



## Training and Mentoring on Best Practice Writing Based on Creative and Innovative Learning for Teachers

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DOI: <http://doi.org/10.61987/communautaire.v5i1.2106>

### **Article History:**

*Received: 29 March 2026*

*Revised: 10 May 2026*

*Accepted: 18 May 2026*

### **Keywords:**

*Best Practice Writing, Creative Learning, Innovative Learning, Professional Competence, Teacher Training*

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### **Abstract:**

This community service program aimed to enhance teachers' competencies in writing by drawing on creative and innovative learning experiences. Many teachers encountered difficulties in systematically documenting innovative instructional practices due to limited academic writing skills and the absence of structured mentoring. The program employed a participatory training and mentoring approach consisting of five stages: identification of teachers' needs, program preparation, training implementation, evaluation, and continuous mentoring. Data were collected through observations, questionnaires, and pretest-posttest assessments to measure participants' understanding and writing abilities. The findings revealed a significant improvement in teachers' competencies, as indicated by a 9.32% increase in pretest and posttest scores. In addition, participants demonstrated greater confidence and motivation in documenting and disseminating their innovative teaching experiences in written form. The program implies that systematic training and mentoring in best practice writing can strengthen teachers' professional competencies, promote reflective teaching practices, and encourage the broader dissemination of innovative learning models in educational settings.

## INTRODUCTION

The rapid advancement of science and technology in the 21st century has significantly transformed various sectors of society, including education. Educational institutions are currently expected not only to transfer knowledge but also to develop students' critical thinking, creativity, collaboration, and digital literacy skills (Cosa & Torelli, 2024; Maisuroh & Jamil, 2024). In this context, teachers play a strategic role as the main actors in creating meaningful, adaptive, and innovative learning environments. The importance of teacher innovation has become increasingly urgent in the era of digital transformation, as learning processes must respond to social changes and technological developments. Joshi et al. (2024) stated that teachers in the 4.0 era must be savvy, especially in utilizing digital technology in classroom learning. This condition indicates that teacher professionalism is no longer limited to classroom instruction but also includes the ability to integrate technology, creativity, and reflective practices into learning activities. Therefore, strengthening teachers' competencies in developing and documenting innovative learning practices is essential to improving educational quality and supporting sustainable educational development in society.

Despite the growing demand for innovative teaching practices, many teachers still struggle to adapt to educational transformation. One of the major problems teachers face is the limited ability to document and disseminate innovative learning experiences through academic writing systematically. In many schools, teachers tend to prioritize classroom implementation and administrative tasks, while reflective writing activities receive less attention. As a result, many successful learning innovations remain undocumented and cannot be shared with broader educational communities. According to Adheska (2016), creative teachers must be savvy in implementing innovations in the learning process to minimize monotonous learning. However, the implementation of innovative learning alone is insufficient unless accompanied by proper documentation and dissemination (Islam et al., 2024; Sa'diyah & Suhermanto, 2024; Vu et al., 2025). Many teachers still lack understanding of scientific writing conventions, idea organization, reflective analysis, and evidence-based reporting, thereby limiting the wider societal impact of their classroom innovations.

The phenomenon of limited best practice documentation can also be observed in many educational institutions, including public senior high schools. Preliminary observations conducted at a senior high school in Denpasar revealed that teachers had implemented various creative and innovative learning approaches in their classrooms, such as digital-based learning media, collaborative learning activities, and contextual teaching strategies. Nevertheless, these valuable experiences had not been systematically documented in the form of best practice writing (Agus, 2022; Bouwer et al., 2024; Remorosa et al., 2024). Most teachers reported difficulty transforming classroom experiences into structured, communicative written reports. Some teachers admitted they lacked confidence in academic writing, while others stated they had never received specific training on best-practice preparation. Consequently, innovative learning experiences remained limited to individual classroom practices and could not be disseminated to other educators (Rahman, 2026; Shoha, 2026; Syafiih, 2025). This phenomenon demonstrates that teachers possess practical innovation potential. However, the absence of adequate writing competencies and mentoring support prevents them from sharing and developing their professional experiences more broadly within educational communities.

