DEDICATE
Journal of Community Engagement in Education
Publisher:
Fakultas Ilmu Pendidikan
Universitas Negeri Surabaya
https://journal.unesa.ac.id/index.php/dedicate

Vol. 3, No.1, Bulan April 2024, Hlm. 58-76

EMPOWERING EDUCATORS: SCIENTIFIC WRITING TRAINING THROUGH DIFFERENTIATED LEARNING FOR SEKOLAH INDONESIA SINGAPURA

Nuphanudin[1], Supriyanto[2], Shelly Andari[3], Karwanto[4], Muhammad Kristiawan[5], Shafira Retmana Putri[6], Khairunnisa Hartiningrum[7], Devita Angraeni[8], dan Viana Putri Aisyah[9]

[1,2,3,4,6,7,8,9] Manajemen Pendidikan, Fakultas Ilmu Pendidikan, Universitas Negeri Surabaya
[5] Administrasi Pendidikan, Universitas Bengkulu
[*] E-mail Korespondensi: nuphanudinnuphanudin@unesa.ac.id

Abstract

Teacher is one of the few professions in education that will always exist throughout time. Not only does a guide help students learn how to read and write, but they are also expected to possess a wide range of skills, one of which is reading comprehension. Competency in writings refers to the ability possessed by an individual to elaborate on a given idea in a written form. However, due to the necessary capabilities, not all teachers are able to write due to the relatively low level of understanding that exists regarding writing academic texts. This exercise is intended to help teachers become more efficient so that students may learn and write academic texts effectively through the use of well-chosen learning materials. One of the methods used in this training exercise is observation, training, and implementation. The result of this exercise is a positive response from the teachers, who were surprised by their eagerness to participate in the exercise from the beginning to the end. Consequently, efforts to increase students' understanding were made through the task of writing educational articles that were published for a few long-standing books. Based on the SWOT analysis that was completed, it was found that this activity is effective in encouraging teachers to engage in classroom instruction; nevertheless, there are limitations that must be carefully considered because not all teachers have the capacity to write well.

Keywords: *academic writings; SIS Ltd.; Education Management, Community Engagement*

Abstrak

Guru adalah salah satu dari sedikit profesi di dunia pendidikan yang akan selalu ada sepanjang masa. Seorang guru tidak hanya membantu siswa belajar membaca dan menulis, tetapi juga diharapkan memiliki berbagai macam keterampilan, salah satunya adalah membaca pemahaman. Kompetensi dalam menulis mengacu pada kemampuan yang dimiliki oleh seseorang untuk mengelaborasi gagasan yang diberikan dalam bentuk tulisan. Namun, karena kemampuan yang diperlukan, tidak semua guru dapat menulis karena tingkat pemahaman yang relatif rendah tentang penulisan teks akademik. Pelatihan karya tulis ilmiah untuk meningkatkan pemahaman

menulis, terutama guru Sekolah Indonesia Singapura Ltd., adalah perlunya pembinaan secara terpadu. Latihan ini dimaksudkan untuk membantu para guru menjadi lebih efisien sehingga para siswa dapat belajar dan menulis teks akademis secara efektif melalui penggunaan materi pembelajaran yang dipilih dengan baik. Salah satu metode yang digunakan dalam pelatihan ini adalah observasi, pelatihan, dan implementasi. Hasil dari pelatihan ini adalah respon positif dari para guru, yang terkejut dengan antusiasme mereka untuk berpartisipasi dalam pelatihan ini dari awal hingga akhir. Oleh karena itu, upaya untuk meningkatkan pemahaman siswa dilakukan melalui tugas menulis artikel pendidikan yang diterbitkan untuk beberapa buku yang sudah lama ada. Berdasarkan analisis SWOT yang telah dilakukan, ditemukan bahwa kegiatan ini efektif dalam mendorong guru untuk terlibat dalam pembelajaran di kelas, namun demikian, ada keterbatasan yang harus dipertimbangkan dengan cermat karena tidak semua guru memiliki kapasitas untuk menulis dengan baik.

