



WWJMRD 2021;7(10):109-115

www.wwjmr.com

International Journal

Peer Reviewed Journal

Refereed Journal

Indexed Journal

Impact Factor SJIF 2017:

5.182 2018: 5.51, (ISI) 2020-

2021: 1.361

E-ISSN: 2454-6615

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Teaching Book Writing Assistance: Efforts to Improve the Competence of Achieving Teachers

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Abstract

This study aims to improve the competence of elementary school teachers so that they can compete at the national level in the outstanding teacher competition. The study used a thematic qualitative 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 textbooks, the person in charge of the sustainability of the mentoring program, sources of financing for the mentoring program, and recommendations for implementing mentoring activities. In addition, respondents also gave statements about the importance of mentoring activities provided to teachers with research results 90% strongly agree with the training and mentoring, 90% of the training materials according to needs, 90% of the subject matter by the training materials, and 50% agree with the duration of the training activity that has been given.

Keywords: Mentoring, textbooks, teacher competence, elementary school

Introduction

Achievement teachers are the ideals that educators always covet. They can be teacher competent 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. Unfortunately, Indonesia's low teacher performance appraisal (PKG) 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 "Coaching and mentorship are processes that help individuals and businesses reach 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 improve performance, while mentoring is a process that supports education and these developments. Hughes stated that a mentor has the knowledge and skill-wise, has experience regarding training, and has a good understanding of the challenges or constraints involved. Coach or coaches have the function of increasing achievement and performance. Coaches are interested in professional relationships with others, supports learning and development, but it is not necessary to be an expert in the field of his 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 is expected someone either formally or informally, 3) Friend, interacting with students socially and providing information on an individual, 4) Intellectual guide, this type of assistance seeks to improve a balanced relationship between the mentor and the person being mentored, creating collaboration in research projects and can provide constructive criticism and feedback [7].

This research was conducted to improve the competence of school teachers, especially in writing textbooks that are part of the criteria for scientific writing as one of the indicators for the assessment of high-achieving teachers at the Ministry of Education and Culture of the Republic of Indonesia.

Research Methodology

Research design

This study 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 carried out 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].

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 was based on the results obtained from the Ministry of Education and Culture of the Republic of Indonesia, which stated that the ten teachers were the teachers who had 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 candidates for outstanding teachers because the Covid-19 pandemic hit Indonesia. Descriptive data on demographic characteristics, particularly gender, duration of education and level of teacher training, are presented in Table 1.

Table 1: Description of the 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

Data collection Data

The collection consists of two stages. Phase 1 was conducted through a survey via google form by being given four short questions about how the opinion of outstanding teachers on the activities of mentoring textbook writing. 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 from the reflection of the textbook writing mentoring activity, which was carried out previously on September 14, 2021.

Data Analysis

The data were analysed using inductive and thematic

analysis in order to identify, assess and create themes expressed by participants [11]. The answers from each participant, especially in the first stage, were coded using keywords to avoid overlapping. After that, categorization and possible 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].

Results

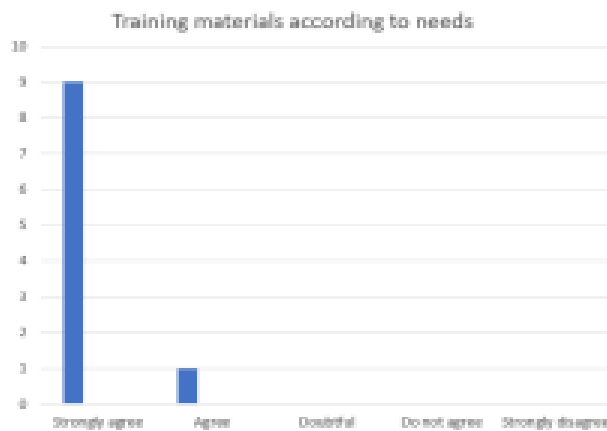
The results of data analysis regarding the response to mentoring in writing textbooks for prospective teachers with achievement through google form stated that the training activity was significant to increase knowledge to improve teacher competence. The graph of respondents' opinions on the importance of training and mentoring activities in writing textbooks is as shown in graph 1.



Graph 1: Respondents' opinions on the importance of training and mentoring activities for writing textbooks.