Several previous studies have emphasized the importance of teacher professionalism, reflective practices, and innovation in improving educational quality. Research by Joshi (2024) highlighted the need for teachers to master digital technology competencies to address the challenges of Education 4.0. Similarly, the Ministry of Education and Culture (2020) explained that educational innovation involves developing creative solutions to learning challenges through pedagogical approaches, learning media, and classroom management strategies. Previous studies also showed that reflective writing activities can improve teachers' professional awareness and encourage continuous learning. Furthermore, the Directorate of Teacher Training and Education (GTK) of the Ministry of Education and Culture (2020) emphasized that best-practice writing contributes to continuing professional development (PKB) and to teacher career advancement. These studies show that innovative learning and reflective writing are key to teacher professionalism and support community service programs that enhance these competencies (Manshur, 2025; Firmansyah et al., 2025; Mustaghfiroh & Mubaroq, 2025).

In addition, previous community service and training programs generally focused on improving teachers' classroom instructional skills, digital literacy, and curriculum

implementation, but did not specifically address reflective academic writing competencies. Several training activities introduced the concept of best-practice writing but were often delivered through one-time seminars without sustainable mentoring and practical assistance (Bouwer et al., 2024; Remorosa et al., 2024). As a result, teachers still had difficulty applying theoretical concepts to actual written reports based on their classroom experiences. Existing studies also rarely integrated reflective discussions, individualized mentoring, and contextual classroom practices into the training process. This condition creates a research and implementation gap because teachers require not only theoretical understanding but also continuous guidance in organizing ideas, analyzing classroom evidence, and presenting systematic reflections. Therefore, there is a need for a more practical and participatory community service approach that combines training, mentoring, and reflective practice to strengthen teachers' writing competencies, grounded in authentic classroom experiences and innovative learning practices.

Based on the problems and phenomena described above, this community service program aimed to provide teachers with mentoring and training in writing best practices through creative, innovative learning experiences. The specific problem addressed in this program is the limited capacity of teachers to document reflective teaching practices through systematic communicative academic writing. This problem manifests as teachers' limited confidence in academic writing, lack of familiarity with scientific conventions, and minimal exposure to structured mentoring focused on best-practice preparation (Rahman, 2026; Shoha, 2026; Syafiih, 2025). Consequently, innovative classroom practices are not optimally transformed into written reports that can be disseminated and utilized by other educators. Addressing this problem is crucial to ensuring that teacher-led innovations contribute more substantially to professional learning communities and to broader educational improvement efforts.

In line with this problem formulation, the present community service program was designed with clear objectives and scope. The main objective was to strengthen teachers' competencies in documenting and writing about best practices derived from creative and innovative classroom learning activities. The program focused on enhancing teachers' abilities to organize reflective narratives, analyze classroom evidence, and present systematic, communicative reports that align with academic writing standards. The scope of the activities included theoretical training on best-practice concepts, guided practice in structuring reports, reflective discussions of classroom experiences, and ongoing mentoring throughout the writing process. By aligning these objectives with broader community and educational goals, the program seeks to foster a collaborative and reflective academic culture among teachers and to support sustainable professional growth, as well as the wider dissemination of innovative learning practices at institutional and community levels.

## RESEARCH METHODS

This community service employed a participatory training and mentoring design with descriptive qualitative and quantitative approaches. The participatory approach was selected because the program emphasized the active involvement of teachers throughout the training and mentoring process, enabling participants to collaboratively reflect on and develop best-practice writing grounded in their authentic classroom experiences. This design allowed teachers to act not only as beneficiaries but also as co-learners and co-constructors of knowledge, thereby strengthening their sense of

ownership of the outcomes. Meanwhile, descriptive qualitative and quantitative approaches were used to comprehensively describe the implementation process, participants' responses, and improvements in teachers' competencies in best-practice writing. The qualitative approach was intended to explore teachers' experiences, challenges, and reflections during the mentoring activities. In contrast, the quantitative approach was used to measure improvements in teachers' understanding and writing skills using pretest and posttest results. Thus, this combined design was considered appropriate because the program not only focused on measurable outcomes but also emphasized strengthening teachers' reflective and professional competencies through collaborative learning activities.

