

**The Assisting Publication of an Anthology Entitled Tak Selalu Hitam Putih, Kisah di Balik Pengabdian**

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**ABSTRACT**

This service is entitled Assisting The Publication of an Anthology Entitled Tak Selalu Hitam Putih, Kisah di Balik Pengabdian. The target and outcome of this activity are HIMPAUDI educators throughout Central Java who will publish an anthology containing articles written by educators. After the activity, it is hoped that the educators will be able to publish the anthology. The method used in this activity is a question and answer method, discussion, and assignment. Activities are carried out online. The first and last meetings were held via the Zoom application and four meetings were held by discussion via WAG. The results of the activity were in the form of 52 articles regarding participants' experiences as administrators or members of Himpaudi. In addition, the articles produced are in the form of participants' experiences as educators. An anthology book entitled Not Always Black and White, The Story Behind Devotion. The satisfaction questionnaire showed that 83.7% of the participants had received the training material provided, 22.4% had written articles, 100% of the participants felt this activity was important, the material presented by the resource person was 90% complete, 89.8% of the participants felt the material presented by the resource person was understood, 98% participants intend to write articles after participating in the PkM conducted by the UKMC team, and 98% of participants are willing to take part again in similar training

**Keywords:** *Assisting Publication, Anthology, Analyzing Anthology*

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**INTRODUCTION**

According to Law Number 20 of 2003 concerning Chapter 11, Article 39 (2) of the National Education System (Sisdiknas), "Teachers are responsible for planning and implementing the learning process, evaluating learning outcomes, providing guidance and training, and providing leadership. . is research and community service, especially for university professors. Based on the Law on the National Education System, it is clearly stated that educators must carry out teaching, mentoring, research and service (<http://Pujisibina.blogspot.com> 23 Februari 2019 09:56 Unduh ke WIB).

The same thing is stated in Law Number 14 of 2005 which stipulates that educators must have four competencies, namely educational, character, professional, and social competencies (Hatta, 2018). Professional competence includes professional development, insight understanding, and mastery of academic research materials. Professional development tracks information about scientific and technical development that supports the profession through various scientific activities,

developing different learning models, writing papers, writing/producing manuals, textbooks. It can be done in the form of activities such as writing papers or writing scientific papers, conducting scientific research (action research), etc (Afandi, 2014).

In this pedagogical competence, an educator is required to have the ability to manage student learning. This means that educators need to understand their students and be able to design, implement and assess learning (Sapoetra, 2017).

However, it cannot be denied that in practice educators only partially fulfill their duties and responsibilities. They have just completed 50% of their duties and responsibilities in carrying out learning activities, guiding and training students. Other tasks are carried out before and after completing tasks and responsibilities at school. This means planning lessons, assessing learning outcomes, and even preparing written works in the form of articles (Hidayat dan Abdillah, 2019).

Writing scientific articles is part of ongoing professional development. Continuous professional development is the development of teacher abilities which is carried out as necessary in order to increase teacher specialization gradually and continuously (UU No 16 dan UU No. 1, Sukanti, 2022). One type of continuous professional development is scientific publication in the form of research results or scientific ideas in the field of formal education. Teacher academic work can be published or ratified in the form of research reports or academic reports/ideas written based on experience and in accordance with the main duties and functions of the teacher (Ministry of National Education, Ministry of Education and Education Personnel) plans to publish books (Noorjannah, 2014). Himpaudi Central Java is an association that houses PAUD teachers in Central Java. This association was formed in 2006. The management of this association consists of representatives from various cities and regencies in Central Java.

Based on the description of the situation analysis above, the Team is working with Central Java Himpaudi management to guide the writing to the publication of the Anthology entitled *Tak Selalu Hitam Putih, Kisah dibalik di Pengabdian*. Thus the operational formulation of partner problems is how the process of mentoring and publishing the Anthology *Tak Selalu Hitam Putih di Pengabdian*.

