

Strengthening the Capacity of Village Equipment through Administrative Training and Criteria in Pernek Village, Moyo Hulu District

Hendra Gunawan^{a,1,*}, Wiwik Surya Utami^{a,2}, Jumianti Dianai^{a,3}

^a Indonesian Literature Study Program, Universitas Teknologi Sumbawa, Sumbawa, Indonesia

¹ hendg455@gmail.com; ² wiwiyunan1985@gmail.com; ³ arkandiana@gmail.com

* Corresponding Author

ABSTRACT

The purpose of this service is to provide understanding and improve the abilities of Pernek Village officials in composing correspondence and activity proposals. This is done because so far errors are still often found in preparing letters and making activity proposals. However, because it was demanded by the duties and responsibilities of the service in Pernek Village, these mistakes were considered normal. Therefore, we, from the Sumbawa University of Technology, collaborated with the Pernek Village government to provide training as contained in the theme of this service activity, namely Strengthening the Capacity of Village Officials Through Administrative Training and Correspondence in Pernek Village, Moyo Hulu District. The methods of implementation in this service are lectures, discussions, questions and answers, group and individual assignments. The results of the implementation of this activity, namely, the formation of village staff who have the ability to compose correspondence without having to rely on copying and pasting existing letters. In addition, Pernek Village staff can be independent in compiling activity proposals, budget proposals, and other proposals, which are usually carried out by other people outside of Pernek Village staff.

KEYWORDS

Capacity Strengthening;
Writing Correspondence;
Proposal



This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license

1. Introduction

Mastery and understanding of administration, especially writing letters and proposals in the village office environment, is very important for village officials to understand, who deal with correspondence and activity proposals at the village, sub-district, district and provincial levels every day. Strengthening regarding administration, especially correspondence and proposals, is the most important understanding when the village office apparatus will make letters and proposals. So proper training is needed to find out where mistakes are often made when they write official letters and activity proposals. As is well known, village office institutions are institutions that are directly related to the problems of the village community and its surroundings. Even though today, we live in an age of advanced technology. Many examples of letters and proposals can be downloaded via the internet. However, it still needs improvement both in terms of the form of letter writing and in terms of language rules. These problems often arise in agencies, especially village offices, due to a lack of understanding regarding how to write letters, such as spelling errors and writing the format of the agency's letter.

Articles about academic writing that have been researched by previous researchers are needed for this community service. An online intervention to help students increase their level of integration of argumentative synthesis was researched by Luna [1]. Writing a doctoral thesis is differently researched by Weatherall [2]. Creating another space for European education: Summer Schools in European Education Studies as a laboratory for European education research was researched by Landri [3]. Fostering Academic Writing Skills of EFL Pre-service Teachers Through Reflective Learning was researched by Meza [4]. Integrating genre with ethnography as a methodology in understanding L2 writing instruction in Chinese universities was researched by Zhang [5]. Evaluation and Promotion of Argumentative Reasoning Among College Students: The Case of Academic Writing was researched by Rapanta [6]. Sexual violence during research: How the uncertainty of fieldwork and the right to take

risks collide with bureaucracy and academic expectations was investigated by Schneider [7]. Fostering Academic Writing Skills of Pre-service EFL Teachers Through Reflective Learning was researched by Rosyada [8].

The validation of metacognitive academic writing strategies and their predictive effects on academic writing performance in foreign language contexts was investigated by Teng [9]. The design of e-learning and online tutoring as learning support for academic writing was researched by Iwasaki [10]. Written Corrective Feedback Strategy Used by University English Lecturers: Teacher Cognitive Perspective was researched by Wei [11]. Production of articles in the health sciences with the help of key lexical collections: a corpus-driven study researched by Bocorny [12]. Traditional versus authentic assessment in higher education was studied by Net [13]. Children from the Marginalized Roman Community at the School Gates: The Dissolution of Majority Discourse and Minority Voices is researched by Lukšić [14]. Peculiar academic writing practices: Epidemic writing in Turkish postgraduate education researched by Toprak [15]. Reflective Interviewing—Increasing Social Impact through Research was researched by Nardon [16].

