

Enhancing Teachers' Scientific Writing Proficiency through Effective Coaching Clinic Implementation: A Case Study at MA Salafiyah Bode Plumbon, Cirebon

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ABSTRACT

The primary objective of this research is to enhance the proficiency of teachers at MA Salafiyah Bode Plumbon, Cirebon, in the composition of scientific papers. Employing the Action Research methodology as developed by Kemmis & McTaggart, the study encompasses four integral stages: planning, acting, observing, and reflecting. Over the course of two cycles, a cohort of 16 teachers at MA Salafiyah Bode Plumbon, Cirebon, actively participate as the subjects of this research. The data collection methodology comprises various techniques, including observation, tests, and questionnaires, with a specific focus on extracting information related to the outcomes and processes of the coaching clinic. The research findings signify that the implementation of the coaching clinic significantly enhances the adeptness of teachers in crafting scientific papers. This conclusion is substantiated by the achieved average scores and the percentage of mastery. Observations during the coaching clinic sessions vividly illustrate the progressive improvement in teachers' capabilities to articulate scientific content effectively. In the initial cycle, the average score for the ability to write scientific papers stands at 73.75, with a corresponding mastery rate of 50%. Advancing to the subsequent cycle, there is a notable increase in the average score to 84.81, coupled with a commendable mastery rate of 100%. Consequently, the application of the coaching clinic emerges as an efficacious strategy in augmenting the proficiency of teachers in scientific paper composition at MA Salafiyah Bode Plumbon, Cirebon.

Keywords: *Action research; Coaching clinic; Scientific paper; Writing skills Learning.*

Introduction

Teachers and other educational professionals are not only required to excel in teaching but also engage in various forms of scholarly activities, including research. Writing skills play a pivotal role in supporting teachers' research endeavors, particularly in the preparation of Classroom Action Research (Penelitian Tindakan Kelas) reports, a form of scientific writing that is mandatory for teachers aiming to enhance educational practices and learning in schools. Effective research is meaningful only when its results can be systematically compiled in a well-crafted research report. Therefore, the ability to write or compose Classroom Action Research reports proficiently is crucial for teachers and should be considered a fundamental skill (Hopkins, 2011; Mettetal, 2012).

Conducting research and writing scientific papers for one's research report is an essential duty that teachers must fulfill as a vital part of improving professional capabilities within the educational environment. Research in the school or classroom setting is commonly executed in the form of Classroom Action Research, a methodological effort by teachers, as cited from Mettetal (2012), to comprehend the most effective actions to enhance students' learning. In Classroom Action Research, as per Mettetal's definition, it involves practices of observation, testing, analysis, and other necessary actions to understand the learning process and the associated challenges. This process aims to find beneficial solutions for improving the quality of education.

In a practical sense, conducting research in a school setting is often directed towards addressing specific cases identified by teachers during the teaching process. These cases may involve learning outcomes, motivation, students' needs, or other issues arising in the educational context. Teachers choose specific actions to apply as solutions to the identified problems. The outcomes of these actions and their impact on the learning environment must be systematically reported as a normative and informative accountability of teachers for the conducted research. In other words, the scientific report of research results serves as evidence that teachers have successfully implemented specific actions demonstrating their success in addressing the identified issues.

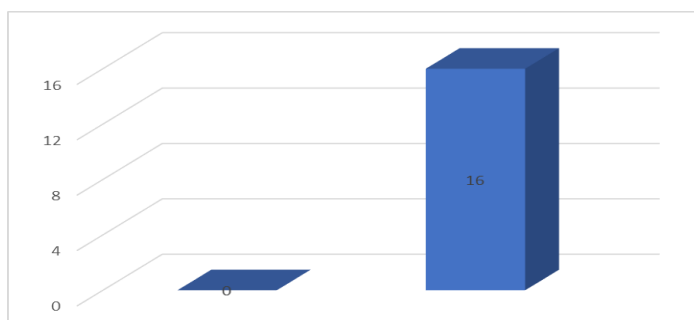
Although research activities are routine in schools, in practice, many teachers struggle to create well-structured and accurate research reports in the form of scientific papers. While teachers can generally execute various stages of research activities in the school environment, their ability to articulate comprehensible and comprehensive narratives

of the research results often does not align with their abilities to understand the learning process, select appropriate teaching methods or models, and apply these methods or models to address educational challenges. Consequently, teachers fail not only to communicate their research findings and meet their obligations (which are measured by the quality of the research reports produced) but also tend to become reluctant to engage in further research activities (Amri, 2013; Syafarudin & Nasution, 2005).