Furthermore, respondents also stated that the training materials were by selecting achievement teachers at the

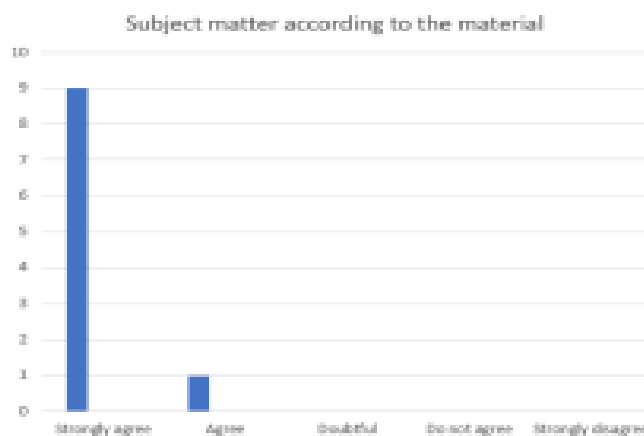
national level in Indonesia. Ministry of Education and Culture of the Republic of Indonesia.



Graph 2: Training Materials Are Very By Needs.

In addition, respondents also stated that the subject matter was very in line with the training materials and assistance in writing textbooks as one of the requirements for

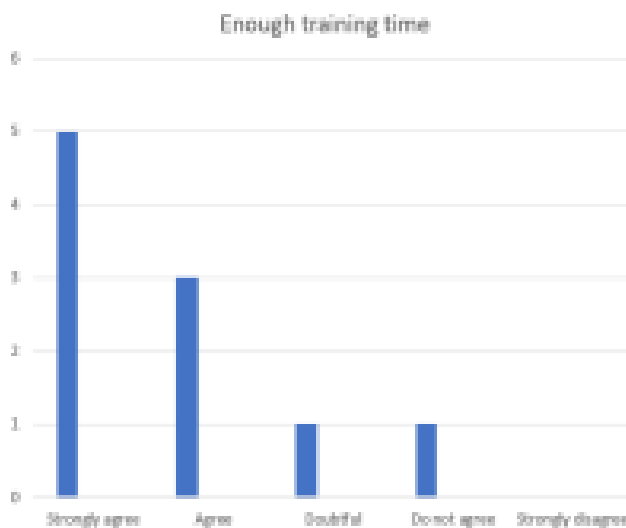
scientific work in selecting outstanding teachers at the national level.



Graph 3: The subject matter is very appropriate to the training and mentoring.

Meanwhile, 50% of respondents stated that they agreed

with the time spent during the training activities.



Graph 4: Agree with the specified time duration.

Furthermore, the results of data analysis through group discussion forums found four main themes in the research consisting of the sustainability of the textbook writing mentoring program, the person in charge of the sustainability of the mentoring program, sources of financing for the mentoring program, and recommendations for implementing mentoring activities. The details of the findings are as follows:

Sustainability of the mentoring program for writing textbooks

The mentoring activity for writing scientific papers on how to write textbooks for high-achieving elementary school teacher candidates in the district of Bogor was carried out for one day. Through these activities, teachers finally gain knowledge and experience on how to write textbooks

according to procedures. During the mentoring activities, national-level outstanding teachers in Indonesia were also presented for further FGDs to get feedback on the results of 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. To improve the ability of teachers to write textbooks, it was necessary to provide program sustainability through continuous mentoring activities given to teachers in their respective schools; all participants must report directly to produce textbook products and carry out monitoring activities on an ongoing basis.

As for the picture of how sustainability program textbook writing is as figure 1.

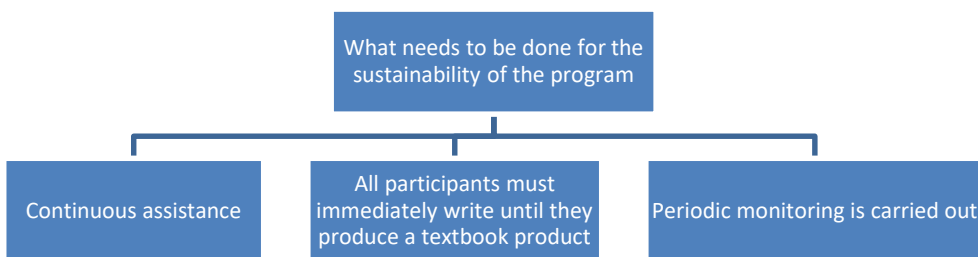


Fig. 1: Sustainability Program.

Undertaking sustainability of the textbook writing mentoring program

The findings of the following theme about who is responsible for the sustainability of the textbook writing mentoring program consist of training participants who are individuals who take part in activities, universities that have community service programs, education offices and the ministry of education and culture which is the provider

of the outstanding teacher program in Indonesia. This principle is the person in charge of the teacher who participates in the achievement teacher competition activity. This educational quality assurance institution is the external quality assurance provider in Indonesia and supervises the school, which is the element of the school's managerial and academic supervisor.