Kata Kunci: tulisan akademik; SIS Ltd.; Manajemen Pendidikan, Pengabdian Kepada Masyarakat

Received: Month day, year / Accepted: Month day, year / Published Online: Month day, year

DEDICATE; Journal of Cummunity Engagement in Education

Vol. 3, No.1 (2024):

INTRODUCTION

Teachers, as primary guardians in the process of pedagogy, have a direct relationship with students in order to change their knowledge and understanding. Teachers are one of the few occupations in education that will endure indefinitely (Resch et al., 2024). Education is a deliberate endeavor to develop a character that aligns with societal ideals and standards. Education is a deliberate effort to leave a cultural heritage that is passed down from generation to generation (Ye, 2024). Education will never die because it is the foundation and driving force behind the development of a national civilization that will endure. Teachers are now expected to not only educate but also multitask, which means they must be able to do a variety of tasks and, most importantly, have adequate competence.

Competence refers to a person's capacity to assist in the completion of their life's job. Competence is defined as a person's authority to do activities and make decisions in accordance with their job in the organizational area, as well as their skills, expertise, and knowledge (Barba-Aragón & Jiménez-Jiménez, 2024; Yeboah, 2023). A reliable teacher must have a variety of talents, including social competence, educational competence, personality competence, and professional competence (Luozzo et al., 2023). Professional competence is one of the abilities that a teacher must acquire in order to improve their quality and identity. According to Government Regulation No. 74/2008, teachers' professional competence is defined as their ability to master the knowledge of science, technology, and/or arts and culture that they teach.

Unfortunately, one type of teacher professional talent that is frequently lacking in most teachers is a knowledge and appreciation of good writing (Konin & Rosencrum, 2024). This statement is supported by research indicating that as many as 67% of teachers are inhibited through academic writing of the instructional module kind (Sipe et al., 2024), 58% of teachers are impeded by textbook authoring (Sukarma et al., 2024), 56% of teachers are hampered in writing scientific articles (Sime et al., 2024), and 50% of teachers hampered by rich popular writing (Houghton, 2024). This comment demonstrates that many teachers continue to face challenges with scientific writing, both in the classroom and in popular publications. In reality, the capacity to write, which instructors should have, can be used as a credit to advance in rank or position. This is based on the State Council's rule on the authorization of the state apparatus, as well as the bureaucratic reform of 2009 (10.11.2009) on teacher duties and credits, which promoted teachers beginning with the first teacher class III/position/position. Class B's rank/position Self-improvement, research papers, and inventive work are required at the higher level.

The difficulties that these teachers face are typically caused by a lack of time for writing and a lack of awareness of scientific writing techniques. It is said that the most important reason teachers do not want to write is a lack of time, followed by the difficulty of finding ideas, and then laziness, among other reasons such as a lack of motivation to write, a lack

of understanding of how to write scientific papers, and so on (Karademir et al., 2024; Valente et al., 2024). Some of the challenges highlighted are the primary aspects that teachers still need to be fostered by being given a place/facility that will allow them to focus on creating scientific articles that will help many people, not just themselves.

Given that teachers have significant roles and responsibilities in defining national and state development goals (AlAli et al., 2023; Hamwy et al., 2023), Surabaya State University's Undergraduate Program in Education Management, in partnership with Sekolah Indonesia (Singapore) Ltd., hosted a teacher training activity named "Differentiated Learning-Based Scientific Writing Training for Teachers of Sekolah Indonesia (Singapore) Ltd." This agenda intends to provide direction to teachers to make it easier to learn to write scientific papers, and it is believed that it will eventually serve as a provision for the future in order to develop excellent scientific publications while contributing knowledge to the public

METHOD

The activity that has been organized is themed "Training on Scientific Writing Based on Differentiated Learning for Indonesian School (Singapore) Ltd. Teachers", and is carried out at the SIS Ltd. Library Building. The activity was carried out offline or face-to-face in the form of training. Training is an activity that is carried out with the aim of improving abilities in a planned manner and is faced with direct practice. Training is a process of providing education to a person or group in the short term through systematic procedures in order to achieve certain goals (Arnaiz-Sánchez et al., 2023). The implementation of this training activity was attended by Indonesian School Teachers (Singapore) Ltd., with a total of 17 teachers from all levels of elementary, junior high, and high school.

