Jurnal Pemberdayaan Masyarakat Madani, Vol 9 (1) 2025, 34 — 49
JURNAL PEMBERDAYAAN MASYARAKAT MADANI
http://journal.unj.ac.id/unj/index.php/jpm/index

TRAINING ON DESIGNING BEST PRACTICE SCHOLARLY WRITING TO ENHANCE ENGLISH TEACHERS' PROFESSIONAL DEVELOPMENT

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ARTICLE INFO

Article history:
Received: 8th March 2025
Accepted: 6th May 2025
Published: 1st July 2025

Keywords:
Scholarly Writing, Teacher Professional Development, MGMP of English Teacher

ABSTRACT

Teacher professional development is essential for a teacher to achieve teaching goals, whether in implementing the instruction or pedagogic dimensions. One of the efforts in developing teaching professionalism is designing a scholarly writing. However, in crafting a scholarly writing, a teacher encounters several challenges and difficulties, such as time management, research methodologies, designing instruments, generating research ideas or topics, etc. These issues were found in the Subject Teacher Discussion Forum (MGMP) of English teachers in Bekasi City as partners in this community service. Hence, in this community service event, the teachers were trained to design a scholarly writing in Best Practice research and the Situation, Task, Action, and Result (STAR) technique. The community service employed the Community-Based Participatory Research (CBPR) method. The result of the community service program (PkM) revealed that almost all the participants were motivated to write a scholarly writing.

How to cite: Febriyanti, R., H., Sundari, H., Syamsudin, O., R., & Baron, R. Training On Designing Best Practice Scholarly Writing To Enhance English Teachers' Professional Development. *Jurnal Pemberdayaan Masyarakat Madani* (JPMM), 9(1), 34-49. https://doi.org/10.21009/JPMM.009.1.04

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ISSN
2580-4332 (online)
DOI: doi.org/10.21009/JPMM.009.1.04

INTRODUCTION

The development of professionalism is an essential factor for a teacher in achieving teaching objectives and enhancing pedagogical skills. Improving a teacher's professionalism at the micro level significantly impacts the quality of teaching and the institution where the teacher work(Risdiany & Herlambang, 2021). At the macro level, it contributes to the quality of education nationally. Therefore, the development of a teacher's professionalism must be prioritized to achieve better quality for teachers and students, local institutions, the education department, and the nation as a whole.

In Law, Number 14 of 2005 concerning Teachers and Lecturers, Article 8 outlines four competencies: pedagogical competence, personal competence, social competence, and professional competence(Anonymous, 2005). Pedagogical competence refers to the ability of the educator to manage the learning process effectively, including understanding students' characteristics, designing and implementing learning activities, evaluating learning outcomes, and developing students' potential to actualize their abilities optimally. Personal competence encompasses stability, maturity, wisdom, authority, and noble character, which establish the educator as a role model for students. Social competence includes the ability of the educator to communicate and interact effectively with students, colleagues, educational staff, parents or guardians, and the wider community to create a harmonious educational ecosystem. Meanwhile, professional competence pertains to deep and comprehensive mastery of the subject matter, enabling educators to guide students in achieving the competency standards outlined in the National Education Standards (Hamid, 2020). This underscores the critical importance of prioritizing the enhancement of teacher professionalism. Even though developing professionalism is essential, the community service partner in this PkM activity, the Subject Teacher Discussion Forum (MGMP) of English teachers in Bekasi City encountered barriers in building their professionalism, especially in scholarly writing. The hinders occurred from ample factors such as lack of time management, technology usage, motivation, generating in research construction, navigating theories and resources, research methodologies, etc. Hence, training for the Subject Teacher Discussion Forum (MGMP) of English teachers in Bekasi City is crucial to the effort to upgrade their skills in researching while teaching. Therefore, underpinning the obtained problems from the community partner, the current community service attempts to offer and solve the problems by delivering training that focuses on writing scholarly works based on Best Practices.

ISSN
2580-4332 (online)
DOI: doi.org/10.21009/JPMM.009.1.04

LITERATURE REVIEW

Teacher Professional Development

Enhancing teacher professionalism offers numerous benefits. Teachers with advanced professional competencies can foster a secure, conducive, and stimulating learning environment while promoting creativity in the design of diverse instructional activities. The ability to effectively select pedagogical methods and approaches, coupled with a deep understanding of students' interests and potential, plays a pivotal role in achieving educational objectives. Furthermore, teacher professionalism, characterized by mastery of subject matter and other academic proficiencies, significantly elevates the quality of instruction and positively influences the overall standard of education (Prayoga et al., 2024).