Doctoral writing workshop: A pre-registered randomized controlled trial studied by Sarnecka [17]. Publication or Population Disappearance: The Challenge of Regional Publication in Public Health was studied by Binns [18]. Meta-discourse markers in book reviews published in ISI and non-ISI applied linguistics journals were investigated by Soleimani [19]. Investigation of the Effect of Rater Training on Rater Differential Functions in Assessing the Academic Writing Skills of Higher Education Students was researched by ŞATA [20]. Avoiding plagiarism using Mendeley in Indonesian higher education settings was researched by Patak [21]. Essay on a blank page: The Process of Legal Academic Writing and Its Background – What We Can Learn from Literature was researched by Bedê [22]. Reframing dissertations on art: visual research abstracts as an alternative, innovative and creative approach to fashion research. studied by Ryan [23]. Serhiy Shelukhin's theory of Celtic-Ukrainian-Rus origin was investigated by Turchyn [24].

Why, When, Who, What, How, and Where For Trainees Writing Literature Review Articles was researched by Koons [25]. ESL Students' Perceptions of the Use of Web-Concording and Language Reference Resources in Academic Writing was researched by Shakib [26]. Collective meaning-making in collegial conversations: teacher educator conversations about students' academic writing was researched by Ofte [27]. Promoting critical thinking and voicing students through the circ technique in academic writing courses was researched by Susilo, Mufanti [28]. Promotion of Academic Integrity and Prevention of Plagiarism in the Hey Ugc Regulations 2018 – Implications for Researchers was researched by Ingle [29]. Developing an analytical model appropriate to student-doctoral education for assessing performance was investigated by Ward [30]. Discourse synthesis: Textual transformation in writing from sources researched by Nelson [31]. Face-to-face and virtual academic writing tutorials: what can we learn about their didactic strategies? studied by Nuñez Cortes [32]. Assessment & Evaluation in Higher Education The formative impact of peer feedback on academic writing of college students : a Meta-Analysis investigated by Huisman [33]. The use of Edmodo in academic writing education was researched by ALTUNKAYA [34].

Writing across contexts: The relationship between doctoral writing and writing in the workplace outside of academia was investigated by Inouye [35]. Comparative Analysis of Reporting Verbs Used in Literature Review Chapters of Chinese English Bachelor's and Master's Theses was investigated by Wen [36]. What might be published in management and applied psychology? The experiment of manipulating a reviewer's implicit expectations regarding hedging was investigated by Bajwa [37]. 'Having a great week at #conference2018': Analysis of Interaction via Conference Tweets researched by Luzón [38]. Bringing light to hidden genres: a peer-reviewed report researched by Mason [39]. Google English translation of Indonesian lecturer academic writing: Preliminary study researched by Winiharti [40].

In this regard, lecturers from the Indonesian Literature study program at the Sumbawa University of Technology are trying to carry out community service in one of the village offices, namely the Pernek Village office. This was carried out in order to strengthen understanding of writing letters and proposals for Pernek Village officials, Moyo Hulu District. Given the importance of writing letters and proposals for village officials, they need to study carefully and thoroughly about writing letters and proposals. For this reason, this activity aims to provide training on Strengthening the Capacity of Village Officials

through Administration and Correspondence Training in Pernek Village, Moyo Hulu District. The material presented is about correspondence and proposals.

2. Method

The method of implementation in this service includes,

1. Lectures
2. Discussion and question and answer
3. Group and individual assignments
4. Guided evaluation

In practice, this training activity uses the lecture method. The lecture method is a method of delivering training material to participants. After the lecture was delivered the participants were given the opportunity to ask the training presenter team about things they had not understood. After that the training participants will be divided based on the material that has been given. Then to obtain good results, the discussion participants will be evaluated as well as guided so that the results obtained will be maximized.

3. Results and Discussion

At the implementation stage of the activity, participants were directed to take part in all a series of activities, starting from the opening of the activity which was attended by the Head of Pernek Village, Moyo Hulu Sub-District Head, and officials from the Sumbawa University of Technology shown in Figure 1. The picture shows a joint photo of the Pernek Village Head and Moyo Hulu Sub-District Head

Furthermore, after the opening was over, the participants followed the material, provided feedback or asked questions, and the presenters provided direct guidance to the training participants, both in groups and individually.