The training activities were conducted on April 26, 2024, starting around 03.00-18.00 Singapore Time. Before carrying out the training, there are several steps that must be prepared and carried out in order to achieve structured activities. The implementation stage of this scientific paper training activity, which includes the planning stage, training stage, implementation stage, and evaluation stage (Bougoulia & Glykas, 2023). The four stages can be described by definition to understand the process of implementing the stages clearly as follows.

1. Planning

The initial stage is known as the planning stage, or preparation stage. At this stage, the selection of themes and speakers in accordance with the objectives, the classification of the number of committees and participants who will attend the designed training activities, the compilation of equipment needs that support the implementation of activities, steps in the publication or notification process online and offline, and authorization and licensing of the required location.

2. Training

The training step involves carrying out the activities that have been prepared. At this stage, or the core stage, the committee has prepared everything and begun the activity from beginning to end, followed by the arrival of invited speakers to explain the already prepared material to the attendees. After the content is presented, the presenters are frequently given the opportunity to debate it with one another or to hold a question and answer session to gather feedback from participants who are closely following the training activities.

3. Implementation

The implementation step can be considered the follow-up stage to the training procedure that has been completed. In general, training provides not only material exposure and direct help, but also assignments that participants must do in order to enhance their understanding and put what they have learned into practice. Participants' outcomes are often examined and enhanced on a regular basis so that they become a product appropriate for loading.

4. Evaluation

The activity culminates with the evaluation step. At this stage, it is typically used to assess the implementation of previously planned tasks. Evaluation is always carried out, given that success indicators from activity implementation have been created prior to planning. Typically, this review provides a forum for the committee to voice both positive and negative feedback received while the activity is in progress.

In addition to the description above, the implementation of the stages of the service program activity process that has been carried out can be seen technically through Figure 1, as follows:

5. Figure 1: Flowchart of the Training Activity Implementation Process

The analysis technique used in assessing the good and bad of the implementation of this training activity is SWOT analysis (Farrokhnia et al., 2024). SWOT analysis, or an abbreviation of Strength, Weakness, Opportunity, and Threat, is one of the methods used to assess something and will later produce a statement answer as a basis for evaluating activities. This SWOT method aims to analyze and evaluate the implementation of a program that is held in order to achieve the expected goals (Antoniadou & Kanellopoulou, 2024). SWOT analysis is often used to be able to determine the appropriate method so that strengths arise as well as the creation of opportunities, so as to minimize the symptoms that arise due to weaknesses that, if not controlled, will result in a large enough threat. There is a SWOT analysis pattern that is used as a reference for this program, as shown in Figure 2.

Figure 2. SWOT Analysis Pattern (Mai et al., 2024)

Descriptive analysis is a method used to describe momentum into a statement so as to produce a conclusion picture (D~~hal & A~~zad, 2024; Sanmarchi et al., 2023). Descriptive

analysis is one of the statistical methods that presents information data through descriptive statements and an overview of existing data (Daradkeh et al., 2023).

RESULT AND DISCUSSION

This training activity was organized as part of the implementation of the Tri Dharma of Higher Education, especially the third obligation, namely community service (PKM). Community service aims to provide convenience so that people are willing or able to meet their own needs (Dinatul & Azizatul, 2022; Mouloudj & Bouarar, 2023). This community service is carried out by making it easier for teachers to learn to write good scientific papers through planned coaching from a training entitled "Scientific Writing Training Based on Differentiated Learning for Indonesian School Teachers (Singapore) Ltd.". This training aims to make the teachers more motivated to want to learn to write again, considering the demands that teachers not only educate but also must be able to have a variety of abilities, especially the ability to write. Writing is a means of developing the ability to reason and create ideas through writing.