## **METHOD**

PkM activities can be carried out online. This is because the partner's location is not close to the team. Activities in the form of discussions and assignments regarding article writing. Educators are expected to be able to write articles that can be formed into an Anthology *Not Always Black and White, The Story Behind Devotion* so that their professionalism is maintained.

The method used in this PkM activity is.

1. Inquiry method, the inquiry method is used at the beginning of the meeting. Participants were asked to answer questions in the form of a pretest to find out the teacher's initial ability to understand writing articles.
2. Discussion method, the discussion method is carried out when the training process takes place.
3. The discussion method, the discussion method is carried out during the training process.
4. Assignment Method, participants are asked to write articles. The requested article contains their experience joining Himpaudi Central Java. Writing consists of a minimum of 1,500 words.

The details of the training activities are as follows,

**Tabel 1 Schedule of Activities**

No	Hari/Tanggal	Waktu	Kegiatan	Ket.
1	Monday, 21 Desember 2021	15.30-17.00 WIB	Initial introduction, article writing at a glance, the benefits of writing. Zoom Let's write!	ZOO M
2	Tuesday, 22 Desember 2021	13.00-15.00 WIB	Type of article, topic, theme, writing outline Task 1. Topic, writing outline, and supporting sources.	WAG
3	Friday, 26 Desember 2021	13.00-15.00 WIB	Giving material: Characteristics and types article	WAG
4	Friday, 26 Desember 2021	19.00 - 21.00 WIB	Task discussion 1	WAG
5	Tuesday, 29 Desember 2021	13.00-15.00 WIB	Material Giving Article writing techniques Task 2 write opening paragraph.	WAG
6	Friday, 2 Januari 2022	13.00-15.00 WIB	Article review Task 3 write the full article.	WAG
7	Friday, 2 Januari 2022	19.00-21.00 WIB	Task Discussion 2	WAG
8	Monday, 5 Januari 2022	15.30-17.00 WIB	Task discussion 3 and closing activities	ZOO M

## RESULT AND DISCUSSION

The output target in this activity is PAUD teachers throughout Central Java who are members of the Early Childhood Education Teacher Association throughout Central Java. This activity was attended by 53 people, including:

1. Alam Perdana
2. Binti Mahmudah
3. Binti Mahmudah
4. Nur Khayati
5. Eni Susilowati
6. Any Kurnianingsih
7. Titut Christiana D., S.Pd.
8. Yulaikah, S.Pd.
9. Sri Hartati
10. Ellysa Aditya Suryawati
11. Diah Putri Maharani
12. Benyamin Agustinus
13. Very Rachmawati Afandi
14. Lina Haryani

15. Rina Hary Dhewanty
16. Siti Nafsiyati
17. Kurniyah
18. Ertania Johana Maryasmara
19. Dwi Susanti
20. Siti Jamiatul Faizah
21. Yosefin Indriati
22. Srie Lanny
23. Srie Sunarty
24. Ana Istiani
25. Elfaula
26. Yunita Hernawati
27. Nia Mardiani
28. Rummy
29. Nur Hidayah
30. Aruny Amalia Syahida
31. Nurul Yazid
32. Agatha Udayani
33. Zakiyati
34. Endang Limawati
35. Rina Eranita
36. Fenti Yusnia Alfasanah
37. Siti Mangunah
38. Yuyun Dwi Prastyan
39. SW Kartika Sari
40. Sholihatun Olik
41. Dwi Nidika
42. Pujiyati
43. Yuni Safitri, S.Pd.
44. Syukur Rochmahwati
45. Sri Rahayu
46. Ehwanti
47. Ruli Purwaningsih
48. Nia
49. Tarti Andriyani
50. Anggorowati Wulyansari
51. Nuraini Meiningsih
52. Tri Yulianti
53. Sesanti

The UKMC team prepared a training schedule. In accordance with the agreement, activities will be carried out online. The activity was carried out for 8 meetings. The planned 8 meetings were held via the zoom application 2 times and 6 times the discussion was held through the WAG. The plan has been agreed with Himpaudi Central Java.

