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Community Service to Encourage Innovation and Research among Teachers

Mujiati[1], Nasir*[1], Budi Wijaya Rauf[2], Titi Fatmawati[1], Ridwan Yusuf Deluma[1], Ersyanda Yunarzat[1], Erhy Ragil Nazar[1], Muhammad Fadli[1], Yagri[1], Besse Rismawati[3]

[1]Universitas Muhammadiyah Kendari, Kendari, Indonesia
[2]Universitas Halu Oleo, Kendari, Indonesia
[3]SMPN Satu Atap 4 Kolaka Utara, Kolaka Utara, Indonesia
*nasir@umkendari.ac.id

ABSTRACT

Teachers in North Kolaka Regency face serious challenges in meeting the requirements for scientific publication as a prerequisite for promotion, in accordance with Regulation of the Minister for Administrative and Bureaucratic Reform (Permennegpan and RB) Number 16 of 2009. Most teachers still struggle with limited time, lack of technical training, minimal mentoring, and restricted access to research resources. To address these issues, a community service program was conducted in the form of intensive training and mentoring in scientific writing aimed at enhancing teacher professionalism, encouraging innovation, and accelerating career advancement. The program was held on July 17, 2025, at Hotel Utama Hall, Lasusua, using a blended learning approach that combined face-to-face (offline) sessions with online mentoring via Zoom. Training materials included scientific writing modules, reference management software (Mendeley), Publish or Perish, and the introduction of the Open Journal System (OJS). The methods covered socialization, brainstorming research ideas, writing practice, literature and methodology training, classroom action research (CAR) workshops, and mentoring for publication through OJS. The results indicated a significant improvement in teachers' skills in writing scientific articles, greater confidence to publish, and better understanding of electronic journal workflows. Identified challenges highlighted time constraints and limited technical skills, but the program provided solutions through continuous mentoring. In conclusion, the training effectively enhanced teachers' competencies, fostered a culture of research, and supported career promotion. It is recommended that local governments, schools, and universities expand access to sustainable mentoring, both online and offline, to strengthen the culture of scientific publication at the local level.

Keywords: *Teacher Professionalism, Classroom Action Research, Scientific Publication, OJS.*

1. Introduction

In North Kolaka Regency, Southeast Sulawesi, teachers who are members of the Persatuan Guru Republik Indonesia (PGRI) serve as the backbone in building a strong educational foundation in the region. However, despite their crucial role, their welfare remains an issue that requires serious attention.

On the other hand, Permennegpan dan RB Nomor 16 Tahun 2009 mandates scientific publication or innovative work as a criterion for teachers' promotion in rank. This requirement has caused many teachers to remain in Rank III, particularly amid limited access to resources and insufficient support for research and innovation. In line with this, data from the North Kolaka District Education Office indicate that out of a total of 1,375 teachers distributed across various educational units including the Education Office, supervisors, SPNF, junior high schools, integrated schools, elementary schools, and kindergartens only a small proportion have reached Rank IVa and IVb, with a total of 376 personnel and teachers.

Table 1. Number of Teacher Members of the Persatuan Guru Republik Indonesia (PGRI) in North Kolaka Regency by Rank

No	Work Unit	Number of rank. II	Rank III					Number of rank. III	Rank IV				Number of rank. IV	Total
			IX	III.a	III.b	III.c	III.d		IV.a	IV.b	IV.c	IV.d		
1	Dikbud	3	0	3	12	7	8	30	10	3	1	0	14	47
2	Pengawas SMP & SD	0	0	0	0	0	1	1	0	21	0	0	21	22
3	SPNF Kab. Kolaka Utara	0	0	1	4	5	1	11	1	4	0	0	5	16
4	Diperbantukan	0	0	0	0	0	1	1	2	4	0	0	6	7
5	SMP dan Satap Se Kab. Kolaka Utara	5	70	24	23	35	40	192	55	99	0	0	154	351
6	SD Se Kec. Wawo	3	3	1	8	9	5	26	7	6	0	0	13	42
7	SD Se Kec. Ranteangin	2	3	2	10	10	5	30	3	11	0	0	14	46
8	SD Se Kec. Lambai	0	4	4	12	13	8	41	2	5	0	0	7	48
9	SD Se Kec. Lasusua	6	13	4	25	47	27	116	25	9	0	0	34	156
10	SD Se Kec. Katoi	2	2	2	7	17	16	44	3	3	0	0	6	52
11	SD Se Kec. Kodeoha	2	17	6	11	18	11	63	9	7	0	0	16	81
12	SD Se Kec. Tiwu	0	4	2	10	5	0	21	5	2	0	0	7	28
13	SD Se Kec. Ngapa	0	15	2	10	11	10	48	5	2	0	0	7	55
14	SD Se Kec. Watunohu	2	12	3	11	6	6	38	8	5	0	0	13	53
15	SD Se Kec. Pakue	2	15	2	10	14	7	48	7	8	0	0	15	65
16	SD Se Kec. Pakue Tengah	2	17	5	3	11	10	46	4	6	0	0	10	58
17	SD Se Kec. Pakue Utara	1	14	0	11	7	7	39	5	6	0	0	11	51
18	SD Se Kec. Batuputih	0	16	7	12	11	5	51	3	5	0	0	8	59
19	SD Se Kec. Tolala	2	5	11	4	4	6	30	2	4	0	0	6	38
20	SD Se Kec. Porehu	2	17	8	4	6	6	41	1	6	0	0	7	50
21	TK Se Kab. Kolaka Utara	3	3	8	10	14	10	45	2	0	0	0	2	50
	TOTAL	37	230	87	187	236	180	962	157	216	1	0	376	1.375

