

# Improving Elementary School Teachers' Skills in Scientific Publication Writing through Coaching Clinics

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**Abstract.** The ability to write scientific publications among elementary school teachers is still relatively low as a result of the lack of basic skills and self-confidence of teachers in writing as well as the lack of facilities and media for scientific publications in the school, necessitating the need for coaching that one of which can be done through a coaching clinic program. To understand and analyze the role and implementation of coaching clinics in writing of scientific publications, this research was conducted by applying action research methods to elementary school teachers which included two research cycles. The results found that implementing a coaching clinic for writing scientific publications can be carried out as long as the Principal has the commitment and ability to carry it out. Apart from that, the Principal must also ensure that his actions can bring about the desired changes, especially to quickly improve teacher's competence and performance. The application of this coaching method can improve teachers' skills in writing scientific papers, compiling ideas and developing better linguistic structures in writing. Thus, it can be concluded that the implementation of a coaching clinic for writing scientific publications can play a positive role in improving the writing skills of elementary school teachers.

**Keywords:** Writing, coaching clinic, scientific publications.

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## INTRODUCTION

The quality of education cannot be separated from the main pillar of education, namely teachers who make the life of the nation intelligent. So it is not an exaggeration to say that the future of society, nation and state is largely determined by teachers. When talking about education issues, this figure will always be in the strategic spotlight which is always related to any component in the education system (Ayu 2021). In Indonesia Law Number 14 of 2005 article 1 verse 1, it is emphasized that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, formal education, basic education, and secondary education. This demand is what makes teachers the key subject of education, because they are the ones most expected to be able to realize this goal.

The enormous responsibility and expectations placed on teachers mean that teachers are always faced with the necessity and demands of being able to produce optimal performance. Teachers are the most crucial component in the overall education system that must receive primary attention. This figure will always be in the strategic spotlight when talking about educational issues because teachers are related to any component in the education system. The teacher is a responsible developer in realizing educational goals (Burhan and Sugandi 2017). Therefore, teachers are required to master all forms of professional competence, including mastering scientific structures and methods which have implications for mastering research and critical scientific studies. This is where literacy competency becomes the main capital for teachers to obtain and develop their knowledge and knowledge.

Faizah et al. (2016) emphasized that basic literacy competencies (reading and writing) should become the main habits of teachers. Teachers are not only required to have good reading skills, but also have writing skills as proven by the publication of scientific papers. When teachers are able to build a literacy culture in themselves, this in turn can become capital for them to build

a similar literacy (reading and writing) culture for students. The problem that arises then is that a person's ability to write does not arise instantly, but requires a continuous process of practice and habituation. In general, novice writers will always be faced with a number of problems (Trismanto 2017) such as lack of courage to start, not knowing when to start, lack of mastery of organization in writing, and weak ability to use and express language.

Guiding the development and improvement of teacher literacy competency is of course the responsibility of the Principal as a leader as well as being at the forefront and has a very important role in implementing teacher competency development in the school he leads. It is on his shoulders that the success of the school is determined. The school principal has a large duty and responsibility in terms of mobilizing all existing components and resources in the school in terms of improving the quality of education in the school. Thus, it can be said that in an effort to develop and improve teachers' literacy competencies, especially in writing scientific publications, school principals must be able to create good coaching programs and support the achievement of increasing teacher literacy competencies themselves (Sianturi 2017). School principals are also required to have the ability to anticipate and fix various obstacles in developing and improving teacher literacy culture in the schools they lead.

In the context of teachers' ability to write scientific publications, especially in the elementary school (SD) environment, it is still relatively weak. (Krismanto 2016) revealed that teachers often make excuses because they don't have time to research, create innovative work or write. Meanwhile, in terms of research and writing competence, the majority of teachers basically have the ability, because they generally have carried out research at the time of completing their undergraduate studies. However, because he never did it again when he was a teacher, his research and scientific writing skills became weak, or in other words, he was not used to writing scientific papers.

Efforts to develop teachers to be able to develop pedagogical competence, especially in terms of scientific publications so that they can improve their educational careers, and in turn be able to carry out quality learning processes, are not easy. School principals are required to have supervisory abilities that are specifically related to the need to supervise academic activities in schools.