This community service activity was conducted at SMAN 11 Denpasar. The school was selected as the program's location because it demonstrated a strong commitment to implementing creative and innovative learning practices among teachers, providing a fertile context for the development of best-practice writing. Preliminary observations revealed that many teachers at the school had implemented various innovative teaching strategies, including digital-based learning media, collaborative learning activities, and contextual instructional approaches. However, these innovative experiences had not been systematically documented in the form of best practice writing, so their potential impact remained limited to individual classrooms. In addition, most teachers still encountered difficulties in organizing reflective academic writing and lacked adequate mentoring in best-practice preparation. Therefore, SMAN 11 Denpasar was considered an appropriate location for implementing the training and mentoring program because the teachers possessed substantial practical experience that could be developed into authentic, contextually relevant best-practice reports, while simultaneously addressing a clearly identified need for capacity building in reflective academic writing.

Data collection techniques used in this program included observations, interviews, questionnaires, documentation, and pretest–posttest assessments. Observations were conducted to identify teachers' innovative learning practices and participants' engagement during the training and mentoring activities, thereby providing contextual information on the implementation process. Interviews were conducted to explore teachers' experiences, challenges, and perceptions of best-practice writing, enabling the researchers to gain in-depth qualitative insights into participants' reflective and professional development. Questionnaires were distributed to capture participants' responses to the program's implementation and their understanding of best-practice preparation, both before and after the intervention. Documentation techniques were used to collect supporting data, including training materials, activity records, and participants' best-practice manuscripts, which served as important evidence of the product and process. In addition, pretest and posttest instruments were administered to measure teachers' understanding and competencies in best-practice writing before and after their participation in the training program, thereby providing quantitative data on learning gains (Wedasuwari, 2025).

The collected data were analyzed using descriptive qualitative and quantitative analysis techniques. Qualitative data obtained from observations, interviews, documentation, and verbal feedback were analyzed through the stages of data reduction, data presentation, and conclusion drawing to identify participants' responses, challenges, and progress during the mentoring process. The stages of qualitative data analysis followed the interactive analysis model proposed by Miles and Huberman, which

emphasizes iterative movement between data condensation, display, and verification. Meanwhile, quantitative data from the pretest and posttest were analyzed by comparing participants' scores before and after the training to determine improvements in teachers' understanding and writing skills in preparing best-practice reports. To ensure the validity and trustworthiness of the data, the program employed data triangulation techniques by comparing findings obtained from different sources and methods, including observations, interviews, questionnaires, documentation, and assessment results. In addition, member checking was conducted through reflective discussions with participants to confirm the accuracy, clarity, and consistency of the collected information, thereby strengthening the credibility of the research findings.

## RESULTS AND DISCUSSION

### Results

#### Implementation of Community Service Activities

The community service activities involving teachers at SMAN 11 Denpasar were successfully implemented, and all planned programs were fully realized. The implementation consisted of two main activities: training and mentoring on writing best practices, based on teachers' creative and innovative learning experiences. Both components of the program were carried out according to the initial design, covering all scheduled sessions, materials, and interactive activities. This high level of implementation shows that the coordination between the implementation team, school management, and participating teachers ran effectively. Teachers were able to attend the activities as planned, and no major changes or cancellations occurred during the program. The implementation of the community service activities is presented in Table 1.

**Table 1. Realization of Community Service Activities**

No	Description	Activity Realization
1	Training on writing best practices resulting from creative and innovative teacher actions in learning	100%
2	Mentoring on how to write best practices	100%

Table 1 shows that both the training and mentoring activities achieved a 100% realization rate. This means that all activity components planned at the beginning of the program were fully implemented without reduction in content or duration. The training sessions took place as scheduled, and all participants received the same opportunity to follow the conceptual explanations, discussions, and practice sessions. Likewise, the mentoring sessions were delivered to all targeted teachers, in both group and individual formats, until their best-practice manuscripts were developed. The full realization of these activities indicates that the school context was highly supportive, that participants were committed to the program, and that the implementation team managed time, resources, and coordination effectively. In practical terms, this full realization ensures that the program's impact can be fairly attributed to a complete cycle of training and mentoring, rather than to partial or fragmented implementation, and provides a strong foundation for evaluating changes in teachers' competencies, attitudes, and readiness to document innovative classroom practices.