This condition signals the need for greater attention in empowering teachers in the region. One approach that can be undertaken is to provide stronger support for teacher professional development. Through training, workshops, and other development programs, teachers can be given opportunities to improve the quality of their teaching in line with contemporary developments. As a result, not only will the quality of learning improve, but teachers' self-confidence and job satisfaction will also increase.

Efforts are also required to accelerate the promotion process for eligible teachers. Guidance and mentoring for teachers who wish to conduct research or develop innovations can provide the necessary encouragement for them to produce meaningful work. In addition, local governments can facilitate easier access to resources and

research funding to support teachers in producing high-quality scientific work. With serious attention and adequate support from local authorities, it is expected that teachers in North Kolaka Regency will feel valued and motivated to continue contributing to educational development. This will not only positively impact teachers' welfare but also enhance the quality of education and the future of younger generations in the region.

This community service initiative has three main interconnected objectives aimed at improving education in North Kolaka Regency, Southeast Sulawesi. First, by providing greater support to teachers, it seeks to enhance the overall quality of education through training, workshops, and other professional development programs. Second, it aims to encourage innovation and research among teachers by motivating them to conduct studies and produce scientific or innovative works, thereby improving knowledge and understanding in the field of education. Third, it seeks to accelerate the promotion process for eligible teachers by providing appropriate support and guidance, enabling them to reach Rank IVa and IVb more quickly and receive recognition for their dedication and service in education. Thus, this initiative not only focuses on improving educational quality but also on fostering innovation and accelerating teachers' career development in North Kolaka Regency.

This initiative is also closely related to the achievement of the university's Key Performance Indicators (KPI) as illustrated in Figure 1.

Figure 1 Implementation of MBKM and the Achievement of Key Performance Indicators (KPIs) in Community Service

In North Kolaka Regency, Southeast Sulawesi, teachers face several challenges in meeting the requirements for scientific publication or innovative work as part of their promotion. One major issue is the limited access to resources, where teachers often struggle to obtain adequate literature and references needed for research or innovation. This includes restricted access to scientific journals, reference books, stable internet connections, and proper laboratory or library facilities. In addition, the existing school culture does not sufficiently encourage or value research and innovation. Many teachers lack awareness of the importance of contributing to these areas, resulting in low participation. The absence of strong institutional support further weakens motivation, creating an environment that is not conducive to fulfilling promotion requirements. Therefore, greater efforts from stakeholders, including local

governments and educational institutions, are essential to overcome these challenges and provide the necessary support for teachers to actively engage in research and innovation.

To address these challenges, the local government plans to expand library facilities and strengthen collaboration with higher education institutions through the community service team. Outreach and training on research will be conducted, along with incentives for high-arching teachers. Continuous mentoring and active support from both the community service team and the government will help strengthen a culture of innovation. Through this strategy, it is expected that a more conducive educational environment will be created in North Kolaka Regency.

2. Method

In the implementation of this community service program, several tools and materials were utilized to support the activities. The tools included computers/laptops, LCD projectors, and internet connectivity to facilitate training in scientific writing and journal management based on Open Journal Systems (OJS). The materials used consisted of scientific writing training modules, word processing software (Microsoft Word), reference management applications such as Mendeley (Figure 2), Publish or Perish (Figure 3), and an OJS platform (Figure 4) that had been configured to support the publication process.

