



# Assistance of Scientific Article Writing Based on Classroom Action Research with Clinical Coaching Approach

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**Abstract.** This community service activity aims to improve the professional competence of teachers through mentoring activities for writing scientific articles based on classroom action research with a clinical coaching approach. The method used in this activity is a workshop and assistance in writing scientific articles based on the results of classroom action research. Workshop activities are carried out for article writing, while assistance is carried out for individual consultations in the preparation of articles based on the results of classroom action research. This activity was carried out at the Model State Elementary School (SDN) of Malang City with a total of 40 teachers. To measure the level of success of the activity used descriptive analysis by examining the results of article writing. The results of the activity showed that 75% or 30 of the 40 teachers were successful in writing scientific articles based on the results of classroom action research, and 66.6% or 20 teachers were successful in uploading articles in national journals. Thus, it can be concluded that community service activities are in the successful category.

**Keywords:** Mentoring · Scientific Articles · Classroom Action Research · Clinical Coaching

## 1 Introduction

The teacher is one of the dynamic elements in the school as the leading actor in the implementation of education at the institutional and instructional levels. To improve the quality of education today, the professionalization of teachers is a must, especially if we look at the current objective conditions related to various things encountered in implementing education, namely: (1) the development of science and technology (IPTEK), (2) global competition for education graduates, (3) regional autonomy, and (4) curriculum implementation with all its dynamics. In the Guide to the Implementation of Teacher Performance Assessment (PKG) published by the Directorate General of Quality Improvement of Education and Education Personnel of the Ministry of National Education (2010), it is revealed that “Teachers are professional educators who have important duties, functions, and roles in the intellectual life of the nation. It is no exaggeration to say that

the future of society, nation and state is largely determined by teachers. Therefore, the teaching profession needs to be developed continuously and proportionally according to the functional position of the teacher. Through education, capable humans will be produced which are needed in the development process. The results of Heyneman & Loxley (2021) research in 29 countries found that among the various inputs that determine the quality of education (which is indicated by student achievement), it is determined by the teacher.

The role of the teacher is very important in terms of the limitations of all things in the field of education for developing countries. The results of the next study proved that in 16 developing countries teachers contributed to student learning achievement by 34%, while school management was 22%, student learning time was 18%, and school physical facilities were 26%. Meanwhile, in 13 industrial countries, the contribution of teachers is 36%, school management is 23%, study time is 22%, and school physical facilities are 19%. Based on the results of this study, it is clear that teachers play a very important role in realizing quality education.

To encourage the birth of a quality Human Resources (HR) profile, namely Indonesian people who are intelligent and competitive and have competencies that are relevant to the needs of local and global communities, this can only be realized through the provision of quality education. The process of building education in essence is to build Indonesian people as a whole as a quality subject. Building a complete Indonesian human being is essentially developing all of his potential as a human being through a balance of heart, thought, taste, and sports that are carried out in line with the development of the nation's civilization. On that basis, the important step forward is to determine the development and direction of education in the country in the context of educating the nation's life as mandated by the 1945 Constitution which explicitly states that every citizen has the right to education.

The determination to continue to pay great attention to the development of education considering that education has a strategic role in the life of the nation and provides a significant participation in economic growth and social transformation. This in turn will affect the general welfare of society and world order more broadly. Education will indirectly create a society that is independent, democratic, prosperous and free from poverty.

The teacher's role in the educational process is very important and strategic in guiding students towards maturity, maturity, and independence, so teachers are often said to be the spearhead of education (Sagala, 2009). The position and role of teachers are increasingly meaningful and strategic in preparing quality (HR) in facing challenges and competition in the global era. To realize this, professional teachers are a necessity to be realized. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education (Undang-Undang Nomor 14 Tahun 2005 Tentang Guru dan Dosen). In order to successfully carry out these tasks, it is hoped that the teacher has the capital ability to make it happen.

When examined more deeply through a preliminary study, it is found that only 20% of the 355 elementary school teachers in Kedungkandang District, Malang City do PKB with the type of publication of scientific papers. This means that there are still

many teachers who have not written scientific articles and published articles in scientific journals. Based on this, it is very felt to carry out mentoring activities in writing scientific articles based on the results of classroom action research. The theme of this community service activity has certainly been carried out by many lecturers, but this activity is devoted to using assistance with a clinical coaching approach, through this approach it is very helpful for teachers in writing scientific papers in the form of articles based on the results of classroom action research.

## **2 Methods**

This community service activity is a continuation of the previous year (in 2021), namely training in writing scientific articles based on the results of classroom action research. Because the training activities have been carried out, the implementation of community service activities this year is focused on assistance that is clinical coaching, which is a method used to follow up this activity continuously with guidance and consultation of lecturers/facilitators of community service. The location of the activity is at SDN Model Malang City with 40 teachers as participants.

This method is not carried out simultaneously in one activity, but is designed so that teachers are successful in making articles that are ready to be published in national journals. The mentoring method is carried out in 3 stages, namely 1) the first stage, reviewing scientific article manuscripts that have been prepared by the participants in the previous year, 2) the second stage, participants report the progress of writing scientific articles, and 3) the third stage of mentoring to upload manuscripts of articles in relevant national journals.