The implementation of the activity was carried out for the first time via the Zoom application. In the first meeting, almost all participants attended. The meeting was moderated by Mrs. Nia as secretary of Central Java Himpaudi.

In this activity, the team did not carry out the test directly but the team did the pretest and also the posttest indirectly. The team conducted a question and answer

about writing articles. The pretest yielded information that some participants had written articles and some had even written a book. It's just that they still lack the confidence to carry out writing activities independently. Discussion activities via zoom are held from 14.00 to 16.00 WIB. After being opened by Mrs. Nia, the discussion continued with an explanation of article writing by Ms. Katarina Retno Triwidayati. Next, a question and answer activity was carried out. In this question and answer activity, Mrs. Tresiana led the discussion.

In the discussion activity, the participants confirmed that the writings to be published in the anthology were articles. It's just that in the discussion the understanding of the teachers was seen in the form of writing literary works. So that the team and participants unified the vision and mission of PkM it was determined to write an article but based on the experience of organizing PAUDI or PAUD teachers.

At the second meeting through the WA application, discussion activities began with the provision of material in the form of files and sound recordings from the team. Next, a question and answer session was held regarding the activity material. Discussion activities through the WAG were held twice. Furthermore, participants are welcome to work on the task of writing articles independently. Work done is sent via the team's email address. Next, the team discussed by selecting several articles as examples of explanations. Discussion activities regarding assignments were carried out 3 times. Activities carried out actively.

In the implementation of writing, not all participants carried out the task actively. Some of them are constrained by their ability to find ideas or things to write about so that they have difficulty determining the title of the article. The most difficulty they experience is meeting the number of words or target words in writing, namely 800-1500 words. However, thanks to the determination, discipline, and also the motivation of friends, all PAUD teachers or participants managed to write according to the target. The following is the title of the resulting article,

**Tabel 2 List of Participant Writing Titles**

No	Name	Article Title
1.	Alam Perdana	<i>Dominasi Perempuan di Pengurusan Himpaudi</i>
2.	Binti Mahmudah	<i>Prasangka yang Salah</i>
3.	Nur Khayati	<i>Momen Pertama</i>
4.	Eni Susilowati	<i>Ketuaku Idolaku</i>
5.	Any Kurnianingsih	<i>Supir Antarkota Tanpa SIM</i>
6.	Titut Christiana D., S.Pd.	<i>Mengulik Budaya Ngaret</i>
7.	Yulaikah, S.Pd.	<i>Himpaudi Membuatku Dewasa dan Kuat</i>
8.	Sri Hartati	<i>Ada Apa dengan Dukungan Suami?</i>
9.	Ellysa Aditya Suryawati	<i>Penguatan Organisasi</i>
10.	Diah Putri Maharani	<i>Fitrah Wanita dan Himpaudi</i>
11.	Benyamin Agustinus	<i>Menjadi Pengurus Himpaudi, Buah atau Musibahkah?</i>
12.	Very Rachmawati Afandi	<i>Terbayar Mahal</i>
13.	Lina Haryani	<i>Banyak yang Ku Alami di Himpaudi</i>
14.	Rina Hary Dhewanty	<i>Di Himpaudi Perjalanan Cintaku Berhenti</i>
15.	Siti Nafsiyati	<i>Kegundahan Sang Ketua Organisasi</i>
16.	Kurniyah	<i>Dalam Lelah Ada Keajaiban Allah</i>
17.	Ertania Johana Maryasmara	<i>Salam Hebat Dari Lereng Barat Gunung Ungaran</i>
18.	Dwi Susanti	<i>Mengatasi Datang Tepat Waktu Walau Tidak Bisa</i>