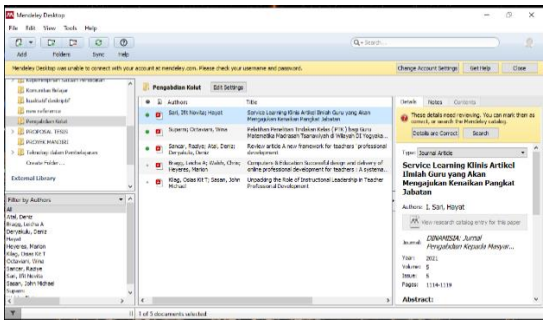

Figure 2. Mendeley

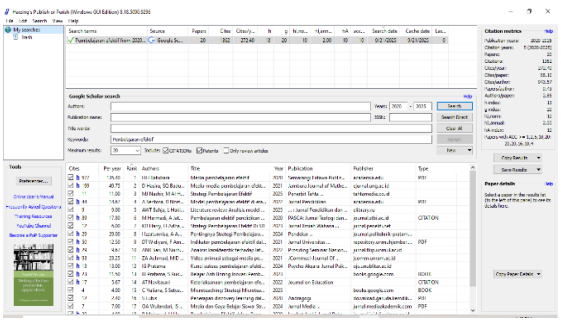

Figure 3. Publish or Perish

Figure.4 Open Journal System

This intensive training and mentoring program was conducted on Thursday, July 17, 2025, at the Main Hall of Hotel Utama, Lasusua, North Kolaka Regency, and was attended by teachers from various educational levels. Their participation reflected a strong enthusiasm for improving competencies, particularly in scientific writing. This program was designed as a strategic effort to enhance teachers' skills in writing scientific papers systematically while also broadening their understanding of academic publishing through electronic journal platforms.

The series of activities began with a socialization session on the objectives and benefits of the program, enabling participants to understand the context and urgency of improving writing skills among teachers. At the initial stage, participants engaged in a brainstorming session on scientific writing. This session aimed to explore research ideas relevant to teaching experiences and real problems encountered in schools. The brainstorming process served as a crucial foundation to ensure that selected topics were applicable, contextual, and aligned with learning needs.

Subsequently, participants attended training on the preparation of scientific papers. In this session, they were introduced to the standard structure of academic articles, including the introduction, literature review, methodology, results and discussion, and conclusion. Intensive mentoring emphasized logical and coherent writing, the use of academic language, and the interconnection between sections. Teachers were guided to develop articles not merely as administrative requirements for promotion, but also as a means of critical reflection on their teaching practices.

The next stage involved training in literature review and research methodology. Participants were trained to conduct critical literature reviews, select relevant references, understand citation techniques according to academic standards, and utilize both qualitative and quantitative research tools. With these skills, teachers were able to design more robust, credible, and contextually relevant research methodologies.

To strengthen practical application, the program continued with a workshop on developing simple Classroom Action Research (CAR) articles. Participants were divided into small groups and guided by facilitators from the community service team. This workshop emphasized real classroom experiences, including identifying problems, designing research-based solutions, and documenting findings in the form of scientific articles. Through this practice-based approach, teachers not only understood theoretical concepts but also acquired hands-on skills in preparing publishable articles.

In addition to writing skills, teachers particularly those who would serve as journal managers received additional insights into the management and utilization of Open Journal Systems (OJS). They were introduced to the workflow of academic publishing through OJS, including article submission, peer review, and publication processes. Journal managers were also shown the OJS interface to understand the professional standards required for publication. Furthermore, material on the potential of managing OJS-based journal businesses was delivered, providing teachers with a broader perspective that scientific publication requires professionally managed journals. This provision is essential, as teachers have the potential not only to act as authors but also as journal managers at the local level, thereby fostering an academic community in North Kolaka.

To ensure the sustainability of the program, training and mentoring were conducted not only through face-to-face (offline) sessions but also through online platforms such as Zoom. This blended approach enabled teachers in remote areas to continue receiving guidance. Online sessions were used for delivering additional materials, writing consultations, and monitoring the progress of participants' articles, while offline sessions focused on intensive practice, group discussions, and workshops requiring direct interaction. This combination yielded optimal results by providing flexibility alongside in-depth guidance.

The entire process was supported by continuous mentoring and evaluation from the community service team. Teachers were given the opportunity to publish their scientific work in journals managed by PGRI North Kolaka through OJS. Thus, participants were not only guided in the writing stage but also supported through to the publication process. This reflects a commitment that the program produces not only temporary understanding but also tangible outputs in the form of publishable articles.

