Writing Academic Papers Training and Assistance for "KSK" (Kelompok Studi Khusus) Nurul Jadid

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Abstract— *Some Language Institutes at Pesantren Nurul Jadid require the students in the final level to write academic paper as a graduation requirement. This aims to improve students' reasoning skills in the field of writing. However, the problem is that not all institutions are able to assist their students in writing academic papers As happened in KSK (Kelompok Studi Khusus) which based on the results of initial observations at KSK, writing classes did not run optimally. Therefore, it is necessary to carry out community service activities in the form of assistance in writing academic articles for KSK students to help them improve their information literacy and reasoning skills. The steps taken to support the success of this event are site observation, preparation and design, implementation of activities, and evaluation. The results of the service showed that the results of the participants' written work were less than optimal, but from the results of cognitive tests on the concept of academic essay writing, students' knowledge increased by 28.19%.*

Keywords— *academic paper; KSK; writing skill.*

1 Introduction

The development of science and technology has a great influence on education and the learning process. The changes that occur are based on basic principles in the form of achieving quality and equality in learning. Carried out learning must accommodate the ability to think, develop skills, and form a mindset. One of the skills needed by learners to face this era is information literacy [1]–[4] and reasoning ability [5].

Information literacy includes students' ability to find, locate, analyze, evaluate, and communicate information needed to solve various problems and to recognize when information is needed [6]–[9]. To solve problems, they need the ability to use a variety of information tools and primary sources of information. To predict the development of the amount of information in terms of volume, media, and technology, information literacy is essential. Information literacy is a lifelong learning process that will guide and prepare students to sustain life as a whole, not only for education [4], [10], [11]. Information literacy means a person can meet their information needs in everyday life because they understand or know how to find and organize information, complete tasks related to the information found, and use it for lifelong learning.

Information literacy education is very important, both in curricular and extracurricular activities. Students can improve this ability by participating in Youth Academic Writing (KIR) activities. KIR is an extracurricular activity that can develop students' knowledge and creativity [12] The purpose of this activity is to cultivate a academic attitude and honesty in solving sensitive problems and using a systematic approach to self-development in life. As a result, KIR can produce a generation of academically minded students. Students have the ability to solve problems that arise in their environment [13]. In addition, this problem analysis activity can affect students' literacy skills. To solve the problems, they can use academic knowledge, find questions, make evidence-based conclusions, and explain and predict natural phenomena [14]–[16] . Students' reasoning abilities will

be influenced by activities that produce academic work. One of the main thinking skills of students is the ability to reason.

To improve students' reasoning skills in the field of writing, Nurul Jadid Islamic boarding school requires students at the final level to write academic papers as a graduation requirement, especially for students who are in Language Institutes. Non-formal educational institutions in Nurul Jadid Islamic boarding school engaged in language include LPBA (Foreign Language Development Institute), LIPS, BPK, and KSK (Kelompok Studi Khusus). The problem is, not all institutions are able to guide their students to produce academic articles. Just like what happened in KSK which based on the results of initial observations at KSK, writing classes did not run optimally. Therefore, it is necessary to provide assistance in writing academic articles for KSK students to help them improve their information literacy and reasoning skills. The form of assistance carried out is by providing an introduction and implementation of how to compile academic articles in accordance with applicable writing rules.

The purpose of this service program is first, to explain the implementation of training and assistance in writing academic papers for students of the special study group (KSK) Nurul Jadid. Furthermore, it described the impact of community service activities on the ability to write academic papers of KSK Nurul Jadid students. The implementation of this activity program is expected to provide various benefits, both theoretically and practically. Theoretically, the implementation of this service program contributes to the development of academic paper writing techniques. Practically, the implementation of this community service program is expected to contribute to KSK students to improve their information literacy and reasoning.

2. Method

The KSK Institute (Kelompok studi Khusus) is a non-formal educational institution under the auspices of the Fatimatuz Zahro located in the southern part of the Nurul Jadid Islamic boarding school. The distance from Nurul Jadid University to KSK Institute is about 650m or 9 minutes away on foot. The institution has a learner of 100 students with different levels of Education. Among them: Basic, Intermediate, and Advanced. Each level of education is given language lessons that cover all skills, one of which is writing. This subject is considered as the only one that plays a role in students' success because their graduation is determined from the final project written by each student. The results of observations show that the ability to write academic papers of students is not in accordance with the structure so that there is a need for assistance in writing academic papers for KSK students. This activity is expected to be a means to improve information literacy and reasoning.

