
Evaluation	Evaluating	A questionnaire will be administered to training participants regarding the quality of program implementation. Team coordination will be conducted to conduct internal evaluations of Community Service team members.

Preparation for this initiative involves several key steps. We will begin by visiting partners to plan our initial collaboration, followed by collecting data on available teacher resources and the management of teachers' working groups. Next, we will coordinate with the Community Service team not only to design the activities for implementing our proposed solutions but also to ensure mutual understanding of our goals. Based on these discussions, we will revise or improve our solutions as needed. The final step is to schedule the Community Service implementation to align with the department's timetable. The implementation will involve four key steps. First, the team will coordinate with the committee and teacher representatives to prepare before directly engaging with participants. Next, they will deliver conceptual materials to all participants. The training will be conducted using a demonstration method, providing practical examples. Finally, participants will receive ongoing assistance with article writing, available both offline and online.

Evaluating community service through questionnaires is a common and effective way to assess the success of an activity. Two important aspects need to be evaluated in community service activities: the material and the speakers' competence. Questionnaires on community service equipment aim to assess the quality and relevance of the content presented during the activity. The goal is to ensure the material provided is truly useful and meets participants' needs. Meanwhile, evaluating the competence of the speakers aims to assess their effectiveness and professionalism in delivering the material. No matter how well-prepared the material is, if it is not delivered effectively, the results will be less than optimal.

In addition to questionnaires, an internal evaluation is crucial for the community service team to identify operational areas for improvement and increase the project's effectiveness. This evaluation involves discussing team processes and coordination, managing resources like time and budget, and handling unexpected challenges. The goal is to document lessons learned, so the team can continuously improve their strategy for future community service activities.

RESULTS AND DISCUSSION

This activity, organized by the Research and Community Service Institute of Universitas Negeri Surabaya, addresses teacher professional development in writing and publishing scientific papers in scientific journals. On Tuesday, May 6, 2025, the optimization of physical education teacher competence through academic literacy with scientific article Writing activity was held in collaboration with the Batu District Education Office's Technical Implementation Unit. The activity began with an opening ceremony, followed by material presentations and discussions.



Figure 1. Opening Ceremony

The activity was packaged as training and mentoring, with the training sessions featuring demonstrations and discussions. The mentoring was conducted by a team using a distance-based approach, providing teachers with opportunities for consultation on writing scientific articles and submitting articles. This community service program contributed to the Universitas Negeri

Surabaya Institute of Research and Community Service's ability to collaborate with teachers in the Batu City Physical Education and Health Education Working Group to improve teachers' professional skills and human resources. During the mentoring sessions, participants were divided into groups to draft articles. Of 35 participants, 15 completed their initial drafts, while 20 reached the stage of journal selection and formatting.

A scientific article is a work written systematically and logically based on the results of scientific research or studies, intending to convey findings, analysis, and ideas to the academic or scientific community. Scientific articles must contain scientific contributions that the public can utilize. In the presentation, a community service team member stated that writing scientific papers is not difficult; it simply requires understanding each article's components. This activity aims to encourage teachers to be productive writers so they can continue to share up-to-date learning methods and technologies.



Figure 2. Materials Presentation

The following is an evaluation of the participants' opinions about the material presented:

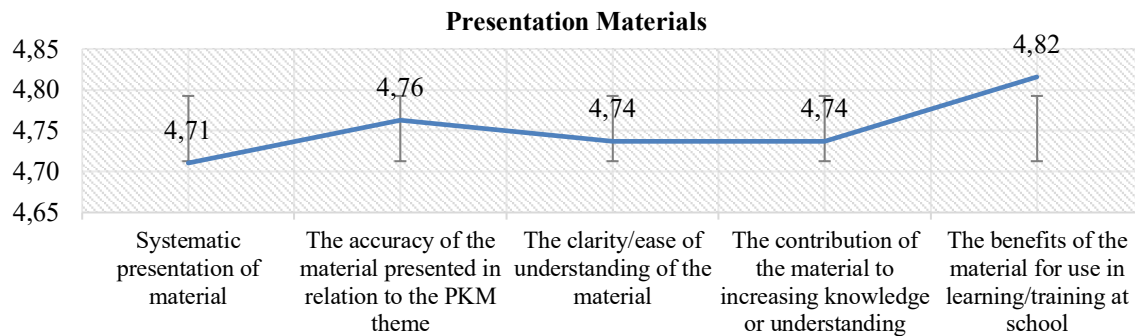


Figure 3. Material Presented

Based on Figure 3, this material received very high ratings, indicating a strong positive reception. It consistently scored well across all metrics, with an overall average of 4.75 out of 5. The highest scores were given for its usefulness in learning (4.82) and the accuracy of the information presented (4.76), highlighting its effectiveness and reliability. The material was also highly appreciated for its systematic presentation, clarity, and contribution to increasing knowledge, all of which received scores of 4.71 or higher. This material is highly effective, accurate, and a valuable learning tool, with no significant areas for improvement identified.