The implementation of this training consists of four steps, which are carried out in a structured manner and can be detailed in detail through the description below.

1. Planning

The planning stage is the initial process of implementing an activity. All plans compiled in the proposal are then slowly realized at the time before the start of the activity, starting from the arrangement of room decorations and table chair management for invited guests and participants, preparing all displays of material that will be explained to the participants and the readiness of the resource person in communicating his presentation, as well as managing various supporting media that will be used during ongoing activities. The initial lanning of this service activity can be shown in Figure 3.

Figure 3. The PKM Team Leader with the teacher representative of SIS Ltd.

2. Training

The training stage is the core of the actual implementation of the activity. At this stage is the momentum of the running of the activity where the resource persons who have attended provide exposure to the material that has been prepared in accordance with the order of the activity arrangement. The speakers delivered their respective material for 40-45 minutes which was followed by a discussion so that teachers who did not understand the discussion could ask directly. The first speaker gave a presentation related to the introduction and importance of understanding scientific papers which was then followed by the presentation of guest lecturer material. Guest lecturers were more dominant in writing practices and final results. The resource person provides the rules for writing good articles and the procedures for preparing scientific articles so that they are suitable for publication in journals that have been prepared for the final project. The training activities that have been carried out can be seen in Figure 4 and Figure 5.

Figure 4. Presentation of materials and assistance in writing scientific works

Figure 5. Discussion with training participants

3. Implementation

The implementation stage is the next stage after the training stage. At this stage the trainees will be given assignments or practice directly by the resource persons with the aim of providing integrated guidance on the steps in writing scientific papers. One of the Education Management lecturers conveyed the processing time and time limits followed by procedures. Participants are invited to open one of the journals that will be focused on as a means of publication for the work of eligible teachers, then each teacher participant is invited to register for the journal that has been informed in order to have access to an account for uploading articles that have been completed. Participants are directed to download the writing system or template as a place to pour ideas in accordance with the rules of the journal. The journal that will be targeted later is the Counseling and Education journal with the link https://jurnal.konselingindonesia.com/index.php/jkp. However, if these participants want to target other journals that are equivalent to the field, they are welcome. The MP lecturer directed several themes that can be used as a benchmark so that teachers can express their ideas according to the fields they teach. Some types of research that can be used as articles, such as qualitative research, quantitative research, classroom action research, and community service research that includes the fields of education, Pancasila, social, law, and politics. After completing according to the existing time limit, participants can upload the articles made in the submission so that the process of reviewing the feasibility of writing conditions is carried out. The follow-up process in the form of implementation by creating an article followed by the upload process in the selected journal, shown in Figure 7.

Figure 7 Manuscript upload to Jurnal Konseling dan Pendidikan (https://jurnal.konselingindonesia.com/index.php/jkp)

4. Evaluation

The evaluation stage is the final stage of the training activities that have been carried out. The evaluation stage is the basis for assessing the implementation of activities. Several indicators that have been compiled previously during activity planning, which include the number of participant participants, the delivery of resource persons and assignments, as well as the mastery or understanding of participants on the implementation that has been carried out, can be said to be good and carried out. This is evidenced by the attendance of all teachers and education personnel to the SIS Ltd. school principal. The training resource person was Dr. Nuphanudin, S.IP., M.Ed., who was present and delivered the material well in accordance with the structure and theme of the material previously provided.

Then, the participants who had attended the training activities from start to finish participated very well and participated in the training with enthusiasm, as shown by the number of participants who asked questions during the discussion session, with a total of 7 active questioners. There are several plans that have been prepared, and the continuity of the activities can be said to be in accordance with expectations. Although there are some that still need to be evaluated for shortcomings that occur, such as a slight delay in starting the training activities, unstable internet access that makes it difficult to surf on virtual networks, and also limited time for implementation. Not forgetting, after the evaluation of the activity, there was a group photo session to document the moments of this special activity in order to improve the quality and professionalism of teachers, especially teachers in the field of education management, as shown in Figures 8 and 9.

