

CHAPTER II

LITERATURE REVIEW

2.1. Writing for Publication

Academic writing is seen as one of the most important contributions in improving academic quality. The knowledge, ideas, and experience in the form of research writing is important to help instruments of education to be improved time to time. The key to getting academic writing to be useful to improving academic quality is the easy access to it, as (Heitzmann, 2008) said, “there may not be another aspect that as impactful as sharing knowledge and experience through publication”. That way writing for publication has proven to be a good medium for teachers to take part in improving academic quality by making new information available to the academic community and the wider public.

The main idea of publishing writing is a process as an individual wisdom, collaborative efforts, and input from an expert to be widely shared (Wong, 2014). While the main purpose of publishing is to share, in the experience of sharing knowledge through publication can have a positive impact on the writer themselves, it sparks a satisfying feeling for the writers when their paper generates a two-way discussion (Roberts, 2016). The interactions between writer and reader can result in a positive discourse such as experience comparison in a different settings and cultural comparison. Publications enhance the reputation and visibility of the authors, institutions, and career progression for researchers and academics (Roberts, 2016).

2.2. Teachers' Professional Development

Teachers' professional development is a critical way of ensuring the development of quality in education. Professional development is importance process of teachers as centerpiece of education, being the active party who have the key to shape and produce an excellent education for students (Shohel & Banks, 2012). Professional development of teachers are developing teachers' professional knowledge include individual formal and informal knowledge, various planned and unplanned situations and activities management, and group leadership that are contributing to the quality of education (Gemedo et al., 2014). As stated before, teachers are the key determining factors for the success of education in school, professional development helps teachers to explore new roles and new teaching techniques and read a different point of view in the education field in order to improve teachers' professional knowledge.

Research found that in an attempt to improving teaching-learning process in class teacher tend to make the focus of their development process is heavily rooted in a student's condition, they developed their understanding of what should be modified to make the students learn better and more efficient but not necessarily their actions in the classroom (Postholm, 2012). Teachers often narrow their view in making a good class environment mostly focusing in the student's participation in class, while it is not entirely wrong, teacher professional knowledge need to be improved as well. That's the role of professional development is needed, teacher need to learn to develop their teaching professional knowledge as the key where it's one think of themselves as the object of study, to regard themselves as the ideal other' and make a good relationship between reflection and action (Postholm, 2012)

2.3. Teacher Professional Knowledge

Teacher knowledge refers to the comprehensive understanding, skills, and expertise that educators possess in various domains related to teaching and learning. It covers both theoretical understanding and

practical application of theory, strategies, and techniques necessary for effective teaching. In classification of teachers' knowledge system, it consists of the following structural elements: Curricular knowledge, Pedagogical knowledge, and instructional knowledge (Tigelaar et al., 2017).

2.3.1. Curricular knowledge

Refers to an teachers' understanding of the content, structure, and organization of a curriculum. It covers a teacher's strategy, outlining how they intend to achieve particular goals, action plans serve as pathways toward these objectives, guided by the underlying reasoning behind a teacher's actions (Tigelaar et al., 2017). It involves knowledge about the subjects, topics, skills, and learning outcomes that need to be covered in a specific educational program or course. This knowledge helps teachers effectively plan and deliver lessons, align instructional materials, and assess student progress within the framework of the curriculum.

2.3.2. Pedagogical Knowledge

Pedagogical Knowledge refer to teachers' understanding towards effective teaching strategies and principle of classroom management and organization (Evens et al., 2018). It involves knowledge of how to present information, engage students, group management, assess student knowledge, and adapt teaching techniques to meet learning goals. Being responsible and responsive to student's needs in class required pedagogical knowledge to adapting instructional strategies toward students' ability to receive material.

2.3.3. Instructional Knowledge

Instructional knowledge links all the previous teachers' professional knowledge in applying curriculum knowledge and pedagogical knowledge towards class activities. Teachers' instructional knowledge becomes evident through clearly expressed and practical approaches to promoting various cognitive activities among students in class. These activities

encompass tasks like description, analysis, and planning (Tigelaar et al., 2017).

2.4. The Significance of Participant Opinion and Feedback in Research

Feedback is information responding to the task or process of learning that fills the gap between what is understood by participants and what is aimed to be understood (Hattie & Timperley, 2007). In the domain of research, participants' voices hold a crucial role in enhancing the richness and genuineness of scholarly research. The feedback examines the importance of participant viewpoints in research undertakings, shedding light on the diverse ways participants contribute to the research journey. Evaluation offers a way to judge the value of research, there are many different points to evaluate but the majority of authors looking at the outcome of the project itself while exploring practitioner and participants perspective should be considered too (West, 2015). Through an examination of the effects of including participant outlooks, participants' opinion and feedback seeks to emphasize the impact of participant input on molding the authenticity, and ethical of research results.

2.5. Narrative Review

A narrative review or unsystematic narrative review refer to comprehensive narrative synthesis of previously published journal and articles (Green et al., 2006). Narrative review focuses on author findings in a concise format that summarizes the detail of each article to put many findings into a readable format. It is different from systemic narrative review which is more focused to test a theory inside the existing article, narrative review aims to build a theory and give insight depending on its author and the objective research. In narrative review author present their analysis from the summarize of each journal and articles according to their subjective view in the context of research (Green et al., 2006). Narrative reviews are useful for educational research where it can pull many journals

and articles with the same topic to bring an up to date to recent protocol and information within the social context (Juntunen & Lehenkari, 2021).