



Book Writing Training for Young Educators of FKIP, University of Bengkulu

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ABSTRACT

Not all educators have sufficient skills and experience in writing books, especially for young educators who are still in the early stages of their academic careers. To overcome these problems, a training program is needed that can provide an in-depth understanding of effective book writing techniques and strategies as well as assistance in the compilation process. Therefore, this Community Service activity is designed to provide book writing training to more than 60 young educators at the FKIP, University of Bengkulu with methods that include lectures, demonstrations, and Question and Answers sessions. To measure the effectiveness of this activity, we employ Mann-Whitney test procedure. The training proven to have significant improvement effect on the participants score results of their book writing knowledge.

Tidak semua pendidik memiliki keterampilan dan pengalaman yang memadai dalam menulis buku, terutama bagi pendidik muda yang masih berada pada tahap awal karier akademisnya. Untuk mengatasi permasalahan tersebut, diperlukan suatu program pelatihan yang dapat memberikan pemahaman mendalam tentang teknik dan strategi penulisan buku yang efektif serta pendampingan dalam proses penyusunannya. Oleh karena itu, kegiatan Pengabdian Kepada Masyarakat ini dirancang untuk memberikan pelatihan penulisan buku kepada lebih dari 60 pendidik muda di FKIP Universitas Bengkulu dengan metode yang meliputi ceramah, demonstrasi, dan tanya jawab. Untuk mengukur efektivitas kegiatan ini, kami menggunakan prosedur uji Mann-Whitney. Pelatihan ini terbukti memberikan pengaruh peningkatan yang signifikan terhadap hasil skor pengetahuan peserta dalam menulis buku.

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A. INTRODUCTION

Educators have an important role in the development of science, both through teaching activities, research, and scientific publications. One form of academic contribution expected from educators is writing books, both textbooks, references, and monographs, which can be a



source of knowledge for students and the wider academic community. Authoring a book represents a profound opportunity for educators to extend their influence and contribute meaningfully to the broader academic discourse. Educators possess a wealth of practical experience and theoretical knowledge, positioning them uniquely to produce impactful scholarly works (Sposetti, 2018). Book writing serves as a powerful medium for disseminating innovative pedagogical approaches, synthesizing research findings, and shaping the future of educational practices (Busari, 2019). Furthermore, the process of writing a book encourages educators to engage in deep reflection on their own teaching methodologies, fostering continuous professional growth and refinement (Mallillin, 2021). By documenting their insights and experiences, educators can create valuable resources for fellow teachers, students, and policymakers, thereby amplifying their impact on the educational landscape (Whitney et al., 2014). In the rapidly evolving digital era, educators are faced with the challenge of continuous skill development to meet the demands of the times and the dynamic needs of students (Rizky Rudianti et al., 2024). Educators need to adopt pedagogical approaches to ensure the maintenance of core objectives such as the enhancement of critical thinking and analytical skills (Hutson, 2024). Therefore, writing books helps educators to contribute towards the learning environment and the development of innovative roles in the classroom (Ulaywi, 2021).

Moreover, educators must address contemporary issues such as accommodating students with learning differences and navigating the challenges in under-supported school environments (Lewis & Sugai, 2017). Educators who write books have the opportunity to address gaps in existing literature, offer fresh perspectives on established topics, and contribute to the evolution of educational theory and practice. By synthesizing existing research, presenting original findings, and proposing innovative solutions, educators can advance the field and inspire positive change.

The process of writing a book can be greatly enhanced by employing a design thinking framework, which encourages educators to approach the task with creativity, empathy, and a focus on user needs (Sheehan et al., 2018). This involves thoroughly understanding the challenges and pain points that educators face, brainstorming potential solutions, prototyping different approaches, and testing their effectiveness. By adopting a design thinking mindset, educators can ensure that their books are not only informative but also practical, user-friendly, and tailored to the specific needs of their target audience (Dorfman, 2018; Kalantzis & Cope, 2004). In addition, the collaborative design thinking process helps in ensuring that resources are culturally relevant and inclusive, addressing the needs of diverse student populations (Machost & Stains, 2023). Institutions and teachers should encourage learners to contribute positively to problem solving in educational design and collaboratively develop solutions to challenges (Könings et al., 2021). By including these considerations, educators can create books that resonate with a wider audience and promote more inclusive and equitable educational practices.