Figure 8. ~~Scientif~~ic writing training process

Figure 9. Joint Photo Session of MP Study Program Lecturers and Teachers of Sekolah Indonesia (Singapura) Ltd.

The interest of the teachers was extraordinary, starting with the participation of the participants and the activeness of the teachers in asking questions. The implementation of this training activity with the theme "Scientific Writing Training Based on Differentiated Learning" also has objectives and results that are in line with several programs carried out by other servants, including:

1) The training program for teachers of Sekolah Indonesia (Singapore) Ltd. which has been carried out previously aims to make it easier for teachers to determine interesting topics, develop themes, improve skills in research methodology, and understand techniques and reporting in order to realize writing skills for teachers because it is included in the requirements and demands of the profession in the present. The results of this service show that the implementation of activities that were warmly welcomed by the participants and smoothly and the teachers have learned scientific articles, starting from the preparation of themes/topics, methodologies, techniques, publications, and elements of other scientific works (Erdemir & Yeşilçınar, 2021).
2) The scientific article writing program for teachers of Sekolah Indonesia (Singapore) Ltd. which has been carried out aims to show or introduce various kinds of scientific articles, compile articles based on existing scientific frameworks, increase teacher productivity in working through scientific writing so that teacher professionalism will be realized in the future. The results obtained from this activity were that during its implementation, the participants participated in the service training well and seriously and judging from the post-test results which showed 80% of the participants had understood how to make scientific articles so that it was declared that the training was successful in increasing understanding for teachers (Lindqvist et al., 2023; McGraw & Davis, 2017).
3) The article writing training program for teachers at Sekolah Indonesia (Singapore) Ltd., which has been carried out previously, aims to share knowledge and mentoring

for teachers and increase teachers' insights and skills in order to improve teachers' careers and get credit points for better professional improvement. The results of these activities were that almost all trainee teachers felt the benefits of participating in mentoring and were enthusiastic, the process of the activities organized also ran well and smoothly, the material provided by the resource person was in accordance with the field of teaching, especially in the field of education, received a positive response from the participants considering their needs in improving performance, and most of the 75% trainees realized 3 titles of educational scientific work(Tiainen & Lutovac, 2022).

Based on the observation process that has been carried out, the scientific writing training activities for teachers of Sekolah Indonesia (Singapore) Ltd. have run well and smoothly and are shown by the interest of the trainees who pay attention to the material well and carefully. The expected results are also a reference and proof that the implementation of this training creates useful results for the teacher and the community at large. This is also in line with some information from the implementation of similar programs regarding scientific article writing training programs or activities for teachers. Although each variable is different in terms of the level of teaching of the teachers, such as elementary, junior high, and high school teachers. However, if the common thread is drawn, the activities organized by related educational institutions are both to have a positive impact on the professionalism of teachers, especially in improving their ability to write scientifically as a requirement to collect credit points to improve their performance and achievements.

This training activity produces outputs in the form of scientific article products that can be used as publication works, increased understanding of the teachers as evidenced by the responses given, and from what they do not know to what they know, showing a percentage above 50% in the form of manifestation of educational scientific work and understanding of the preparation of scientific articles for teachers. So, from several components found, this means that the activities organized have an important role in improving the quality of teachers in the future in order to build a quality pillar of Indonesian education. In addition to activeness, which is an indicator of the success of the activity, there is also a written assessment through SWOT analysis as a basis for improving similar service activities in the future. Based on the training implementation process that has been carried out previously, the results of the SWOT analysis are detailed in Table 1 below.

Table 1. SWOT Analysis of training activities

Strength	***Weakness***
1. Teachers are required to have the ability to write scientific papers. 2. Written regulations related to improving credit score/ position for teachers.	1. Teachers must divide their time between their teaching and work obligations. 2. Teachers still need a strong intention to learn how to write.
1. The number of facilities to accommodate the work of the teacher's writing. 2. Writing is an activity that can be done anywhere and anytime.	1. Free internet becomes a place where teachers can cheat on their writing. 2. Feelings of laziness and comfort zone become obstacles for most teachers.
Opportunity	***Threat***

Through the SWOT analysis that has been found above, it can be described some of the intentions of the statements displayed in order to strengthen future training activities.