Beyond the quantitative realization rate, the implementation process also reflected the program's relevance to teachers' professional needs. The training materials closely aligned with classroom realities, enabling participants to connect theoretical

concepts with their own teaching experiences. This relevance encouraged active participation, as teachers did not merely receive information but also reflected on the innovative strategies they had previously applied in learning activities. Through guided discussion and structured examples, participants identified the elements of a good best-practice manuscript, including the problem background, the learning innovation applied, the implementation steps, and the results obtained. As a result, the training functioned not only as an introduction to scientific writing but also as a reflective space for teachers to recognize the value of their professional experiences. Such conditions are important because they strengthen teachers' motivation to document classroom innovations systematically and to transform practical experience into written academic output.

The successful mentoring process further demonstrated that consistent support is essential in helping teachers complete best-practice manuscripts. During mentoring, the facilitators not only provided technical guidance but also responded to individual difficulties participants encountered in organizing ideas, selecting relevant evidence, and applying appropriate academic language. This individualized assistance helped teachers improve their drafts and gradually build confidence in their writing. In addition, the combination of group mentoring and one-on-one consultation created a more effective learning environment, since participants could learn from shared questions while still receiving feedback on their specific needs. The full completion of the mentoring stage also indicates that the program was not limited to short-term exposure but extended to a more substantive capacity-building process. Therefore, the activity produced not only written manuscripts but also a stronger foundation for teachers' continued development in reflective practice, professional documentation, and scholarly communication.

### **Training Activities on Best Practice Writing**

The training activities were designed to build a strong foundation of understanding of the concept, structure, and significance of best-practice writing in education. During the training sessions, teachers received explanations of the characteristics of effective best-practice reports, the elements of reflective narratives, and the systematic organization of ideas from classroom experiences. The sessions were delivered through interactive methods, including presentations, collaborative discussions, question-and-answer activities, and case analysis. Through these activities, teachers were encouraged to identify innovative learning experiences they had previously implemented and to consider which of those experiences could be developed into best-practice manuscripts. The training also introduced participants to various components of best-practice reports, including background, innovative actions, implementation procedures, learning outcomes, and reflections. As the sessions progressed, teachers became more aware that their daily classroom practices contained many valuable innovations that could be systematically documented. The training therefore functioned not only as a medium for knowledge transfer but also as a trigger for teachers to recognize, value, and critically evaluate their own teaching practices. This stage created important initial momentum for the subsequent mentoring process as participants entered the mentoring sessions with a clearer conceptual understanding and concrete ideas for writing.

In addition to conceptual understanding, the training activities emphasized the practical application of best-practice writing skills. Teachers were guided through step-by-step exercises to draft sections of a best-practice report based on their classroom

experiences, enabling them to translate abstract concepts into tangible outputs. Group discussions and peer feedback sessions were strategically incorporated to encourage collaborative reflection, where teachers could compare approaches, analyze strengths and weaknesses, and refine their narratives. This process not only enhanced their technical writing skills but also promoted critical thinking, as participants were required to evaluate which innovative strategies yielded meaningful learning outcomes and how to articulate them effectively. By combining theory, practice, and peer interaction, the training ensured that participants were not passive recipients of knowledge but active constructors of their own professional narratives, which increased their confidence and readiness for the subsequent mentoring phase.

Moreover, the training fostered teachers' awareness of the broader impact of documenting best practices. Participants learned that well-written manuscripts could serve multiple purposes, including knowledge sharing within the school, contributing to professional development forums, and providing evidence for recognition of institutional innovation. This understanding motivated teachers to approach the writing process with greater care and intention, recognizing that their individual efforts could influence colleagues and support school-wide improvement. The training also highlighted common challenges in best-practice writing, such as maintaining clarity, coherence, and relevance, and equipped teachers with strategies to overcome these obstacles. Consequently, the program cultivated both skill development and a sense of professional responsibility, ensuring that participants viewed the documentation of creative and innovative classroom practices not as an isolated task, but as a meaningful contribution to their professional community and the advancement of educational quality.

### **Mentoring Process and Teacher Engagement**

The mentoring phase continued and deepened the training activities. While the training focused on building conceptual understanding, the mentoring sessions emphasized practical application through actual manuscript development. Mentoring was conducted in a structured, continuous manner to assist teachers in transforming their classroom experiences into systematic best-practice reports. During the mentoring process, teachers were guided step-by-step to formulate background problems, identify the innovative actions they had implemented, describe the implementation stages, present learning outcomes, and conduct a reflective analysis of those outcomes. The mentoring was conducted through a combination of group guidance and individual consultation. Group sessions enabled teachers to discuss common challenges, share ideas, and learn from one another's experiences. At the same time, individual consultations provided more personalized feedback tailored to each teacher's subject area, teaching context, and writing progress. Many teachers initially expressed hesitation and difficulty in getting started with their writing, particularly in organizing their ideas and using formal academic language. However, as the mentoring sessions progressed, participants became more confident in drafting, revising, and refining their manuscripts. The mentoring environment also fostered a collaborative professional atmosphere in which teachers supported one another, exchanged ideas, and jointly reflected on their innovations. As a result, the mentoring phase not only produced draft best-practice reports but also strengthened teachers' engagement in reflective, collaborative professional learning.