This intensive training and mentoring program successfully improved teachers' competencies in scientific writing. Teachers who previously faced difficulties in determining topics, developing methodologies, and understanding publication processes became more confident and skilled. Participants' enthusiasm was evident through their active involvement in discussions, practical sessions, and follow-up consultations. Another significant impact was the growth of motivation to produce more publications and an increased awareness that writing is an essential component of sustained teacher professionalism.

With this program, teachers in North Kolaka Regency are expected to become more consistent in writing and publishing scientific work. The presence of professionally managed OJS-based journals will serve as a sustainable platform for developing educational research and innovation. Furthermore, this initiative has the potential to foster a local academic community, strengthening a culture of writing and scientific publication among teachers, thereby enhancing their contribution to improving the quality of education.

3. Results

To enhance the clarity and analytical rigor, this section is structured by clearly distinguishing between empirical findings (results) and interpretative analysis (discussion). In addition, measurable quantitative indicators are incorporated to objectively demonstrate the improvement achieved through the program. The findings are supported by before-and-after visual comparisons derived from quantitative data collected from 20 teacher participants across kindergarten, elementary, junior high, and senior high/vocational school levels in North Kolaka Regency (Figure 5). These data capture participants' competencies prior to and following the community service intervention, thereby providing a more robust empirical basis for assessing program effectiveness.

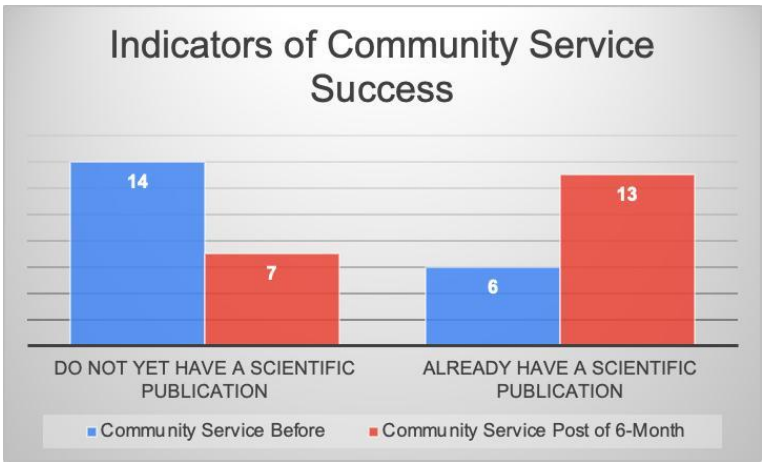

Figure 5. Comparison of Teachers' success in Writing Article of Self-reflection

Although the results indicate improvements in participants' competencies, future implementation should incorporate structured quantitative evaluation, such as pre-test and post-test assessments, to provide more objective evidence of learning outcomes.

The results of this community service activity illustrate the achievements made by the team in efforts to enhance the capacity of teachers and journal managers in North Kolaka Regency. The activity began with data collection on participants to obtain a clear picture of their current rank levels, while also identifying the challenges they face in writing scientific papers. This step served as an essential foundation for designing training strategies that are relevant to field needs.

Subsequently, the team conducted intensive training and mentoring focused on transforming teachers' self-reflection into draft scientific publications. This approach emphasized not only technical writing aspects but also encouraged teachers to explore their teaching experiences as sources of research ideas. In addition, the activity also focused on strengthening the capacity of journal managers through training in managing journals based on the Open Journal System (OJS), thereby enabling the sustainable development of a local scientific publication ecosystem.

3.1. Actual Profile of Teacher Ranks and Identification of Challenges in Scientific Writing

The initial data collection conducted by the service team aimed to map the factual conditions of participating teachers, particularly regarding their rank levels and experience in writing scientific papers. This step is important because teacher rank is often an indicator linked to publication requirements, both for promotion and professional development.

Based on the results of data collection on teacher ranks among participants in the intensive training and mentoring activities focused on transforming teachers' self-reflection into draft scientific publications it was found that no teachers with ranks IV/c or IV/d participated in this activity. This condition provides an important insight that the need for assistance in scientific writing is not limited to lower-ranked teachers but also applies to those at higher ranks. Essentially, every teacher, regardless of rank, has a professional responsibility to remain productive in producing scientific work as part of career development and continuous professional improvement.

Furthermore, the results of this mapping can serve as a basis for designing more targeted training programs. Teachers at higher ranks still require support in the form of technical guidance and motivation to produce high-quality scientific publications. This finding confirms that the challenges of scientific writing are widespread and not limited to teachers with less experience. Therefore, continuous mentoring becomes a key strategy in fostering a culture of writing and scientific publication among educators. Complete data on teacher mapping and participants can be seen in the following chart.