Fig. 1. Group photo of the Head of Pernek Village and Moyo Hulu Sub-District Head

As for the details of the implementation of activities in this training, we have arranged it into several stages, namely:

Lectures, Discussions, and Questions and Answers

At this stage, together with the community service team, the Sumbawa University of Technology, provided direct training to village officials, starting from government officials, planning staff, data entry staff, general and administrative staff, finance staff, social welfare staff, and service providers. In the implementation of this activity, two materials were provided, namely, the preparation of correspondence

and the preparation of proposals is shown in Figure 2. The figure shows that the material for correspondence was delivered by Jumianti Diana, M.Pd, and Wiwik Surya Utami, M.Pd, The duration of the time used is 45 minutes of theoretical presentation, and 25 minutes of questions and answers or discussion. Apart from that, Hendra Gunawan, M.Pd, delivered the proposal preparation material with the same duration of material and question and answer.



Fig. 2. Presentation of the material for the preparation of correspondence and proposals

Group and Individual Assignments

In addition to providing theory and providing time for questions and answers, in this section participants are also divided into two groups. The first group that will be directly guided in the preparation of correspondence, and the two groups that will be assisted in the preparation of proposals are shown in Figure 3. The figure shows that participants are given 45 minutes each on the first day, and 45 minutes on the second day. The tasks that have been carried out by the training participants will be presented individually based on their respective agreed tasks. So that after the submission in the presentation, the individual results will be combined so that they become a complete letter and proposal. After the proposal is prepared in its entirety, each group will provide feedback. Furthermore, together with the presenters, improvements are made.



Fig. 3. individual and group assignment group division sessions

4. Conclusion

The correspondence writing training activity conducted by a team of lecturers from the University of Technology, Sumbawa to the Pernek Village office staff ran smoothly and can be said to be quite successful. From this activity we plan to continue to monitor and provide guidance. In addition, the program implemented this time will continue to be carried out if there are still misunderstandings, confusion, and/or other matters related to administration, correspondence, and preparation of activity or funding proposals in Pernek Village. Based on the results of community service activities carried out for Pernek Village office employees that have been carried out, it can be concluded as follows. Increased knowledge and skills of the staff/employees of the Pernek Village office regarding the preparation of correspondence and proposals. In terms of service, it will help the village head a lot to facilitate administrative processes, especially correspondence and proposals in the Pernek village environment..

Acknowledgment

This community service was carried out at the initiation of an implementing team consisting of three people. Hendra Gunawan, Wiwik Surya Utami, Jumianti Diana. This dedication is also inseparable from the support provided by the Sumbawa University of Technology. In addition, we also express our gratitude to the Director of Research and community service and all the academics of the Sumbawa University of Technology, the Village Head and Pernek Village apparatus, Pernek Village staff, and all field teams of students who have been very helpful, especially on technical matters. , starting from the preparation, implementation, until the event ended well.

Author Contribution

The activity plan in order to implement the solutions offered is a series of services, namely, Strengthening the Capacity of Village Officials Through Administrative Training and Correspondence in Pernek Village, Moyo Hulu District. The method of implementation in this service is, lectures, discussions, asking questions, group and individual assignments.

Funding

Special thanks to the internal funder for community service from the Sumbawa University of Technology.

Conflict of Interest

The authors declare no conflict of interest.