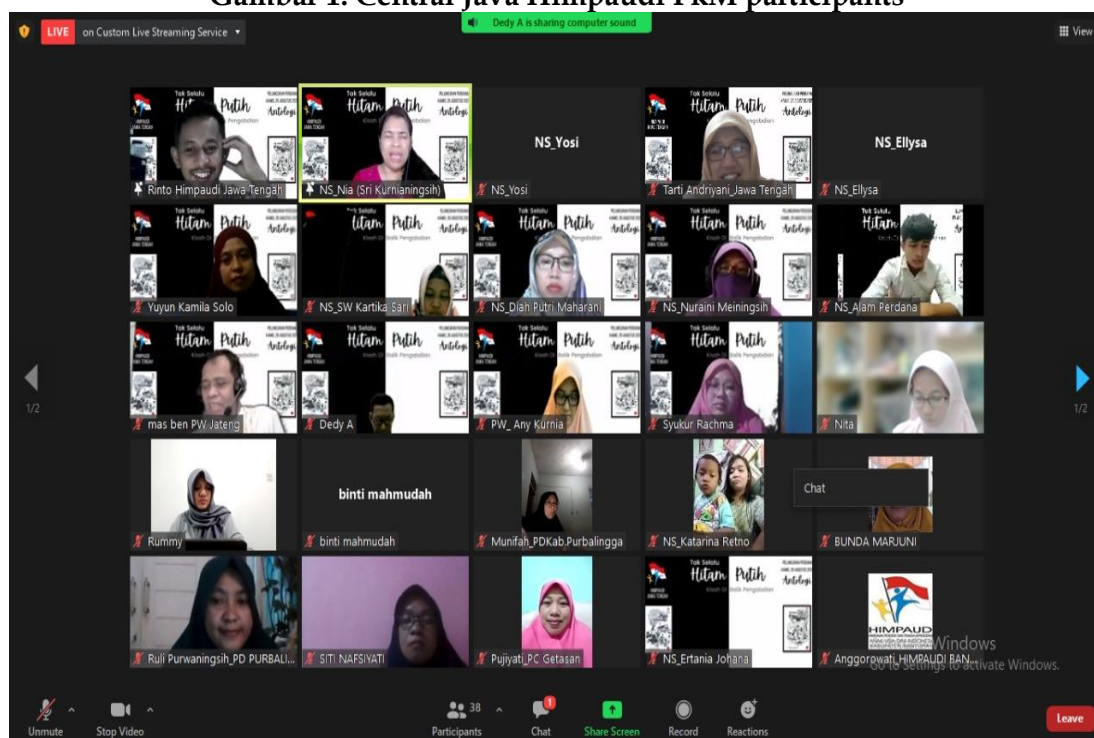
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	<i>Naik Motor</i>
19. Siti Jamiatul Faizah	<i>Dari Terpaksa Menjadi Cinta</i>
20. Yosefin Indriati	<i>Hebat Berproses Bersama Himpaudi</i>
21. Srie Lanny	<i>Igah Iguh Kisruh</i>
22. Srie Sunarty	<i>Buah Dari Berjuang dan Berusaha</i>
23. Ana Istiani	<i>Empati Berbuah Persahabatan</i>
24. Elfaula	<i>Himpaudi dan Demokrasi</i>
25. Yunita Hernawati	<i>Rejeki Tidak Sekedar Materi</i>
26. Nia Mardiani	<i>Pengalaman Berharga dalam Kepengurusan</i>
27. Rummy	<i>Rangkap Jabatan di Organisasi Himpaudi</i>
28. Nur Hidayah	<i>Belajar dari Organisasi Himpaudi</i>
29. Aruny Amalia Syahida	<i>Profesional Bersama Himpaudi</i>
30. Nurul Yazid	<i>Himpaudi, Aku Padamu</i>
31. Agatha Udayani	<i>Peran Baru di Tengah Pandemi</i>
32. Zakiyati	<i>Himpaudi, Motivasi untuk Berprestasi</i>
33. Endang Limawati	<i>Gratifikasi</i>
34. Rina Eranita	<i>Bergabungnya di Himpaudi</i>
35. Fenti Yusnia Alfasanah	<i>Komitmen di Atas Rata – Rata</i>
36. Siti Mangunah	<i>Jaket Pink Saksi Sejarah Pengumpulan Data</i>
37. Yuyun Dwi Prastyani	<i>Himpaudi</i>
38. SW Kartika Sari	<i>Kelas Ramuan</i>
39. Sholihatun Olik	<i>Keunikan Himpaudi</i>
40. Dwi Nidika	<i>Kejujuran Seorang Pengurus</i>
41. Pujiyati	<i>Belajar dari Pengalaman</i>
42. Yuni Safitri, S.Pd.	<i>Menempa Diri Saat Menjadi Pengurus Himpaudi</i>
43. Syukur Rochmahwati	<i>Jalan Pengabdianku</i>
44. Sri Rahayu	<i>Mendadak Tanggap Teknologi</i>
45. Ehwanti	<i>Bullying yang Amazing</i>
46. Ruli Purwaningsih	<i>Pengalaman menjadi Pengurus Daerah Himpaudi Purbalingga</i>
47. Nia	<i>Bekerja Maksimal Bukan Asal Terlaksana</i>
48. Tarti Andriyani	<i>Tugas Dadakan Menjadi Ladang Amal</i>
49. Anggorowati Wulyansari	<i>Pengalaman Berorganisasi di Himpaudi</i>
50. Nuraini Meiningsih	<i>Bukan Organisasi Biasa</i>
51. Tri Yulianti	<i>Laskar Dapodik Himpaudi Bangkit Bergerak</i>
52. Sesanti	<i>Kisah Ibu-Ibu Sekretaris di Balik Orpin Daring Himpaudi</i>