Suharto and Fitriana (2014) revealed that various strategies could be systematically employed to enhance teacher professionalism. These include the implementation of continuous and structured supervision alongside the enforcement of disciplinary measures, the provision of adequate infrastructural resources to support instructional activities, the facilitation of regular and purposeful dialogues between school administrators and teaching staff, the organization of targeted professional development initiatives such as training programs, seminars, and workshops, the promotion of inter-school visits to foster the exchange of pedagogical knowledge and expertise, and the undertaking of rigorous educational research to inform practice.

Developing and enhancing teachers' competencies are critically important, one of the key avenues being the preparation of scholarly works. Teachers are entrusted with planning, implementing, and evaluating high-quality learning experiences. Furthermore, teachers are mandated to continuously improve their academic qualifications and professional competencies in accordance with the evolving fields of science, technology, and the arts. As integral members of the educational profession, teachers are expected to engage in scholarly writing to advance the quality of education. However, numerous barriers hinder this process, including limited interest in reading and writing, inadequate access to scholarly resources, a lack of self-confidence, limited writing experience, and insufficient understanding of the principles of academic writing. These challenges contribute to the low levels of teacher participation in scholarly writing, despite the critical role such endeavours play in capitalizing on professional opportunities and advancing the field (Ulya et al., 2024). In a similar vein, Noorjannah (2014) found that several challenges impede the process of scholarly writing, including insufficient motivation, limited availability of leisure time, a lack of proficiency in writing techniques, difficulties in data acquisition, constrained access to technology,

ISSN 2580-4332 (online)
DOI: doi.org/10.21009/JPMM.009.1.04

inadequate reference materials, the proliferation of writing services, the underutilization of teacher working groups (MGMP) in promoting scholarly writing, and inadequate dissemination of relevant information by schools or educational institutions.

Scholarly Writing

Research papers can be classified into several categories, including research reports, books, instructional modules, journal articles, dictionaries, the development of appropriate technologies, artistic creations, the design of educational tools, and the formulation of curricula. Each of these categories contributes to the advancement of knowledge and the enhancement of educational practices (Burhanuddin et al., 2021). The publication of research papers by teachers not only contributes to the sharing of knowledge among educators but also serves as a foundation for formulating improved curricula for the application of education, both at the local and national levels (Waskita & Sulistyaningtyas, 2022). An additional benefit is that teachers can significantly enhance their intellectual and pedagogical expertise, thereby deepening both their academic knowledge and instructional proficiency (Handayani & Dewi, 2019).

Numerous previous publications work regarding community service activities with the topic of designing research papers such as Hayuhantika (2017) reported that the outcomes of the Community Service Program (PkM) demonstrate that the scholarly writing training offered to teachers in the Ngunut region of Tulungagung, East Java, resulted in a notable enhancement of teachers' knowledge, skills, and motivation in composing scientific articles derived from research findings. Handayani and Dewi (2019) documented PkM, which provided elementary school teachers in the East Jakarta region with training on scholarly writing. The training aimed to equip teachers with knowledge, techniques, and procedures for crafting scholarly works and navigating the publication process in academic journals. The findings revealed that the teachers were significantly motivated and strongly needed continued support and sustained guidance in developing scholarly writing skills. Emaliana et al. (2020) conducted an activity focused on guiding English language teachers in the Malang city area on the preparation of scholarly works. The results indicated that the participants understood how to compose scholarly articles in English. Waskita and Sulistyaningtyas (2022) depicted their PkM result as a Coaching Clinic focused on scholarly writing. The program covered the steps in composing and writing techniques and provided strategies for plagiarism prevention and the management of digital references. The results of the activity indicated positive responses from the PkM participants. In line with PkM conducted by Mulyadi et al.(2023), it was highlighted that collaboration with higher education institutions

ISSN
2580-4332 (online)
DOI: doi.org/10.21009/JPMM.009.1.04

is essential to improve scholarly writing, which in turn can help develop teacher professionalism. Ulya et al. (2024) illustrated a high level of enthusiasm among the participants of the PkM, which included training on scholarly writing, including how to identify predatory journals.

Numerous PkM focusing on scholarly writing has been widely implemented; however, there remains a limited number of initiatives specifically addressing the preparation of scholarly works centred on the concept of Best Practice. Best Practice scholarly works involve research derived from a teacher's most effective experiences in solving educational challenges and applying optimal solutions within the teaching and learning process (Anwar et al., 2021). The Best Practice experiences that are written, reported, and published provide benefits not only in writing skills but also in the professional development of teachers (Ardhianti et al., 2023). The principal aim in the preparation of Best Practice scholarly works is to systematically document and present optimal teaching experiences in a scientific manner. This process, however, frequently poses a challenge for educators, as it necessitates adherence to rigorous academic conventions and standards of scholarly writing (Retnosasi et al., 2021). Tri Satyawati et al. (2022) delineated several challenges encountered by educators in the composition of scholarly articles, including a lack of sufficient understanding of the Best Practice concept as an academic work, difficulties in identifying relevant issues, formulating topics and titles, initiating the writing process, as well as the limited or, in some cases, non-existent professional development opportunities related to the preparation of Best Practice scholarly works.

