

Scientific Writing Assistance: A Perception of Outstanding Elementary School Teachers

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Abstract— This study explores the perception of outstanding teachers who have won national champions in Indonesia regarding mentoring activities for writing scientific papers in the form of classroom action research. The study used a qualitative thematic analysis approach with data collection through surveys and group discussion forums to 10 respondents consisting of nationally accomplished elementary school teachers from Jakarta, West Java, Central Java, East Java, Banten and Yogyakarta. The analysis results found four main themes: the mentoring program's sustainability for writing scientific papers, the person in charge of the sustainability of the mentoring program, sources of financing for the mentoring program, and recommendations for the implementation of mentoring activities. In addition, respondents gave suggestions that teachers should always be provided with assistance in writing scientific papers regularly and periodically every month by experts in the field of scientific writing in collaboration with universities.

Keywords—*Mentoring; Classroom Action Research; Teachers; Elementary Schools*

INTRODUCTION

An outstanding teacher is an aspiration that educators always dream of. They can be capable of teacher

competence and have other academic and non-academic achievements as an added value in developing teacher professionalism. There are several criteria in assessing outstanding teachers, including portfolio assessment, learning videos, written tests, scientific papers, presentation of scientific articles, and examples. However, the low Teacher Performance Assessment (PKG) in Indonesia is one of the many factors that make it difficult for teachers to develop their competencies. Therefore, a teacher assistance program is needed to guide them to have academic and non-academic abilities and competencies according to the rules.

Mentoring is “*Both coaching and mentoring are processes that enable both individual and corporate clients to achieve their full potential*” [1]. This definition emphasizes that *Coaching* and *mentoring* enable individuals and institutions to increase their potential to the maximum to obtain benefits according to capacity. *Coaching* and *mentoring* are used all the time to improve teacher motivation and performance. Feedback from

coaching and *mentoring* must be specific, factual, and objective [2].

Parsloe defines *Coaching* as “a process that enables learning and development to occur and thus performance to improve” [3]. *Mentoring* is defined as “a process which supports learning and development” [4]. Thus, *Coaching* is a process that enables learning and development to occur to improve performance, while *mentoring* is a process that supports learning and development activities. Hughes stated that a *mentor* knows and wise skills, has experience regarding training and understands well the challenges or obstacles that exist in it. *Coach* or coach has performance and performance improvement functions. *Coach* is involved in a professional relationship with other peers, supports learning and development, but does not need to be an expert in colleagues [5].

In the context of teacher training, mentoring is expected to help and encourage the creation of a new understanding of how to teach, acquire new ideas, and understand what is needed to improve learning methods [6]. The mentoring activity referred to in this study is *mentoring*, which is an activity that supports learning. There are four types of activities *mentoring*: 1) *Career guide*, which is assistance that aims to improve one's development through career guidance, counselling and face-to-face activities, 2) *Information source*, which provides information related to what someone expects both formally and informally, 3) *Friend*, interaction with students socially and provide information about a person, 4) *Intellectual guide*, type This mentoring seeks to improve the balanced relationship between mentors and people mentored, create collaborations in a research project and can provide constructive criticism and feedback [7].

This research was conducted to explore how perceptions outstanding teachers who have won the national level champion in Indonesia about assistance in scientific writing in the form of classroom action research that has been carried out implement in elementary schools in the Bogor area, West Java, Indonesia.

RESEARCH METHODOLOGY

A. Research Design

This research uses a case study. The purpose of conducting a case study is to enable researchers to obtain

and examine data in a context or phenomenon. The selected cases can be people, students, or school staff members of the community [8]. In addition, case study data are used to describe an issue in-depth about real-life comprehensively [9]. In this study, the impact of conducting training is explored in depth during joint activities with top-notch teachers at the national level.

The literature search was conducted to determine the conceptual and operational definitions of the research focus, namely training in making scientific papers in the form of classroom action research. Data was collected through google form surveys and group discussion forums. Finally, data analysis was carried out through established procedures to analyze observation items [10].

B. Participants

Participants in this study were ten high-achieving elementary school teachers at the national level in 2019 and 2018 in Indonesia, spread over six provinces in Indonesia consisting of Jakarta, West Java, Central Java, East Java, Banten and Yogyakarta. The selection of respondents is based on the results obtained from the Ministry of Education and Culture of the Republic of Indonesia, which states that the ten teachers are the teachers who have the highest scores in their respective provinces. Respondents took samples of outstanding teachers in 2019 and 2018 because, in 2020 and 2021, there was no selection of outstanding teacher candidates because the Covid-19 pandemic hit Indonesia. Descriptive data on demographic characteristics, including gender, length of teaching and level of teacher education, are presented in table 1.

