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Webinar Technology-Based Science Article Writing Training

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Abstract. The purpose of this Community Service is to equip doctors in the field of writing scientific articles for promotion. The results of medical research in the form of research in the health environment can be used as a scientific article to be published in national and international journals. The method used in assisting the writing of scientific articles based on health research is by the direct practice of writing articles and their implementation submitted in journals. The method used in this research-based article writing assistance is by the direct practice of writing and its implementation in submitting articles to journals through Webinars. The results of this article writing assistance are felt to be very beneficial for doctors in the Bantul Health Service area, Yogyakarta. Through two days of training, doctors can write health research-based articles. Doctors can also easily be promoted when the articles are published in proceedings or scientific journals. Through this article training, it can increase the motivation of doctors in improving their functional positions and support better doctor interactions, so that the future hope is to improve the performance of doctors.

Scientific Articles, Webinars, National Journals, International Journals

1. Introduction

One of the requirements to become a professional, one of which is having professional competence, in addition to personal, social, and pedagogical competencies. Professional Competence Doctors are required to write scientific articles and be published in scientific journals, both National and International. Law No. 14 of 2005 concerning Employment and government regulation No. 19 of 2005, making scientific articles is one of the sub-elements of actualizing doctors as professionals. Scientific articles have a large credit score and determine the promotion of functional educators. The purpose of writing scientific articles for doctors in addition to offering solutions to problems or presenting research results is also useful for obtaining a credit score as a condition for promotion or rank.

Doctors in the Public Health Office of Bantul still have very little knowledge in writing scientific articles. Being busy in providing health services in the community and practicing at the health center means that doctors do not have much time to write scientific articles. Health research conducted by doctors as a basis for making scientific articles has not been utilized. The target offered to solve the problems faced by doctors in promotion is assistance in writing research-based scientific articles so that

doctors can write and make scientific articles to be published in journals as a condition for promotion.

Webinars are a relatively new technology initially adopted as a marketing tool and the great importance of the use of information and communication technologies.[1] The webinar uses include training, group meetings and recently, during the COVID-19 pandemic, delivery of lectures and tutorials in education or academics center.[2] The existing literature in education shows webinars to be as effective as lectures but lacks a practical framework that would guide the design, delivery, and evaluation of webinars[3].

Technology was also recognised as an opportunity to engage learners within an assessment for learning setting and one of which is the effort to increase productivity as an academic in the midst of a pandemic by participating in IT-based training.[4]. Assistance in writing research-based scientific articles in the Public Health Office of Bantul is carried out for 2 days through webinars, namely on Monday, April 13th 2020, and Tuesday, April 14th, 2020. The form of research-based scientific article writing assistance is by the direct practice of writing scientific articles and explaining the implementation of submitting scientific articles to National or International journals. Therefore, this training would be an educators may consider most frequently used learning activities in the reviewed studies to design their own activities. [5]

The goal of research-based scientific article writing assistance is that doctors can make research-based scientific articles to increase the motivation of doctors in participating in more progressive scientific article writing training.

2. Method

The service was carried out through a webinar facilitated by the Public Health Office of Bantul, Yogyakarta, to ensure the timing of the training so as not to interfere with the doctor's practice process at the hospital. The implementation time was agreed upon for two activities, namely Monday, April 13th 2020 and Tuesday, April 14th 2020. The implementation, participation from the Public Health Office of Bantul is required. Partners in community service are providing facilities for webinars, making publications, organizing events, and coordinating all activities carried out.[6]

The method of implementing this community service is by assisting by way of direct practice. Based on the problems faced by partners, the approach used is direct practice. At the initial stage, material about the outline of scientific articles will be given. The next method is the direct practice of writing scientific articles based on health research.

In the implementation of the training, it is carried out by direct practice, the facilitator (PPKn lecturer) the doctors bring a laptop so they can practice writing scientific articles directly from the results of their research. At the meeting on the first day of quantitative and qualitative research practice and simulation research report preparation. At the beginning of this training, the doctors seemed enthusiastic to participate. This can be seen from the participation of the webinars. The doctors asked and answered many questions.

On the second day of activity, the attending doctors became more enthusiastic because they practiced writing articles directly and submitting articles to National and International journals. The material given on the second day is the practice of writing scientific articles and the practice of submitting scientific articles to National Health-based journals. Doctors seem very happy because there are various ways that doctors can do article writing, both scientific articles based on review literature or research.