The mentoring phase also played a crucial role in helping teachers improve the quality and coherence of their manuscripts. Through repeated revision cycles, participants were encouraged to examine the logical flow of their writing, the clarity of their descriptions, and the strength of the evidence supporting their claims. Facilitators provided corrective feedback on both content and language, including sentence structure, paragraph unity, and the appropriate use of academic terminology. This process was particularly valuable for teachers who had strong practical experience but limited confidence in formal writing. By receiving direct guidance, they were able to translate their instructional innovations into more systematic and readable reports. In this sense, mentoring functioned as a bridge between practical teaching expertise and scholarly documentation. It helped teachers understand that best-practice writing is not merely a record of activities but a structured representation of professional reflection, instructional problem-solving, and measurable classroom improvement.

In addition, the mentoring activities contributed to the sustainability of teachers' professional development beyond the program's scope. Teachers were not only supported in completing one manuscript but also introduced to a writing habit that could be continued independently in the future. The experience of drafting, receiving feedback, and revising their work gave participants a clearer understanding of how to document innovation systematically. This is important because teachers frequently implement creative learning strategies, yet many of these practices remain undocumented and therefore do not contribute to broader professional knowledge. Through mentoring, participants began to recognize that everyday classroom experiences can become valuable academic products when recorded reflectively and organized properly. As a result, the program generated not only immediate writing outputs but also a long-term awareness of the importance of reflective documentation in strengthening teacher professionalism and educational quality.

### **Pretest–Posttest Results of Teachers' Competencies**

The effectiveness of the training and mentoring activities was evaluated through pretest and posttest assessments administered before and after the program. These assessments were designed to measure teachers' understanding and competencies related to best-practice writing, including knowledge of structure, the characteristics of reflective reports, and the steps involved in documenting innovative learning experiences. The results showed that participants' scores increased after the program. The improvement reached 9.32%, indicating a positive change in teachers' understanding and skills. Before the program, many teachers had difficulty explaining the components of best practice reports and were unsure how to transform classroom experiences into coherent written narratives. After the training and mentoring, their responses on the posttest reflected clearer knowledge of report structure, a better understanding of reflective elements, and improved ability to identify key information to include in a best-practice manuscript.

Figure 1 illustrates the comparison between the average pretest and posttest scores of participants after taking part in the training and mentoring program on best practice writing. The figure shows that the average posttest score is higher than the average pretest score, with an overall increase of 9.32%. This upward trend indicates that the program succeeded in improving teachers' comprehension of best practice concepts, the structure of reflective reports, and the systematic procedures for writing. The gap

between the two bars (or lines) in the figure represents the learning gain achieved during the program period. This improvement suggests that the combination of conceptual training and hands-on mentoring provided a meaningful learning experience for participants. Teachers did not merely receive information passively; they also had opportunities to directly apply what they learned through writing practice, feedback cycles, and revision processes. The graph therefore visually reinforces the conclusion that the program had a tangible impact on teachers' academic writing competencies related to best practice documentation.



**Figure 1. Pretest and Posttest Scores of Participants**

In addition to the quantitative improvement reflected in pretest and posttest scores, qualitative observations during the program further support the effectiveness of the training and mentoring activities. Teachers actively participated in discussions, asked critical questions, and engaged in peer-review exercises, demonstrating an increased awareness of the importance of systematic documentation. Facilitators noted that participants began to identify areas for improvement in their own manuscripts independently, apply reflective thinking, and incorporate feedback more effectively as the sessions progressed. This behavioral change indicates that the program not only enhanced theoretical understanding but also strengthened practical skills and professional habits. Such qualitative evidence complements the numerical gains, showing that teachers internalized both the concepts and the processes of best practice writing. It also highlights that learning gains were reinforced through interaction, collaboration, and iterative practice rather than through mere memorization of concepts.