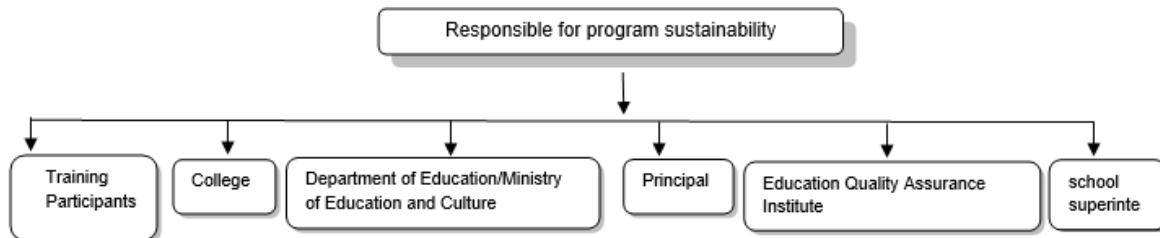


Fig. 2: Responsible for program sustainability.

Sources of funding for textbook writing mentoring programs

The results of the respondents' analysis recommend that the funding sources for writing mentoring programs. Scientific textbooks can be taken from the state budget, grant funds from various agencies and ministries, community service

funds from universities, non-governmental organizations and CSR funds from companies. Through the funding allocated annually by these institutions, they hope to continue to carry out mentoring activities for writing textbooks.



Fig. 3: Sources of program funding.

Recommendations for the implementation of textbook writing mentoring activities

The results of data analysis provide recommendations on the implementation of textbook writing mentoring activities, including: first, it is hoped that training activities will be carried out continuously through individual

mentoring to produce books/modules. Second, cooperation with various parties and agencies is needed to fund program activities. Third, training activities and assistance in writing textbooks must be provided to all teachers in schools.

Recommendation	Training activities are carried out continuously through individual assistance to produce textbooks/modules
	Need to collaborate with various parties for presenters and funding of training and mentoring activities
	Training activities and mentoring in the manufacture of teaching materials/modules were started to be given to all teachers in schools

Fig. 4: Recommendations for activities.

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 role model his students. The teacher's role is also vital in creating the next generation of intellectual and moral quality [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].

In addition, exemplary teachers hold to beliefs related to bilingualism and asset-oriented diversity by seeing students and families as knowledgeable resources towards society. With that in mind, teachers enact a broad repertoire of practices tailored to student conditions, including fostering relationships and ownership through home language embedding and cultural practices in the classroom, emphasizing guided play, a co-built curriculum, and ongoing observational assessments; and scaffolding and English language teaching. Implications for teacher teaching and education discussed [16].

Teacher competence combines personal, scientific, technological, social, and spiritual aspects that kaffah form standard professional competencies. Teachers include 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 behaviour or education personnel [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. "Competence is defined as a set of knowledge, skills, and experiences for the future that manifest in activities. In addition, competence is also defined as knowledge, skills, attitudes, values, motivation, and beliefs of a person in order to succeed in the job." The general understanding relating to teacher competence is divided into three main areas as field competencies, pedagogical competencies and cultural competencies. However, A teacher's professional competence can consist of different dimensions in addition to three main areas." [1], [22]. Selvi explained that teacher competence is divided into field competence, competence, and educational and cultural competence. While professional competence is created in different dimensions. However, Selvi stated that experienced teachers must have a 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 high-achieving elementary school teachers can be an alternative educational stakeholder to realize the success of the outstanding teacher program in Indonesia so that all teachers are ready to compete in the industrial revolution era 5.0

Conclusion

Assistance in writing textbooks is a solution in providing understanding to prospective teachers who excel in increasing the ability of teachers' professionalism that has an impact on improving students' academic and non-academic learning outcomes and can be a motivation to take part in the national level achievement teacher competition organized by the Ministry of Education and Culture of the Republic of Indonesia every year. Through training activities and mentoring in writing textbooks, it is hoped that teachers in Indonesia will be able to be competitive in the era of the industrial revolution 4.0, which emphasizes the aspect of developing superior human resource capabilities according to the concept of sustainable development goals.

Acknowledgements

The researcher would like to thank the Directorate of Resources, Directorate General of Higher Education, Ministry of Education, Culture, Research and Technology of the Republic of Indonesia to finance the Higher Education Leading Applied Research grant.

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