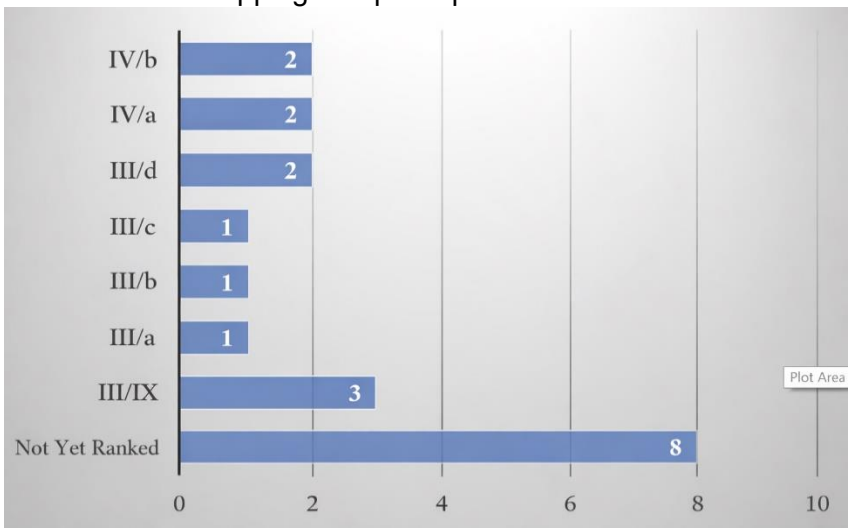

Figure 6. Distribution of teacher ranks/participants in intensive training and mentoring

In addition to rank distribution, the data also revealed various challenges faced by teachers in writing scientific papers. The primary challenge lies in the lack of knowledge and technical skills in writing academic articles. Many teachers admitted that they are not yet familiar with academic writing structures, citation practices, or basic research data processing. As a result, writing is often perceived as difficult, time-consuming, and even anxiety-inducing. Another challenge is limited time. Teachers'

heavy workload ranging from teaching, preparing administrative documents, to additional school duties often leaves little room for focused writing. Even when there is a strong desire to produce scientific work, a busy daily schedule becomes a significant barrier. In terms of access to reading resources, teachers also face difficulties in obtaining up-to-date references, both due to limited access to paid journals and the lack of easily accessible digital literature. Consequently, many articles are not supported by adequate literature reviews. This issue is closely related to limited mastery of information technology, particularly among senior teachers, making it difficult to search for and manage academic references.

In addition to technical issues, motivational and psychological barriers were also identified. Many teachers perceive scientific writing not as a priority but merely as an administrative requirement for promotion. This perception reduces motivation, as writing is seen as an additional burden rather than an opportunity for reflection and self-development. A lack of confidence is also evident, with teachers feeling that their work is not worthy of publication or fearing criticism. Interestingly, some teachers also highlighted institutional constraints. Not all schools have a supportive academic culture, leading teachers to feel isolated without an environment that encourages collaborative scientific writing. Some schools even lack discussion forums or study groups that could facilitate knowledge sharing. This condition results in a slow and individualistic learning process in scientific writing. In this mentoring activity, the service team conducted an initial identification of the challenges faced by participants. The aim was to determine the most dominant inhibiting factors, which could then serve as a basis for designing more targeted training and mentoring strategies. The results of this identification were presented in a horizontal bar chart (Figure 7), illustrating the variation of challenges along with the number of respondents experiencing them.