1. *Strength*
    a. One of the obligations of teachers is to have professional abilities, one of which is the ability to write scientifically as an effort to develop knowledge and self-service through writing so that it can benefit themselves and the general public. The more teachers who want to write, the more educational studies that can be discussed and become discussions of problems (Jones et al., 2019);
    b. There is one government regulation that can motivate teachers to work, especially by writing scientific papers. The regulation requires teachers to work by writing scientific papers; the publication of scientific papers will later become a credit number in order to raise their rank or position as a form of self-development.
2. *Weakness*
    a. Teachers are required to be able to divide their time between carrying out their obligations, namely teaching and educating students, and creating a work in the form of a scientific article. Teachers often do not want to write because of several things, which include limited free time to write scientific papers, difficulty in finding ideas to start, laziness in doing it, a lack of understanding of scientific writing, and no motivation to write.
    b. The intention of a teacher tends to be low or decreased due to the many demands and workloads that have forced teachers to write, such as designing teaching

modules or student reports, so that teachers are already bored if given additional obligations that are still related to writing or designing research.

3. *Opportunity*
    a. There are many great opportunities that can increase teacher motivation in writing, usually from the government will hold some kind of competition for teachers and some other parties invite to publish the results of scientific articles in journals.
    b. Writing is one of the human activities that can be done anywhere and anytime. With creativity, ownership, and strong intentions, teachers can produce writing that can benefit all parties and even be profitable.
4. *Threat*
    a. Nowadays, especially the freedom to surf in cyberspace, it has become an arena for many people, especially some teachers, to stalk some or many of the writings of others to be used as writing material. This can affect the credibility and professionalism of the work. If the preparation of the manuscript is careless, let alone copying and pasting certain sources, it is feared that it will cause problems (Lindqvist et al., 2024).
    b. Laziness is one of the obstacles encountered by many people, especially teachers, in making scientific papers. Not to mention, some teachers who already have enough income/salary will usually be in their comfort zone, making them less likely to write or be creative in creating scientific papers. Here you should answer the research question. And give discussion, at least 15 journal articles which support your results and 1-3 previous finding not support.

CONCLUSION

Writing training is needed by teachers because many still have difficulties making scientific papers. The enthusiasm of the teachers in participating in the training activities from start to finish as well as the active response in asking questions proves that the teachers feel willing to learn to write. Through this activity, it is hoped that teachers will want to work by writing in order to improve the quality of education from the study of the writing made so that it becomes a means of transferring knowledge in the future. The output that can be obtained from this training activity is that teachers have work in the form of scientific articles or products published in scientific journals.

ACKNOWLEDGMENT

This activity was carried out thanks to the help and support of various parties, so with sincerity I would like to thank the teachers of Sekolah Indonesia (Singapore) Ltd, the Lecturer Team of the Education Management Study Program, Universitas Negeri Surabaya, and other parties who have been involved and participated in the training activities.

REFERENCES

AlAli, R., Alsoud, K., & Athamneh, F. (2023). Towards a Sustainable Future: Evaluating the Ability of STEM-Based Teaching in Achieving Sustainable Development Goals in Learning. *Sustainability (Switzerland)*, *15*(16). https://doi.org/10.3390/su151612542

Antoniadou, M., & Kanellopoulou, A. (2024). Educational Approach: Application of SWOT Analysis for Assessing Entrepreneurial Goals in Senior Dental Students. *European Journal of Investigation in Health, Psychology and Education*, *14*(3), 753–766. https://doi.org/10.3390/ejihpe14030049

Arnaiz-Sánchez, P., De Haro-Rodríguez, R., Caballero, C. M., & Martínez-Abellán, R. (2023). Barriers to Educational Inclusion in Initial Teacher Training. *Societies*, *13*(2), 1–13. https://doi.org/10.3390/soc13020031