Moreover, the observed improvement has implications for long-term professional development and school-wide knowledge sharing. By mastering the skills of documenting innovative teaching practices, teachers are now better equipped to contribute to institutional learning repositories, present successful strategies at workshops, and mentor peers in similar writing initiatives. The 9.32% increase in test scores may appear modest numerically. However, it reflects meaningful progress in a skill area that is often challenging for practitioners, particularly in formal academic writing. Beyond immediate assessment results, participants reported greater confidence in their ability to articulate their teaching innovations and reflect critically on their outcomes. This suggests that the program's impact extends beyond the measured learning gain, fostering ongoing motivation to document, share, and systematically refine educational practices, thereby supporting continuous improvement within the school context.

### **Evaluation of Understanding of the STAR Approach and Reflective Writing**

In addition to measuring overall knowledge of best-practice writing, the evaluation assessed participants' understanding of several key aspects introduced during the program. These aspects included the objectives of best-practice writing, indicators of successful educational innovation, characteristics of effective reflective reports, and the systematic organization of experiences through a structured approach. One of the main frameworks introduced was the STAR approach, which guides teachers to organize their narratives through four stages: describing the situation, explaining the task, detailing the actions taken, and reflecting on the results. This approach was used as a practical tool to help teachers structure their best practice reports more coherently. Evaluation results showed that many teachers initially found it challenging to clearly and systematically separate these elements. However, after participating in the training and mentoring, they became more capable of identifying situations, formulating the tasks or problems faced, explaining actions in detail, and providing reflective conclusions. This improvement was evident in both their responses to evaluation items and the structure of the manuscripts they produced. Overall, the evaluation results indicate that the program successfully strengthened teachers' abilities to think reflectively, organize experiences logically, and present classroom innovations in an academic format that can be understood and utilized by other educators.

The use of the STAR framework also helped teachers move from descriptive writing toward more analytical and reflective reporting. Prior to the program, many participants tended to narrate classroom activities in a chronological but less focused manner, without clearly emphasizing the relationship between the problem encountered, the intervention applied, and the outcomes achieved. Through repeated practice in the mentoring sessions, teachers learned that effective best practice writing requires more than a simple account of events; it demands careful selection of relevant information and purposeful organization of ideas. This shift is important because reflective writing enables teachers to critically examine why certain instructional strategies were effective, what challenges emerged during implementation, and how those challenges were addressed. As a result, the program supported not only technical writing skills but also deeper pedagogical reflection, which is essential for building a culture of continuous improvement in teaching and learning.

Furthermore, the improvement in participants' understanding suggests that structured frameworks such as STAR can significantly reduce the difficulty teachers experience when documenting educational innovations. Many teachers possess rich classroom experiences, yet these experiences often remain implicit because they are not systematically recorded or analyzed. By introducing a clear and practical format, the program made the writing process more accessible and less intimidating for participants with limited experience in academic documentation. This clarity likely contributed to the higher quality of the manuscripts produced, as teachers were better able to present their innovations in a logical, coherent, and academically acceptable manner. In the broader context of professional development, this outcome is meaningful because it shows that teachers can be supported to transform everyday instructional practice into documented knowledge that may benefit colleagues, schools, and the wider educational community.

## Participants' Engagement and Learning Atmosphere

During the program, participants demonstrated high enthusiasm and active engagement in both training and mentoring sessions. Teachers frequently asked questions, shared their teaching experiences, and discussed challenges they encountered in implementing innovative learning strategies. Many participants also volunteered to present parts of their written work and were willing to receive feedback from facilitators and peers. This active involvement created a dynamic and supportive learning atmosphere. The interactive nature of the sessions helped reduce anxiety related to academic writing, as teachers realized that their peers faced similar difficulties and could support one another. The positive learning atmosphere also encouraged teachers to experiment with new ideas, refine their thinking about classroom practices, and become more open to continuous professional development. The level of engagement observed throughout the program suggests that the design combining training, mentoring, and collaborative reflection was effective in stimulating teacher participation and fostering a culture of shared professional learning within the school.