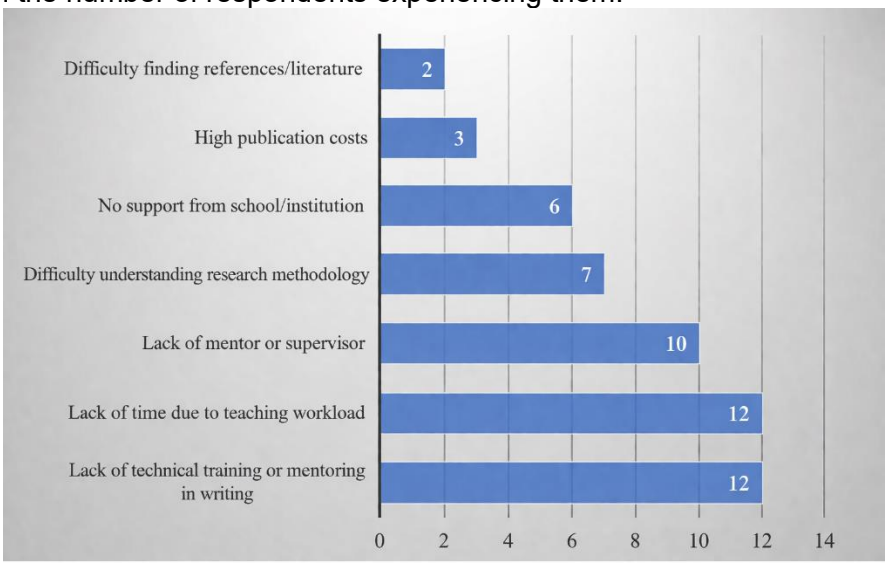

Figure 7. Main Challenges in Writing Scientific Papers

Based on the diagram, the most significant challenges faced by teachers are the lack of technical training and limited time due to teaching workloads, each reported by 12 respondents. This indicates that many teachers actually have the motivation to write scientific papers but are constrained by limited technical competence and time allocation. The lack of technical training shows that many teachers do not yet possess practical skills in systematically preparing scientific papers, from topic selection and methodology development to data processing. Meanwhile, heavy teaching loads make it difficult for teachers to allocate dedicated time for writing, resulting in delays or even the absence of scientific writing activities.

This finding highlights the importance of continuous mentoring as well as policies from schools and education authorities to balance teaching responsibilities with professional development. The diagram reflects not only technical issues but also structural and institutional challenges faced by teachers, making it a valuable basis for determining priority solutions during the training process. On the other hand, the least reported challenge is difficulty in finding references, experienced by only two respondents. Although relatively low, this issue still requires attention, as the quality of references significantly influences the quality of scientific work. Teachers who struggle to find references may face limitations in strengthening the theoretical foundation and discussion of their research. Therefore, providing broader access to scientific literature such as through digital libraries or online journal subscriptions remains an important supporting factor in successful scientific writing.

Overall, the data clearly show that the challenges faced by teachers in scientific writing are multidimensional. These include cognitive aspects (knowledge and technical skills), affective aspects (motivation and self-confidence), time and workload constraints, as well as institutional support. Therefore, the solutions offered in this community service program focus not only on improving technical skills through training but also on continuous mentoring, motivation enhancement, and strengthening academic ecosystems within schools and teacher communities.

Thus, these findings serve as an important foundation for designing more targeted community service interventions. Through a comprehensive understanding of teachers' rank conditions and challenges, training and mentoring programs can be tailored to address real needs. Ultimately, this is expected to foster a sustainable writing culture and open broader opportunities for teachers to contribute to knowledge development and the improvement of educational quality through scientific publications.

3.2 Intensive Training and Mentoring

The implementation of this community service program did not merely focus on delivering theoretical insights but was also directed toward developing practical skills that teachers could immediately apply. One of the key efforts was carried out through intensive training and mentoring focused on mastering scientific writing. This mentoring was considered essential, as previous findings indicated that many teachers still face challenges in writing, both in technical and methodological aspects. Therefore, the training was systematically designed with continuous stages, ranging from idea generation and structuring academic papers to strengthening research methodology. Through this design, participants were expected to gain a comprehensive learning experience, enabling significant improvement in their ability to produce scientific work.

This community service activity, in the form of intensive training and mentoring for teachers, was designed to enhance professional capacity, particularly in writing and publishing scientific papers. The training was not limited to technical writing aspects but also included continuous mentoring, allowing teachers to directly practice the skills acquired during the sessions. The results of the program indicate significant improvement among participants, both in theoretical understanding and practical skills.

The first stage of the activity involved a brainstorming session on scientific writing (Figure 8). At this stage, teachers were encouraged to explore research ideas relevant to their teaching experiences and real problems encountered in schools. The brainstorming process proved effective in raising participants' awareness that research ideas can originate from everyday classroom practices. This helped challenge the assumption that research must always be complex and difficult to conduct. Through this session, participants successfully formulated topics that were applicable, contextual, and capable of contributing meaningfully to educational practices in their respective schools.

The next stage was the scientific writing session (Figure 9). Participants were introduced to the standard structure of academic articles, including the introduction, literature review, research methodology, results and discussion, and conclusion. During this stage, mentoring focused on the logic of writing, the use of academic language, and the coherence between sections. Teachers were guided to develop well-structured writing flows, avoid repetition, and strengthen arguments with theoretical and empirical support. Observations during the training indicated that many teachers began to understand that scientific writing is not merely an administrative requirement for promotion but also a medium for reflective practice to improve teaching quality.

