



Coaching clinic research proposal writing: A practical guide to your research success

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ARTICLE INFO	ABSTRACT
<p>Article history Received: 2024-02-20 Revised: 2024-06-10 Accepted: 2024-06-24 Published: 2024-07-04</p> <p>Keywords Coaching Clinic Research proposal Hybrid Pre-test Post-test</p>	<p><i>Writing a research proposal is a crucial first step in determining the success of your research project. However, authors often face challenges in formulating proposals that are clear, relevant, and persuasive. The purpose of this service is to help researchers, especially young researchers in making research proposals. The method of implementing this service uses a Coaching Clinic, discussion, and mentoring which is carried out in a hybrid manner with pre-test and post-test. Participants in this Coaching Clinic were young lecturers from Politeknik Medica Farma Husada Mataram and several other universities who participated online. There were 20 participants and it was held online through a Zoom meeting on December 16, 2023. The main target of this activity is young lecturers who have minimal experience writing research proposals. The results of this service show an increase in lecturers' abilities or skills and understanding in writing research proposals by 84.50%. Coaching clinics can improve the ability of lecturers to write research proposals.</i></p>
<p>Kata kunci Coaching clinic Hibrid Post-test Pre-test Proposal penelitian</p>	<p>Penulisan proposal penelitian coaching clinic: panduan praktis menuju keberhasilan penelitian. Seringkali penulis menghadapi tantangan dalam merumuskan proposal yang jelas, relevan, dan persuasif. Tujuan pengabdian ini adalah untuk membantu para peneliti, khususnya peneliti muda dalam membuat proposal penelitian. Peserta dalam Coaching Clinic ini adalah dosen-dosen muda dari Politeknik Medica Farma Husada Mataram dan beberapa perguruan tinggi lain yang mengikuti secara daring. Peserta sebanyak 20 orang dan dilaksanakan secara daring melalui zoom meeting pada tanggal 16 Desember 2023. Metode pelaksanaan pengabdian ini menggunakan Coaching Clinic, diskusi dan pendampingan yang dilakukan secara hybrid dengan pre-tes dan post-test. Sasaran utama pada kegiatan ini adalah dosen muda yang minim pengalaman menulis proposal penelitian. Hasil pengabdian ini menunjukkan adanya peningkatan kemampuan atau skill dosen serta pemahaman dalam menulis proposal penelitian sebesar 84,50%. Coaching clinic mampu meningkatkan kemampuan dosen dalam penulisan proposal penelitian.</p>

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How to cite: Hardani, H., Sahbany, S., Hadi, S., Ulandari, A. S., Ariwidiani, N. N., & Supinganto, A. (2024). Coaching clinic research proposal writing: A practical guide to your research success. *Journal of Community Service and Empowerment*, 5(2), 346-353. <https://doi.org/10.22219/jcse.v5i2.32409>

INTRODUCTION

Writing a research proposal plays a crucial role in ensuring the smooth running and success of a research project (Sudheesh et al., 2016). However, researchers often face challenges in formulating proposals that meet academic standards, are relevant and persuasive (Puspitasari & Ishak, 2023). Some of the obstacles that may be encountered include difficulties in detailing research methods, formulating appropriate research questions, or even organizing theoretical frameworks properly (Collins & Stockton, 2018). The background to writing this article comes in response to the growing need among researchers for more intensive support and guidance in drafting research proposals (Boaz et al., 2018). Coaching Clinic for Research Proposal Writing is an approach that provides an effective solution to overcome these obstacles (Hardani et al., 2023).

Challenges in research proposal writing include; 1) Lack of In-depth Feedback, many researchers may be limited in getting in-depth feedback on their proposals. This can be a barrier in identifying areas of improvement and optimizing the quality of the proposal (Bombard et al., 2018). 2) Limited Knowledge of Academic Standards, Researchers, especially those in the early stages of their careers, may not fully understand the academic standards expected in a research proposal (Brown et al., 1999). 3) Difficulty Detailing Research Methods The research methods section is often a vulnerable point in proposals. Researchers may have difficulty in detailing the research design, data collection techniques, or analysis to be used (Taherdoost, 2021).