A.   Stages of Implementation

This community service activity contains training and assistance in writing academic papers for KSK Nurul Jadid students. This training was held in the Fatimatuzzahro Nurul Jadid area. There are several stages of activities carried out so that this activity runs smoothly, namely:

1) Site observation, before the training was carried out, the service team observed the results of KSK students' written work to find problems that occurred in the process of writing academic papers. In addition, at this stage, a review of the place of implementation and recruitment of participants was also carried out.
2) Preparation and design. At this stage, the service team prepares a training schedule and designs training materials. Training materials are provided in 2 sessions. The first session was filled with material related to writing systematics, and the second session was related to citation procedures and things that need to be avoided in writing academic papers. After 2 training sessions, mentoring will be carried out in 3x meetings to find out the extent of improvement in students' ability to write academic papers.
3) Training implementation, at this stage the service team will explain to students about the material that has been prepared in order and clearly. When there are students who still do not understand the material explained, the companion will explain again in simpler language until the student really understands. At this stage of presentation, the team also assists students in the practice of making academic papers in accordance with the systematics of authorship.
4) Monitoring and evaluation, at this stage an information collection process is carried out to determine progress in the implementation of planned activities and the achievement of the expected output of the training program.

B.   Partner Participation

        Student participation in this program is to participate in all scheduled mentoring activities. Each student brought stationery and so on to join the program.

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C.   Role Division

      The description of the division of roles of our service duties is as follows:

1. Duties and obligations of the Chief Executive
   a. Define job types for team members
   b. Coordinate partner needs and cooperate with partners
2. Member
   a. Perform duties and obligations in accordance with the mutually agreed division of duties
   b. Assist in the implementation of the program according to a predetermined work schedule.
   c. Fostering good relationships with program partners
   d. Record each work and evaluate every meeting to the executive committee

3. Discussion

      This training and mentoring program for writing academic papers is an activity carried out by the community service team of the English Language Education study program, Faculty of Social and Humanities, Nurul Jadid University. This activity will be carried out from July 24 to August 18, 2023. July is the stage of preparation for activities, and August is the stage of implementing service activities. In its implementation, community service activities are carried out in the Fatimah Azzahro area. Community service activities will be carried out on the second and third Fridays of August 2023. The process of community service activities is divided into 2 stages, preparation and implementation. Preparatory activities include preliminary observation, and preparation and design of activities. Followed by the implementation stage in the form of training and mentoring. Then continued the follow-up stages of training, and evaluation to determine the impact of this community service activity.

1) Preparation
   a. Initial observations will be made since July 24, 2023. Before determining partners, the service team plans to invite all Foreign Language Institutions in Nurul Jadid Islamic boarding schools to become training participants. However, the demand and commitment of KSK is the highest to attend training and assistance in writing academic papers for their final project. Among all participants, 24 participants from the Advanced level were selected to take part in this training activity. It is based on the writing assistance needs of advanced students to write the final project.
   b. Preparation and design of activities is the next stage. At this stage, the service team formulates the material to be delivered at the training activities. The whole team was present to discuss (cf. Figure 1). The design of the material formulated is in the form of systematics of writing academic articles and citation procedures and things that need to be avoided in writing academic papers.

Figure 1. Activity Preparation

2) Implementation
   a. Training implementation

   In this activity, academic paper writing training is divided into 3 stages including: 1) theoretical stages, 2) practical stages, and 3) evaluation stages. The three stages of this activity aim to enable participants not only to gain cognitive knowledge related to writing academic works, but also to the practice of writing and subsequent actions after completion of service activities. The knowledge of writing systematics obtained by participants is expected to improve the quality of their written works.

   The stages of providing theoretical training materials will be given on Friday, August 11, 2023 from 09.00 WIB to 15.00 WIB which is divided into 2 sessions (cf. Figure 2). The first session from 09.00-12.00 WIB was given material related to the systematics of writing academic papers. The purpose of providing this material is so that students' ideas contained in the writing can be conveyed sequentially or coherently. Before being given material on authorship, the participants were given a test to find out the extent of their knowledge related to the systematics of academic esail authorship. The second session from 13.00-15.00 WIB presented material related to citation procedures and things that need to be avoided in writing academic papers. In the session, the material given was more about authorship ethics including the scope of plagiarism. Therefore, the material in this training is not only given in theoretical terms, but also in mentoring during the practice of writing academic papers.