References

- [1] M. Luna, R. Villalón, I. Martínez-Álvarez, and M. Mateos, "Online interventions to help college students to improve the degree of integration of their argumentative synthesis," *Read. Writ.*, no. 0123456789, Jan. 2022.
- [2] R. Weatherall, "Writing the doctoral thesis differently," *Manag. Learn.*, vol. 50, no. 1, pp. 100–113, Feb. 2019.
- [3] P. Landri and E. Grimaldi, "Inventing other spaces for European education: Summer School in European Education Studies as a laboratory for educational research in Europe," *Eur. Educ. Res. J.*, vol. 19, no. 3, pp. 173–182, May 2020.
- [4] A. Meza, I. Rodríguez, and L. Caviedes, "Fostering EFL Preservice Teachers' Academic Writing Skills Through Reflective Learning," *Profile Issues Teach. Prof. Dev.*, vol. 23, no. 1, pp. 89–106, Jan. 2021.
- [5] Y. Zhang and I. Pramoolsook, "Integrating genre with ethnography as methodology in understanding L2 writing instruction in a Chinese university," *Asian-Pacific J. Second Foreign Lang. Educ.*, vol. 7, no. 1, p. 4, Dec. 2022.
- [6] C. Rapanta and F. Macagno, "Evaluation and Promotion of Argumentative Reasoning Among University Students: The Case of Academic Writing," *Rev. Lusófona Educ.*, vol. 45, no. 45, pp. 125–142, Sep. 2019.
- [7] L. T. Schneider, "Sexual violence during research: How the unpredictability of fieldwork and the right to risk collide with academic bureaucracy and expectations," *Crit. Anthropol.*, vol. 40, no. 2, pp. 173–193, Jun. 2020.
- [8] A. Rosyada and H. Sundari, "Learning from home environment: Academic writing course for EFL undergraduates through Google Classroom application," *Stud. English Lang. Educ.*, vol. 8, no. 2, pp. 710–725, May 2021.
- [9] M. F. Teng, C. Qin, and C. Wang, "Validation of metacognitive academic writing strategies and the predictive effects on academic writing performance in a foreign language context," *Metacognition Learn.*, vol. 17, no. 1, pp. 167–190, Apr. 2022.
- [10] C. Iwasaki et al., "Design of e-learning and online tutoring as learning support for academic writing," *Asian Assoc. Open Univ. J.*, vol. 14, no. 2, pp. 85–96, Dec. 2019.
- [11] W. Wei and Y. (Katherine) Cao, "Written Corrective Feedback Strategies Employed by University English Lecturers: A Teacher Cognition Perspective," *SAGE Open*, vol. 10, no. 3, p. 215824402093488, Jul. 2020.
- [12] A. E. P. Bocorny, R. Rebecchi, R. Reppen, M. C. N. Delfino, and V. M. Lameira, "A produção de artigos da área das ciências da saúde com o auxílio de key lexical bundles: um estudo direcionado por corpus," *DELTA Doc. Estud. em Linguística Teórica e Apl.*, vol. 37, no. 1, pp. 1–37, 2021.

- [13] W. W. W. P. Net, "Traditional versus authentic assessments in higher education," *Pegem J. Educ. Instr.*, vol. 12, no. 1, pp. 283–291, Jan. 2022.
- [14] I. Lukšák, "Children from Marginalised Roma Communities at the School Gates: The Disconnect Between Majority Discourses and Minority Voices," *Early Child. Educ. J.*, vol. 47, no. 6, pp. 665–675, Nov. 2019.
- [15] Z. Toprak and V. Yücel, "A peculiar practice of academic writing: Epidemic writing in the Turkish graduate education," *Cogent Educ.*, vol. 7, no. 1, Jan. 2020.
- [16] L. Nardon, A. Hari, and K. Aarma, "Reflective Interviewing—Increasing Social Impact through Research," *Int. J. Qual. Methods*, vol. 20, p. 160940692110652, Jan. 2021.
- [17] B. W. Sarnecka, P. N. Silva, J. Coon, D. C. Vickers, R. B. Goldstein, and J. N. Rouder, "Doctoral writing workshops: A pre-registered, randomized controlled trial," *Innov. High. Educ.*, vol. 47, no. 1, pp. 155–174, Feb. 2022.
- [18] C. Binns and W. Y. Low, "Publish or the Population Perishes: The Challenges of Regional Publishing in Public Health," *Asia Pacific J. Public Heal.*, vol. 31, no. 5, pp. 396–403, Jul. 2019.
- [19] N. Soleimani and E. Mohammadkhah, "Meta-discourse markers in the book reviews published in ISI and non-ISI journals of applied linguistics," *Cogent Arts Humanit.*, vol. 7, no. 1, p. 1807677, Jan. 2020.
- [20] M. ŞATA and İ. KARAKAYA, "Investigating the Effect of Rater Training on Differential Rater Function in Assessing Academic Writing Skills of Higher Education Students," *Eğitimde ve Psikolojide Ölçme ve Değerlendirme Derg.*, vol. 12, no. 2, pp. 163–181, Jun. 2021.
- [21] A. A. Patak and M. Tahir, "Avoiding plagiarism using Mendeley in Indonesian higher education setting," *Int. J. Eval. Res. Educ.*, vol. 8, no. 4, p. 686, Dec. 2019.
- [22] F. S. Bedê, A. R. F. M. Veloso, S. C. da S. Bezerra, and G. M. de O. Barcelos, "Ensaio sobre a página em branco: o processo de escrita acadêmica em Direito e seus bastidores – o que podemos aprender com a Literatura," *Rev. Bras. Estud. Políticos*, no. 120, pp. 107–158, Jun. 2020.
- [23] K. Ryan, "Re-Framing the arts dissertation: the visual research abstract as an alternative, innovative and creative approach to fashion research.," *Int. J. Fash. Des. Technol. Educ.*, vol. 0, no. 0, pp. 1–10, Jun. 2022.
- [24] Y. Turchyn and O. Ivasechko, "Serhiy Shelukhin's Theory of the Celtic Origin of Ukraine-Rus'," *Echa Przesz.*, no. XXII/1, pp. 9–27, May 2021.
- [25] G. L. Koons, K. Schenke-Layland, and A. G. Mikos, "Why, When, Who, What, How, and Where for Trainees Writing Literature Review Articles," *Ann. Biomed. Eng.*, vol. 47, no. 11, pp. 2334–2340, Nov. 2019.
- [26] S. Shakib, A. Abd Samad, A. Bakar Mohd Razali, and E. Panah, "Perceptions of ESL Students about Using Web-Concordancing and Language Reference Resources in Academic Writing," *Humanit. Soc. Sci. Lett.*, vol. 8, no. 3, pp. 331–341, 2020.
- [27] I. Ofte, "Collective meaning-making in collegial conversations: teacher educators' talk about students' academic writing," *Educ. Inq.*, vol. 00, no. 00, pp. 1–19, Jul. 2022.
- [28] A. Susilo, R. Mufanti, and A. Fitriani, "Promoting EFL students' critical thinking and self-voicing through CIRC technique in Academic Writing courses," *Stud. English Lang. Educ.*, vol. 8, no. 3, pp. 917–934, Sep. 2021.
- [29] A. Ingle, "Promotion of Academic Integrity and Prevention of Plagiarism in Hei Ugc Regulations 2018 – Implications for Researchers," *Int. J. Recent Technol. Eng.*, vol. 8, no. 2, pp. 6554–6557, Jul. 2019.
- [30] A. M. Ward and N. M. Brennan, "Developing a student-doctoral education fit analytical model to assess performance," *Stud. High. Educ.*, vol. 45, no. 7, pp. 1448–1460, Jul. 2020.
- [31] N. Nelson and J. R. King, "Discourse synthesis: Textual transformations in writing from sources," *Read. Writ.*, no. 0123456789, Jan. 2022.
- [32] J. A. Nuñez Cortes, M. C. Errázuriz, A. Neubauer Esteban, and C. Parada, "Las tutorías de escritura académica presenciales y virtuales: ¿qué podemos aprender sobre sus estrategias didácticas?," *Íkala*, vol. 26, no. 3, pp. 643–660, Sep. 2021.
- [33] B. Huisman, N. Saab, P. van den Broek, and J. van Driel, "The impact of formative peer feedback on higher education students' academic writing: a Meta-Analysis," *Assess. Eval. High. Educ.*, vol. 44, no. 6, pp. 863–880, Aug. 2019.

