

Scientific Publication and Evaluation of Sustainable Teacher Professional Development: Research in Madrasah Aliyah Metro City

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Received: Oct 21, 2023 | Accepted: Dec 25, 2023

Abstract

The paper aims to examine the significance of teachers' ongoing professional development in the realm of scientific publications at Madrasah Aliyah in Metro City, as an indication of their dedication to enhancing the standard of education. The researcher employed a comprehensive technique to evaluate the surrounding circumstances of teachers' continuous professional growth when designing the research methodology. Information was acquired via interviews, observation, and examination of pertinent documents. Data sources encompass input from educators, school administrators, and pertinent records pertaining to professional growth and training. Data analysis approaches, such as classification, synthesis, and mapping, are used to get a thorough grasp of the context of teacher professional development in the field of scientific publications. The research findings indicate that the state of teachers' ongoing professional growth in the area of scientific publications at Madrasah Aliyah Metro City is still confronted with several obstacles. Teacher participation rates typically exhibit a tendency towards being insufficient, primarily due to obstacles such as limited time availability and inadequate backing from educational institutions. This research formulates solutions to enhance teacher participation by comprehending the underlying cause of the problem. In order to foster the ongoing professional development of instructors in the field of scientific publications, it is

anticipated that a comprehensive strategy, which includes capacity building and proactive institutional assistance, would be implemented to establish a favorable environment. This result emphasizes the significance of enhancing policies and providing targeted incentives to promote and motivate teachers to enhance their involvement in scientific publication endeavors.

Abstrak

Tujuan penelitian ini membahas pentingnya pengembangan keprofesian berkelanjutan guru di bidang publikasi ilmiah di Madrasah Aliyah di Kota Metro sebagai cerminan komitmen terhadap peningkatan kualitas pendidikan. Penelitian menggunakan pendekatan yang holistik untuk menilai konteks pengembangan keprofesian berkelanjutan guru. Data diperoleh melalui wawancara, observasi, dan analisis dokumen terkait. Sumber data melibatkan guru, kepala sekolah, dan dokumentasi terkait pengembangan keprofesian. Teknik analisis data mencakup proses kategorisasi, sintesis, dan pemetaan untuk mendapatkan pemahaman menyeluruh tentang konteks pengembangan keprofesian guru di bidang publikasi ilmiah. Hasil penelitian menunjukkan bahwa kondisi pengembangan keprofesian berkelanjutan guru di bidang publikasi ilmiah di Madrasah Aliyah Kota Metro masih menghadapi sejumlah tantangan. Tingkat partisipasi guru cenderung rendah, dipengaruhi oleh hambatan seperti keterbatasan waktu dan kurangnya dukungan institusional. Dengan memahami akar permasalahan tersebut, penelitian ini merumuskan strategi yang dapat diterapkan untuk meningkatkan keterlibatan guru. Dengan menerapkan pendekatan holistik, termasuk pengembangan kapasitas dan dukungan institusional yang lebih proaktif, diharapkan dapat menciptakan lingkungan yang kondusif untuk pertumbuhan keprofesian berkelanjutan guru dalam bidang publikasi ilmiah. Kesimpulan ini menggarisbawahi pentingnya perbaikan kebijakan dan insentif yang lebih terfokus untuk mendukung dan mendorong guru dalam meningkatkan kontribusi mereka dalam kegiatan publikasi ilmiah.

Keywords

Evaluation, sustainable professional development, teachers, scientific publications, madrasah

Introduction

Continuous professional development for teachers, especially in the context of scientific publications at Madrasah Aliyah, is a crucial aspect in improving the quality of education. Along with the increasingly dynamic demands of the times, teachers are required to continue to develop themselves so that they can make maximum contributions to the world of

education. The theory of continuous professional development is an important basis, as stated by experts, for understanding how essential the role of teachers is in maintaining the quality of learning through scientific publication activities (Hamzah & Hasbi, 2020).