School principals are not only required to have insight and experience related to competent learning management, but also must have the skills to guide, direct and encourage teachers so that they are able to carry out all their teaching duties and obligations as well as possible. This is where supervision becomes a method that is considered more appropriate to use in an effort to develop the ability to write scientific publications for teachers in schools. Suprihatiningrum (2013) stated that supervision is a coaching activity that is planned to assist teachers in carrying out their work actively, innovatively and effectively.

With regard to the ability to write scientific publications for teachers, especially at the Sekolah Laboratorium Percontohan UPI Elementary School, the problems faced are seen in efforts of Continuing Professional Development (PKB) in the sub-elements of scientific publications, especially in terms of writing Classroom Action Research (CAR). Mengacu pada Minister of National Education Regulation Number 16 of 2007, It is stated that the skills of conducting classroom action research include core pedagogical competencies, namely carrying out reflective actions to improve the quality of learning. The follow-up from CAR is of course not only limited to reflective actions in the learning process, but will also be more useful if it is informed to other people as a form of sharing experiences, one of which can be expressed in the form of scientific work publications.

In this regard, the ability of teachers at the Sekolah Laboratorium Percontohan UPI Elementary School in writing scientific papers currently appears to be relatively weak. The main conditions that influence teachers' lack of ability to write scientific publications include teachers' lack of basic skills and self-confidence in writing; writing culture has not been well formed among teachers where they are more accustomed to an oral culture in conveying ideas; lack of training for teachers to improve their literacy skills, especially in writing scientific publications; as well as the lack of scientific publication facilities and media for teachers in the school environment.

Based on initial reflections, several of these problems contributed to the lack of ability to write scientific publications among these teachers. This problem ultimately requires school principals to be able to take certain actions in an effort to improve teachers' scientific publication writing skills. One of the efforts in question is coaching and developing teacher competency in writing scientific publications which needs to be done as soon as possible through coaching clinic activities. This activity is an intensive training program for teachers to build and maximize their abilities in writing scientific publications. *The coaching clinic in question is a training or mentoring activity aimed at mastering knowledge and skills* (Purwanto, Fahmi, and Cahyono 2023). Through this training, teachers are expected to be able to acquire and develop knowledge and skills in writing scientific publications well.

The success of the coaching clinic program in providing guidance and teacher competency training has been widely proven. Trihantoyo, Andari, and Haq (2021) revealed that the teachers who were training participants in this coaching clinic were very interested and understood the training material provided. The participant's role as a teacher as well as a researcher in classroom action research activities which is the focus of the training is greatly supported by this coaching clinic program. Meanwhile, Prayogi (2020) revealed that the coaching clinic activities provided were able to increase participants' understanding in preparing learning evaluation media, so that this activity could be said to be successful in increasing and developing participants' knowledge and skills.

Based on this evidence, implementing a scientific publication writing coaching clinic program for elementary school teachers is deemed necessary as an effort to develop and improve the professionalism of the teachers concerned in conducting research and publishing scientific papers. To understand and analyze the role and implementation of coaching clinics in writing teacher scientific publications, this research is considered important as a first step in improving the ability to write teacher scientific publications in the elementary school environment.

## METHOD

This research was designed by applying an action research approach. The form of action implemented in this research was coaching in writing scientific publications given to teachers at the Sekolah Laboratorium Percontohan UPI Elementary School. The subjects involved in this research were 11 of the 30 teachers who worked at the school, consisting of 6 (six) class teachers and 5 (five) subject teachers.

This action research process was carried out in two cycles with each cycle including four activity stages, namely the action planning stage, action implementation, observation of action results, and reflection on action. The four activities take place simultaneously and their sequence can be modified according to research needs.

The data in this research was obtained through observations of teachers during the coaching clinic implementation process, questionnaires distributed to teachers as coaching participants, as well as tests given to participants to measure their ability to write scientific publications both before and after participating in coaching activities.

The analysis process carried out on the data that was collected used two analysis techniques, namely: for quantitative data, descriptive analysis techniques were used to reveal a picture of coaching activities and the results of participant evaluations which were presented in the form of average (mean) and trend (percentage); while qualitative data was analyzed using the Miles & Huberman interactive model analysis technique using normative criteria to reveal the weaknesses and strengths of teacher performance in the coaching clinic process.