This condition is widely experienced in schools, necessitating school leadership or principals to consistently motivate and encourage teachers to conduct research and write scientific papers. The author faces this challenge at MA Salafiyah Bode Plumbon, Cirebon, where existing teachers do not fully possess the skills to compose research reports in the form of quality scientific papers. This is evident from several facts: First, teachers tend to postpone research activities and focus more on implementing other routine tasks at school; Second, teachers overlook the problems that arise and seek solutions by discussing with other teachers without methodologically testing the existing solutions through research; Third, teachers are less effective in reporting research activities, especially concerning the accuracy of report structure and the composition of narrative descriptions of the activities conducted during the research; and Fourth, teachers lack the writing skills expected as a fundamental competency supporting the teaching profession in the field of education.

Observations regarding teachers' abilities to compose scientific paper reports indicate that out of 16 teachers at MA Salafiyah Bode Plumbon, Cirebon, who are obligated to conduct Classroom Action Research, none have succeeded in meeting the standards of eligibility for compiling research reports in the form of scientific papers, as depicted in the following figure:

Figure 1. Success Rate of Scientific Paper Compilation



Various factual observations regarding the deficiency in crafting research reports in the form of scientific papers indicate that educators continue to grapple with an inadequacy in formulating scholarly documents, revealing a shortfall in the writing proficiencies expected of academic figures, particularly teachers. This predicament unequivocally necessitates the School Principal to explore viable solutions, specifically aimed at aiding educators in refining their writing proficiencies and adeptness in constructing research reports that correlate with the effective application of specific pedagogical models.

The significance of the capacity to compose research reports in adherence to the protocols of scholarly writing extends beyond the mere fulfillment of educators' obligations in conducting research. It also serves as a mechanism to address pedagogical challenges through elucidative reports that can be perused by fellow educators within the academic institution. Furthermore, the ability to articulate research findings in a scholarly manner reflects the cogitative processes of educators concerning the coherence, systematic arrangement, and comprehensive integration of ideas. Thus, the amelioration of educators' aptitude in crafting research reports transcends the realm of fulfilling research mandates; it has broader implications. Consequently, the author recognizes the imperative to seek a resolution to this quandary, particularly through the implementation of empirically tested interventions, systematically organized within a coherent reporting structure.

The proposed remedy to enhance educators' capacity in composing research reports in the form of scientific papers involves the implementation of coaching clinics or structured training sessions. In this context, coaching clinics are construed as brief guidance processes encompassing activities designed to master knowledge, enhance competence, or refine specific performance aspects of the participants. Generally, such activities encompass training modules, workshops, mentoring sessions, and therapeutic or counseling interventions (Fleming & Taylor, 2002; Tee, 2004; Windasuri, 2014). The training aimed at refining the art of composing research reports in the form of scientific papers aspires not only to elevate the instructional acumen of educators and enhance their competency in delivering lessons but also concentrates specifically on cultivating educators' proficiency in constructing scholarly written reports.

In the forthcoming study, the author has elected to implement coaching clinics or structured training sessions for educators as a strategic

intervention to address and surmount the identified challenge. This intervention seeks to augment educators' proficiency in composing research reports in the form of scientific papers within the educational milieu of MA Salafiyah Bode Plumbon, Cirebon, during the academic year 2021/2022.

Methods

In the context of Hopkins' model (2011), this research design is particularly suitable for an action research framework, facilitating a systematic and iterative process of planning, implementation, observation, and reflection. Each stage is crucial in understanding the effectiveness of the intervention, enabling continuous improvement.

The two-cycle approach provides an opportunity for dynamic adjustments based on the evaluation of the initial cycle. This iterative nature aligns with the principles of action research, emphasizing flexibility and responsiveness to the evolving needs of the research context. The researcher's commitment to refining the intervention in the second cycle demonstrates a dedication to achieving meaningful and sustainable improvements.

Moving beyond the design, the analysis techniques employed reflect a comprehensive approach to understanding both quantitative and qualitative aspects of the research. Descriptive statistical analysis serves to distill key quantitative insights, offering a quantitative lens to complement the qualitative richness obtained through interactive analysis. This dual analytical strategy enhances the depth and breadth of the research findings, providing a well-rounded understanding of the intervention's impact.

The interactive analysis, following the methodology proposed by Miles et al. (2014), delves into the qualitative nuances of the data, capturing the intricacies of the learning processes. This qualitative exploration adds depth to the research findings, offering valuable insights into the subjective experiences and perceptions of the participants.