This is reinforced by one participant's testimony stating that “The material provided is very relevant to our needs as physical education teachers. Previously, they felt that writing articles was

abstract, but the explanation of the components of the article made them feel that it could be directly applied to teaching in the field. The suitability of the material to the real needs of teachers (the need for promotion and professional development) is the main key to the high level of satisfaction in this aspect.

The following is an evaluation of participants' opinions regarding the speaker's performance.

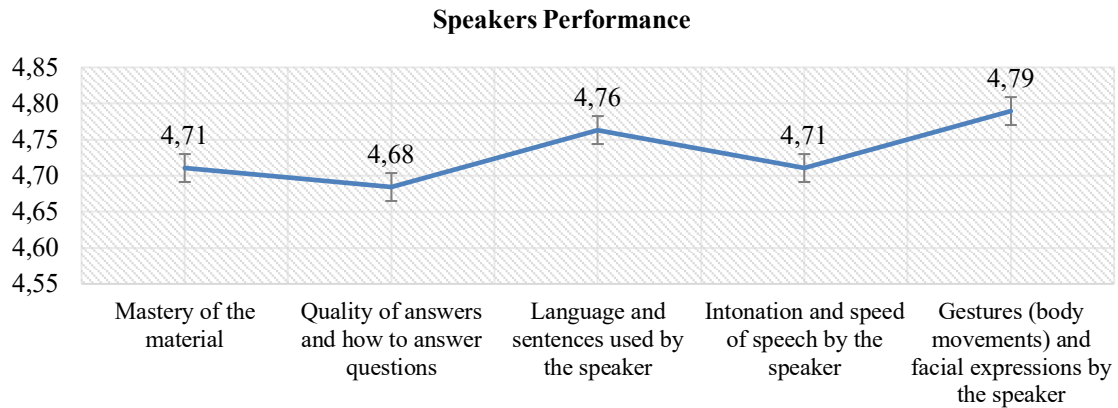


Figure 4. Speaker's Performance

Based on Figure 4, the speaker delivered a very effective presentation. The speaker's overall average score was 4.73 out of 5, with consistently high scores across all categories. The highest-rated aspect was the speaker's gestures and facial expressions (4.79), indicating strong non-verbal communication skills. Furthermore, the language used (4.76) was also highly rated. The speaker also demonstrated excellent mastery of the material (4.71), answered questions with high quality (4.68), and maintained appropriate intonation and speaking rate (4.71). The conclusion is that the speaker is a highly competent and engaging presenter who excels in both verbal and non-verbal communication.

The evaluation of the speakers' performance resulted in an average score of 4.73, with the highest score in the "Gestures and facial expressions" aspect (4.79). The high score in this aspect of non-verbal communication shows that the speakers not only mastered the theory but also delivered the material interactively and energetically. This analysis shows that interactive delivery methods greatly assist teachers in understanding complex material, such as writing ethics and journal publication techniques. Although the "Quality of answers" aspect received the lowest score (4.68), this figure is still in the "Very Good" category, indicating that the two-way discussion process was effective. This data shows that the success of community service programs depends not only on the quality of the material (content), but also on the speaker's rhetorical ability to bridge the psychological barriers that teachers have to the world of scientific writing.

Discussion

Scientific article writing training provided teachers with a better understanding of writing, its benefits, and how to publish scientific articles. These scientific article-writing skills can be a first step in motivating teachers to conduct various types of research, which are then translated into scientific articles. This means that written scientific articles can serve as learning evaluation materials to improve the quality of teaching and learning. An example is a study of scientific articles discussing Physical Education learning. Periodic end-of-semester evaluations provided teachers with recommendations for addressing deficiencies in lesson plans and the learning strategies implemented in lessons.

Writing scientific articles for academics is nothing new. Some academics, such as students, teachers, and lecturers, are required to write scientific articles as a prerequisite for graduation, promotion, or as part of the Tri Dharma of Education. However, not all academics possess the ability to write scientific articles (Novitasari, 2019). As a mandatory requirement for promotion,

writing and publishing scientific articles is crucial for teachers, especially those seeking promotion. One of the challenges in developing teacher professionalism has been the writing and publication of scientific papers in scientific journals.

The systematic presentation of material, with a score of 4.71, indicates that the material in the activity was well-structured and easy to follow. The accuracy of the material, scored 4.76, indicates that it was highly accurate and relevant to the topic discussed. The clarity/ease of understanding of the material, with a score of 4.74, indicates that the material presented was very clear and easy to understand for participants and other parties involved. The material's contribution to increased knowledge, with a score of 4.74, indicates that the material presented made a significant contribution to increasing participants' knowledge. The benefit of the material for learning scored 4.82, the highest score, indicating that the community service material has significant benefits and is relevant for further application or use in the learning process.