Figure 2. Provision of materials

   After gaining knowledge about writing systematics and things to avoid when writing, participants were given the task to write academic papers. The speaker required participants to choose one theme from three themes that had been determined in session 2

of the training. Participants are given 1 week with 3x meeting mentoring time (cf. Figure 3).

Figure 3. Mentoring

In picture 3, participants are having a discussion on writing academic papers which was carried out in front of the dormitory of the KSK Institute in the Fatimatuzzahro area of Nurul Jadid Islamic Boarding School offline. The service teams who provide assistance work together in writing academic papers. After 3x mentoring meetings, participants were asked to collect the results of the writings they made.

From the results of the analysis of the writing of academic papers that have been carried out in the discussion forum of the service team, the results of student writing are still not optimal. There are still some writings that are not in accordance with the correct academic essay writing systematics. Such as determining the thesis sentence that is the main point in the essay, developing ideas to explain the thesis more broadly, and making conclusions. Some of the ideas they write are written repeatedly, some are too widespread. In addition to developing ideas, participants also find it difficult to distinguish between conversational and written languages, especially when they start to be translated into foreign languages. So their writing seems a lot but the essence is little. In writing punctuation, the participants also made many mistakes such as writing capital letters for names of people and places, writing period punctuation (.), commas (,), and no spaces after punctuation.

At the end of the service activity, after training and dedication, a post-test was carried out to determine the level of understanding of participants of the systematics of academic essay writing. The test material given is the same as the napa given during the pre-test, which includes the concept of academic papers, writing systematics, idea development techniques, and library writing techniques. The initial and final test results of this training can be seen in the following table.

Table 1. Test results

	Pre-test Scores	Post-test scores
Average	49.7	77.89

From table 1, it can be seen that the average pre-test score is 49.7, while the average post-test score is 77.89. Thus, there is a difference in the average pre-test and post-test scores of around 28.19. Some factors that support the implementation of this community service activity are the amount of interest and enthusiasm of participants during

the activity, so that the activity takes place smoothly and effectively. While the inhibiting factors are 1) the difficulty of finding training time because participants are students and students who have time attachment to the institution where they live, 2) in working on assignments, participants are still busy with the tasks of institutions and schools so that the results of writing work during mentoring are less than optimal, 3) there are some participants who do not bring stationery during writing assistance so that when the activity takes place, Participants were confused. But with the help and involvement of the service team in this activity, the problem can be resolved.

At the end of the activity, participants were asked to provide suggestions regarding the implementation of this service activity. Their input includes, 1) activities like this cannot only be done in 1 week with 3x very dense meetings. 2) Given the magnitude of the benefits of this activity for final level students, the participants' suggestions for the following years are to expect this kind of activity to be carried out with more complete themes such as how to paraphrase, and make sentences that are easy to understand. 3) It is hoped that training activities can reach all Language Institutes in Nurul Jadid Islamic boarding schools.

4. Conclusion

Based on the results of community service activities regarding training and assistance in writing academic papers, several conclusions were obtained. Including:

a. The implementation of training and assistance in writing academic papers in community service activities consists of 4 stages. The first stage, site observation. The service team observes the results of KSK students' written work to find problems that occur in the process of writing academic papers. Next is preparation and design. At this stage, At this stage the service team prepares a training schedule and designs training materials. Training materials are provided in 2 sessions. The first session was filled with material related to writing systematics, and the second session was related to citation procedures and things that need to be avoided in writing academic papers. After 2 training sessions, mentoring will be carried out in 3x meetings to find out the extent of improvement in students' ability to write academic papers. Next, the implementation of training. Training activities begin with a pre-test to determine the level of participants' ability in writing. The next three meetings were filled with assistance in writing academic papers which included determining themes, collecting materials, making writing frameworks, and developing ideas. The post-test was held at the fifth meeting. The last stage is the evaluation of community service activities.

b. With this mentoring activity, participants' writing skills can improve. This is evidenced by the increase in the average pre-test score is 49,7, while the average post-test score is 77,89. Thus, there is a difference in the average pre-test and post-test scores of around 28,19.

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