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Strategy Coaching Clinic Solutions Improving Teacher Ability in Writing Scientific Publication

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Abstract. The teacher is a professional. As a consequence of the position of teacher as a profession, a system of guidance and development of the teaching profession is needed that is programmed and sustained through professional development activities. However, based on field studies, most teachers have difficulty in writing scientific papers, so it is necessary to develop a coaching model that can improve the ability of teachers to compile scientific papers in the form of scientific publications. The formulation of the problem in the research is whether the Guidance Strategy *Coaching Clinic* can increase the activity of writing scientific publications of teachers at the Teacher Work Centers (PKG) of Kaduhejo Pandeglang sub-district? Guidance Strategy *Coaching Clinic* can increase the interest in writing scientific publications of teachers at the Kaduhejo Pandeglang subdistrict Teacher Training Center (PKG) and Guidance Strategy *can the Coaching Clinic Improve the quality of teacher scientific publications of the Kaduhejo Pandeglang subdistrict Teacher Training Center (PKG)?* This study uses an action research design (*Action Research*) because this study addresses the practice of writing scientific publications, the problem of fostering the teaching profession concerning the improvement and improvement of writing competence. Action research is a form of study carried out to improve the conditions of teacher coaching and mentoring practices. Through the use of Guidance Strategies *Coaching Clinic* in the Guidance and professional development activities of teachers can increase the activities of writing scientific publications. This can be seen from the average percentage in the first cycle of 59.38%, increasing 28.75% in the second cycle to 88.13%. Interest in writing scientific publications of teachers increases. This can be seen from the final score in the first cycle of 3.58 experiencing an increase in the second cycle of 0.09 to 3.67. Then through the use of the Guidance Strategy, *Coaching Clinic* can improve the results of writing scientific publications of teachers at the Kaduhejo District Teacher Training Center (PKG). This can be seen from the average test results in the first cycle of 71.41, an increase of 5.62 in the second cycle to 77.03. Similarly, the percentage of mastery learning has increased from 59.38% to 37.50% increase to 96.88%. Guiding Strategy *Coaching Clinic* should be implemented according to the needs, gradually, continuously to improve the professionalism of the teacher.

Keywords: Coaching Clinic, Scientific Publications

INTRODUCTION ~ Teachers are professionals who have very important functions, roles and positions in achieving the vision of education in 2025, namely creating intelligent and competitive Indonesian people. Therefore, the teaching profession must be respected and developed as a dignified profession as mandated in Law Number 14 of 2005 concerning Teachers and Lecturers. The consequence of the teacher as a profession is the continuing professional development (PKB). One of the PKB implementations is scientific publication.

Scientific publications are scientific papers that have been published to the community as a form of teacher's contribution to improving the quality of the learning process in schools and developing the world of education in general. Scientific publications in the form of research results or ideas on formal education. Publications can be in the form of research papers, scientific review papers in the field of formal education and learning, popular scientific papers, and scientific articles in the field of education. Many attempts have been



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made by the government to improve the ability of teachers to write scientific papers that are following the rules for publication. This government effort was carried out through organizing a training program for writing scientific papers (KTI) for teachers. The training program is carried out so that it can make a positive and significant contribution to improving teacher competence in writing scientific articles that are suitable for publication. However, the training programs that have been given have not been able to achieve the desired results. The training programs that are conducted generally cannot answer the needs of teachers, so their activities must provide learning hands-on experience to the participants. After attending the training program there are still many teachers who have not been able to write sufficient scientific papers (KTI). Therefore, to overcome this need to find an approach or training strategy that is appropriate and effective so that it can facilitate teachers in writing scientific papers (KTI). Many approaches and strategies that can be used in writing a paper. One strategy that can be used in training programs for writing scientific papers is the use of activities *Coaching Clinic*. Guidance model by giving guidance by the difficulties so that in facilitating the teacher to create a scientific paper that can be published.