## RESULTS

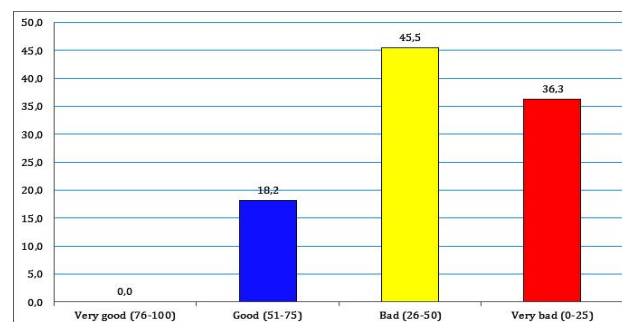
Starting from the initial fact that the ability of elementary school teachers to write scientific papers is currently still relatively weak, which is thought to be the impact of a lack of basic skills and teachers' self-confidence in writing, the lack of a writing culture among teachers, and a lack of training to improve writing skills. scientific publications, as well as inadequate facilities and media for scientific publications for teachers in the school environment. This condition is of

concern to the author to implement an effort to increase ability in writing scientific publications, namely by conducting School Action Research (SAR) in the form of coaching clinic activities. This effort is an action to build the school's human resources to anticipate the problems of the school concerned in the future (Muflihah et al 2019), and is intended to find pragmatic and performative truths according to I Wayan AS (Windayana 2016) is a framework of thinking that leads to needs that must be resolved immediately and pursued with real, planned and systematic action.

### Pre-action

The initial activity carried out in this coaching clinic action research on writing scientific publications was to measure the ability of elementary school teachers who were research subjects in writing scientific publications by conducting a pretest. The aspects measured include richness of ideas and creativity in writing, factual based, sharp intuition in formulating and solving problems, wisdom in choosing perspectives/theories/philosophies, and ability to choose words/language.

Based on the results of this pre-action test, it was revealed that the ability to write scientific publications possessed by the majority of elementary school teachers was still very weak, where 45.5% of them were in the poor category and 36.3% were in the very poor category. . Meanwhile, only 18.2% of elementary school teachers have good abilities (Figure 1). Overall, the ability of elementary school teachers in writing scientific publications only achieved an average score of 37.09 with a success percentage of 18.18%.



**Figure 1.** Pretest Results of Elementary Teachers' Ability in Writing Scientific Publications

### Actions in first cycle

The actions taken in cycle I in this research consisted of four main action research activities developed by Kurt Lewin (Windayana 2016), includes planning, action, observation and reflection.

Planning as the first step in action determines that implementing a coaching clinic is the right action to improve the ability to write scientific publications for elementary school teachers. The implementation of this coaching clinic will be carried out by referring to activity implementation procedures which include teacher data collection and determining the implementation of coaching, explanation of coaching steps to participants, guidance and training by resource persons, initial evaluation, writing assistance and writing methods in more detail by Principal, focused practice, and evaluation of the teacher's actions and overall abilities.

The implementation of the action begins with collecting teacher data and explaining the importance of literacy culture and getting used to writing scientific publications to prospective participants, while the ability to write scientific publications of teachers at the school in question is still relatively weak. Therefore, they will receive training in the form of a coaching clinic. The next step is to explain the stages of the coaching clinic activities that will be carried out, starting from communication to identify personal obstacles in writing, the goals you want to achieve, to technical writing training using certain methods. On that occasion, it was also explained that to

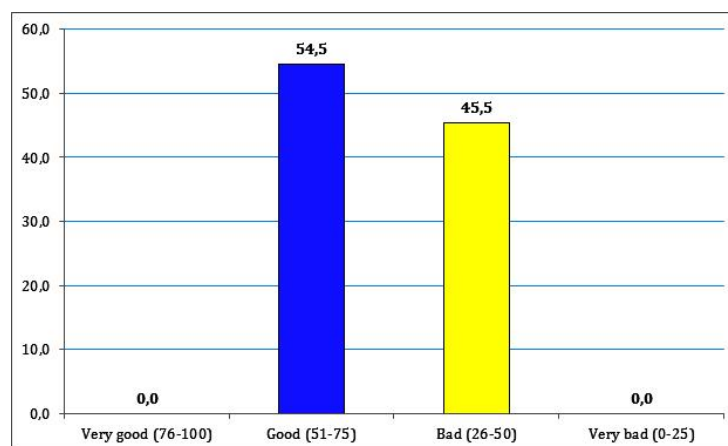
achieve it, the teachers who are participating in coaching must be disciplined and willing to practice their skills regularly.