Evaluation of the context of teachers' continuous professional development in the field of scientific publications at Madrasah Aliyah brings us to an in-depth understanding of teachers' efforts in pursuing an increase in their professionalism. Experts such as Fullan and Hargreaves underline that continuous professional development does not only include cognitive aspects, but also involves teachers' social and emotional dimensions. By exploring related literature, we can gain insight into the theories that support the role of scientific publications in forming more qualified teachers (Fullan, 2019)

Indicators in evaluating the context of teachers' continuous professional development in the field of scientific publications include several key aspects. First, it can be seen from the extent to which teachers are actively involved in research activities and scientific publications, reflecting their commitment to professional development. Second, the indicator involves an assessment of the availability of resources and institutional support that supports teachers' scientific publication activities. Furthermore, the evaluation also looks at the extent to which teachers are able to integrate research results into their teaching practices, measuring their direct impact on the learning process. Other indicators include recognition and reward for teachers who successfully publish scientific papers, creating positive incentives for their professional development. This context evaluation provides a holistic understanding of how teachers' continuous professional development can be measured and improved through scientific publications (Abdullah, 2022).

The main problems that arise in the context of teachers' continuous professional development in the field of scientific publications involve several crucial aspects. One of the main problems is the lack of awareness and motivation of teachers to engage in research activities and scientific publications, which can hinder their professional development (Darling-Hammond et al., 2009). In addition, limited resources and institutional support are serious obstacles in helping teachers explore their research potential. The gap between research results and classroom teaching is also a challenge, indicating the need for better integration between theoretical and practical aspects in the educational context (Smith & Brown, 2018). Issues of recognition and positive incentives can also influence teachers' motivation to contribute more actively to scientific publications. Therefore, an in-depth understanding of these main problems is the key to designing

more effective evaluation and professional development strategies in the field of scientific publications for madrasah aliyah teachers (Wueste, 2018).

Various previous studies in the field of teacher continuous professional development in the field of scientific publications have provided diverse views regarding the problems faced. Several studies highlight practical barriers, such as lack of time, resources, and institutional support, which are often major barriers for teachers in exploring their scholarly publication potential. These findings are consistent with the view that the availability of adequate time and resources is a crucial factor in encouraging teacher participation in research activities and scientific publications. In addition, previous research also highlights issues related to teacher motivation and awareness. Several studies show that a lack of intrinsic motivation and awareness of the importance of scientific publications can be a major obstacle in teacher professional development.

Meanwhile, other findings highlight the importance of extrinsic factors, such as recognition and positive incentives, in increasing teacher motivation. In general, previous research provides an overview of the complexity of this problem, with many interrelated factors (Davis & Lee, 2019). Therefore, this research can enrich our understanding of the dynamics of this problem and help formulate a more holistic and contextual evaluation strategy.

One of them is research from Jones, AB with the title Sustainable Professional Development in Education: Journal of Educational Research in 2022, he has conducted research on evaluating the context of teachers' sustainable professional development in the field of scientific publications in madrasas. He has also found that most teachers have limited access to resources that support their professional development in scientific publications. In his research, he suggested the need for a collaborative approach and increased access to training to improve the quality of scientific publications among madrasa teachers. This research provides valuable insight into facing the challenges of sustainable professional development in the context of scientific publications (Jones, 2020).

Based on the problems and research conducted by Jones A. B. (2020), the researcher will conduct a literary study. And in order to further explore the identified problems, the author plans to focus on research that discusses sustainable professional development strategies for teachers in the field of scientific publications in madrasas. This involves in-depth research into collaborative approaches, training, and efforts to increase access to supporting resources for teachers. The aim of this research is to evaluate the context of sustainable professional development for teachers in the field of scientific publications at Madrasah Aliyah in Metro City. By focusing on

development strategies, training and access to supporting resources, this research aims to provide an in-depth understanding of the conditions and potential for improvement in efforts to empower teachers to contribute to scientific publications in the madrasa environment. It is hoped that the results of this research can provide a basis for implementing programs that are more effective and relevant in developing sustainable professionalism in the field of scientific publications. It is hoped that this research can provide concrete insights and recommendations to improve the quality and impact of scientific publications among madrasa teachers.

This research aims to explore the context of teachers' continuous professional development, especially in the field of scientific publications, in the Madrasah Aliyah environment in Metro City. By paying attention to existing conditions, the research will explore the extent to which sustainable professionalism has occurred in the context of scientific publications at Madrasah Aliyah. The researchers will explore indicators that describe the level of teacher participation, the obstacles they face, and their views on continuous professional development. Through a strong theoretical framework, this research is expected to provide in-depth insight into these problems and formulate effective strategies to increase teacher involvement in scientific publication activities.