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After all participants finished their writing, the UKMC team edited the finished writing. Writings that still need to be revised are asked to return to the authors or participants until the writing is perfect. Until finally, Central Java Himpaudi launched an anthology entitled *Not Always Black and White, The Story behind Devotion*.

Gambar 1. Central Java Himpaudi PkM participants



In the last session, the group distributed questionnaires. Responses to the satisfaction questionnaire were given as two- and three-point scales, yes, no, and undecided. The reports submitted in the questionnaire are, 1. I have never received an explanation about writing short stories before. 2. I have already written the article. 3. The documents provided are important to me. 4. Documents provided are complete. 5. I understand the material presented by the resource persons. 6. After completing this writing training, I intend to write articles. seven. If there is a similar writing training, I would like to follow up on it. All questionnaires declared valid. In addition, the data from the questionnaire was processed to determine the satisfaction level of the participants.

1. As many as 83.7% of participants had received the training material provided and 16.3% of participants had not received material about short stories before.
2. The second question is about whether or not participants have written articles. 22.4% had written an article, 77.6% had never written an article, and none of the participants answered they were unsure.
3. As many as 100% of participants felt it was important, while no participants stated that the PkM material was not important.
4. According to the participants, the material presented by the resource person was 90% complete, while 10% answered that they were unsure.
5. 89.8% of participants felt that the material presented by the resource person was understood, while 10.2% felt hesitant to answer.
6. 98% of participants intend to write articles after participating in the PkM conducted by the UKM team. 2% of participants answered that they were unsure about this.
7. 98% of participants are willing to take part again in a similar training while 2% feel it is possible to take part again. Based on the input from the participants, this indicates that it may still be possible to track the results of this activity in the future.

Based on the results of the PkM activities that have been carried out by the team, the findings in this PkM activity are in line with those reported by Wijayanti (2018) and Nilakukusmawati (2015) who reported an increase in post-training knowledge. Wijayanti found that after being given training or guidance on scientific writing, there was an increase in knowledge of 5.6%. Meanwhile, Nilakusumawati reported an increase in teacher knowledge about CAR by 6.06%. This finding shows that the training provided to teachers is quite effective in increasing their knowledge.

## CONCLUSION

Based on the results of the Community Service activities, it can be concluded that all participants were able to write articles which were recorded in the anthology *Not Always Black and White, The Story behind Community Service*. Suggestions for the continuation of this service are what is the right method to provide an understanding of the concept of writing articles to participants and how to target publication media other than anthologies.

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