3. Result and Discussion

Community service with the title Assistance in Writing Scientific Articles for Regional Doctors at Public Health Office of Bantul. Based on the problems faced by community service partners, namely doctors from the Bantul Health Service, who have functional positions, have difficulties in writing scientific articles as a prerequisite for promotion, therefore the approach used by service providers is to practice directly with doctors as the target of this training. In this early stage, doctors will be given the material on quantitative and qualitative research paradigms.[7] The next method is the direct practice of writing scientific articles that will be submitted to national and international journals.
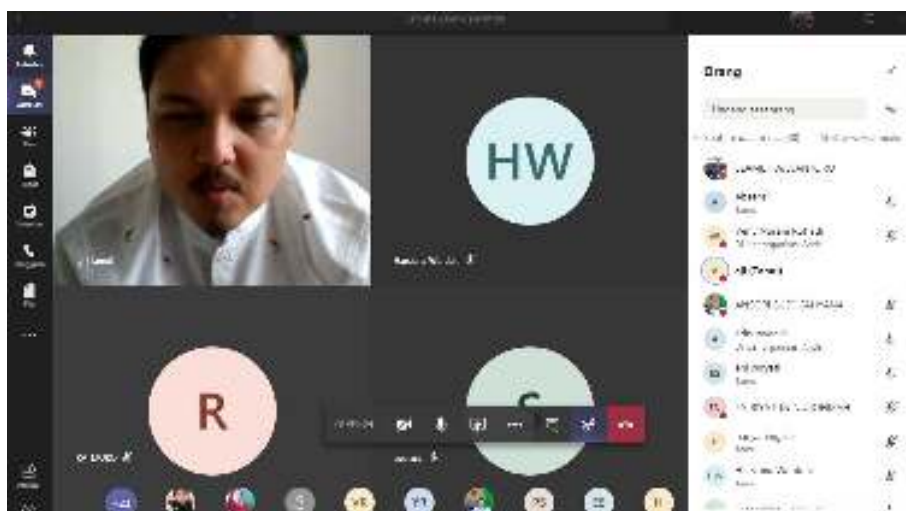
Figure 1. Material Delivery

In online education, learning is asynchronous or synchronous or a combination of both. Asynchronous learning is a method of teaching and learning that do not happen at the same time [8],while synchronous learning refers to teaching and learning that happen at the same time, both of which are conducted through technologies such as Internet. When online education began in the late 20th century, most online programs and classes were synchronous and used chat rooms, instant messaging, and texting. This is accordance with the research that using a zoom for a learning media. At the beginning of this training, the doctors seemed enthusiastic about participating in the training activities, this can be seen from the participation of doctors in practice and questions and answers. On the second day, the doctors who participated became more enthusiastic because the training was more practical, they directly submitted scientific articles and how to submit scientific articles to national and international journals. The material given on the second day is the practice of writing scientific articles. Doctors seem very happy because there are various ways that doctors can practice writing scientific articles.

Previous research reported that the online course design process has five phases: (1) designing content; (2) developing content; 3) implementing content; 4) evaluating the course; 5) revising content [9]. Advised instructors designing courses to consider not only the course objectives, but also how to adopt technologies and strategies for achieving the objectives. Uppermost among the students' preferences were the wide range of options and choices the online course provided. They found, for instance, that if the instructor's course design presented materials in various formats – using videos, audios, other technologies or software – that can make required text-based materials more interesting and can also allow students to respond in multiple formats as well.[10]

