



Textbook Writing Training for the Indonesian Language Teacher Community in Rembang Regency

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Abstract: Textbook writing training for the Indonesian language teacher community is a very important initiative in efforts to improve the quality of education. The aim of this training is to increase teacher competence in writing and compiling quality textbooks. The textbook writing training method for the Indonesian language teacher community will be implemented using a method that prioritizes a community service approach. This approach focuses on active teacher participation in every stage of training as well as close collaboration between training providers and the teacher community. This training method uses three stages, namely preparation, training and evaluation. In this training, teachers increasingly understand how to write good and correct textbooks, and know how to make them.

Keywords: Textbooks, training, teachers, writing

1. Introduction

Books are part of the continuity of learning, one of the effective books for learning is textbooks or textbooks (Fathurohman, et al, 2019). Textbooks are teaching materials for certain subjects designed by experts in their fields, contain detailed learning objectives, and are easy for students to understand. Therefore, textbooks greatly support the learning process effectively. The existence of textbooks is very important in supporting teaching and learning activities. In addition, existing textbooks are very suitable for use as learning tools such as annual programs (prota), semester programs (promes), and lesson plans (RPP). Textbooks are books that describe material in a particular field of study that is systematically arranged through a selection process based on specific objectives, learning orientation and student development. This statement emphasizes that textbooks must be strictly selected so that the books used by teachers are truly suitable for use and circulation. According to (Fathurohman, et al, 2019) Textbooks are classified into two, namely mandatory or package textbooks and supporting textbooks. Mandatory textbooks are textbooks published by KEMENDIKBUD, while supporting textbooks are textbooks published by private parties.

Textbooks can also be used as a medium that helps educators deliver and develop material in the classroom. Usually textbooks contain teaching materials or learning texts about a particular field of science. Textbooks are equipped with learning materials and exercises that are used as guidelines for educators and students. In addition, textbooks are often equipped with various illustrations, graphs, and diagrams that facilitate understanding of the material, as well as practice questions that help students test their understanding of the material that has been learned. Textbooks are equipped with various learning materials and exercises that are used as guidelines for educators and students. These learning materials are organized in such a way as to accommodate various teaching methods, ranging from theory to practice. The exercises contained in textbooks aim to strengthen students' understanding of the material they have learned and measure the extent to which students can apply that knowledge.

Not only that, textbooks are often equipped with various illustrations, graphs, and diagrams that facilitate understanding of the material. These illustrations serve to provide a clearer visual picture, making it easier for students to understand abstract concepts. Graphs and diagrams help in presenting data and information visually, making it easier for students to analyze and draw conclusions from the data presented. Practice questions in textbooks are also very important, as they help students test their understanding of the material they have learned. These questions are designed to challenge students' critical and analytical thinking skills, encouraging them to not only memorize information, but also understand and apply it in various contexts. As such, textbooks become a crucial tool in the educational process, helping to create a more effective and complete learning experience.

Textbook writing training for the Indonesian language teacher community is a very important initiative in an effort to improve the quality of education. Quality education is the main foundation for the development of a developed and prosperous nation. In this context, the existence of teaching materials that are relevant, interesting and in accordance with the national curriculum is an urgent need. Teachers as the spearhead of education play an important role in the teaching and learning process at school. They are not only conveyors of knowledge, but also creators and innovators in creating effective and inspiring learning materials.

The purpose of this training is to improve teachers' competence in writing and compiling quality textbooks. Specifically, this training aims to:

1. Develop teachers' ability to understand and apply the curriculum and national education standards in writing textbooks.
2. Improve teachers' technical skills in writing, editing and compiling good and correct textbooks.
3. Equip teachers with techniques and strategies to present learning materials that are interesting and easy for students to understand.
4. Encourage the use of technology in making interactive and interesting textbooks.
5. Motivate teachers to continue to innovate and be creative in developing teaching materials.