In the next step, the researcher implemented five main coaching procedures, namely: First, the researcher tried to build teacher trust through good communication; Second, listening to teachers' complaints and hopes regarding writing scientific publications in the school environment; Third, provide clarity about what teachers want regarding scientific writing and publications; Fourth, provide simple questions and exercises to build teachers' writing skills, especially to practice the ability to develop ideas and writing topics; and Fifth, provide suggestions for initial exercises in developing ideas for writing practice, as well as listening to feedback from teachers regarding this matter.

The next action activity is that the researcher together with the resource person guides the teachers to carry out focused training using certain writing practice methods until all participants have the writing skills as expected. The writing methods and techniques provided in this focused training session can be a reference for the participants in preparing their scientific papers later. The method applied is the clustering method and fast writing. In applying the clustering method, the researcher instructed the participants to write down related thoughts and immediately put them on paper, without considering whether they were correct or their value. Meanwhile, in the fast writing method, researchers assign teachers to write within a certain period of time about a certain theme. During this time, the teacher must collect ideas, form sentences, check grammar, repeat, or correct.

During and after the action process is carried out, observation activities continue to be carried out both on the training and mentoring process and on the activities of the participants. This observation was carried out to collect data and information relating to the details of the action process as stated by Johnson (2012) that "observations do have to be done on a consistent, preplanned schedule. Also, observations are only one form of data collection". Based on the results of this observation, it was revealed that the implementation of the action steps carried out by researchers was basically dominant (classified as good). Researchers can implement various steps or procedures for coaching clinic actions to improve the ability to write scientific publications for elementary school teachers, although this can still be improved in the future. This achievement will become material for the researcher's reflection for implementing the action in the next cycle, whether it is considered sufficient to represent the researcher's success in implementing the action, or whether it still needs to be improved.

Meanwhile, based on the results of the evaluation of the writing skills of the elementary school teachers participating in the coaching clinic in the first cycle, it shows that more than half (54.5%) of the teachers have good skills in writing scientific publications, although there are still less than half (45.5%) who lack the ability to write scientific publications (figure 2).



**Figure 2.** The Results of Evaluation of Elementary Teachers' Capabilities in Writing Scientific Publications in Cycle I



Overall, the average success score achieved by elementary school teachers participating in this coaching was 46.18 with a success percentage reaching 54.55%. Achievement in Cycle I shows an increase in achievement compared to the ability in pre-action where the average score achieved was only 37.09 with a success percentage of 18.18%. This increase in achievement becomes material for the researcher's reflection for implementing actions in the next cycle.

The final activity carried out in cycle I is a reflection activity which aims to find out the role of implementing coaching clinics as an effort to improve the ability to write scientific publications for elementary school teachers. Based on data from observations of the process of implementing actions that have been carried out related to the implementation of coaching clinics to improve teachers' ability to write scientific publications, it was found that there were weaknesses in several aspects that needed to be corrected and improved to further develop teachers' mastery of writing training methods, especially in the ability to develop ideas. and the thematic richness of the writing.

The implementation of a coaching clinic with a personal approach strategy and focused training to improve teachers' writing skills, in general, has really helped researchers in improving the writing skills of scientific publications of teachers participating in coaching. This is indicated by achieving an average score of 46.18 with a success percentage of 54.55%, which shows a positive increase in teachers regarding their ability to write scientific publications. This is one of the positive impacts of coaching clinic activities which is able to provide guidance, training and recitations to the participants (Ansori 2021).

However, this achievement is still not able to meet expectations. In the process, there are still some teachers who have not been able to master the use of fast writing practice methods or grouping ideas (clustering) well. Meanwhile, in the teacher development program, the Principal as the highest leader has not fully reflected on writing formal scientific papers, because he focuses more on increasing self-confidence and basic writing skills, while teachers are required to be able to compose formal scientific papers. Therefore, continued action is needed in the second cycle to correct these deficiencies.

### **Actions in second cycle**

Action activities in cycle II are designed with an emphasis on the weak aspects found in cycle I, especially in terms of mastery of fast writing and clustering methods as well as writing formal scientific work. The action implementation plan in cycle II is also equipped with various test instruments and observation sheets to determine the effectiveness of the actions implemented and the role of these actions in the Principal's efforts to improve the teachers' ability to write scientific publications.