Barba-Aragón, M. I., & Jiménez-Jiménez, D. (2024). Is training a green innovation driver? The mediating role of knowledge acquisition. *Journal of Knowledge Management*, *28*(2), 463–483. https://doi.org/10.1108/JKM-10-2022-0818

Bougoulia, E., & Glykas, M. (2023). Knowledge management maturity assessment frameworks: A proposed holistic approach. *Knowledge and Process Management*, *30*(4), 355–386. https://doi.org/10.1002/kpm.1731

Daradkeh, Y. I., Gorokhovatskyi, V., Tvoroshenko, I., Gadetska, S., & Al-Dhaifallah, M. (2023). Statistical Data Analysis Models for Determining the Relevance of Structural Image Descriptions. *IEEE Access*, *11*(November), 126938–126949. https://doi.org/10.1109/ACCESS.2023.3332291

Dhal, P., & Azad, C. (2024). Hybrid momentum accelerated bat algorithm with GWO based optimization approach for spam classification. *Multimedia Tools and Applications*, *83*(9), 26929–26969. https://doi.org/10.1007/s11042-023-16448-w

Dinatul, A., & Azizatul, F. (2022). Community Participation in Improving Health in Remote Areas: A Literature Review. *International Journal of Education, Information Technology and Others (IJEIT)*, *6*(2), 27–43.

Erdemir, N., & Yeşilçınar, S. (2021). Reflective practices in micro teaching from the perspective of preservice teachers: teacher feedback, peer feedback and self-reflection. *Reflective Practice*, *22*(6), 766–781. https://doi.org/10.1080/14623943.2021.1968818

Farrokhnia, M., Banihashem, S. K., Noroozi, O., & Wals, A. (2024). A SWOT analysis of ChatGPT: Implications for educational practice and research. *Innovations in Education and Teaching International*, *61*(3), 460–474. https://doi.org/10.1080/14703297.2023.2195846

Hamwy, N., Bruder, J., Sellami, ~~A., & Ro~~manowski, M. H. (2023). Challenges to Teachers Implementing Sustainable Development Goals Frameworks in Qatar. *Sustainability (Switzerland)*, *15*(15), 1–19. https://doi.org/10.3390/su151511479

Houghton, J. (2024). Learning modules: Transparency in assessment in law courses. *The Law Teacher*, 1–33. https://doi.org/10.1080/03069400.2024.2359863

Jones, L., Tones, S., & Foulkes, G. (2019). Exploring learning conversations between mentors and associate teachers in initial teacher education. *International Journal of Mentoring and Coaching in Education*, *8*(2), 120–133. https://doi.org/10.1108/IJMCE-08-2018-0050

Karademir, O., Di Mitri, D., Schneider, J., Jivet, I., Allmang, J., Gombert, S., Kubsch, M., Neumann, K., & Drachsler, H. (2024). I don't have time! But keep me in the loop: Co-designing requirements for a learning analytics cockpit with teachers. *Journal of Computer Assisted Learning*, *September 2023*, 1–19. https://doi.org/10.1111/jcal.12997

Konin, J. G., & Rosencrum, E. C. (2024). Issues in Scientific Writing. In M. Knoblauch (Ed.), *Professional Writing in Kinesiology and Sports Medicine* (1st ed., pp. 175–186). Routledge. https://doi.org/10.4324/9781003526001

Lindqvist, H., Weurlander, M., Barman, L., Wernerson, A., & Thornberg, R. (2023). Work-based learning partnerships: mentor-teachers' perceptions of student teachers' challenges. *Educational Research*, *65*(3), 392–407. https://doi.org/10.1080/00131881.2023.2234384

Lindqvist, H., Weurlander, M., Barman, L., Wernerson, A., & Thornberg, R. (2024). Lack of progression is the dividing line: Mentoring teachers' perspectives on student teachers' emotional challenges during work placement education. *Teacher Development*, *28*(1), 1–18. https://doi.org/10.1080/13664530.2023.2229788