The benefits of book writing for educators extend beyond the dissemination of knowledge and the advancement of the field (Wang & Troia, 2023). It can also serve as a powerful tool for professional development, personal growth, and career advancement (Fearn & Farnan, 2007). Writing a book requires educators to engage in rigorous research, critical thinking, and synthesis of information, which can enhance their own understanding of the subject matter and improve their analytical skills. Furthermore, the process of writing can foster creativity, self-expression, and a sense of accomplishment (Britsch, 2013). By publishing a book, educators can establish themselves as experts in their field, gain recognition from their peers, and open up new opportunities for collaboration, consulting, and leadership. Writing books also offers the chance to reflect on their professional journey, assess the effectiveness of their methods, and contribute to a wider discussion on pedagogy and educational practices (Hutcheon, 2006).



However, in practice, not all educators have sufficient skills and experience in writing books, especially for young educators who are still in the early stages of their academic careers. Many of them have difficulty in allocating time to write amidst their busy teaching and carrying out other academic duties. Lack of motivation and low levels of self-confidence in writing are also factors that hinder their productivity in producing academic works. In fact, writing books not only contributes to the development of science, but also has an impact on increasing academic recognition and professionalism of educators. Furthermore, writing books can provide educators with a platform to advocate for specific educational reforms or policies, thereby influencing decision-making at the institutional and governmental levels. Educators can use book writing as a platform to encourage diversity, equity, and inclusion in classrooms by developing teaching methods that meet the needs of all students (Dogucu et al., 2023).

Writing a book tailored for educators necessitates a strategic approach that considers the specific needs and interests of the target audience. A well-defined focus is paramount, whether it centers on a particular subject area, teaching methodology, or educational challenge. The book should offer practical, actionable strategies and insights that educators can readily implement in their classrooms (Abbas & Fathira, 2022). Integrating case studies, examples, and reflective exercises can further enhance the book's relevance and utility. Furthermore, adopting a clear, concise, and engaging writing style is crucial for maintaining the reader's interest and facilitating comprehension. A book for educators should not only present theoretical frameworks but also provide concrete examples of how these frameworks can be applied in real-world settings. Educators can leverage the process of book writing to share their practical insights and contribute to the development of solutions to common challenges faced by educators in diverse educational settings. This will not only enrich the reading experience but also provide educators with a deeper understanding of how they can improve and become more useful in their classrooms.

The target community in this activity is young educators at the Faculty of Teacher Training and Education (FKIP) of the University of Bengkulu, especially those from the Educational Administration Study Program. Most of them are academics who have been actively teaching, but do not have experience in writing and publishing books. Based on initial observations, some of the main challenges faced by young educators in writing books include limited understanding of the structure of academic writing, lack of insight into systematic book compilation strategies, and minimal assistance in the publishing process.

To overcome these problems, a training program is needed that can provide an in-depth understanding of effective book writing techniques and strategies as well as assistance in the compilation process. Therefore, this Community Service (Abdimas) activity is designed to provide book writing training to young educators at the FKIP, University of Bengkulu with methods that include lectures, demonstrations, and Question and Answers sessions. Through this activity, participants will be given insight into the stages of book compilation, writing techniques that are in accordance with academic standards, and strategies for compiling interesting and systematic books.

It is hoped that with this training, young educators at the FKIP, University of Bengkulu can improve their writing skills and be encouraged to be more active in producing academic works. With the increasing number of academic books written and published, the quality of science and the competitiveness of the institution will also increase.

B. METHODS

Because this Community Service (Abdimas) activity only lasts for about half a day, the solutions provided must be concise, applicable, and can be directly applied by participants. Therefore, the methods used in this training are lectures, demonstrations, and direct practice,



which are designed to provide basic understanding and direct experience in writing academic books.

The implementation of this Community service activity consists of three main stages, namely the preparation, implementation, and evaluation and follow-up stages.

1. In the preparation stage, the implementation team coordinates with the FKIP Universitas Bengkulu Educational Administration Study Program to prepare an activity plan, determine the time and place of the training, and discuss the material to be delivered.
2. In addition, the team also prepared a short module as a guide for participants in understanding the basic techniques of writing academic books.
3. The implementation stage of the activity is carried out in half a day and begins with an opening session that includes remarks from the organizer and an explanation of the objectives and benefits of the training. Next, participants take part in a lecture session that provides insight into the importance of writing academic books, the differences between textbooks and reference books, and strategies for compiling a systematic book structure. After that, a demonstration session is held where participants are shown concrete examples of compiling a book outline quickly and effectively.