The Essence of Evaluation

Evaluation in the context of teachers' continuous professional development in the field of scientific publications at Madrasah Aliyah in Metro City has an important essence in assessing the extent to which these development efforts have taken place and achieved the desired goals. This evaluation includes an assessment of teacher participation in scientific publication activities, the effectiveness of the training that has been implemented, and its impact on improving teachers' skills and contributions in the academic world (Chen & Hsiao, 2021).

Evaluation also provides an in-depth picture of the obstacles faced by teachers in scientific publication efforts, so that they can formulate more appropriate and effective strategies (Septiadi, 2019). By detailing this evaluation, educational institutions can identify weaknesses and strengths in implementing continuous professional development programs, as well as determine directions for improvement and improvement. International journals such as "Journal of Professional Development in Education" and "Teaching and Teacher Education" can provide a theoretical and methodological basis for strengthening the evaluation process (Eisner, 2002). Research related to ongoing professional evaluation of teachers has been widely conducted and published in these journals, providing a framework for in-depth understanding and analysis regarding relevant

aspects of evaluation. Thus, evaluation in the context of teachers' continuous professional development in the field of scientific publications at Madrasah Aliyah in Metro City is not only a measuring tool, but also an instrument for continuous improvement and improvement.

The evaluation indicators in the continuous professional development of teachers in the field of scientific publications at Madrasah Aliyah in Metro City include several aspects that determine the success of the program. First, indicators of teacher participation in scientific publication activities reflect the extent to which they are involved in research activities and publication of scientific articles. The number of articles produced, presentations in seminars or conferences, and involvement in other academic activities are benchmarks for participation.

Second, training effectiveness is a key indicator that reflects the extent to which teachers can implement the knowledge and skills obtained from training into scientific publication activities. The teacher's ability to handle research techniques, article writing, and presentations is an important aspect assessed in the evaluation (Darling-Hammond et al., 2009). Furthermore, the impact on improving teachers' skills and contributions in the academic world is also a relevant evaluation indicator. By looking at the increase in the number and quality of scientific publications, as well as the role of teachers in developing a research culture in madrasas, evaluations can measure the real impact of sustainable professional development programs (Guskey, 2002).

These indicators form the basis of a holistic evaluation and provide a comprehensive view of the progress of teachers in developing their professionalism in the field of scientific publications.

Continuous Professional Development of Teachers

Continuous professional development of teachers in the context of scientific publications at Madrasah Aliyah in Metro City is a process that not only focuses on providing technical training, but also involves a holistic approach to increasing teachers' abilities and involvement in research activities and scientific publications (Endang et al., 2020). According to Darling-Hammond, continuous professional development is directed at efforts to improve the quality of teaching and student learning outcomes. In the context of scientific publications, this development must provide an in-depth understanding of the research process, the ethics of scientific writing, as well as the ability to contribute to the development of knowledge and literature in the field of education (Darling-Hammond et al., 2009).

In order to increase scientific publications, research by Inan, Yukselturk, & Kurucay highlights the importance of a team-based approach,

where collaboration between teachers and researchers supports the knowledge development process and increases the chances of significant publications (UNESCO, 2007). Therefore, evaluation of teachers' ongoing professional development in the field of scientific publications must include an assessment of improving research skills, understanding of scientific ethics, and its impact on improving the quality of education in madrasas (Vescio et al., 2018). Thus, this approach can be a basis for formulating effective strategies in increasing teachers' contributions to the scientific world.

Indicators of teachers' continuous professional development in the field of scientific publications include critical aspects that reflect teachers' progress and contributions in scientific literature (Blazar & Kraft, 2016). First, indicators can involve teachers' active participation in training activities and workshops that discuss research methodology, scientific writing ethics, and the application of information technology. This is in line with the views of Darling-Hammond and Richardson who emphasize the importance of professional development that is contextual and appropriate to teacher needs (Darling-Hammond, 2003). Furthermore, indicators can include an increase in the number of scientific publications produced by teachers, whether in the form of journal articles, books or thesis research. Increasing the production of scientific research is a significant benchmark in evaluating the effectiveness of teacher continuous professional development programs. References from international journals such as "Teaching and Teacher Education" and "Educational Researcher" can provide a scientific perspective regarding the relationship between teacher participation in development activities and increased scientific publications (Guskey, 2002).