Table I Participants

| Gender | Frequency | % |
|---------------------------|-----------|----|
| Female | 5 | 50 |
| Male | 5 | 50 |
| Years worked as a teacher | | |
| 1-5 years | - | |
| 6-10 years | 1 | 10 |

| | | |
|------------------------|---|----|
| 11-15 years | 5 | 50 |
| 16-20 years | 1 | 10 |
| 21-25 years | 2 | 20 |
| 26-30 years | 1 | 10 |
| Education level | | |
| Bachelor | - | |
| Master | 9 | 90 |
| Doctoral | 1 | 10 |

C. Data Collection

Data collection was carried out in two stages. The first step was carried out using a survey via google form by being given four short questions about how the opinion of outstanding teachers on the activities of assisting scientific papers in writing classroom action research articles. Questions are prepared by taking into account the rules in conducting evaluations to get input from respondents. Survey data was collected from September 10, 2021, to September 13, 2021. The second step was performed through a forum group discussion (FGD) held on September 16, 2021, from 1:00 to 5:30 PM. The FGD activity was carried out to get feedback on the mentoring activity for writing scientific papers, which was carried out previously on September 14, 2021.

D. Data Analysis

Data were analyzed using inductive and thematic analysis to identify, evaluate and create themes expressed by participants [11]. First, the answers from each participant, especially in the first stage, were coded using keywords to avoid overlapping. After that, categorization

and the possibility of integration between codes are carried out so that the principles can be efficient. This inductive technique allows the identification of themes that participants provide in response to research questions [12].

RESEARCH FINDINGS

A. Sustainability program for the mentoring of scientific writings

The mentoring activity for writing scientific papers on how to write classroom action research for high-achieving elementary school teacher candidates in the district of Bogor was carried out for one day. Through these activities, the teachers finally gained knowledge and experience on how to write classroom action research according to procedures. During the mentoring activities, national-level outstanding teachers in Indonesia were also presented for further FGDs to get feedback on training activities.

Based on the thematic analysis conducted through the google form, it was found that the respondents stated that to provide a comprehensive understanding. Therefore, to improve the teacher's ability to write classroom action research, it was necessary to provide program sustainability through continuous mentoring activities given to teachers in their respective schools, given periodic writing assistance based on a predetermined schedule, and collaborate with the education office, education quality assurance institutions and universities to carry out the sustainability of the training program.

The picture of how the sustainability of the scientific writing program is as shown in Figure 1.

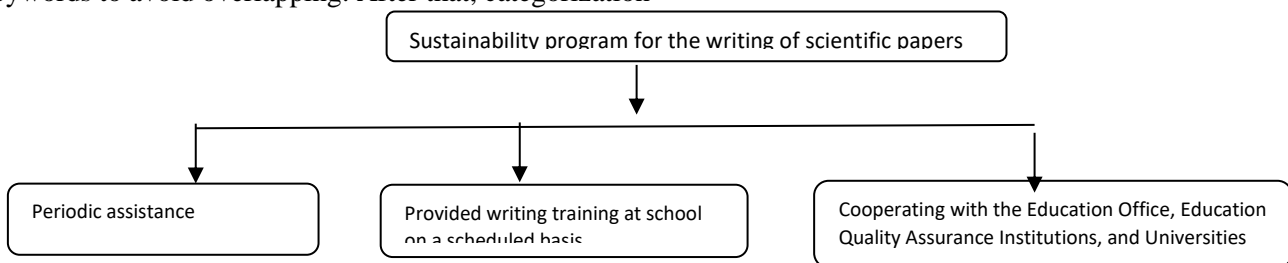


Figure 1 Sustainability of the scientific writing program

B. The person in charge of the sustainability of the classroom action research writing mentoring program

The following finding of the theme about who is responsible for the sustainability of the classroom action research writing mentoring program consists of: first, the ministry of education and culture that creates the outstanding teacher program. Second, respondents hope to be given regular and continuous assistance in writing scientific papers from the ministry of education and culture to provide teacher professional competency development.

Second, as an extension of the ministry of education and culture, the local district or municipal education office is responsible for guiding schools where teachers teach. Third, school supervisors as supervisors in carrying out academic and managerial supervision of teachers in schools. Fourth, schools are places where teachers carry out their teaching duties in the classroom to students. Fifth, universities with community service activities can collaborate with schools to conduct training in writing scientific papers.