The rationale for the proposal needs to be well thought out by the researcher (Abdulai & Owusu-Ansah, 2014). The importance of a solid research proposal. A solid research proposal lays the foundation for the success of the entire research project (Sanu et al., 2022). A good proposal helps researchers formulate the right research questions, identify appropriate methodologies, and provide convincing arguments (Mugwe, 2022). Support for the development of young researchers. Young researchers and students who are still studying may need special guidance in developing their research proposals. The Coaching Clinic can provide the necessary support for their professional growth (Atkinson et al., 2022). The importance of external feedback. External feedback, especially from those with experience in the research field, can provide valuable insights. The Coaching Clinic creates a space for in-depth feedback and constructive dialog (Armson et al., 2019).

Solutions to the research proposal writing coaching clinic include; 1) Targeted guidance, Coaching Clinic provides guidance that is targeted and focused on the specific needs of researchers. This helps them understand the practical steps in drafting a quality research proposal. 2) Intensive feedback, Intensive feedback from mentors or supervisors helps researchers to see aspects that need improvement and fine-tune their proposals early on. 3) Researcher empowerment, Coaching Clinic not only provides answers but also empowers researchers to become more independent in formulating their research ideas and concepts (Purwanto et al., 2023).

By presenting the Research Proposal Writing Coaching Clinic as an effective solution, this article aims to provide researchers with insights and practical guidance in overcoming research proposal writing challenges. Hopefully, this approach can improve the quality of research proposals and make a positive contribution to the development of researchers and their research projects.

METHOD

The targets in this service are young lecturers at Politeknik Medica Farma Husada Mataram, but young lecturers on other campuses are also enthusiastic about participating in this activity which is carried out online through a Zoom meeting on December 16, 2023. The host of this activity is Politeknik Medica Farma Husada Mataram. The activity location map is presented in Figure 1.

Writing a research proposal requires a systematic and structured approach to ensure that every important aspect is communicated effectively (Sudheesh et al., 2016). The Research Proposal Writing Coaching Clinic is a method that involves intensive guidance to help researchers overcome obstacles and formulate a solid proposal (Nte & Awi, 2007). Here are the steps of the research proposal writing method with the Coaching Clinic approach:

1. Identify coaching clinic participants
Identify Coaching Clinic participants consisting of researchers who are developing research proposals. Select participants based on the needs and experience level of the researchers (Baxter & Jack, 2015).
2. Introduction and clarification of objectives
The first session of the Coaching Clinic begins with a clear introduction to the objectives of the Coaching Clinic. Clarify that the main focus is on improving the quality of participants' research proposals (Zhou et al., 2011).
3. Analysis of challenges and constraints
Participants are asked to share any challenges or constraints they face in drafting their research proposals. Identify general and specific issues that participants may face (Yip et al., 2016).
4. Brainstorming session
Conduct a brainstorming session to gather ideas and concepts that may apply to the research proposal. Discuss concepts that are relevant to each participant's research topic (Mauluddiyah et al., 2018).
5. Periodic review of proposals

Participants are asked to briefly present their research proposals. The mentor or Coaching Clinic leader conducts an initial review of each proposal and provides constructive feedback (Peláez Zuberbuhler et al., 2020).

6. Prioritization of improvements
Identify priority areas that require improvement in each proposal. Focus on aspects such as problem formulation, theoretical framework, research methods, or alignment with research objectives (Ali Khan et al., 2023).
7. Individual guidance session
Next, provide individual coaching sessions to each participant. Discuss more detailed feedback, provide practical advice, and encourage participants to develop their proposals in more depth (Abraham et al., 2014).
8. Introduction to effective writing techniques
Introduce effective writing techniques, such as how to detail research methods, build arguments, and formulate clear research questions. Discuss strategies to make proposals more persuasive (Yamin & Purwati, 2020).
9. Remedial exercises
Allow time for participants to conduct improvement exercises based on the feedback and suggestions provided. Support them to implement the improvements concretely (Collado-Mateo et al., 2021).
10. Clarification and question session
Organize a clarification and question-and-answer session. Participants have the opportunity to clarify any aspects they do not understand and get additional insights from the mentor or Coaching Clinic leader (Sarabipour et al., 2022).
11. Final Review and Preparation of Final Proposal
Conduct a final review of the revised proposal. Ensure that each participant has overcome the challenges and improved their proposal. Help them to prepare a final proposal that is ready for submission (Department of Home Affairs, 2023).
12. Evaluation session
Once the final research proposal has been prepared, organize an evaluation session. Participants and mentors provide final feedback on the Coaching Clinic process and the progress made (Al Hilali et al., 2020).

