



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

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Abstract:

This community service program aimed to enhance teachers' competencies in writing best practices based 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 because learning processes are required to respond to social changes and technological developments. Mahfud (2020) 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 encounter challenges in adapting to educational transformation. One of the major problems faced by teachers is the limited ability to document and disseminate innovative learning experiences systematically through academic writing. 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 are required to be savvy in implementing innovations in the learning process so that monotonous learning can be minimized. However, the implementation of innovative learning alone is insufficient if it is not 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. Most teachers expressed difficulties in transforming classroom experiences into structured and communicative written reports. Some teachers admitted that they lacked confidence in academic writing, while others stated that they had never received specific training related to 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, but 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 conducted by Mahfud (2020) highlighted the necessity for teachers to master digital technology competencies in responding to the challenges of Education 4.0. Similarly, the Ministry of Education and Culture (2020) explained that educational innovation includes the ability to develop creative solutions for 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 teacher career advancement. These studies indicate that innovative learning and reflective writing are important components of teacher professionalism and provide a foundational rationale for community service programs that focus on strengthening teachers' competencies in these areas (Azizeh Mukarromah Umar Manshur, 2025; Firmansyah et al., 2025; Mustaghfiroh & Mubaroq, 2025).

In addition, previous community service and training programs generally concentrated on improving teachers' classroom instructional skills, digital literacy, or curriculum implementation without specifically addressing reflective academic writing competencies. Several training activities introduced the concept of best practice writing but were often conducted through one-time seminars without sustainable mentoring and practical assistance (Bouwer et al., 2024; Remorosa et al., 2024). As a result, teachers still experienced difficulties in applying theoretical concepts into 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' competencies in writing best practices based on authentic classroom experiences and innovative learning implementation.

Based on the problems and phenomena described above, this community service program aimed to provide mentoring and training for teachers in writing best practices based on creative and innovative learning experiences. The specific problem addressed in this program is the low capacity of teachers to systematically document reflective teaching practices in the form of communicative academic writing. This problem manifests in teachers' limited confidence in academic writing, lack of familiarity with scientific conventions, and minimal exposure to structured mentoring related to 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 best practices derived from creative and innovative learning activities in the classroom. 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 on 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 based on 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, the descriptive qualitative and quantitative approaches were used to comprehensively describe the implementation process, participants' responses, and the improvement of teachers' competencies in best practice writing. The qualitative approach was intended to explore teachers' experiences, challenges, and reflections during the mentoring activities, whereas the quantitative approach was used to measure the improvement in teachers' understanding and writing skills through pretest and posttest results. Thus, this combined design was considered appropriate because the program not only focused on measurable outcomes but also emphasized the process of strengthening teachers' reflective and professional competencies through collaborative learning activities (Sugiyono, 2019).

This community service activity was conducted at SMAN 11 Denpasar. The school was selected as the location of the program because it demonstrated a strong commitment to implementing creative and innovative learning practices among teachers, which provided 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 related to 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 experiences that could be developed into authentic and contextual 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 as well as participants' engagement during the training and mentoring activities, thereby providing contextual information about the implementation process. Interviews were carried out to explore teachers' experiences, challenges, and perceptions regarding best practice writing, allowing the researchers to obtain in-depth qualitative insights into participants' reflective and professional development. Questionnaires were distributed to capture participants' responses toward the implementation of the program 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 product and process. In addition, pretest and posttest instruments were administered to measure teachers' understanding and competencies in best practice writing prior to and following their participation in the training program, thereby supplying 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 as cited in Arikunto (2013), which emphasizes iterative movement between data condensation, display, and verification. Meanwhile, quantitative data obtained from the pretest and posttest results were analyzed by comparing participants' scores before and after the training to determine the improvement in teachers' understanding and writing skills in preparing best practice reports (Sugiyono, 2019). 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, namely 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 realization of the community service activities is presented in the following table.

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 reached a realization rate of 100%. 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, both in group and individual formats, until their best practice manuscripts were developed. The complete realization of these activities indicates that the school context was highly supportive, that participants were committed to the program, and that the implementation team was able to manage time, resources, and coordination effectively. In practical terms, this full realization ensures that the impact of the program can be fairly attributed to a complete

cycle of training and mentoring, not to partial or fragmented implementation, and provides a strong foundation for evaluating changes in teachers' competencies, attitudes, and readiness to document innovative classroom practices.

Training Activities on Best Practice Writing

The training activities were designed to build a strong foundation of understanding regarding the concept, structure, and significance of best practice writing in education. During the training sessions, teachers received explanations about 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 using interactive methods, including presentations, collaborative discussions, question-and-answer activities, and analysis of case examples. Through these activities, teachers were encouraged to identify innovative learning experiences they had previously implemented and to consider which of those experiences had potential to be developed into best practice manuscripts. The training also introduced participants to various components of best practice reports, such as background, innovative actions, implementation procedures, learning outcomes, and reflections. As the sessions progressed, teachers became more aware that their daily classroom practices actually contained many valuable innovations that could be documented systematically. 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 an important initial momentum for the subsequent mentoring process, because participants entered the mentoring sessions with clearer conceptual understanding and concrete ideas for writing.