In the era of globalization and rapid technological development, the challenges faced by the world of education are increasingly complicated. The need for textbooks that are able to answer the demands of the times and support a dynamic learning process is crucial. This textbook writing training comes as a solution to overcome these challenges. This training not only aims to improve teachers' writing skills, but also to enrich their ability to compile textbooks that are in accordance with the needs and development of students. The training is designed with a comprehensive approach, covering various important aspects of textbook writing. Starting from understanding the curriculum and national education standards, good and correct writing techniques, to strategies for presenting material that is interesting and easy for students to understand.

By participating in this training, Indonesian language teachers are expected to be more confident and skilled in writing and compiling textbooks. The resulting textbooks are expected to be an effective tool in the learning process, motivate students to study harder, and help them understand the subject matter better. Ultimately, the training is expected to contribute significantly to improving the quality of Indonesian language learning in schools across Indonesia.

This textbook writing training initiative for the Indonesian language teacher community is not only an investment in improving the quality of education, but also in developing teacher professionalism. With more skilled and creative teachers, it is hoped that the quality of education in Indonesia will continue to improve, leading the nation to a brighter and more prosperous future.

2. Methods

The training method for writing textbooks for the Indonesian language teacher community will be implemented using a method that prioritizes a community service approach. This approach focuses on the active participation of teachers in every stage of the training as well as close collaboration between the training organizers and the teacher community. The training method is designed not only to provide knowledge and skills, but also to encourage teachers to apply them in real contexts in their respective school environments.

This training uses three stages, including:

1. In the preparation stage, activities began with identification of needs and careful planning.
2. The training stage is the core of community service activities. Training is carried out intensively with participatory and interactive methods.
3. Evaluation or the final stage of the activity is an evaluation to assess the effectiveness of the training and its impact on participants' skills.

3. Results and Discussion

Training and assistance in making creative and innovative learning media using moderator and teacher briefings was held for three days. Starting from April 12-14, 2021, which was attended by all Indonesian language teachers in Rembang Regency, and attended by all high school teachers in Rembang Regency. There were about 18 teachers in total. The community service program with the title "Textbook Writing Training for Communication of Indonesian Language Teachers in Rembang Regency" has been carried out in accordance with the implementation plan. The activity received a positive response. In this training, teachers increasingly understand good and correct textbook writing, and know how to make it. The media made in the training and assistance in this community service is fully the right of the learning media maker.

The preparation stage of this activity begins with conducting field studies and situation analysis by conducting observations and interviews with the Regent of Rembang H. Abdul Hafidz. Furthermore, the team conducted a literature study in research, service, and publications that had been carried out previously, so that they could plan solutions to overcome these problems. The preparation phase began with a needs analysis involving a survey and discussions with Indonesian language teachers. The survey revealed several key needs, including the need for a better understanding of the curriculum, effective writing techniques and the use of technology in textbook production. Many teachers feel a lack of confidence in writing and compiling innovative teaching materials that meet the needs of students. From the survey results, it appears that the majority of teachers do not have sufficient experience in developing textbooks and often find it difficult to integrate teaching materials with the curriculum. This suggests the need for comprehensive training to improve their competence. Based on the results of the needs analysis, a training team consisting of education experts, professional writers and educational technologists was formed. The team was tasked with developing a comprehensive and applicable training module. The module covers various aspects of textbook writing, from theory to practice. Presenters are responsible for ensuring that the material presented is in line with national curriculum standards, while professional writers provide practical insights into effective writing techniques.

The training module is designed to provide an in-depth understanding of the national curriculum and education standards, good writing techniques, and strategies for presenting the material in an engaging manner. In addition, the module also covers the use of technology in textbook writing. The module is divided into several sessions organized systematically to facilitate participants' understanding. Each session is equipped with presentation materials, practical guidelines, and relevant concrete examples. The module is also designed to be interactive, with various activities that allow participants to directly practice what they learn. For example, participants are invited to develop their own textbook outline based on the chosen topic, and then get feedback from the facilitator.

The training began with an opening session that introduced the objectives, materials, and schedule of activities. The participants were given an overview of the importance of writing quality textbooks. The initial warm and enthusiastic atmosphere created high motivation among the participants. The session also featured remarks from local education officials who emphasized the importance of this initiative to improve the quality of education. Participants were invited to get to know each other, building a sense of community that would support a conducive learning atmosphere throughout the training. The aim of this session is to motivate participants and give them a clear understanding of what they will achieve during the training.