-
- [34] H. ALTUNKAYA and B. AYRANCI, "The use of Edmodo in academic writing education," *Dil ve Dilbilimi Çalışmaları Derg.*, vol. 16, no. 1, pp. 89–103, Mar. 2020.
- [35] K. Inouye and L. McAlpine, "Writing across contexts: Relationships between doctoral writing and workplace writing beyond the academy," *Innov. Educ. Teach. Int.*, vol. 00, no. 00, pp. 1–10, May 2022.
- [36] S. Wen and I. Pramoolsook, "A Comparative Analysis of Reporting Verbs Used in Literature Review Chapters of Bachelor's and Master's Theses of Chinese English Majors," *Int. J. English Lang. Lit. Stud.*, vol. 10, no. 4, pp. 320–332, Dec. 2021.
- [37] N. ul H. Bajwa, M. Langer, C. J. König, and H. Honecker, "What might get published in management and applied psychology? Experimentally manipulating implicit expectations of reviewers regarding hedges," *Scientometrics*, vol. 120, no. 3, pp. 1351–1371, Sep. 2019.
- [38] M. J. Luzón and S. Albero-Posac, "Had a lovely week at #conference2018 ': An Analysis of Interaction through Conference Tweets," *RELC J.*, vol. 51, no. 1, pp. 33–51, Apr. 2020.
- [39] S. Mason and S. W. Chong, "Bringing light to a hidden genre: the peer review report," *High. Educ. Res. Dev.*, no. May, pp. 1–15, May 2022.
- [40] M. Winiharti, S. S, and D. Sudana, "The English Google translation of Indonesian lecturer's academic writing: A preliminary study," *J. Lang. Linguist. Stud.*, vol. 17, no. 2, pp. 706–719, Jun. 2021.