In addition to active participation, the program fostered a sense of professional confidence among the teachers. By sharing experiences and receiving constructive feedback, participants recognized the value of their innovative teaching practices, which, in turn, increased their self-efficacy in documenting these practices academically. The group discussions allowed teachers to compare approaches, evaluate the effectiveness of various strategies, and reflect critically on their own classroom interventions. This collaborative learning not only improved individual skills but also strengthened peer relationships, creating a supportive network that encouraged continuous knowledge exchange. The interactive format reduced hierarchical barriers, making teachers feel more comfortable expressing uncertainties and seeking guidance. Consequently, engagement extended beyond mere attendance, manifesting as active cognitive and emotional investment in the learning process, which is essential for sustaining long-term professional growth.

Moreover, the positive learning atmosphere fostered greater creativity and experimentation in lesson design and documentation. Teachers reported feeling more motivated to critically analyze their instructional strategies, try new approaches in class, and document successful interventions systematically. The collaborative environment allowed participants to witness diverse methods of reflection and writing, broadening their perspectives and inspiring innovative thinking. Mentoring sessions, in particular, provided structured opportunities to apply these ideas immediately, reinforcing the connection between conceptual understanding and practical execution. The observed synergy between engagement, support, and reflection indicates that the program's design effectively integrated social and cognitive dimensions of learning. Such conditions are critical for professional development programs because they not only improve immediate skills in best practice writing but also cultivate enduring habits of reflection, collaboration, and continuous improvement in teaching.

## Discussion

The findings of this community service program indicate that participatory training and continuous mentoring are effective in enhancing teachers' competencies in reflective academic writing, as shown by the full realization of all activities and the 9.32% increase in pretest–posttest scores. These results align with studies that emphasize that

professional development programs designed in a structured and sustained manner can significantly strengthen teachers' knowledge, instructional skills, and professional confidence (Perry, 2023; Nugroho, 2024). At the same time, the present program adds a specific focus on best-practice writing derived from innovative classroom activities. In contrast, many previous initiatives focused more on general scientific writing or classroom instruction skills. This suggests that when teachers are guided to document concrete innovations from their own classrooms, the relevance and impact of professional development become more direct and contextual. Thus, the findings confirm and extend prior evidence by showing that conceptual training, when combined with mentoring and authentic practice, can lead to measurable improvements in teachers' writing competencies (Perry, 2023; Nugroho, 2024).

The results also support the argument that reflective practice is central to teachers' professional growth, particularly when it is embedded in systematic writing activities. The training and mentoring processes in this program encouraged teachers to revisit their teaching experiences, identify key learning moments, and articulate their reflections in writing, consistent with the idea that reflective writing can enhance self-awareness, decision-making, and problem-solving abilities (Sudirman, 2024; Cahya, 2024). However, this program moves beyond individual reflective writing by combining it with collaborative discussions and guided feedback, so reflection becomes both a personal and a collective process. This feature differentiates the program from many previous practices where reflective journals were treated mainly as individual tasks without strong collegial interaction (Sudirman, 2024; Cahya, 2024). By positioning reflection within a mentoring and peer-learning framework, the program demonstrates how reflective writing can function not only as a record of personal thought but also as a shared medium for professional dialogue and mutual learning among teachers.

Theoretically, the findings have several important implications for how teacher professional development is conceptualized. First, they reinforce the view that professional learning is most powerful when it links practice, reflection, and documentation in an integrated cycle, rather than treating these components as separate activities (Sudirman, 2024; Cahya, 2024). In this program, teachers were not only asked to implement innovative teaching strategies but also to analyze them and document the process and outcomes in a structured narrative. Second, the program illustrates how models of professional development that emphasize participation, collaboration, and continuous support can operationalize theoretical constructs such as reflective practitioners and learning communities in concrete school-based activities (Perry, 2023; Admiraal et al., 2021). The mentoring structure and group discussions show how theoretical notions of collaborative reflection and situated learning can be translated into practical mechanisms that help teachers construct and refine knowledge about their own practice. These theoretical implications suggest that future models of teacher development should explicitly integrate writing, reflection, and collaboration as core elements rather than optional add-ons.