The results of an interview with the chairperson of MGMP (Subject Teacher Discussion Forum) in Bekasi City, who served as a partner in this PkM, revealed that a significant majority of teachers lack a clear understanding of the Best Practice concept, face challenges in selecting appropriate topics, encounter difficulties in developing ideas, and possess limited experience in scholarly writing. Additionally, there is a notable gap in literacy among teachers regarding the process of converting Best Practice reports into research papers, difficulties in paraphrasing sentences, and insufficient access to relevant resources and information. The interview further highlighted an urgent need for training, as teachers have not been informed about professional development opportunities through scholarly writing, and there is a general lack of motivation for engaging in academic writing. Moreover, only a limited number of teachers have produced scholarly works. Consequently, the insights gained from the interview with the partner formed the basis for the PkM team to implement a training program focused on writing scholarly works based on Best Practices for teachers within the

ISSN 2580-4332 (online)
DOI: doi.org/10.21009/JPMM.009.1.04

Subject Teacher Discussion Forum (MGMP) of Bekasi City.

MATERIAL AND METHOD

The current PkM employed the Community-Based Participatory Research (CBPR) method. The CBPR method is an approach applied to specific communities with the aim of enhancing efforts to find solutions to the issues they face, ultimately resulting in improved outcomes for the community (Novianti & Mardiati, 2022). Additionally, the CBPR method emphasizes the active involvement of the community as partners, engaging them in all stages, from problem identification to the evaluation phase (Muflikhah et al., 2024). In the present PkM, the participating community is the MGMP of Bekasi City. The stages of the PkM activity, employing the CBPR method, consist of four phases, as illustrated in the following chart:

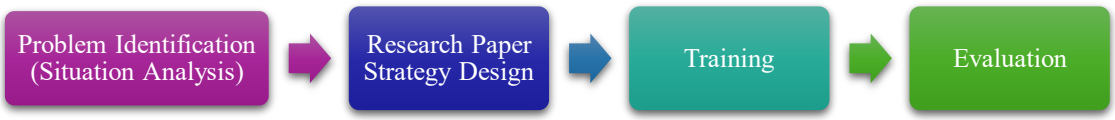

Figure 1. The Phases of PkM Implementation Method

During the Problem Identification phase (Situation Analysis), the PkM team interviewed the Chairperson of the MGMP in Bekasi City to identify key issues related to the development of teacher professionalism and the preparation of scholarly works. The interviews revealed significant challenges faced by teachers, prompting the development of a targeted strategy for composing scholarly articles. The team devised an approach that integrates seamlessly into teachers' teaching responsibilities by employing Best Practice research utilizing the STAR (Situation, Task, Action, Result) technique. In this approach, the *Situation* involves identifying and describing an ideal scenario, including its micro and macro contexts, which may align with curriculum outcomes, theoretical concepts, or established standards. The *Task* focuses on the challenges or problems identified through reflection on the root causes of these issues. The *Action* describes the strategies, methods, or innovations implemented, detailing the timing, location, and resources used. Lastly, the *Result* highlights the outcomes and reflections, incorporating both qualitative and quantitative data, problem-solving processes, and any challenges encountered (Misnawati et al., 2023). This strategy was subsequently formatted into a user-friendly template to facilitate teachers' adoption. The Training phase was conducted online to accommodate the varying schedules of participants, as requested by the partner organization. A total of 112 English teachers from Bekasi City participated in the training, which was divided into two main components. The first focused on the concepts and theoretical foundations of teacher professionalism development, while

ISSN 2580-4332 (online)
DOI: doi.org/10.21009/JPMM.009.1.04

the second addressed the practical implementation, strategies, and procedures for composing Best Practice-based scholarly works using the STAR technique. The final phase, the Evaluation, involved distributing a questionnaire to participants to assess their experiences before and after the training. The questionnaire, adapted and modified from Waskita and Sulistyaningtyas (2022), was disseminated via *Google Forms*. It aimed to evaluate the impact of the training on the participants' understanding and application of Best Practice-based scholarly writing as a strategy for advancing teacher professionalism. The evaluation highlighted the training's role in addressing gaps in teacher expertise and motivation, contributing to a more structured and effective approach to professional development through academic writing.