The implementation of training activities can run smoothly because of the support from the participation of the Bantul Health Office together with regional doctors from the *Bantul Regency* Office. Doctors feel great benefits from the assistance provided by the service, and try to implement it in writing scientific articles for promotion. The effective online instruction is dependent upon by well-designed course content, motivated interaction between the instructor and learners, well-prepared and fully-supported instructors [11]. The school hopes that there will be a continuation of the collaboration with research institutions and community service of PGRI University Yogyakarta so that the training is aimed at improving the performance of doctors and increasing the motivation of doctors to like writing.
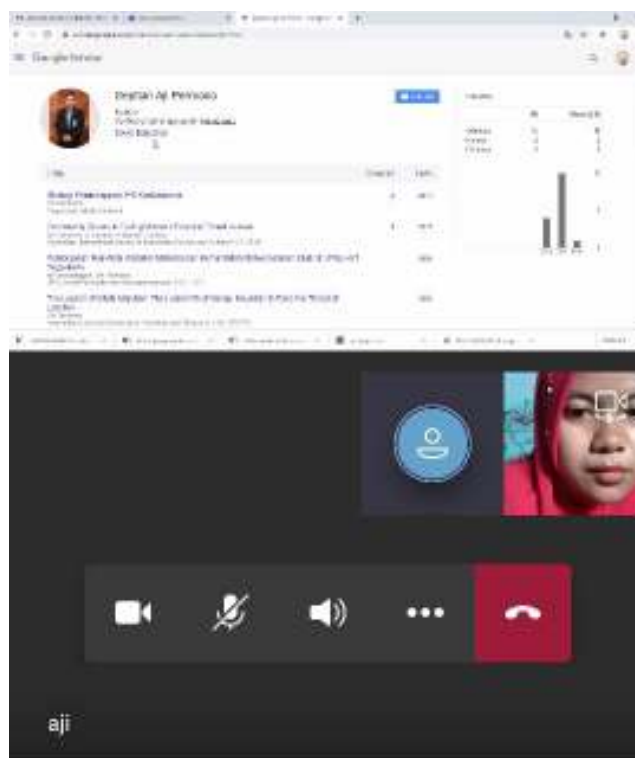
Figure 2. Discussion

At the first meeting Monday, April 13, 2020, community service activities began with the first material on the paradigm of qualitative and quantitative research. There were 20 doctors present, and they seemed enthusiastic about listening to the material presented. After finishing the presentation of the material the doctors asked a few questions. It highlights some of the main criteria or questions to think about as an educator planning to use technology to enhance learning[12]

According to the research, the people filling about Audiovisual medical education roles make the distinction between IT (information technology) and AV (audiovisual) professionals. While it has become part of the everyday operations for institutions of medical education to work with information technologists, AV professionals extend that skill set, bringing a performance focusing on optimizing tools, orientation to the work, and technologies for maximum production value. [13] Given the advancement of videoconferencing technologies and the need to increase access to medical education opportunities, it is likely that distributed approaches will continue to develop and evolve. It is important therefore that we explore work that has previously been deeply embedded and therefore invisible with a goal of making explicit the multiple social and material layers of DME, and understanding the roles of workers and materials within its delivery.

Another research reported, significant disruption in the delivery material and summative assessments. Many institutions are exploring the use of technology enhanced assessment solutions for online knowledge testing [14]. Various approaches to mitigating and managing malpractice were discussed. One suggestion was to have faith in probity pledges and remind students of their commitment to professionalism. [4]. Research stated that a learning community was a belonging sense creation , where learners trusted one another, constructed knowledge, shared useful information, established connections by getting to know one another, set up common objectives for learning, and believed their needs would be fulfilled [15].

The second meeting on Tuesday, April 14, 2020, devoted material regarding the practice of writing scientific articles from the initial determination of the title, abstract writing, introduction, methodology, research results, and discussion and conclusions, besides that the service staff carried out the practice of submitting scientific articles to National and International journals through OJS. Participants learning

activities supported by technologies facilitated different dimensions of intercultural learning models. For example, the participant tarining were instructed about the structure and systematic of scientific article. After that, students discussed these topics with disscussion session (meeting). Guiding questions were developed by educators and provided during discussions to facilitate knowledge, attitudes, skills, and awareness[16]. Online learners benefit greatly from online learning in the following ways: (1) Participants are able to share knowledge and fulfill common goals, which can reduce students' dropout rates; (2) the relationship and interaction between the instructor and learners and among peer learners can increase student performances and their satisfaction of the course; and (3) learners can receive supports and help from their peers, and at the same time they can add their knowledge base through their interactive actions [15].

4. Conclusion

The implementation of scientific article writing assistance activities can run smoothly because of the support from the participation of the Bantul Health Office together with doctors who are in functional positions. Doctors have benefited greatly from the scientific article writing assistance training provided by the presenters (Dr. Septian Aji Permana, M.Pd, and Supri Hartanto, M.Pd). Doctors will implement scientific article writing and submit to journals for promotion. The Bantul Health Service hopes that there will be a continuation of mentoring activities, especially scientific article training, which aims to improve the performance of doctors with functional positions in promotion/class.

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Acknowledgment