As in cycle I, the action activities in cycle II were carried out in two sessions/stages. In the first session, guidance was given to the participating elementary school teachers, starting with conveying information that the results of previous coaching had helped improve teachers' abilities in writing scientific publications, but weaknesses were still found in several aspects. Therefore, coaching activities will continue in cycle II. Apart from that, it was also conveyed that the coaching activities in cycle II would place greater emphasis on the process of writing formal scientific papers, which is basically the responsibility of teachers in preparing them. Therefore, teachers will be accustomed to making formal written works or scientific publications as part of their assignment, such as conducting Classroom Action Research (CAR).

Entering the action implementation stage, as implemented in cycle I, the researcher together with the Principal implemented five main coaching procedures which include: (1) Building teacher trust through good communication; (2) Listening to teachers' complaints and hopes regarding writing scientific publications in the school environment; (3) provide an explanation of what teachers want regarding scientific writing and publications; (4) providing simple questions and exercises to build teachers' writing skills, especially to practice the ability to develop ideas and writing topics; and (5) provide suggestions for initial exercises in developing ideas for writing practice, while listening to feedback from teachers regarding this matter.

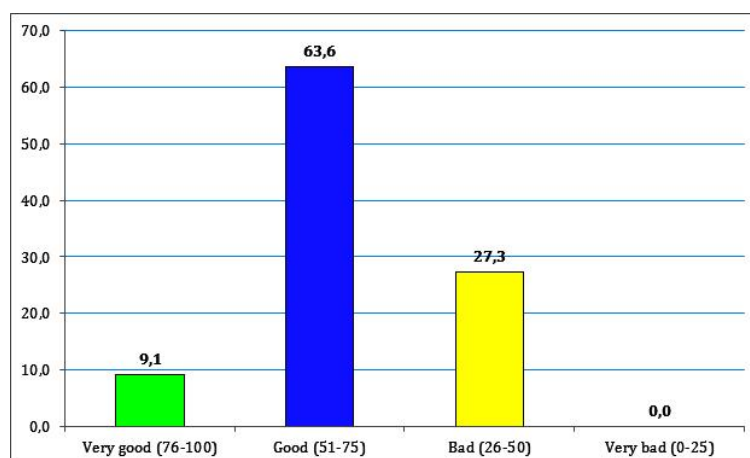
During the implementation of this action, the researcher together with the Principal monitored all processes followed by the participants and evaluated each process that had been implemented. The coaching in this first session ended by giving the participants assignments to write formal papers related to the teaching material they taught to see the development of teachers' abilities in writing scientific publications.

In the second session, the activity continued with more focused training using the writing training methods that had been practiced in Cycle I. The use of this method needed to be repeated so that all teachers participating in the coaching were skilled at writing scientific publications as expected. In the implementation process, the activities in this second session put more emphasis on the application of the clustering and fast writing method, where through the clustering method the teacher is assigned to write down interrelated thoughts as quickly as possible, without considering the truth or value of those thoughts. Here the participants are required to get used to grouping their thoughts and ideas in written form, similar to the processes that occur in the brain, although in a very simplified form.

Meanwhile, through the fast writing method, participating teachers are assigned to write and organize ideas about a theme/topic within a certain period of time. Here the participating teachers have to collect ideas, form and structure sentences, check grammar, repeat and correct them again. This activity was repeated twice to improve the participants' skills in creating good written work.

Similar to the implementation of the action in the first session, during the action in the second session the researcher together with the Principal carried out monitoring, and in the final part, an evaluation was carried out in the form of a post-test on the ability to write scientific papers as a basis for measuring the success of the participating teachers in participating in coaching activities.

Based on the results of observations made during monitoring and evaluation from the first to the second session, it appears that the participating teachers are starting to get used to the methods of writing scientific publications that they obtained from the coaching process. The participating teachers were able to try to write quickly even though there were still many sentences or paragraphs that were not well structured. The success of the coaching process in cycle II can be seen from the success of the participating teachers in writing scientific publications with an average score of 56.91 and a success percentage reaching 72.73%. The achievement in cycle II shows an improvement compared to the achievement in cycle I where the average score achieved was 46.18 with a success percentage of 54.55%. In detail. The ability of elementary school teachers to write scientific publications in coaching activities in the second cycle is presented in Figure 3.