In addition, indicators can include increasing collaboration between teachers in the development of scientific research. Involvement in joint projects can provide a space for the exchange of ideas and experiences, enhance teacher expertise, and expand the impact of scientific research. Darling-Hammond and Richardson emphasize the importance of cooperation and collaboration in improving the quality of teacher professional development (Darling-Hammond, 2003). By referring to these indicators, evaluation of the context of teachers' continuous professional development in the field of scientific publications can be measured in a scientific and academic way, in accordance with the research objectives and expectations (Guskey, 2002).

Scientific Publications

Scientific publications are one of the main benchmarks in measuring the success of teachers' continuous professional development in the field of scientific publications. Scientific publications include various types of

writing, such as journal articles, books, and thesis research, which contribute to the understanding and development of science. According to Mertler, scientific publications are a means of disseminating knowledge and research results, so it is important to understand their role and impact in the context of teachers' ongoing professionalism. In evaluating the context of teachers' continuous professional development, scientific publication indicators can involve increasing the number and quality of publications produced by teachers. International journals such as "Teaching and Teacher Education" and "Educational Researcher" are often publication venues for teacher research results that have a significant impact. References from experts such as Hattie and Ingersoll can provide insight into the relationship between teacher scientific publications and improving the quality of teaching (Mertler, 2011).

Furthermore, the sustainability of scientific publications can be measured through the level of teacher participation in training activities and workshops that discuss scientific writing techniques, research ethics, and strategies for increasing the impact of research. Research by Darling-Hammond and Richardson highlights the need for professional development that supports teachers' scholarly publications and creates an environment that encourages scholarly research. Thus, scientific publications are an important indicator in evaluating the context of teachers' continuous professional development in the field of scientific publications, and the use of references from experts and international journals can provide a strong scientific basis to support this evaluation (Darling-Hammond, 2003).

In evaluating the context of teachers' continuous professional development in the field of scientific publications at Madrasah Aliyah in Metro City, several key indicators can be used as a comprehensive assessment. First, the number of scientific publications produced by teachers can be an indicator that reflects their level of productivity in disseminating knowledge and research results. References from experts such as Mertler and Hattie show the importance of publication productivity as an integral part of continuous professional development. Second, the quality of scientific publications is also an important factor. Reputable international journals, as Ingersoll explains, can increase the impact of teacher research (Mertler, 2011). Therefore, evaluation should involve an analysis of the level of prestige of the journal in which the teacher's scientific publications are published. References from experts such as Darling-Hammond and Richardson provide insight into the importance of focusing on publication quality.

Apart from that, teacher participation in training activities related to scientific publications is also a relevant indicator. Workshops that discuss scientific writing techniques, research ethics, and strategies for increasing

the impact of research can strengthen teacher involvement in scientific publication activities. Research by Darling-Hammond and Richardson highlights the need for support in professional development to support increased teacher participation in scientific publications. By combining these indicators, evaluating the context of teachers' continuous professional development can provide a holistic and evidence-based picture of teachers' contributions to the field of scientific publications (Desimone et al., 2018).. References from experts and international journals provide a solid scientific basis to support this evaluation.

Methods

In this research, the research method used is descriptive research with a qualitative approach. This research design was designed to provide a comprehensive picture of the context of teachers' continuous professional development in the field of scientific publications at Madrasah Aliyah in Metro City. A qualitative approach was chosen to understand this phenomenon in depth and provide a contextual interpretation. Data was collected through interviews with teachers at Madrasah Aliyah who focused on scientific publication topics. The main data sources are teachers who have experience and involvement in scientific publication activities. Apart from that, data was also obtained from related documents, such as the results of existing scientific publications. The data collection tool used was a structured interview guide to ensure consistency and relevance of questions. The data analysis technique is carried out through systematic steps in thematic analysis, which involves identifying patterns, categories and main findings from interview and document data. By using a qualitative approach and descriptive methods, this research is expected to provide an in-depth picture of teachers' ongoing professionalism in the context of scientific publications at Madrasah Aliyah in Metro City.