In the theory session, participants are given an in-depth understanding of the curriculum and national education standards. Participants are guided to learn about the structure and components of a good textbook and are taught effective writing techniques, such as clear and logical sentence construction. Many participants found this session very useful, as it provided a solid knowledge base for writing textbooks. The material presented in the theory session covered various scientific approaches and writing methods that can make textbooks more interesting and easily understood by students. In addition, participants were also taught about the importance of consistency in language use and writing style, as well as how to adapt the material to the students' level of understanding. Interactive discussions and concrete examples from existing textbooks helped participants better understand the concepts being taught.

The practical session was the core of the training. The participants were given the opportunity to practice textbook writing directly. They were guided to develop textbook manuscripts, starting from topic selection, outline development, to writing and editing. Feedback from the facilitators and fellow participants was very helpful in improving the quality of the manuscripts produced. Some participants showed significant improvement in their writing skills. The session was designed to be very hands-on, with participants working in small groups to draft sections of a textbook. Facilitators provided hands-on guidance and helped participants overcome various challenges they faced in the writing process. This exercise not only improves participants' technical skills, but also builds their confidence in writing textbooks.

The training on using technology in textbook writing was one of the most interesting sessions. The participants were introduced to various tools and applications that can help in the process of writing and compiling textbooks, such as editing software, graphic design applications, and digital platforms for publication. This session opened participants' minds to how technology can improve the quality of the textbooks they produce. In this session, participants were taught how to use software such as Microsoft Word, Adobe InDesign, and other relevant applications. They also learned about the importance of visuals in textbooks and how to use technology to make materials more engaging and interactive. The use of technology not only eases the writing process, but also helps produce more professional and engaging textbooks for students.

Then the discussion and experience sharing session between participants was also very useful. The participants shared the challenges they faced in writing textbooks as well as the solutions they had found. This discussion created a collaborative atmosphere that enriched the learning experience. Many participants felt motivated and gained new ideas from the experiences of their peers. In this session, participants were divided into discussion groups where they could talk in more detail about the specific challenges they faced. For example, some participants shared their experiences about difficulties in integrating technology in teaching, while others talked about how they solved the problem. This session also allowed participants to build a professional network that they can utilize after the training is over.

After the training is completed, follow-up and monitoring are conducted to see the progress of participants in applying the knowledge they have gained. The training team provided follow-up consultation sessions for participants who needed further assistance. This monitoring shows that many participants continue to innovate in developing teaching materials and applying the techniques learned during the training.

The evaluation results will be collected and analyzed to be compiled into a report. The report will include the success of the training, obstacles encountered, and recommendations for further training. Some of the recommendations include: increasing the duration of the training, expanding the range of participants, and conducting further training with a focus on certain aspects of textbook writing.

Overall, the textbook writing training for the Indonesian language teacher community succeeded in achieving its main objective, which was to improve teachers' competence in writing and compiling quality textbooks. The training also had a significant positive impact on the development of teacher professionalism and the quality of education in Indonesia. With continued support and improvement, this initiative is expected to become an effective model for teacher training in other fields and contribute to improving the overall quality of education.

4. Conclusion

The conclusion of this training is that the service team provides training on good forms of writing interaction and according to the needs of teachers for high school needs in one of the Rembang districts. Service activities can increase students' knowledge about textbook writing interactions and help or exchange ideas between teachers to educate their students. The dedication team conducts skills training for students through textbook writing to produce a suitable textbook. Devotion can improve textbook writing interaction skills.

Textbook writing training for the Indonesian language teacher community showed significant success in improving teacher competence. Through systematic stages of preparation, training, and evaluation, the teachers gained technical skills and in-depth understanding of quality textbook writing. The use of technology in writing also enriched their experience, while discussions and exchanges among participants built a strong professional network. Evaluation results showed a marked improvement in writing skills, as well as a final project that met the standards. Thus, the training was effective in improving the quality of education in Indonesia.

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