RESULT AND DISCUSSION

The PkM activity was conducted on November 8, 2024, in an online format via a Zoom video conference, with the participation of 112 English teachers from Bekasi City. The event was attended by several key figures, including the Chairperson of the English MGMP of Bekasi City, the Chairperson of the MGMP Workshop in Bekasi City, a representative from the West Java Provincial Office of Education (KCD III), and the PkM implementation team from the Postgraduate Program in English Education at Universitas Indraprasta PGRI Jakarta. The session was structured into two sections, with the first section dedicated to an in-depth presentation on the theoretical and conceptual foundations of teacher professionalism development. This session covered a comprehensive range of topics, including the fundamental principles of teacher professionalism, the criteria and competencies essential for its development, the benefits of enhancing teacher professionalism, and the role of scholarly writing in advancing professional growth. The discussion also included the specific process of writing scholarly works as an integral component of teacher professionalism development. A screenshot from the session is provided below for reference.

Figure 2. The First Section with the Topic of Teacher Professional Development

ISSN 2580-4332 (online)
DOI: doi.org/10.21009/JPMM.009.1.04

Subsequently, in the second session, the presenter delivered content on preparing scholarly works based on Best Practice using the STAR technique. The main topics discussed included the forms of teacher professional development, the concepts, characteristics, objectives, and structure of Best Practice, Best Practice with the STAR technique, examples of Best Practice works by teachers and lecturers, and the framework, template, and examples of Best Practice. Below is a screenshot from the second session:

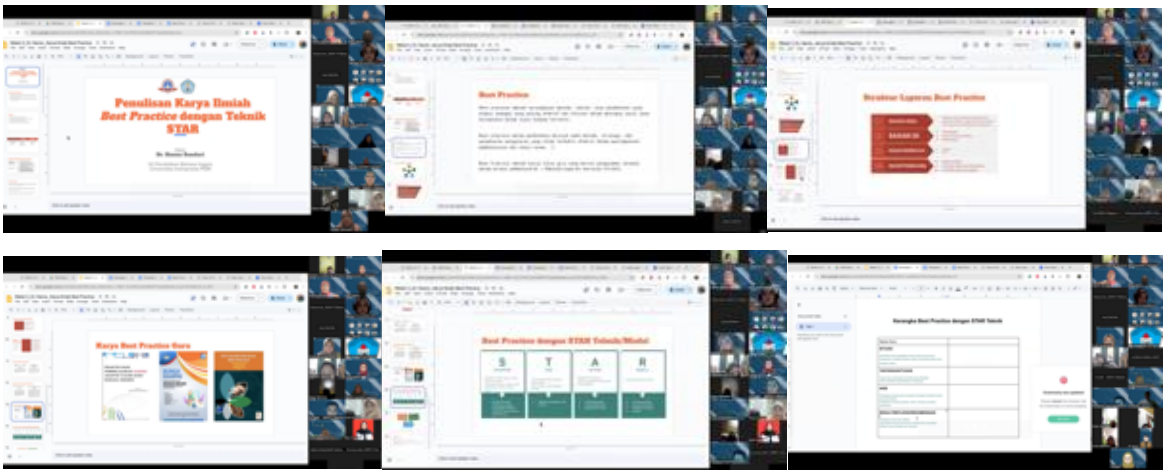

Figure 3. The Second Section with the Topic of Designing Best Practice Research Paper

Following the second session, a question-and-answer session was held to address queries related to the material presented by both speakers. The event concluded with an evaluation phase, during which participants were asked to complete a questionnaire regarding their experience in attending the training. The results of the questionnaire are described as follows:

a. The PkM Participants' Demographic Information

The total number of participants in the PkM was 112; however, 95 participants consented to complete the questionnaire. The demographic distribution of the participants is as follows:

Table 1. The PkM Participants' Demographic

Description	Item	Number	Percent (%)
Age	20-25	6	6
	26-30	13	14
	31-35	15	16
	36-40	16	17
	>40	45	47
Gender	Female	72	76
	Male	23	24
Teaching Experience (in year)	1-5	12	13
	6-10	22	23
	11-15	28	29
	16-20	23	24
	>20	10	11

b. Description of Pre-PkM Implementation Activities

The following presents the percentage results of participants' perceptions regarding their

ISSN 2580-4332 (online)
DOI: doi.org/10.21009/JPMM.009.1.04

experiences prior to engaging in the PkM activity, specifically focusing on Teacher Professional Development and Scholarly Writing, Pre-experience in Scholarly Writing, challenges encountered in Teacher Professional Development in the Pre-PkM activity, and challenges faced in Scholarly Writing Pre-PkM activity. The results are illustrated through various graphical representations as shown below:

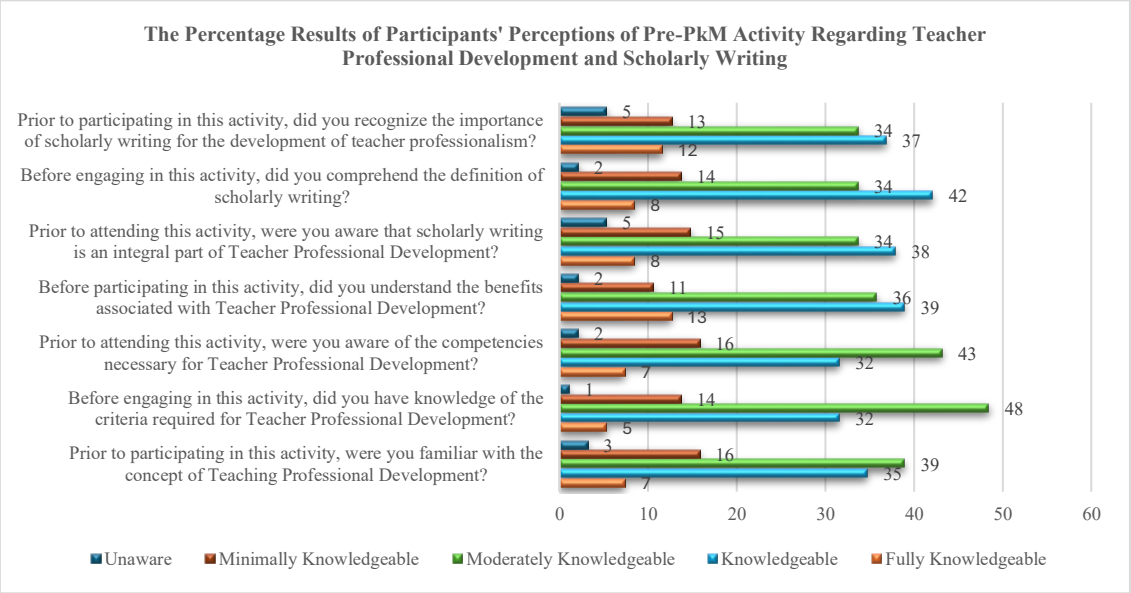

Figure 4. The Percentage Results of Participants' Perceptions of Pre-PkM Activity

Regarding Teacher Professional Development and Scholarly Writing

In Figure 3, it is shown that 39% of PkM participants had a moderate understanding of the term "teacher professional development." Furthermore, 48% of participants had a moderate understanding of the criteria required for teacher professional development, while 43% of participants had a moderate understanding of the competencies that support professional development. Additionally, 39% of participants indicated awareness of the benefits of teacher professional development. Moreover, 38% of PkM participants were aware that academic writing is a component of teacher professional development, 42% acknowledged understanding the definition of academic writing, and 37% recognized the importance of academic writing as a part of teacher professional development. These findings suggest that, in general, the teachers participating in the PkM had a reasonable understanding of academic writing and its significance for professional development. However, 49% of PkM participants had never written scholarly writing, and 59% had never received training or mentoring on scholarly writing (see Figure 4). This gap underscored the need for the PkM team to organize a training session on writing Best Practice academic papers using the STAR

ISSN 2580-4332 (online)
DOI: doi.org/10.21009/JPMM.009.1.04

technique as a strategy to enhance teacher professionalism. The goal of this training is for teachers to apply the techniques presented and directly implement them in their classrooms after the training.

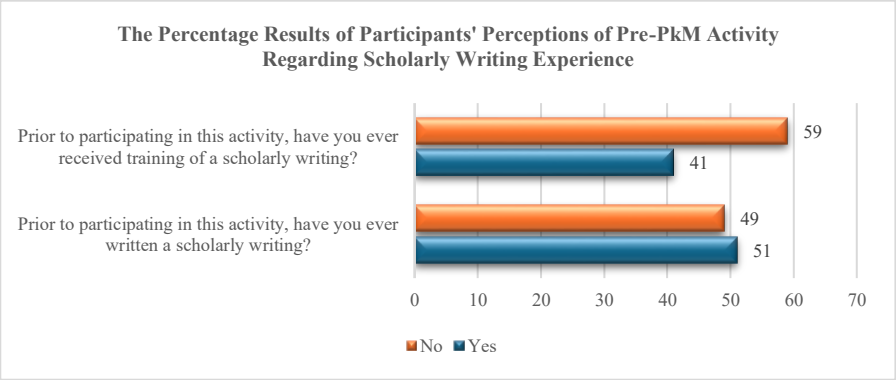

Figure 5. The Percentage Results of Participants' Perceptions of Pre-PkM Activity Regarding Scholarly Writing Experience