The subsequent stage focused on literature review and the use of research tools (Figure 10). Participants were given an understanding of the importance of literature review as a foundation for constructing research frameworks. Teachers were trained to conduct critical literature reviews, select relevant references, and apply proper citation techniques according to academic standards. Additionally, both qualitative and quantitative research tools were introduced to support data validity. Through this mentoring, participants became more accustomed to using up-to-date literature, avoiding plagiarism, and recognizing that strong methodology is essential for producing credible scientific work.

Another important component of the training was the introduction and practical use of the Open Journal System (OJS) (Figure 11). This material was designed based on the understanding that scientific publication is not solely determined by writing skills but also by knowledge of journal publication mechanisms. In this session, participants were trained in the workflow of electronic journal management, including article submission, peer review, and publication. Teachers were also shown the OJS interface directly, enabling them to understand the professional standards required for publication. This insight broadened participants' perspectives on the importance of professionally managed journals as a key factor in successful scientific publication.

Training on OJS-based journal management also provided significant added value. Teachers were not only positioned as authors but were also introduced to the possibility of becoming journal managers in the future. This perspective is crucial in fostering awareness of the importance of building local academic communities, which ultimately strengthens the culture of writing and publication among teachers. By understanding journal workflows and management, participants can play dual roles: as active authors and as contributors to the development of academic publishing.

Overall, the results of this intensive training and mentoring indicate that participants experienced substantial improvement in both understanding and skills in writing and publishing scientific papers. Prior to the program, most teachers reported difficulties in selecting topics, developing methodologies, and organizing writing structures. After participating in the program, they became more confident in designing scientific articles, more capable of using references appropriately, and more knowledgeable about publication mechanisms through OJS.

Another notable impact was the increased motivation among teachers to be more productive in producing written works. The training successfully fostered awareness that writing is not merely an administrative obligation but an integral part of continuous professional development. Furthermore, knowledge of OJS provided teachers with a broader perspective on the publication process, reducing their hesitation and fear of engaging with journal publication procedures.

Thus, this intensive training and mentoring not only provided theoretical knowledge but also practical skills that can be directly applied by teachers. The success of the program is reflected in participants' enthusiasm in each session, their active engagement in discussions, and their commitment to developing publication drafts. It is expected that through such programs, teachers will continue to enhance

their professionalism, contribute to knowledge development, and build a strong academic tradition within schools and regional contexts.

Through a comprehensive series of materials from research idea generation to insights into electronic publication systems this intensive training and mentoring program is expected to equip teachers with practical competencies. The outcomes are not only reflected in improved quality of scientific work for administrative purposes but also in strengthening the culture of publication and knowledge development within the educational environment

Figure 8. Scientific Writing Structure Training

Figure 9. Training on OJS Management and Interface

4. Discussion

The findings presented in the results section indicate that the challenges faced by teachers are not merely technical, but also structural and psychological in nature. The dominance of constraints related to limited time reflects a structural imbalance between teaching responsibilities and professional development demands. This suggests that efforts to improve teachers' scientific writing productivity should not focus exclusively on skill enhancement, but must also be accompanied by workload management policies and institutional support. Likewise, the lack of technical training indicates that teacher professional development cannot rely solely on individual initiative, but should be reinforced through structured mentoring systems and supportive policies. This interpretation is consistent with the empirical data presented in Figure 7, where the most frequently reported barriers are associated more with systemic conditions than with individual capability.

The implementation of this community service program, which took the form of intensive training and mentoring in scientific writing for teachers in North Kolaka Regency, demonstrates that the need to strengthen teachers' writing capacity remains very high. This finding is in line with previous studies showing that teachers' scientific writing skills are still relatively limited, both in terms of research methodology and confidence in publishing their work (Syaputra et al., 2022). This confirms that community service activities based on training and mentoring are highly relevant for addressing teachers' actual professional needs.

One of the main challenges identified in this program is limited time due to heavy teaching workloads. This finding is supported by Wijayanti et al. (2024), who report that many teachers struggle to balance teaching duties, school administration, and

research-related activities. Such conditions contribute to low productivity in scientific publication. In this regard, the provision of continuous mentoring, both online and offline, becomes an effective strategy to ensure that teachers continue to receive guidance despite their time limitations.