Based on the results of a preliminary study in Pandeglang district so far, data are obtained that most teacher activities in schools are more oriented towards

teaching in their respective classrooms while parts in increasing professionalism in the form of writing and scientific publications are often ignored. It has been identified that teachers in the Pandeglang district and especially teachers in the Kaduhejo sub-district experienced difficulties in writing scientific publications. This preliminary study shows that the difficulties of elementary school teachers in scientific publication research results include: (a) still low, the interest of teachers in scientific writing (b) limited free time, (c) lack of understanding of scientific writing techniques, (d) difficulties in determine research methods and search for data, (e) technology / computer stuttering, (f) do not have reference books, (g) often use writing services, (h) the lack of functioning of the Teacher Work Center (PKG) in developing scientific writing . So the writing and publication of scientific papers among teachers still cause for concern. This is indicated by the low productivity of teachers in writing scientific essays which also influences careers for promotion. This fact must be addressed immediately because it hurts teacher professionalism. The right strategy is needed to improve the ability to write scientific publications for elementary school teachers. In the right strategy opportunity to revitalize the Teacher Work Center (PKG) through the activities *Coaching Clinic*. Based on this description, some problems can be formulated, namely whether the *Coaching Clinic* can increase the interest and activity of writing scientific publications of



teachers at PKG Kaduhejo and how is the quality of scientific publications through teacher coaching clinic activities at PKG Kaduhejo. This research aims to increase interest; the activities of the results of scientific publications of teachers through coaching clinic activities at PKG Teacher Elementary School in Kaduhejo District.

METHOD

Location chosen for the implementation of this study was at the researcher's task area, namely the Teacher Work Center (PKG) of Kaduhejo Pandeglang District. When research was conducted in the even semester of the 2018/2019 school year, which is around January to June 2018. In this study, researchers used action research. Action research is a type of action research conducted by researchers to improve competence. Initially, action research was developed to find solutions to social problems (including education). Action research begins with a systematic study of a problem. The results of this study form the basis for developing a work plan (action) to overcome the problem. The next activity is the implementation of actions followed by observation and evaluation. The results of observation and evaluation are used as input to reflect on what happened during the implementation of the action. The results of reflection are then used as a basis for determining the improvement and refinement of further actions. Action research is a form of self-reflection research conducted by participants in

social situations (including education) to improve self-practiced practices as a form of reflective infuriation conducted in partnership. Thus, a comprehensive understanding of the practices and situations in which these practices will be obtained.

There are two main things in this action research namely improvement and involvement. This will direct the objectives of action research into three areas, namely (1) to improve practice in writing scientific publications; (2) for professional development in the sense of increasing practitioners' understanding of the practices they carry out; and (3) to improve the situation or situation in which the research was conducted. Kemmis and Mc Taggart (Arikunto, 2014: 96) state that the Action

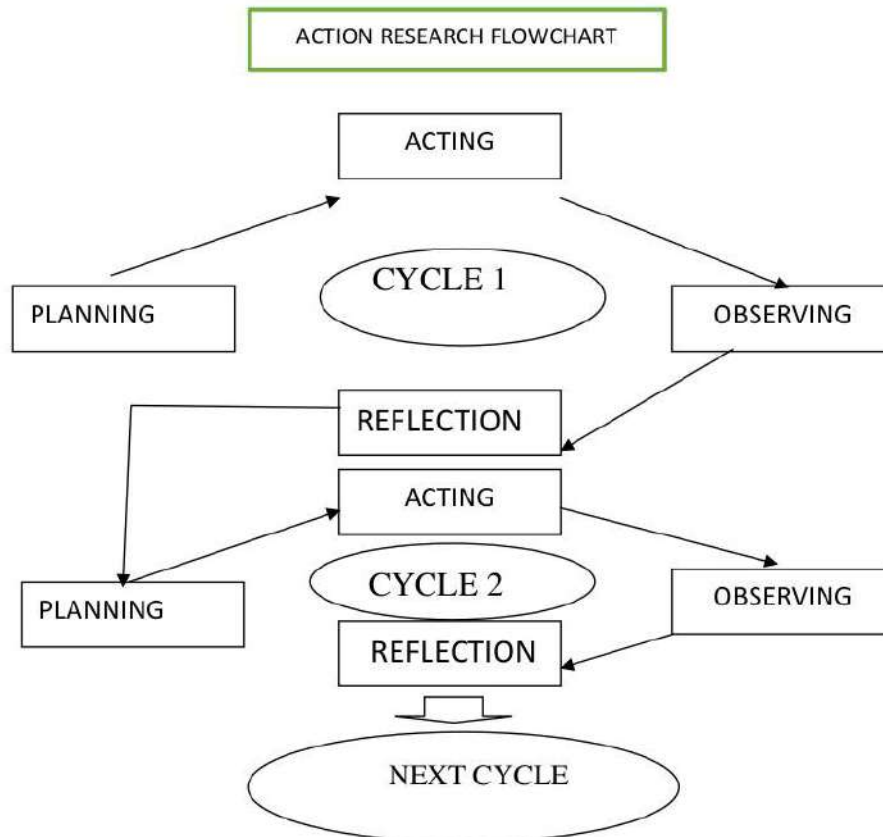
The research procedure is carried out with 4 main activities or stages, namely Plan (planning), Action (action), observation (observation), and reflection (reflection). Planning in Research is a critical plan of action to improve what has happened. Plans are arranged systematically and prospectively, and are flexible to be adapted to unforeseen effects that are not yet visible Planning is based on reflective observations, so planning must consist of issues and application of alternative solutions to problems, plan training processes in PKG, determine subject matter, develop training scenarios, compile worksheets/exercises and prepare learning resources and evaluation tools.