Furthermore, Figure 5 illustrates that participants encountered various challenges in professional development, such as lack of motivation, time management, innovation, discipline, understanding of research theories, external factors, facilities and resources, mentoring, IT skills, and curriculum changes. Figure 6 shows the challenges in scholarly writing, particularly in drafting the introduction, literature review, data collection, data analysis, citations, references, and sources. The highest percentage of challenges was observed in drafting the introduction, including issues with selecting ideas, topics, background, novelty, problem formulation, research structure, and even not knowing how to begin the research for writing an academic paper. Although the teachers were knowledgeable about academic writing, the time constraints caused by focusing on teaching and the unfamiliarity with writing academic papers led to a perception of difficulty in initiating research. However, teachers can conduct research simultaneously while teaching in the classroom.

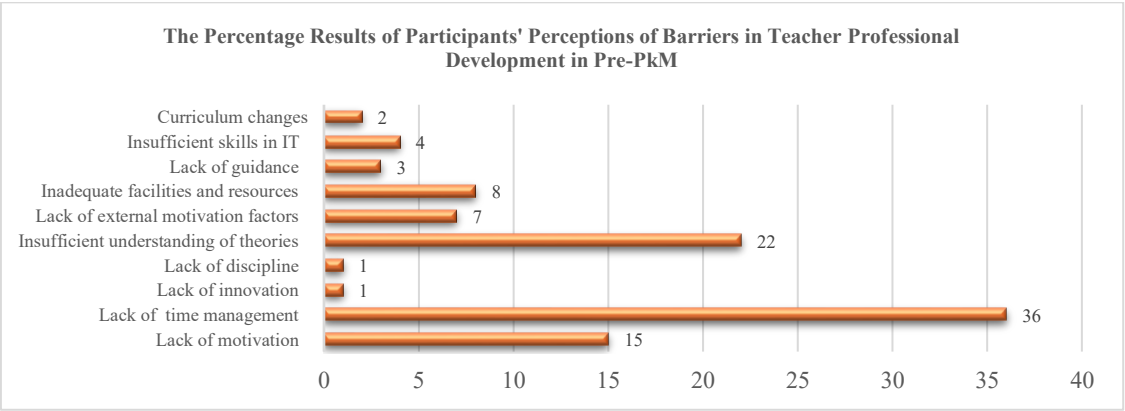

Figure 6. The Percentage Results of Participants' Perceptions of Barriers in Teacher Professional Development

ISSN 2580-4332 (online)
DOI: doi.org/10.21009/JPMM.009.1.04

in Pre-PkM

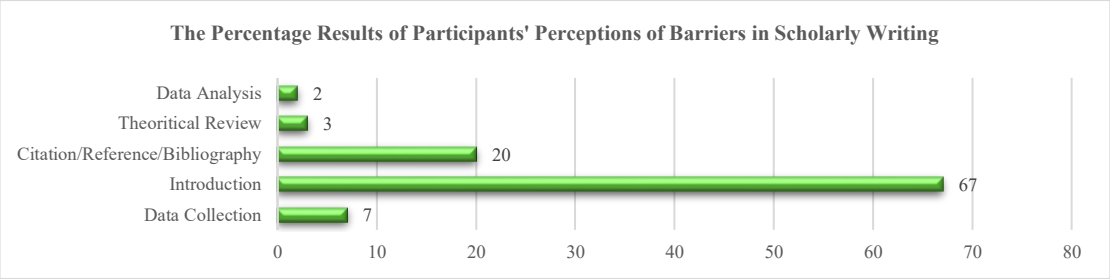

Figure 7. The Percentage Results of Participants' Perceptions of Barriers in Scholarly Writing

c. Description of Post-PkM Implementation Activities

After the implementation of the PkM program, participants reported that the material provided aligned with their needs, as evidenced by the survey results showing that 44% indicated the material met or was appropriate for their requirements (see Figure 7). Furthermore, 67% of participants stated that the training was highly beneficial (see Figure 8) in equipping them with knowledge, techniques, and strategies applicable to writing scientific articles. Additionally, teachers highlighted various areas requiring further exploration in scientific writing, including the stages of writing scientific articles, developing learning motivation, enhancing learning competencies, deep learning methodologies, data collection stages, instructional content within scientific articles, research methods, instructional methods in scientific articles, stages of results and discussion, strategies for improving writing skills, data analysis, citation and referencing techniques, and submission processes in Online Journal Systems (OJS) (see Figure 9). This is further supported by survey results displayed in Figure 10, which reveal that 97% of participants were motivated to engage in scientific writing. In conclusion, the training provided to MGMP Kota Bekasi teachers underscores the necessity of ongoing activities to support the development of scientific writing skills.