Figure 2. Responsible for the sustainability of the classroom action research writing mentoring program.

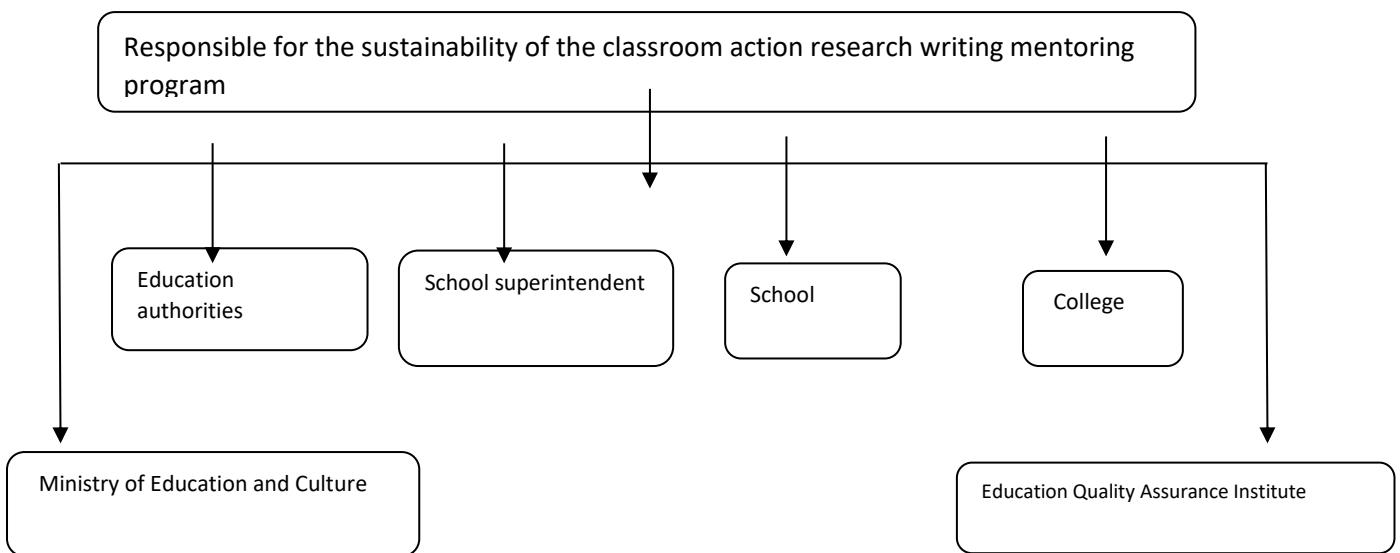


Figure 2. responsible for the sustainability of the classroom action research writing mentoring program

C. Classroom action research writing mentoring program

Funding sources for the results of the respondent's analysis recommend that the funding source The assistance program for writing scientific papers for

classroom action research can be taken from the state and regional budgets and grants from various ministries and corporate social responsibility. Through funding allocated annually hoping to be still assisted with article writing.

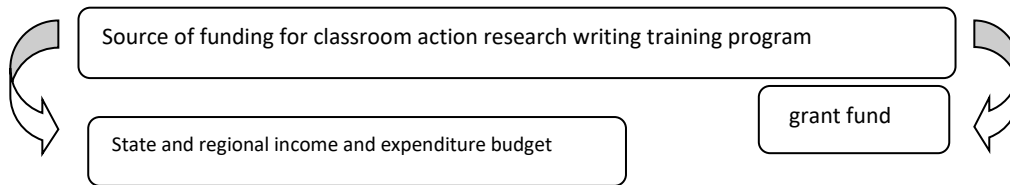


Figure 3. Sources of funding for classroom action research writing assistance programs

D. Recommendation implementation assistance activities writing classroom action research

Results data analysis provides recommendations on implementing classroom action research writing

assistance activities, including: first, special assistance is given to meet the criteria for assessing outstanding teachers. Second, continuous aid is provided until prospective teachers become outstanding teachers.