Luozzo, S. Di, Starnoni, F., & Schiraldi, M. M. (2023). On the relationship between human factor and overall equipment effectiveness (OEE): An analysis through the adoption of analytic hierarchy process and ISO 22400. *International Journal of Engineering Business Management*, *15*(Special Issue), 1–13. https://doi.org/10.1177/18479790231188548

Mai, D. T. T., Da, C. Van, & Hanh, N. Van. (2024). The use of ChatGPT in teaching and learning: A systematic review through SWOT analysis approach. *Frontiers in Education*, *9*(February), 1–17. https://doi.org/10.3389/feduc.2024.1328769

McGraw, A., & Davis, R. (2017). Mentoring for pre-service teachers and the use of inquiry-oriented feedback. *International Journal of Mentoring and Coaching in Education*, *6*(1), 50–63. https://doi.org/10.1108/IJMCE-03-2016-0023

Mouloudj, K., & Bouarar, A. C. (2023). Investigating predictors of medical students' intentions to engagement in volunteering during the health crisis. *African Journal of Economic and Management Studies*, *14*(2), 205–222. https://doi.org/10.1108/AJEMS-08-2022-0315

Resch, K., Schrittesser, I., & Knapp, M. (2024). Overcoming the theory-practice divide in teacher education with the 'Partner School Programme': A conceptual mapping. *European Journal of Teacher Education*, *47*(3), 564–580. https://doi.org/10.1080/02619768.2022.2058928

Sanmarchi, F., Bucci, A., Nuzzolese, A. G., Carullo, G., Toscano, F., Nante, N., & Golinelli, D. (2023). A step-by-step researcher's guide to the use of an AI-based transformer in epidemiology: An exploratory analysis of ChatGPT using the STROBE checklist for observational studies. In *Jour~~nal of Pu~~blic Health (Germany)* (Issue 0123456789). Springer

Berlin Heidelberg. https://doi.org/10.1007/s10389-023-01936-y

Sime, T. B., Gencha, M. G., & Olamo, T. G. (2024). Effects of Blended Instruction on students' paragraph writing performances: the case of first year Health science pharmacy students at Pharma College Hawassa Campus, Ethiopia. *Cogent Education*, *11*(1). https://doi.org/10.1080/2331186X.2024.2321309

Sipe, M. D., Malaluan, N. E., Gayeta, N. E., Zimik, H. R., & Javier, M. (2024). Integration of ELT strategies in science classrooms: Asian university teachers and students' perspectives. *Heliyon*, *10*(7), e27349. https://doi.org/10.1016/j.heliyon.2024.e27349

Sukarma, I. K., Isnawan, M. G., & Alsulami, N. M. (2024). Research on Nonroutine Problems: A Hybrid Didactical Design for Overcoming Student Learning Obstacles. *Human Behavior and Emerging Technologies*, *2024*. https://doi.org/10.1155/2024/5552365

Tiainen, O., & Lutovac, S. (2022). Examining peer group mentoring in teaching practicum and its impact on the process of pre-service teachers' joint reflection. *European Journal of Teacher Education*, *00*(00), 1–19. https://doi.org/10.1080/02619768.2022.2122807

Valente, B., Maurício, P., & Faria, C. (2024). The influence of real-context scientific activities on preservice elementary teachers' thinking and practice of nature of science and scientific inquiry. *Science and Education*, *33*(1), 5–27. https://doi.org/10.1007/s11191-022-00377-5

Ye, L. (2024). Tracing the Origin and Creating the Future to Find the Lost Dimension of Nature in Modern Education: The Second Follow-up Study of Life-Practice Educology. In *ECNU Review of Education*. https://doi.org/10.1177/20965311241227450

Yeboah, A. (2023). Knowledge sharing in organization: A systematic review. *Cogent Business and Management*, *10*(1), 1–38. https://doi.org/10.1080/23311975.2023.2195027