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Action or also called action in Research Action in improving the ability to write scientific essays is an act that is done consciously and in a controlled manner, which is a variety of careful and wise teaching practices. Action is a series of cycles meaning the actions that have been taken as a basis for determining further actions. Observation serves to document the effect of practicing KTI writing skills by empowering writing. Observations are oriented towards the future. Observations need to be planned and based on responsive openness of view and thought. In action research

based on observation basically data collection in the form of a process of changing performance in the writing process. Reflection is a reflection based on the activities of analysis, interpretation, and explanation of information about the ability to write scientific publications obtained from observations of the implementation of actions. The following is the flow cycle of the implementation of a more operational Action Research based on the flow of activities according to Kemmis and Mc Taggart can be described as below



The Action Plan in the form of preparatory steps to be taken Determine the Schedule and Material; Making KTI writing tools and scenarios, which contain the steps taken, in addition to the forms of activities undertaken by participants in the context of implementing corrective actions to write planned scientific publications; Prepare facilities and supporting facilities needed. In the action taken is to provide stimulation to the participants. This observation serves to see and document the effects caused by the action.

Observations were made to observe all aspects carried out at PKG. Reflection here includes activities: analysis, synthesis, interpretation (interpretation), explain and conclude. The result of reflection is the holding of a revision of the plan that has been carried out jointly with collaborators to correct the deficiencies that exist in each cycle based on achieving indicators

of success. In this study, it is planned to use several activities that can be detailed as follows. Subjects in this research will be teachers who will be promoted in Pandeglang-Banten, amounting to 16 people, as a reflective research activity data is obtained based on the results of observation sheets, interviews, and simple tests of achieving the ability to write KTI, then the data obtained are in the form abilities that include scientific writing skills that can be published. For participants in this study amounted to 2 people referred to as collaborators. The role and position of the researcher in this action research, as a leader and planner, observers the activities. Researchers conducted observations on the interaction of *coaching clinics* at PKG. Then make an action plan that is discussed with the teachers. As for researchers, the tasks and collaborators are as follows:

Table 1. Researchers and Collaborators'

No	Name of	TasksDuties & Activities Done
1.	Robiatul Munajah (First Researcher)	<ul style="list-style-type: none"> • Arranges research instruments. • Develop a plan for <i>coaching clinic coaching</i>. • Carry out <i>coaching clinic coaching</i>. • Conduct observation and evaluation of actions. • Analyze data and reflection. • Prepare research reports and final reports.
2.	Kiki Budiana (Second Researcher)	<ul style="list-style-type: none"> • Helps to develop instruments and plans <i>coaching clinic</i>. • Make observations. • Provide input on the results of the reflection.
3.	Suratno (Collaborator)	<ul style="list-style-type: none"> • Provides consideration of each activity in the cycle • Facilitates researchers in licensing • Gives suggestions in determining indicators of success of <i>coaching clinic</i>

Data used in this study are quantitative and qualitative data. Quantitative data

analysis is performed continuously each cycle with a percentage increase,



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qualitative data analysis can be done before the researcher takes action, during the activation process, and after completion of the action given. By analyzing data from field notes and interviews during the study. The data analysis technique used aims to determine the effect of giving action in the form of guidance in writing KTI. The agreement between researchers, teachers, and collaborators is to determine the magnitude of the percentage increase of at least 10%. If the percentage obtained is less than 10% and has not reached 80% completeness as agreed upon, the

research will continue in the next cycle, whereas vice versa if it has been achieved an increase of more than 80% completeness.