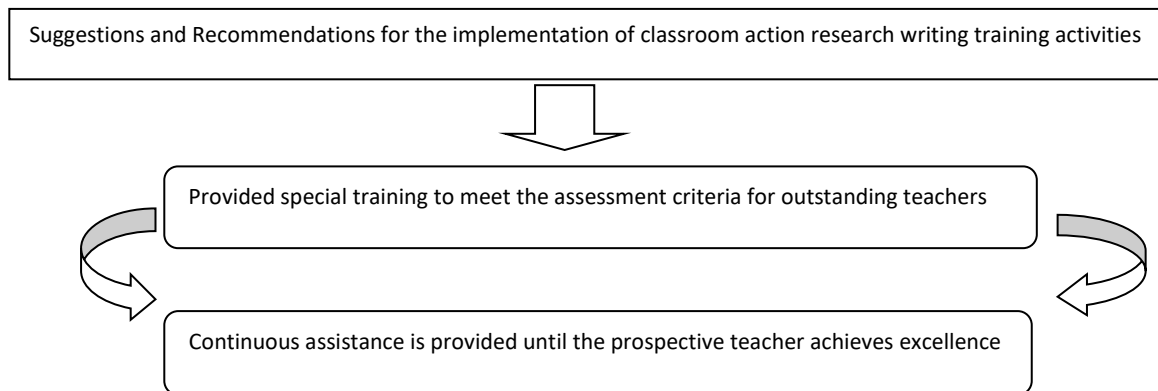


Figure 4. Recommendations for implementing classroom action research writing assistance.

DISCUSSION

Teachers are professional educators who educate, teach knowledge, guide, train, assess, and evaluate students. In this case, the teacher teaches formal education and other education and can be a model for his students to follow. The teacher's role is also significant in creating the next generation of quality, both intellectually and morally [13], [14]. In addition, teachers always set an example when schools make a policy. Thus, there was the creation of an environment full of discipline, social, honest, mutual tolerance, and

respect for one another among students [15].

Furthermore, exemplary teachers hold asset-oriented beliefs about bilingualism and diversity, viewing children and families as knowledgeable resources to the community. With these beliefs as a foundation, teachers enact a vast repertoire of practices tailored for children, including fostering relationships and belonging through embedding home languages and cultural practices in the classroom, emphasizing guided play, co-constructed curriculum, and ongoing observational assessment; and scaffolding and teaching the English language.

Implications for teaching and teacher education are discussed [16].

Teacher competence is a combination of personal, scientific, technological, social, and spiritual which kaffah forms the standard competence of the teaching profession includes mastery of the material, understanding of students, educating learning, personal and professional development [17],[14]. Teacher competence influences whether or not the objectives of learning and education are achieved in schools. Teacher competence is influenced by educational background, teaching experience, and length of teaching [18]. Teacher competence describes teacher or staff behaviour education [19], [20]. Teacher competency standards consist of academic competence, personality competence, social competence and professional competence [21].

Education reform impacts the development of teacher competence, teacher education, and the results of scientific work in education. "*Competencies are defined as "the set of knowledge, skills, and experience necessary for future, which manifests in activities" She also underlines that competencies as "knowledge, skills, attitudes, values, motivations and beliefs people need to be successful in a job." The common understanding related to teachers' competencies is divided into three main areas as field competencies, pedagogical competencies and cultural competencies. However, teachers' professional competencies can be composed of different dimensions other than the three main areas" [1], [22]. Selvi explained that teacher competence is divided into three fields: field competence, academic competence, and cultural competence. At the same time, professional competence is made in different dimensions. However, Selvi states that experienced teachers must have curriculum competency, lifelong learning competency, social-cultural competency, emotion competency, communication competency, ICT competency, environmental competency, field competency, and research competency [1], [23].*

The role of school principals, supervisors and educational quality assurance institutions, and higher education institutions is significant in successfully implementing the outstanding elementary school teacher program. The results of the study state that: In light of the results that have been reached, the researchers recommend the following: Activating the

role of school principals by giving them more excellent authority to take measures that enhance the concept of intellectual security[24][25][26]. Good collaboration between all education stakeholders will make the mentoring program for high school teachers successful [27]. Assistance in writing scientific papers for outstanding elementary school teachers can be an alternative educational stakeholder to realize the success of the exceptional teacher program in Indonesia so that all teachers are ready to compete in the industrial revolution era 5.0.

CONCLUSION

Assistance in writing scientific papers for classroom action research is one solution in improving the competence of teacher professionals. This, in addition to having an impact on improving the activities of the learning process for students in the classroom, also impacts the self-development of teachers so that they can compete in the era of globalization.

The consistency and sustainability of mentoring activities is something that elementary school teachers in Indonesia are looking forward to. However, this can be realized if all education stakeholders are committed to carrying out their respective responsibilities and collaborate with the ministry of education and culture, the education office, education quality assurance institutions and universities.

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