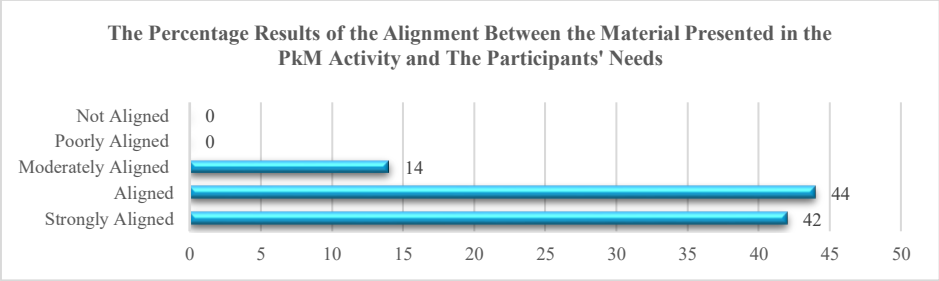

Figure 7. The Percentage Results of the Alignment Between the Material Presented in the PkM Activity and The Participants' Needs

ISSN 2580-4332 (online)
DOI: doi.org/10.21009/JPMM.009.1.04

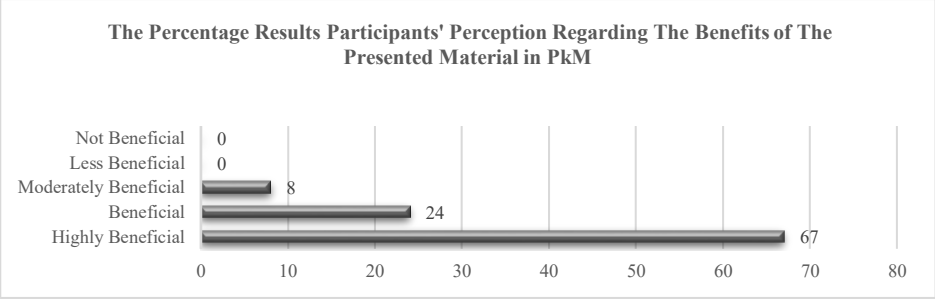

Figure 8. The Percentage Results Participants' Perception Regarding The Benefits of The Presented Material in PkM

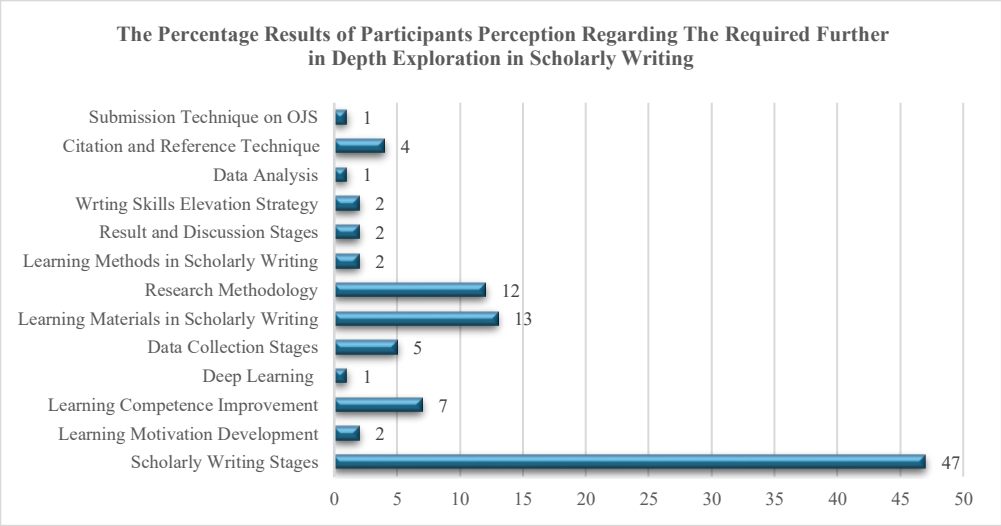

Figure 9. The Percentage Results of Participants Perception Regarding The Required Further in Depth Exploration in Scholarly Writing

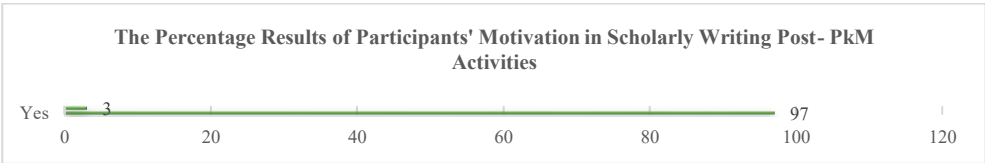

Figure 10. The Percentage Results of Participants Perception Regarding The Required Further in Depth Exploration in Scholarly Writing