RESULTS

Implementation of activities *Coaching Clinica* begins with the workshop of writing scient Tabel 2. DESCRIPTION OF THE RESULTS *Coaching Clinica* proceed with the guidance of writing scientific papers. (KTI). Activities *Coaching Clinica* Carried out by lecturing, discussion, and the task of compiling scientific papers with the following results.

	Description	Planned	Realized
OUT CAME	Writing Scientific (KTI) is ready to be published	Writing Scientific (KTI) is ready to be published a minimum of 9 participants from 16 of the number of participants Tutoring	The number of participants <i>Coaching Clinic</i> cannot be realized, there are only 9 teachers regularly from intensive consultation
	Description	Plan	realization
RESULTS	Workshops and <i>Coaching Clinic</i>	Guidance Scientific Writing (KTI) in the form of PTK research results from 16	participants from a total of 16 participants
	Work	Plan	Realization
ACTIVITIES	Workshop and <i>Coaching Clinic</i> Guidance at PKG Kaduhejo Pandeglang	Workshop in 4 face-to-face and coaching counseling at PKG Kaduhejo Pandeglang	Presentation of Material and Training and continued coaching <i>Clinica</i> at PKG Kaduhejo Pandeglang
TARGETS	Description of the	Plan for	Realization

of Elementary
Teachers in Kaduhejo
Subdistrict

Teachers who will
prepare for the
promotion of the April
2019 period priority for
goal IV / a

Participant see there
are 16 teachers

	Description of	Plan	Realization
Indicators of Success	Participants / elementary school teachers can understand and can prepare KTI to be published	Participants / elementary school teachers can understand the concept of CAR and can compile KTI in the form of CAR that will be published	Teachers/participants have been able to compile KTI in the form of CAR that will be published

Participants develop research results in the form of AR to become a scientific article, through *coaching clinic* writing scientific publications in a planned and programmed and intensive manner for 6 months. In this activity, the participants' teachers were very enthusiastic about following the presentation of the material delivered. The interest and motivation of participants when participating in activities is *coaching clinic counseling* high, this is indicated by the attendance of participants who are met according to the specified number of participants, as well as ongoing group dynamics then questions and answers related to scientific writing techniques. Most of the coaching clinic coaching participants in the PKG Kaduhejo sub-district did not have sufficient knowledge and understanding of article writing techniques. **1** *Action research* is a form of study carried out to improve the conditions of teacher coaching and mentoring practices. Through the use, of *guidance Strategies Coaching Clinic* in the *Guidance* and professional development

1 activities of teachers can increase the activities of writing scientific publications. This can be seen from the average percentage in the first cycle of 59.38%, increasing 28.75% in the second cycle to 88.13%. Interest in writing scientific publications of teachers increases. This can be seen from the final score in the first cycle of 3.58 experiencing an increase in the second cycle of 0.09 to 3.67. After the *Guidance Strategy* is *Coaching Clinic Coaching* completed, participants can broadly understand the techniques of writing effective scientific articles. The teachers as participants want to write articles because they know that this is a demand for teacher professional development by the Teacher and Lecturer Law.

In practice, writing scientific publications is done individually and can also be done in groups in the same field of expertise and class level groups. Participants in writing the article title can be adjusted to the knowledge and interests of their field of



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expertise. Writing the article begins with determining the title to be written. The participants determine the title to be written, to be developed by the article writing techniques that have been given. Then through the use of the guidance Strategy, it Coaching Clinic can improve the results of writing scientific publications of teachers at the Kaduhejo District Teacher Training Center (PKG). This can be seen from the average test results in the first cycle of 71.41, an increase of 5.62 in the second cycle to 77.03. Similarly, the percentage of mastery learning has increased from 59.38% to 37.50% increase to 96.88%. Strategies Coaching Clinic Coaching should be carried out according to need, gradually, continuously to improve professionalism.

CONCLUSION

Based on the results and discussion in the strategy activities coaching clinic coaching above, it can be concluded that the strategy Coaching clinic coaching in PKG Kaduhejo District can increase interest, activities, and results of writing scientific publications.

Suggestions that can be submitted for strategies coaching clinic counseling in PKG Kaduhejo District in writing articles which are a form of scientific work should be trained in a planned manner by the programs carried out in KKG and PKG. Lowering the basic abilities possessed by the teacher about scientific publications can be overcome by providing a specific time for teachers to be introduced to

scientific activities in the form of seminars, workshops and scientific presentations.

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