As the research unfolds, the integration of these analysis techniques and the cyclical nature of the research design will contribute to a robust and nuanced understanding of the intervention's effects. This methodological approach aligns with the rigorous standards of scientific inquiry, ensuring that the research is both academically sound and practically relevant.

Results and Discussions

This investigation was undertaken by educators within the MA Salafiyah Bode Plumbon, Cirebon setting, encompassing a total of 16 teachers participating in the coaching clinic. Specifically, the study adopted the coaching clinic model to augment the teachers' proficiency in composing scientific papers.

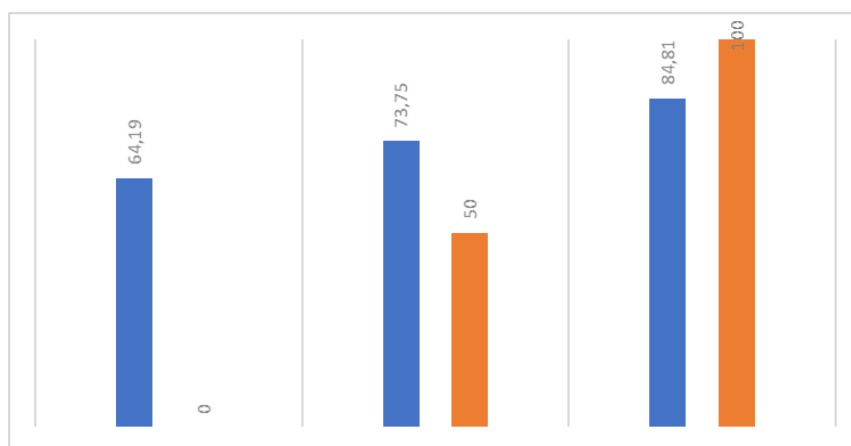
The depiction of the school's status during and post the coaching clinic's implementation unveiled a substantial enhancement in teachers' competencies to craft Classroom Action Research (CAR) reports and scholarly papers. The coaching clinic, implemented as structured training for drafting and organizing narratives of research reports in the form of scientific papers, emerged as an efficacious method, fostering the development of research skills and the composition of research reports in the specified format.

This achievement can be attributed to the successful execution of action steps by the teachers. Throughout the coaching clinic sessions, the researcher meticulously carried out all action procedures. The observation scale scores reflected this commitment, with a score of 74.16 in Cycle I, accompanied by some noteworthy observations: (a) The researcher still exhibited suboptimal implementation of coaching for research report composition to teachers; (b) The researcher was not optimal in guiding the simulation of research report composition in the form of scientific papers for teachers; and (c) The researcher fell short of optimal evaluation in assessing the research report composition in the form of scientific papers by teachers. These facets were rectified and refined in Cycle II, where the observation scale score escalated to 83.33, showcasing the researcher's improvements in implementing action procedures, especially in steps 3, 4, and 5 during this cycle.

The coaching clinic, employing its structured training approach for writing scientific papers, played a pivotal role in enhancing teachers' capabilities, as demonstrated by various aspects evaluated as percentages. The average score ascended from 73.75 with a success rate of 50% in Cycle I to an average score of 84.81 with a success rate of 100% in Cycle II. This signifies a positive enhancement in the participating teachers' ability to compose scientific papers, a prerequisite for the acceptance of the designated research report.

The outcomes of the two cycles of this research intervention are visually represented in Figure 2: Comparison between Cycles of Teachers' Abilities.

Figure 2. Comparison between Cycles of Teachers' Abilities



The teachers' positive response to the implementation of the coaching clinic is evident in the survey results distributed by the researcher to the participating teachers. Generally, the teachers express their appreciation for the coaching clinic activities, which are centered on structured training in the art of composing scientific papers. Engaging in guided simulations facilitated by the researcher, following clear formats and instructions, contributes significantly to the overall enhancement of the teachers' proficiency in producing scholarly papers.

The outcomes of this research are in harmony with the coaching clinic theory, which posits it as a brief guidance process involving activities geared towards knowledge mastery and the enhancement of human resource (HR) performance. Commonly, these activities encompass training sessions, workshops, mentoring classes, and therapeutic interventions or counseling. In an alternative perspective, coaching is viewed as a developmental approach to collaboration and interaction. It aids individuals in cultivating their personal abilities, refining interpersonal skills, and fostering the capacity to understand and empathize with others. Consequently, it enables individuals to gain deeper insights into their own challenges, facilitating informed decision-making for the future. This, in turn, fortifies the capabilities of those undergoing coaching, empowering them to effect positive changes and elevate their overall effectiveness (SSSC, 2020; Windasuri, 2014).