DISCUSSION

Numerous community service programs have been conducted on the topic of designing scholarly writing for teachers. However, little has been discussed regarding delivering training in designing Best Practice research utilizing the STAR technique or strategy. The current PkM aims to share the knowledge on conducting Best Practice research that can be undertaken simultaneously when teachers teach in the classroom. The result shed light that the English teachers in MGMP Bekasi City in the Pre-PkM portrayed that they had already known about the teacher professional development and scholarly writing, yet they

ISSN 2580-4332 (online)
DOI: doi.org/10.21009/JPMM.009.1.04

met ample hinders, for instance, the issues of motivation, time management, innovation, discipline, theoretical knowledge, facilities, external supports, guidance, information and technology, and curriculum changes which aligns with the findings of Ulya et al. (2024). In agreement with Noorjannah (2014), the greatest challenge was time management. In addition, the result illustrates that participants had a fair understanding of the advantages, benefits, and positive impacts of developing professionalism, in line with the findings of Prayoga et al.(2024), who argued that such development improves the quality of educators as instructors and positively affects students. As Suharno and Fitriana (2014) discussed, academic writing is one of the efforts to enhance teacher professionalism. Even though most participants understood the benefits of scholarly writing as partly of teacher professional development, it indicated that they were reluctant to begin due to the barriers. In other words, teachers need a trigger to pump their motivation and remind them of the essentials of developing their professionalism by designing scholarly writing that can be implanted while teaching.

In the Post-PkM, the findings depict that most of the participants admitted that sharpening their teaching, pedagogic, knowledge, and research skills is crucial to elevating their professional development as teachers, which can be seen from the alignment of the presented materials and benefits. Similarly, Hayuhantika (2017), writing a scientific paper, positively impacts not only the teacher's professionalism but also the quality of the students as the more the teacher is qualified, the more proficient the student. The PkM activity ignited the participants' concern about conducting research while teaching simultaneously as they described the requirement of the materials that can be further explored mainly in the research stages using Best Practice research and the STAR technique. The results also showed that most participants would conduct to conduct scholarly writing. Conversely, the teachers were unfamiliar with Best Practice research and the STAR technique, which implies mentoring while undertaking the research (Retnosasi et al., 2021). As Mulyadi (2023) advocated, conducting research with many participants needs collaboration with higher education and more massive mentors to achieve optimal artifacts from the teachers. Hence, due to the limitation of human resources, the current PkM in the training section is a virtual webinar. Nevertheless, the present service community program can trigger the teacher to begin designing a research paper for professional development by proposing Best Practice research using the STAR technique.

ISSN
2580-4332 (online)
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CONCLUSION AND RECOMMENDATION

The current PkM was executed in accordance with its primary objective of delivering training on scientific writing, which is aimed at enhancing the professional development of teachers. This program specifically targeted English teachers who are members of the English MGMP (Subject Teacher Discussion Forum) in Bekasi City. In response to the request of the partnering institution, the program was conducted online, offering flexibility and allowing many participants to engage from various geographical locations. The program results demonstrated a positive reception from the participants, with a significant majority indicating that the PkM activities were highly beneficial. Furthermore, nearly all participants expressed motivation to begin drafting scientific papers, utilizing the methods introduced during the training, particularly the Best Practice research approach employing the STAR (Situation, Task, Action, Result) technique. Participants were provided with comprehensive recordings of the entire PkM program, presentation materials, and structured drafts outlining the steps for writing scientific papers using the STAR technique to facilitate their scientific writing endeavors further. These resources were made available through Google Drive and Google Docs, ensuring participants could easily access the documents as needed. Despite these positive outcomes, certain limitations were encountered during the PkM implementation, including issues related to internet connectivity and the need for more intensive, hands-on practice sessions. Consequently, the PkM implementation team recommends that future programs, especially those with similar topics or different subject areas, consider factors such as network stability, delivery modality, and the frequency and duration of training sessions to optimize the program's effectiveness and overall success.

ACKNOWLEDGEMENT

The PkM teams hereby convey profound appreciation and heartfelt gratitude to Universitas Indraprasta PGRI for the generous financial support granted through the Research/Community Service Grant Program (Hibah Unindra) under Contract Number 1903/SP3M/KPM/LPPM/UNINDRA/XI/2024. The PkM teams extend sincere thanks to the Institute for Research and Community Service (LPPM) of Universitas Indraprasta PGRI for their invaluable support and facilitation, which have significantly contributed to the successful completion of this research.

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ISSN
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ISSN
2580-4332 (online)
DOI: doi.org/10.21009/JPMM.009.1.04