In practice, the results offer clear guidance for schools and educational stakeholders seeking to strengthen teachers' capacities in best-practice documentation. The improvement in teachers' understanding and confidence after the program demonstrates that many of the obstacles they face in academic writing, such as fear, lack of structure, and uncertainty about content, can be reduced when they receive regular, targeted support (Nugroho, 2024; Toff & Nielsen, 2022). The mentoring component is

particularly important because it provides teachers with space to revise drafts, ask specific questions, and receive contextual feedback tailored to their classroom realities (Barak, 2024). For school leaders and policymakers, this suggests that professional development programs should allocate sufficient time and resources not only to workshops but also to follow-up mentoring that accompanies teachers throughout the writing process (Perry, 2023; Barak, 2024). In practical terms, the program shows that teachers who initially perceived academic writing as intimidating can, with guidance, produce structured, reflective manuscripts ready for dissemination.

The study also contributes to the growing body of literature on teacher professional development by highlighting the role of collaborative, participatory mentoring in fostering a reflective academic culture. The high level of engagement observed during the program, with teachers actively asking questions, sharing experiences, and discussing challenges, aligns with research findings linking practice-based, collaborative activities with increased motivation and sustained participation in professional learning (Admiraal et al., 2021; Zhang et al., 2024). By creating a space for teachers to openly discuss successes and challenges in implementing innovative learning strategies, the program helped reduce the sense of isolation that often accompanies classroom-based experimentation. This collaborative environment not only supported individual skill development but also laid the groundwork for a school-level culture that values reflection, innovation, and knowledge sharing (Admiraal et al., 2021; Zhang et al., 2024). Such a culture is crucial for ensuring that best practices do not remain isolated in single classrooms but are shared and adapted more widely.

Another important contribution of this program lies in its emphasis on structured frameworks, such as the STAR approach, to help teachers organize their reflective narratives. Many participants initially struggled to distinguish clearly between describing the situation, defining the task, explaining the action, and reflecting on the result. However, their understanding improved as they practiced using the framework in their writing. This experience supports the idea that structured approaches can facilitate systematic thinking, contextual understanding, and reflective analysis in professional practice (Sahlin, 2023; Golden, 2023). By showing that teachers can learn to apply such frameworks in documenting their classroom innovations, the program provides a practical example of how structured reflection tools can bridge the gap between complex classroom realities and the demands of formal academic reporting. In turn, this strengthens the argument that professional development should not only teach generic writing skills but also provide concrete scaffolds that help teachers transform experiential knowledge into organized, evidence-based reports (Sahlin, 2023; Golden, 2023).

Finally, the findings underscore the importance of institutional and contextual support for the success and sustainability of teacher professional development programs. The full realization of the program and the positive responses from participants suggest that school-level support such as flexible scheduling, provision of facilities, and encouragement from school leaders played a critical role in enabling teachers to engage fully in the activities (Perry, 2023; DeMonte, 2021). At the same time, the challenges encountered, such as limited time due to teachers' workload and occasional technical disruptions, mirror issues commonly noted in other professional development initiatives and highlight the need for careful planning and adaptive implementation strategies (Perry, 2023; DeMonte, 2021). Despite these obstacles, improvements in teachers' competencies and confidence indicate that participatory training and mentoring focused

on reflective best-practice writing can make a meaningful contribution to strengthening teachers' professional identities as reflective practitioners and educational innovators (Toff & Nielsen, 2022; Barak, 2024). This suggests that similar models could be adapted and scaled to other schools or regions, provided adequate institutional support and mentoring resources are in place.

## CONCLUSION

The community service program at SMAN 11 Denpasar found that participatory training combined with continuous mentoring in best-practice writing can effectively enhance teachers' abilities to document creative and innovative learning experiences systematically and reflectively, while also increasing their confidence, reflective awareness, and motivation to share instructional innovations more broadly with the educational community. These findings imply that similar models can be adopted in other schools to strengthen a culture of reflective, evidence-based teaching. Based on the results, it is recommended that schools and education stakeholders institutionalize ongoing mentoring programs on best practice writing, allocate dedicated time for reflective academic work, and encourage the dissemination of teacher best practices through school or district repositories. Future studies should involve more diverse school settings, longer mentoring periods, and the use of digital platforms to support blended or online mentoring, so that the long-term impact, scalability, and sustainability of best-practice writing programs on teacher professionalism and educational innovation can be examined more comprehensively.

## ACKNOWLEDGMENT

The authors would like to express their sincere gratitude to SMAN 11 Denpasar, the school leadership, participating teachers, and all parties who provided support, collaboration, and contributions, enabling this community service program and the preparation of this article to be completed.

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