The coaching clinic, as delineated in this research, serves as a training and mentoring initiative designed to enhance the competence, performance, or specific characteristics of coaching participants,

optimizing their existing potentials (Directorate General of Teachers and Educators, 2015; Fleming & Taylor, 2002; Sujoko, 2012; Tee, 2005). Within the scope of this study, the coaching clinic specifically refers to training and mentoring activities for teachers initiated at the behest of the school. Participants are drawn from the same educational institution, and the training content is customized by the school across various dimensions. These sessions are conducted on-site at the school where the teachers are employed, with the explicit goal of refining specific skills among the teachers engaged in the coaching clinic. The outcome manifests as an improvement in the ability of these teachers to articulate scientific papers.

The positive reception of the coaching clinic among teachers holds significant implications for both individual professional development and the broader educational landscape. The structured training provided in writing scientific papers not only enhances the immediate skills of the participating teachers but also carries wider implications for educational institutions and the field of academia.

Individual Professional Development:

The coaching clinic's positive impact on teachers' ability to write scientific papers implies a direct contribution to their individual professional development. Through guided simulations and targeted training, teachers acquire not only the technical skills required for scholarly writing but also a deeper understanding of research methodologies. This, in turn, equips them to contribute more effectively to the academic discourse within their respective fields.

Enhanced Learning Environment:

The improved proficiency in composing scholarly papers has a ripple effect on the overall learning environment within MA Salafiyah Bode Plumbon, Cirebon. Teachers, now better equipped with the skills to articulate research findings, can disseminate knowledge more effectively to their students. This enhanced capacity for conveying complex ideas can lead to a more enriching and intellectually stimulating classroom experience.

Institutional Advancement:

At the institutional level, the successful implementation of the coaching clinic suggests a potential model for advancing the capabilities of teaching staff. Schools and educational institutions may consider incorporating similar structured training programs into their professional development initiatives. This could result in a more research-oriented faculty, contributing to the institution's academic reputation and fostering a culture of continuous improvement.

Contribution to Academic Discourse:

The ability of teachers to produce high-quality scientific papers signifies a potential contribution to the broader academic discourse. As teachers engage in meaningful research and effectively communicate their findings, they become valuable contributors to the academic community. This not only elevates the status of the individual teachers but also enhances the reputation of the school within the larger academic arena.

Long-Term Educational Impact:

The implications of the coaching clinic extend beyond immediate benefits, influencing the long-term educational landscape. Teachers who have honed their skills through such structured programs are likely to continue engaging in scholarly activities throughout their careers. This sustained commitment to research and academic writing contributes to the continual improvement of educational practices and the advancement of knowledge within the institution.

The positive outcomes of the coaching clinic extend far beyond individual skill enhancement, encompassing broader implications for the educational institution, the teaching profession, and the field of academia as a whole.

Conclusions

The process of enhancing teachers' abilities in writing scientific papers through the implementation of the coaching clinic has been effectively conducted by the researcher. This effectiveness is discernible through focused observations, revealing a notable increase in the percentage score from 74.16% in Cycle I to 83.33% in Cycle II. The versatility of the coaching clinic's application is evident as it can be tailored to diverse needs and objectives, including the development of skills that improve

teaching quality and augment mandatory teacher competencies (professional, pedagogical, social, personal). The researcher's adeptness in customizing the implementation steps to the contextual challenges faced is crucial for the success of such interventions.

The positive outcomes of the coaching clinic in enhancing teachers' abilities to write scientific papers are noteworthy. The actions taken in the coaching clinic effectively elevated the capabilities of teachers at MA Salafiyah Bode Plumbon, Cirebon, in crafting scientific papers aligned with APIK criteria. This positive transformation is elucidated in the test results at each phase of the study. The average score, starting at 64.19 in the pre-action phase with a success rate of 0.00%, exhibited improvement, reaching an average score of 73.75 with a success rate of 50% in Cycle I, and further progressing to an average score of 84.81 with a success rate of 100% in Cycle II.

The affirmative responses from teachers regarding the implementation of coaching clinic activities, as evidenced by the survey results disseminated by the School Principal, underscore the overall appreciation of teachers towards these interventions. The structured training and guidance provided by the School Principal, particularly during simulations and analysis of research reports, have significantly contributed to teachers' enhanced understanding of the procedural and systematic aspects of reporting research in the form of scientific papers.

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