Another significant challenge concerns the lack of technical skills in scientific writing. In this context, the improvement observed in participants' competencies after the training, as illustrated in Figure 5, confirms that practical and guided approaches are more effective than conventional theoretical training. The integration of hands-on mentoring enables teachers to directly apply the concepts they learn, thereby reducing cognitive barriers in academic writing. This finding is also supported by Daud et al. (2020), who found that many teachers still lack an understanding of the structure of scientific articles and the conventions of academic language required for publication. The results of this program similarly show that teachers greatly benefited from sessions on article writing, literature review, and classroom action research practice. This suggests that training emphasizing direct practice can substantially improve teachers' writing competence.

The limited availability of mentoring from experienced facilitators also emerged as an important issue. Haryanti et al. (2024) emphasize that the presence of experienced mentors in writing assistance programs can significantly improve teachers' confidence in writing and publishing scientific work. This program addressed that need by involving facilitators who guided participants intensively in small groups. As a result, teachers not only received theoretical material, but also benefited from more personalized and focused assistance that supported their progress more effectively.

In terms of publication, many teachers also face financial barriers and difficulties in understanding publication mechanisms. Idin et al. (2024) highlight that limited access to quality journals often discourages teachers from submitting their work. Therefore, the introduction to and training on the use of the Open Journal System (OJS) in this program constituted a strategic intervention. Teachers were not only introduced to OJS as prospective authors, but were also given insight into journal management. This finding supports Mulasi et al. (2024), who argue that strengthening teachers' capacity in journal management can contribute to the development of local academic communities and sustainably enhance a culture of writing and publication. Furthermore, the introduction of OJS extends teachers' understanding of publication mechanisms and places them within a broader academic ecosystem. This shift is important because it transforms teachers from passive consumers of knowledge into active contributors to scientific discourse at the local level.

From the perspective of the program's broader objectives, the results support earlier studies suggesting that improvements in educational quality can be achieved through the strengthening of teacher professionalism in research and publication. Susatio (2025) emphasizes that teachers who actively engage in research tend to become more reflective and innovative in their teaching practices. Thus, support through training, workshops, and professional development programs can be viewed as a strategic pathway for improving educational quality.

In addition, encouraging teacher innovation and research has been shown to enrich pedagogical knowledge. This is in line with Fitria et al. (2019), who demonstrate that teachers' involvement in classroom action research significantly improves their

understanding of students' learning needs. With appropriate mentoring, teachers are not only able to write scientific articles, but are also capable of developing practical and applicable innovations in teaching and learning.

The objective of accelerating teacher promotion is likewise supported by previous literature. Rahman et al. (2023) note that one of the main obstacles to teacher promotion is the difficulty of producing scientific publications that meet the required standards. Through intensive mentoring, teachers are more likely to produce work that fulfills the requirements for promotion to ranks IV/a and IV/b. However, it is important to distinguish between the short-term and long-term impacts of this program. While improvements in writing competence can be observed immediately, outcomes such as career advancement require a longer institutional process. Although this program has demonstrated improvement in teachers' competencies in scientific writing, its impact on career advancement, especially rank promotion, is still being monitored by the implementation team. This is because the promotion process involves multiple external stakeholders, including the regional education office and administrative authorities, which require longer procedural and bureaucratic stages. Therefore, the long-term impact of this program on teachers' rank progression cannot yet be fully measured and will require further evaluation over time. This condition indicates that while short-term outcomes in the form of competency improvement are immediately visible, long-term outcomes related to career development depend on institutional and bureaucratic processes beyond the direct scope of the program.

Overall, the findings of this community service program do not stand in isolation, but rather reinforce previous research showing that training, mentoring, and the strengthening of teachers' publication capacity are essential strategies for enhancing professionalism, fostering innovation, and supporting career development in education.

5. Conclusion

The implementation of this community service program through intensive training and mentoring in scientific writing for teachers in North Kolaka Regency has produced outcomes aligned with its proposed objectives. First, through support in the form of training, workshops, and mentoring, the program successfully enhanced teachers' professional competence, both in scientific writing skills and in managing publications through the Open Journal System (OJS). This is expected to have a direct impact on improving the overall quality of education.

Second, the program has fostered the growth of a research and innovation culture among teachers. With improved writing skills, teachers not only produce work to meet administrative requirements but also contribute to the development of knowledge and educational practices that are more relevant to the needs of schools and students.

Third, this initiative contributes to accelerating the promotion process for teachers. Through structured guidance and support in scientific publication, teachers have greater opportunities to achieve ranks IV/a and IV/b in accordance with applicable requirements, while also receiving appropriate recognition for their dedication to the field of education.

Overall, this program demonstrates that intensive training and mentoring serve as an effective strategy for enhancing teacher professionalism, encouraging the emergence of instructional innovation, and strengthening teachers' academic careers through productive and sustainable scientific work.

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