**Figure 3.** The Results of Evaluation of Elementary Teachers' Capabilities in Writing Scientific Publications in Cycle II

Based on the graph in the image above, it appears that the majority (63.6%) of the participating teachers were able to achieve good success in writing scientific publications, there were even teachers who were able to achieve very good success (9.1%). However, there are still teachers who are still lacking in achieving success, namely 27.3%. This certainly needs further attention and treatment to improve its capabilities.

The increase in ability achieved by the elementary school teachers participating in this coaching shows a consistent increase in their ability to write scientific publications starting from their ability before taking part in the coaching (pre-action), action in cycle I, to action in cycle II (table 1). This increase in achievement becomes material for reflection on the implementation of actions in this research.

Referring to the results of observations and test results measuring the ability of elementary school teachers in writing scientific publications through coaching clinics in this research, the results of the reflection conclude that: (1) Teachers are more accustomed and skilled in compiling various forms of scientific writing which has become an obligation them, as well as a way to build a better literacy culture among teachers themselves; (2) The Principal is quite capable of delivering good actions, especially in improving teachers' abilities in writing scientific publications through the implementation of coaching clinics as an action which is believed to be able to resolve the problem of the lack of writing skills of elementary school teachers, especially in the Sekolah Laboratorium Percontohan UPI Elementary School.

**Table 1.** Increase in The Percentage of Success of Elementary School Teachers in Writing Scientific Publications through the Coaching Clinic

No.	Achievement	Pre-action	First cycle	Second cycle
1.	Achievement score average	37,09	46,18	56,91
2.	Success average (%)	18,18	54,55	72,73
3.	The teaching quality category is very high (%)	0,0	0,0	9,1
4.	The teaching quality category is high (%)	18,2	54,5	63,6
5.	The teaching quality category is adequate (%)	45,5	45,5	27,3
6.	The teaching quality category is low (%)	36,4	0,0	0,0

Viewed from the entire series of actions, the action implementation rating scale in this study shows that 12 of the 14 points in the action syntax (85.7%) were fulfilled very well, while the other two points (14.3%) were fulfilled well (table 2).

**Table 2.** Achievement of The Rating Scale for Implementing Actions in Research

No.	Categories	Achievement (%)
1.	Very good	85,7
2.	Good	14,3
3.	Adequate	0,0
4.	Poor	0,0
5.	Very poor	0,0

Based on all the findings in this research, it is revealed that the implementation of a coaching clinic for writing scientific publications is basically a necessity to answer the demands of building a literacy culture in a good educational environment. Teachers as the main actors in the education and learning process must first master the things needed to build a good literacy culture,



especially good writing skills. In this case, the principal must also be able to prepare appropriate infrastructure and media to accommodate the teachers' written work.

Implementing a coaching clinic for writing scientific publications can basically be an alternative solution that can have a positive impact in terms of growing the writing skills of teachers in schools. One of them appears to be an increase in aspects of teacher skills in terms of compiling ideas, themes and writing structures. When in pre-action there are still many problems found, such as teachers who are less skilled in writing, determining initial ideas and developing them in written form, more accustomed to oral conversation than written language, not being able to compose good and correct scientific writing, then by implementing the coaching clinic to write scientific publications, these things can be minimized.

The results of this research are in line with the views of Anthony M Grant (Shatroubi and Ramirez-Garcia 2023) that intensive training or clinical coaching is a process that is solution and results oriented, where a coach facilitates the process of personal learning (self-directed learning), personal growth, and improving the quality of work within the scope of his own determination. The quality of work in this context is increasing teacher pedagogical competence, namely writing reflective actions to improve the quality of learning, where one of the follow-up actions to this reflective action is in the form of writing teacher scientific publications.

## CONCLUSION

Implementing a coaching clinic for writing scientific publications can be carried out as long as the Principal has the commitment and ability to carry out this. In this case, the principal must ensure that his actions can bring about changes as expected, especially to quickly improve certain aspects of the abilities and performance of teachers.

The role of implementing a coaching clinic in writing scientific publications on teachers' writing skills shows positive results where this coaching method is able to improve teachers' skills in writing and/or composing ideas and developing better linguistic structures in writing scientific papers.

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