Results and Discussion

Continuous professional conditions of teachers in the field of scientific publications at Madrasah Aliyah in Metro City

The research results show that the ongoing professional conditions of teachers in the field of scientific publications at Madrasah Aliyah in Metro City still require more attention. First, regarding the level of teacher participation in scientific publication activities, it was found that the majority of teachers were not actively involved in these activities. This indicator reflects the low intensity of participation which can have an impact on the lack of research contributions from teachers in the madrasa context.

Field research highlights several factors that are the reason why most teachers are not actively involved in scientific publication activities at Madrasah Aliyah in Metro City. *First*, there is a lack of teacher understanding and awareness of the benefits and importance of being involved in scientific publication activities. Some teachers may not yet fully realize the positive impact that their research contributions can have on the development of knowledge and improving the quality of education in madrasahs. *Second*, time constraints and teacher workload are the main obstacles. With workloads that are already quite high, many teachers experience problems in finding sufficient time to conduct research and scientific publications. This creates a situation where the intensity of participation in these activities is low, affecting the lack of research contributions from teachers.

Apart from that, the lack of support and guidance from the school regarding scientific publications also plays a role. Teachers need encouragement, guidance and adequate facilities from the school to stimulate their interest and participation in scientific publication activities. By detailing these factors, the results of the field study provide an in-depth picture of the obstacles faced by teachers in engaging in scientific publication activities at Madrasah Aliyah in Metro City. Improvements in understanding, school support, and time management can be strategic steps to increase teacher participation and, ultimately, their research contributions.

Apart from that, there are several teachers who are not actively involved in scientific publication activities at Madrasah Aliyah in Metro City due to a number of factors. One of them is the lack of teacher understanding and awareness of the benefits and importance of being involved in scientific publication activities. According to John Biggs, an education expert, a deep understanding of the purpose and benefits of an activity can be the key to motivating participation. Time constraints and teacher workload are also significant obstacles. According to research conducted by Robert Marzano, an expert in the field of teacher effectiveness, excessive workload can hinder teacher participation in extracurricular activities or research. Therefore, efficient time management and fair distribution of workload can be a solution.

Furthermore, the lack of support and guidance from the school is another factor. According to Charlotte Danielson, an expert in teacher performance assessment, school support is critical to creating an environment where teachers feel supported and recognized. Therefore, school support policies and programs can play a key role in increasing teacher participation. Thus, the results of this field study provide a strong scientific basis for designing intervention strategies that can increase

teacher participation in scientific publication activities. By paying attention to understanding, time management, and school support, concrete steps can be taken to motivate teachers to be more actively involved in these activities. The obstacles faced by teachers in developing sustainable professionalism, especially those related to scientific publications, include limited resources and understanding of the publication process.

For this reason, teachers' views on continuous professional development show the need to further motivate and guide teachers in optimizing their potential in the field of scientific publications. Therefore, the results of this research provide an in-depth understanding of the ongoing professional conditions of teachers at Madrasah Aliyah and provide a basis for further improvement. The author concludes that the condition of teachers' sustainable professionalism in the field of scientific publications at Madrasah Aliyah in Metro City still faces several challenges. Analysis shows that the low intensity of teacher participation in scientific publication activities can be caused by a lack of understanding, limited time, and minimal support from the school. These results reflect the need for focused intervention and development strategies to improve the continuing professional quality of teachers in the field of scientific publications. Borko, H., et al. (2014). The author believes that these findings provide an important contribution to the improvement and development of education in Madrasah Aliyah, and can be a basis for further research in this field.

Strategy to increase their participation in scientific publication activities

In this literary discussion the author finds strategies to increase teacher participation in scientific publication activities at Madrasah Aliyah (MA) in Metro City. This research reveals several relevant findings. Through interviews and observations, the author found that teachers need more understanding about the importance of scientific publications and their positive impact on the development of science in madrasahs. Therefore, the first strategy proposed is as follows.

First, organizing regular training and workshops that can provide an in-depth understanding of the process and benefits of scientific publications. In addition, research highlights time constraints as the main obstacle for teachers in contributing to scientific publication activities. Second, review of teachers' work time allocation, by providing special space and time for research activities and scientific publications. This is expected to provide incentives and convenience for teachers to be more actively involved in research. The implementation of this strategy is expected to create an environment that supports and encourages teacher participation in scientific publication activities. With training, adequate time allocation, and support from the school, it is hoped that teachers will be more motivated to

contribute their thoughts and knowledge to scientific literature, making MA in Metro City a center for sustainable scientific and educational development.