Mentoring Process and Teacher Engagement

The mentoring phase served as a continuation and deepening of the training activities. While the training focused on building conceptual understanding, the mentoring sessions emphasized practical application in the form of actual manuscript development. Mentoring was conducted in a structured and 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 stages of implementation, present learning outcomes, and carry out 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, while 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 starting their writing, particularly in organizing 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 each other, exchanged suggestions, 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 and collaborative professional learning.

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 implementation of the program. These assessments were designed to measure teachers’ understanding and competencies related to best practice writing, including knowledge of structure, characteristics of reflective reports, and steps in documenting innovative learning experiences. The results showed that there was an increase in participants’ scores 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, better understanding of reflective elements, and improved ability to identify key information that should be included in a best practice manuscript.

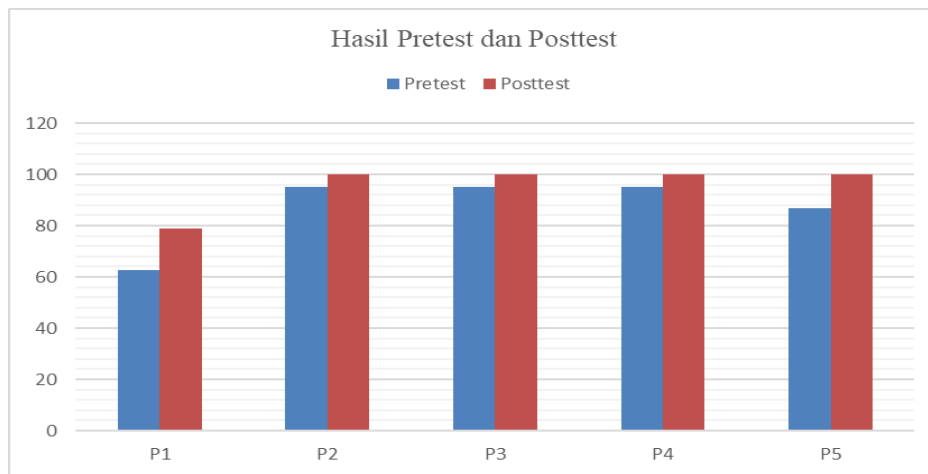


Figure 1. Pretest and Posttest Scores of Participants

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.

Evaluation of Understanding of the STAR Approach and Reflective Writing

In addition to measuring overall knowledge about best practice writing, the evaluation process also 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 using 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 separate these elements in a clear and systematic way. 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.

Participants' Engagement and Learning Atmosphere

During the implementation of 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 actively volunteered to present parts of their written work and were willing to receive feedback from facilitators as well as 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.

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 are in line with studies which emphasize that professional development programs designed in a structured and sustained manner can significantly strengthen teachers' knowledge, instructional skills, and professional confidence (Perry, 2023; Wiyaka et al., 2022). At the same time, the present program adds a specific focus on best practice writing derived from innovative classroom activities, whereas many previous initiatives concentrated 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 earlier evidence by showing that conceptual training, when combined with mentoring and authentic practice, can generate measurable improvements in teachers' writing competencies (Perry, 2023; Wiyaka et al., 2022).

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 written form, which is 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; Munsarif et al., 2022). 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, not as optional add-ons.

Practically, 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 (Wiyaka et al., 2022; Putri, Sudewi, & Imansari, 2022). The mentoring component is particularly important because it provides space for teachers to revise drafts, ask specific questions, and receive contextual feedback tailored to their classroom realities (Agustina, 2021). For school leaders and policymakers, this suggests that professional development programs should allocate sufficient time and resources not only for workshops, but also for follow-up mentoring that accompanies teachers through the actual writing process (Perry, 2023; Agustina, 2021). In practical terms, the program

shows that teachers who initially perceived academic writing as intimidating can, with guidance, produce structured, reflective manuscripts that are ready to be disseminated.

The study also contributes to the growing body of literature on teacher professional development by highlighting the role of collaborative and participatory mentoring in building a reflective academic culture. The high level of engagement observed during the program teachers actively asking questions, sharing experiences, and discussing challenges aligns with research findings that link practice-based, collaborative activities with increased motivation and sustained participation in professional learning (Munsarif et al., 2022; Zhang et al., 2024). By creating a space where teachers could openly discuss successes and difficulties 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 (Munsarif et al., 2022; 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 support teachers in organizing 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, but 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; Suadiyatno et al., 2020). By showing that teachers can learn to apply such frameworks in documenting their classroom innovations, the program provides a practical example of how tools for structured reflection 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; Suadiyatno et al., 2020).

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, the 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 (Putri, Sudewi, & Imansari, 2022; Agustina, 2021). This suggests that similar models could be adapted and scaled to other schools or regions, provided that adequate institutional support and mentoring resources are ensured.

CONCLUSION

The community service program at SMAN 11 Denpasar showed that participatory training combined with continuous mentoring in best practice writing can effectively enhance teachers' abilities to document creative and innovative learning experiences in a systematic and reflective manner, 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.

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