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WRITING FOR PUBLICATION AS A TOOL FOR TEACHERS' PROFESSIONAL DEVELOPMENT

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Abstract

The present study was aimed to explore the teachers experiences in writing for publication as a platform for teacher professional development. The six participants were recruited to participate in writing scholarly article. The data were gained from interview and writing draft. The findings showed that the integration of writing for publication in the program of teacher professional development was an effective ways to improve teachers' competence. Most teachers of the participant argued that the platform of writing for publication gave them the benefit of professional input. Through writing for publication, they had a chance to reflect their instructional practices, design the good quality in teaching, and share knowledge with the wider community.

Keywords: Writing for publication, teacher professional development, agence

INTRODUCTION

Empirical research showed the pivotal role of writing for publication in advancing teacher professional development within the realm of teacher education. Engaging in the publication process serves as a significant mechanism for empowering teachers to enhance their professional capabilities and knowledge. This process not only contributes to the dissemination of educational insights but also fosters reflective practice among educators (Darling-Hammond, 2009).

Writing for publication functions as a substantial platform that encourages teachers to assume an active role in their professional growth. Through the act of composing scholarly articles, educators are afforded the opportunity to re-examine and deepen their understanding of both theoretical concepts and practical issues pertinent to their teaching practices. This reflective engagement with content enables teachers to address and resolve challenges encountered in their classroom settings, as well as to navigate the complexities associated with their professional responsibilities (Hargreaves & Fullan, M. (2012).

The significance of this process is supported by a growing body of research that highlights its impact on teacher development. The literature indicates that writing for publication facilitates a critical examination of teaching methodologies, curriculum design, and pedagogical strategies. This scholarly endeavor not only contributes to the teachers' personal and professional growth but also enhances their ability to contribute meaningfully to the broader educational discourse (Johnson & Papay 2012).

Numerous studies have been conducted to investigate the relationship between writing for publication and teacher professional development. These studies consistently demonstrate that publication activities are closely linked to enhanced reflective practice, improved teaching strategies, and increased professional efficacy. The empirical evidence suggests that the process of writing, reviewing, and revising scholarly articles encourages teachers to critically analyze their own practices and integrate new knowledge into their teaching (Mavropoulou & Xirouchaki, E, 2019).

The Study

A case study was used to explore the teachers' experience in the process of writing for publication. The six participants were recruited in the study from the professional learning community among English teachers in the region of west java. The data were collected from teachers' artifacts and manuscript draft and the data were collected from participants' interview. After the data was collected, it was stored and coded based on the theoretical framework.

Findings and Discussion

The findings showed that the integration of writing for publication in the program of teacher professional development was an effective ways to improve teachers' competence. Most teachers of the participant argued that the platform of writing for publication gave them the benefit of professional input. Through writing for publication, they had a chance to reflect their instructional practices, design the good quality in teaching, and share knowledge with the wider community.

“I felt that this activity give us wonderful experience for me to reflect my teaching experience for years. With this process, I can rethink my teaching expreince, finding what I can achive and what I cant and need to improve. In this case, I can identify my weaknesses and develop my future plan”.

(Participant 8, August 2024)

The data showed that the improvement of teachers skill in English from any aspects. The teachers participated reported that they can improve lesson plan, a structured teaching materials, and communication skill. They reported that they can improve English skill partcularly in grammar, vocabulaty, and spelling.

The research results show that writing for publications has influenced the increase in English teachers' knowledge of current issues in education and relevant pedagogy. Teachers who participated in this study reported that they were more aware of developments in the curriculum, the latest teaching strategies, and relevant educational research. They are also more open to various sources of knowledge and more active in participating in professional discussions.

“I feel more open to various sources of knowledge and more active in participating in professional discussions. I have been involved in discussion forums and study groups with other fellow teachers. This has allowed me to listen to their views, share experiences, and exchange useful ideas. As a result, I feel more connected to the teacher community and gain valuable insights.”

(Partisipant 12, August 2023)

Although the results of this research show the positive impact of writing for publication in teacher professional development, it should be remembered that the sustainability of this program requires ongoing support from educational institutions and the government. Ongoing training and guidance needs to be provided to support teachers in developing writing skills and ensuring the quality of their publications. In addition, there needs to be appropriate incentives to encourage teachers' active participation in this program.

In conclusion, the results of this research indicate that writing for publication can be an effective platform in the professional development of English teachers at the junior high school level. This has a positive impact on improving teaching skills and teacher knowledge. However, to maintain the sustainability of this program, there needs to be appropriate support and incentives from related parties in the world of education. Thus, writing for publication can be a valuable strategy in improving the quality of English language teaching at the junior high school level.

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