In the context of teachers' ongoing professional conditions in the field of scientific publications at Madrasah Aliyah (MA) in Metro City, this research reveals that most teachers face time constraints, limited knowledge about the scientific publication process, and a lack of institutional support. Indicators of low teacher participation in scientific publication activities reflect the urgent need to identify strategies that can stimulate their interest and involvement.

The results of the author's analysis highlight that periodic training and workshops can open insight and increase teachers' understanding of practical steps in conducting scientific publications. Better understanding will provide positive encouragement to be actively involved in these activities. Regarding time limitations, a special time allocation strategy for research activities and scientific publications is the proposed solution. By providing a clear time window and more concrete institutional support, teachers are expected to be able to make more effective use of their time to contribute to research and scientific publications.

Furthermore, research also shows that school policies and incentives can have a significant influence. Increasing the review of reward and incentive policies for teachers who actively participate in scientific publications is expected to stimulate their motivation and participation. By implementing this strategy, it is hoped that MA in Metro City can become a competitive institution and contribute significantly to the development of knowledge in the field of education.

The results of the author's analysis of the collected data illustrate that the main challenges faced by teachers in their participation in scientific publication activities at Madrasah Aliyah (MA) in Metro City are time constraints and lack of institutional support. In-depth analysis reveals that most teachers feel constrained by busy routine teaching assignments and other responsibilities outside the classroom, leaving limited time for research activities and scientific publications. In addition, a lack of understanding of the scientific publication process is also a significant obstacle. Teachers tend to feel less confident in dealing with technical steps and norms related to scientific publications. Therefore, capacity building strategies and regular training are identified as solutions that can improve teachers' understanding and skills in this regard.

In the context of institutional support, the findings show that most teachers want a more proactive approach from the school. Although some MA have provided limited support, such as access to libraries and research

facilities, teachers argue that more concrete policies and incentives would be an effective catalyst. Therefore, the results of the analysis encourage the need for a more focused review of policies and incentives that can have a real impact on teachers who participate in scientific publication activities. Overall, the results of the analysis highlight the need for a holistic approach to increase teacher participation in scientific publications at MA in Metro City. Through a combination of capacity development strategies, more concrete institutional support, and appropriate incentives, it is hoped that we can create a conducive environment for teachers' continued professional growth and increase their contribution to the field of scientific publications (Ingersoll & Strong, 2022).

Overall, the results of the analysis highlight the need for a holistic approach to increase teacher participation in scientific publications at Madrasah Aliyah (MAN) in Metro City. The main challenges involve time constraints, lack of institutional support, and low understanding of the scientific publication process. Capacity building strategies, more proactive institutional support, and concrete incentives were identified as potential solutions. Therefore, this study underscores the need for a more focused review of policies and incentives to create a conducive environment for teachers' continued professional growth and increase their contribution to the field of scientific publications.

Teachers at Madrasah Aliyah in Metro City show low intensity of participation in scientific publication activities. First, causative factor: (a) lack of teacher understanding and awareness of the benefits of scientific publications; (b) time constraints and high workload are the main obstacles; dan (c) minimal support and guidance from the school. Second, factors causing low teacher participation: (a) lack of understanding and awareness of the benefits of scientific publications as a contribution to the development of science and improving the quality of education; (b) high workloads make it difficult for teachers to find time for research and scientific publications; and (c) limited support and guidance from the school also plays an important role. Third, potential solutions: (a) increase teachers' understanding and awareness of the benefits of scientific publications; (b) efficient time management and fair distribution of workload; and (c) increase support and guidance from the school to stimulate teacher interest and participation. Fourth, John Biggs and Collis (1982) highlights the importance of a deep understanding of the purpose of the activity to motivate participation. Robert Marzano emphasized that excessive workload can hinder teacher participation. Charlotte Danielson states that school support is essential to creating a supportive environment. Fifth, teachers face challenges regarding resources and understanding of the scientific publication process. In their view of sustainable professional development, more intensive motivation and

guidance is needed to optimize teacher potential in the field of scientific publications. By overcoming resource limitations and increasing understanding of the publication process, it is hoped that teachers can encourage active participation in academic activities.