Figure 1: Screenshot during the implementation of the zoom meeting with partners

4. After the demonstration session, participants are involved in direct practice by compiling their respective book outlines based on the material that has been presented. During this session, the facilitator provides guidance and feedback so that participants can create a more structured book framework. The activity then continues with a discussion and question and answer session to discuss various obstacles that are often faced in the book writing process as well as practical solutions in completing the manuscript to the publishing stage.
5. The last stage is evaluation and follow-up, where participants are asked to provide feedback on the training through a short questionnaire to assess the effectiveness of the activity. In addition, participants are also encouraged to continue the writing process after the training by utilizing the modules that have been provided. As a follow-up, the implementing team can facilitate a discussion community or mentoring for participants who want to develop their manuscripts further. With



these systematic stages, it is hoped that the training can provide real benefits for young educators at the FKIP University of Bengkulu in starting and completing their academic books.

6. To measure the effectiveness of this activity, we use Mann Whitney procedure to test the results from both pretest and posttest.

C. RESULTS AND DISCUSSION

Community Engagement Activities

Around 60 educators are involved as participants. The following activities applied in this training were held in FKIP Bengkulu University on 3rd May 2025:

- 1) Lecture Session: Introduction and Strategy for Writing Academic Books
 - i) Pre Test administered to measure the existing condition of the participants.
 - ii) This session aims to provide a basic understanding of the importance of writing books for young educators as well as practical steps in compiling academic books.
 - iii) Materials Presented:
 - a. The Importance of Writing Books for educators
 - b. Determining Topics and Types of Books
 - c. Basic Structure of Academic Books
 - iv) This lecture session will be packaged interactively with real examples so that participants can understand the concept more easily.



Figure 2: Lecture Session

- 2) Demonstration Session: Techniques for Quickly Writing a Book Outline
 - i) After understanding the basic concepts in the lecture session, participants will be given a live demonstration on how to write a book outline quickly and effectively.
 - ii) Steps Demonstrated:



- a. Determining the main purpose of the book
 - b. Creating a table of contents and sub-chapters
 - c. Example of writing a book outline
 - iii) This demonstration aims to provide participants with a clear picture of how to start writing their book.
 - iv) Participants will be given the opportunity to see a demonstration write their book outline using new approach such as artificial intelligence.
- 3) Q&A and Discussion Session
- i) This session will provide an opportunity for participants to ask questions about the challenges in writing a book and ask for direct advice from the resource person.
 - ii) Finally, the session was closed with post test.

Results

The average score result from pretest and posttest are shown in Table 1. In general we can see improvement of the score after the session.

Table 1. Average Score Value

Test	Average Score
Pretest	7.27273
Posttest	7.88889

The pre-test and post-test results were further processed to see if there was a significant improvement from both test results. The results of the initial data processing were carried out to determine the normality of the data using Kolmogorov-Smirnov. The results of the data normality test showed that the pre-test had an abnormal distribution, while the post-test had a normal data distribution.

The pretest data result showed the value of the K-S test statistic (D) is .18754, and the p-value is .01661. This provides good evidence that pretest data is not normally distributed. On the other hand, the posttest value result of the K-S test statistic (D) is .16092, along with , the p-value 0.06822. These results showed that posttest data does not differ significantly from that which is normally distributed. Since not all data are normally distributed, we employ Mann-Whitney to test the difference between pretest and posttest.

Prior Mann whitney test, we employ Levene test first. The results are shown in Table 2. Since $p\text{-value} > \alpha$, H_0 is accepted. The averages of all groups are assumed to be equal. In other words, the difference between the sample variances of all the groups is not big enough to be statistically significant.



Table 2. Levene Test Results

Source	DF	Sum of Square	Mean Square	F Statistic	P-value
Groups (between groups)	1	0.3979	0.3979	0.3379	0.5621
Error (within groups)	127	149.5555	1.1776		
Total	128	149.9535	1.1715		

After we make sure that the variances between groups are equal, we proceed to Mann Whitne Test. The p-value equals 0.03545, ($p(x \leq Z) = 0.01773$). It means that the chance of type I error (rejecting a correct H_0) is small: 0.03545 (3.55%). In other words, the difference between the randomly selected value of Pre Test and the Post Test populations is big enough to be statistically significant.

D. CONCLUSION

The training proven to have significant improvement effect on the participants score results of their book writing knowledge. The training program can provide an in-depth understanding of effective book writing techniques and strategies as well as assistance in the compilation process for the educators in Faculty of Teacher Training and Education (FKIP) of the University of Bengkulu.

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F.AUTHOR CONTRIBUTIONS

Activity implementation: AP, FP, Article preparation: AP, ND, Impact analysis: AP, Results presentation: FP, Article revision: FP, ND.

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