The high level of participant satisfaction, particularly regarding material relevance and speaker competence, indicates that the initial barriers identified, such as low motivation and a lack of technical understanding, can be effectively mitigated through interactive and well-structured training. This aligns with the argument that when professional development is tailored to specific career needs (Khakunova et al., 2020), teachers become more engaged, viewing scientific writing not as an administrative burden but as a strategic tool for career advancement.

Mastery of material, with a score of 4.71, indicates that the speakers or speaker has a very deep understanding and mastery of the material presented. The quality of answers and the manner in which they answered questions, with a score of 4.68, indicates that the speakers provided quality answers and responded effectively to questions, although this is the lowest score across all aspects. The speaker's language and sentences, with a score of 4.76, indicate that the speaker used effective, clear, and easy-to-understand language and well-structured sentences. The speaker's intonation and speaking rate, with a score of 4.71, indicate that the speaker managed them appropriately, ensuring the material was comfortably received by the audience. Gestures and facial expressions, with a score of 4.79, were the highest, indicating that the speakers excelled at using body language and facial expressions to support the delivery of the material, making the presentation more engaging and lively. All aspects scored very high (above 4.60), indicating that the speakers not only mastered the material but also demonstrated extraordinary non-verbal communication skills (such as gestures and expressions).

The improvement in teachers' understanding after participating in this mentoring program aligns with previous research findings that show that scientific writing training can significantly promote teacher professionalism at the elementary school level (Handayani & Dewi, 2019). The use of a demonstration method followed by hybrid mentoring (offline and online) proved crucial in bridging the gap between theory and practice. While classroom teachers are often preoccupied with administrative routines (Rizhardi et al., 2022), continuous assistance beyond the formal session ensures that the difficulty of converting written work into journal templates is progressively addressed (Supriatna et al., 2021). This continuous support cycle is essential for transforming a one-time workshop into a lasting habit of scientific inquiry." By publishing scientific articles, teachers can share their research and analysis with a broader audience, enriching collective knowledge and directly contributing to the progress of the education sector. From a professional perspective, publishing these articles provides valuable "credit points" or added value that is instrumental for a teacher's career advancement and professional development (Liberna et al., 2021; Widagdo & Susilo, 2018).

Refreshing knowledge on scientific article writing is crucial for physical education teachers to keep pace with the latest educational research. It ensures their skills remain sharp, enabling them to contribute effectively to and benefit from advancements in their field. Ultimately, this periodic training is essential for maintaining professional competence and meeting the evolving demands of their career. The scientific article-writing training during this community service activity provided teachers with a better understanding of how to write articles on the topic of Physical Education and how to publish them. The community service team provided materials

with competent speakers, ensuring participants had a rewarding and enjoyable training and mentoring experience.

Furthermore, participants' positive reception of the writing ethics materials suggests a significant shift in their professional perspective. By addressing misconceptions regarding plagiarism and authorship early in the process (Kasiyan et al., 2019), this program fosters a more ethical and sustainable research culture among physical education teachers. The active role of teachers' working groups as a collaborative forum will be the determining factor in ensuring that knowledge dissemination continues long after the formal program ends, ultimately reducing learning problems through evidence-based research.

CONCLUSION

The training and mentoring program successfully enhanced the professional competence of physical education teachers, as evidenced by the high satisfaction scores regarding material relevance and speaker delivery. This initiative effectively addressed the initial gap in understanding the technical aspects of scientific publication and the ethics of scientific writing. This community service activity was well implemented and had a positive impact on the participants. Scientific article writing training provided teachers with a better understanding of the writing process, the benefits of writing, and how to publish scientific articles. The community service team provided materials with competent speakers, ensuring participants had a rewarding and enjoyable training and mentoring experience. Refreshing knowledge on scientific article writing is crucial for physical education teachers to keep pace with the latest educational research. It ensures their skills remain sharp, enabling them to contribute effectively to and benefit from advancements in their field. Ultimately, this periodic training is essential for maintaining professional competence and meeting the evolving demands of their career.

Beyond technical skills, this program fostered a renewed motivation among teachers to view scientific writing as a sustainable habit for career advancement. The collaborative environment established during the sessions serves as a foundation for ongoing professional development within the teachers' working group. Implementation of community service by building collaboration between the Institute for Research and Community Service of Surabaya State University and the Batu City Education Office in improving the professionalism of physical education teachers, which has a positive impact on the implementation of teacher competency. This collaboration will be a partnership strategy with a long-term, significant impact on improving the quality of physical education in Batu City. Future community service initiatives should focus on prolonged intensive mentoring to ensure that initial drafts are successfully published in reputable journals. It is recommended that local teachers' working groups sustain this momentum by providing a dedicated forum for peer review and collaborative writing.

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