Overall, the ongoing professional condition of teachers in the field of scientific publications shows an urgent need for further attention and improvement. Focused intervention and effective development strategies are needed to increase teacher participation in scientific publication activities. This analysis illustrates several crucial aspects of the research results, providing an in-depth understanding of the challenges teachers face in professional development, especially regarding scientific publications. This understanding becomes a strong foundation for improving and further developing education at Madrasah Aliyah.

The main challenges in scientific publication activities for teachers involve limited time, low school support, and lack of understanding. Time constraints are the main obstacle, while low institutional support hinders teacher participation. Lack of understanding and self-confidence is also a serious challenge, limiting teachers' contributions to the academic world. An integrated strategy is needed to overcome these challenges and encourage teachers' active participation in scientific publication activities.

The capacity development strategy involves organizing regular training and workshops to provide an in-depth understanding of the process and benefits of scientific publications. Apart from that, focusing on increasing teachers' understanding of the practical steps in conducting scientific publications is an important strategy. With this combination, it is hoped that it can improve teachers' skills and motivation to actively participate in scientific publication activities.

Providing special space and time for research activities and scientific publications as a solution to time constraints. Institutional support needs to be strengthened through concrete policies and incentives from schools. These policies may include recognition and rewards, as well as incentives such as career development opportunities or additional allowances, to stimulate teacher motivation and participation in scientific publications. This step is expected to create an environment that supports teachers' active involvement in academic activities.

To overcome challenges in teachers' continuous professional development, a policy review is needed. A holistic approach that includes capacity building, institutional support and appropriate incentives is essential. In addition, these challenges highlight the need to revitalize policies and incentives to create an environment conducive to teachers' continued professional growth. A comprehensive policy review will be a

crucial step to ensure that all aspects of teacher professional development in the field of scientific publications receive balanced and effective attention.

It is hoped that more active teacher participation can increase their contribution in the field of scientific publications and knowledge development in madrasas. Overall, a holistic approach involving training strategies, time allocation, institutional support and incentives is the key in creating an environment that supports the professional growth of teachers in the field of scientific publications at MA Metro City. This analysis identifies key challenges, capacity development strategies, time allocation, institutional support, as well as the need for policy review and teacher participation. Through this holistic approach, it is hoped that there will be an increase in teacher participation in scientific publication activities at Madrasah Aliyah Metro City, resulting in sustainable professional growth.

Conclusion

Based on the discussion and research results above, it can be concluded that the condition of teachers' sustainable professionalism in the field of scientific publications at Madrasah Aliyah in Metro City still faces a number of challenges. Teacher participation rates tend to be low, influenced by barriers such as time constraints and lack of institutional support. However, by understanding the root of the problem, this research formulates strategies that can be implemented to increase teacher involvement. By implementing a holistic approach, including capacity development and more proactive institutional support, it is hoped that we can create a conducive environment for teachers' continued professional growth in the field of scientific publications. This conclusion underlines the importance of policy improvements and more focused incentives to support and encourage teachers to increase their contribution to scientific publication activities.

The author provides a number of suggestions that can be taken into consideration to improve the continuing professionalism of teachers in the field of scientific publications at Madrasah Aliyah in Metro City. First, there needs to be regular coaching and training efforts focused on improving scientific publication and time management skills. Second, institutional support needs to be increased through increasing incentives, recognition and reward systems for teachers who actively contribute to scientific publications. In addition, a participatory approach in designing policies and programs for sustainable professional development is expected to motivate teachers to become more involved. Increasing access to resources, including access to literature and guidance from fellow teachers who have been successful in scientific publications, also needs to be considered. By implementing these suggestions, it is hoped that an environment that

supports and encourages teachers to be actively involved in scientific publication activities can be created, creating a positive impact on their ongoing professional development.

Acknowledgements

Thanks to colleagues who have shared, discussed, and provided their comments which were very useful for improving the manuscript.

Conflict of Interests

There are no disclosed conflicts of interest for the writer. I attest that the submission is unique and is not already being considered by another publisher.

Ethical Considerations

The sources of this research—articles, books, research papers, and scientific forum proceedings—are all free of copyright violations.

Disclaimer

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