The type of expertise needed in solving all problems or partner needs is in the field of education management. The Department of Educational Administration, Faculty of Education, State University of Malang has a number of experts in this field. And this is very supportive in the implementation of this community service activity. Supported by the support from laboratories and school-based management resource centers that can be used as a place to conduct studies in the field of scientific writing. Data analysis was carried out with descriptive techniques. Descriptive analysis was carried out to find the percentage of the success rate of participants in writing articles based on classroom action research.

## **3 Results and Discussion**

The important role of teachers and the growing demand for teacher professionalism in the 21st century, the government has set various policies aimed at improving the quality of teachers, one of which is the Continuous Professional Development (PKB) activity. Profession Teachers are professional educators who have duties, functions, and important roles in the intellectual life of the nation. So the teaching profession needs to be improved and developed continuously and proportionally according to the functional position of the teacher, because the teacher's job requires special skills. One of PKB's activities is the writing of scientific papers in the form of scientific articles.



**Fig. 1.** Presentation of Material by Lecturers to Participants in Community Service Activities

This activity was carried out in stages through 3 stages of activity, namely the first activity by providing a review of the material for writing CAR-based article writing techniques and a review of the participants' success in writing articles. In the first phase of the activity was attended by all participants with a total of 40 teachers. The enthusiasm of the participants (teachers) in participating in this series of activities is visualized in Fig. 1.

The second stage uses a clinical coaching approach. This approach is carried out with a consultative strategy where the teacher who has written the article provides personal guidance. Of the 40 participants in the first activity, 75% or 30 teachers succeeded in writing scientific articles based on the results of classroom action research, while the remaining 25% or 10 teachers had not written articles on the grounds that they had not conducted classroom action research and were new teachers.

The next stage of activity (stage three) is mentoring participants to upload articles to national journals. Of the 30 participants who succeeded in writing articles, as many as 20 participants or 66.6% succeeded in uploading articles in national journals. From the data, it is classified in the successful category, meaning that community service activities with a clinical coaching approach are successful.

Teachers are one of the components of instrumental input, have an important and strategic position, because teachers are managers in all activities of the learning process in schools (Pudjawan, 2011: 37). Recognizing the important role of teachers and the growing demands for teacher professionalism in the 21st century, the government has established various policies aimed at improving the quality of teachers, one of which is PKB activities. Through PKB activities, it is hoped that professional teachers will be formed. Professional refers to a person who holds a position or job that meets the requirements characterized by that profession. Therefore, the teacher is a professional job, the teacher's job must also be done professionally (Mantja, 2007).

As a professional teacher, one must have various abilities or competencies, one of the abilities that a teacher must have is the ability to write scientific papers. By writing scientific papers, besides being a teacher, they can be promoted to rank, position and class so that they experience career advancement as well as get awards and recognition. It means that it is very important to have the ability to write scientific papers. Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen states that professional teachers are proven to be able to write scientific papers which are a requirement for promotion and position. But the reality in the field is that some teachers' ability to write scientific papers is still low.

Writing scientific papers is a mandatory requirement for teachers in professional positions. This is also regulated in the Regulation of the Minister for Empowerment of State Apparatus and Bureaucratic Reform (Permenpan and RB) Number 16 of 2009 concerning Teacher Functional Positions and Credit Scores Article (17) explains that teacher promotions starting from class III b and above are required to submit work scientific writing. This regulation came into force in 2011 and is effective as of January 1, 2013, so from that date that promotions to the rank of teachers starting from class III b and above are required to submit scientific papers, it has taken effect.

The challenges of the teaching profession from time to time continue to move dynamically. To be able to face and answer the challenges of the future, teachers must be able to adapt. The growing demand for teacher professionalism is triggered by the rapid changes in the school environment in the global era. In the 21st century, there has been a major transformation in social, economic, political, and cultural aspects (Hargreaves, 2000) driven by the rapid development of science and technology, demographic changes, globalization and the environment (Hargreaves, 1997; Beare, 2001; Mulford, 2008). As a result, today's teachers face far greater challenges than previous eras. Teachers face clients such as parents, students, citizens who are far more diverse, subject matter that is more complex and difficult, the standard of the learning process, and also demands for higher graduate competencies (Darling, 2006).

## 4 Conclusion

Community service activities are carried out in stages, through three stages, namely the first stage with article writing workshops attended by 40 participants. This activity is a continuation of the previous year's activities. The second stage uses the clinical coaching method, which is a method of clinical assistance to participants who have successfully written articles. There were 30 participants who managed to write articles well, and 10 participants could not write articles because they had not done classroom action research. The third stage, still uses the same method but at this stage it is more focused on the mentoring process in uploading articles to national journals. There were 20 participants or 66.6% succeeded in uploading articles in national journals. From the data, it is classified in the successful category, meaning that community service activities with a clinical coaching approach are in the successful category.

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