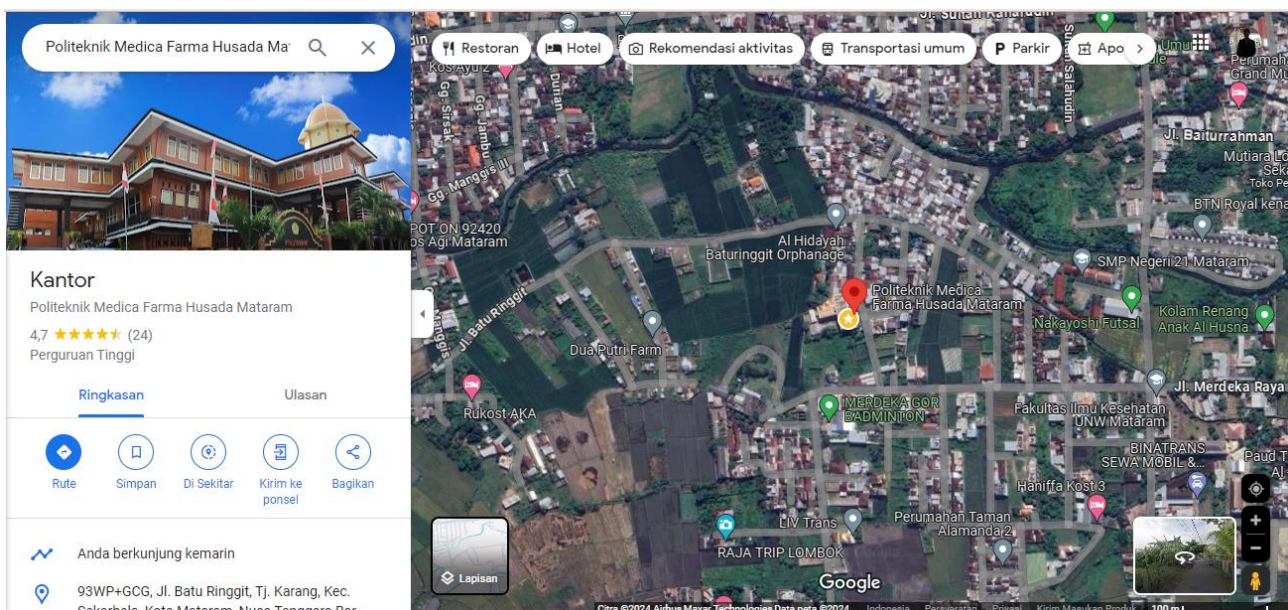


Figure 1. Map of activity location

The Research Proposal Writing Coaching Clinic method is designed to provide intensive guidance and support to researchers, helping them overcome the challenges of developing research proposals more effectively and efficiently (Pietersen, 2014).

RESULTS AND DISCUSSION

This service has been carried out with a hybrid system. Coaching clinics are conducted online, discussions and mentoring are carried out offline with young lecturers. The activity flyer is presented in Figure 2 and the material of presentation is presented in Figure 3. In the initial session of this training, the lecturers seemed enthusiastic about participating in the training activities, this can be seen from the participation of the lecturers in practice and questions and answers. In the second session, the lecturers were more enthusiastic because the training was more practical, they directly made research proposals and how to submit proposals to the BIMA Kemendikbudristek application. BIMA (Basis Information for Research and Community Service) is a platform for submitting research and community service grant

proposals made by KEMENDIKBURISTEK. Lecturers seemed very happy because they got tricks and tips in preparing research proposals.



Figure 2. Activity flyer

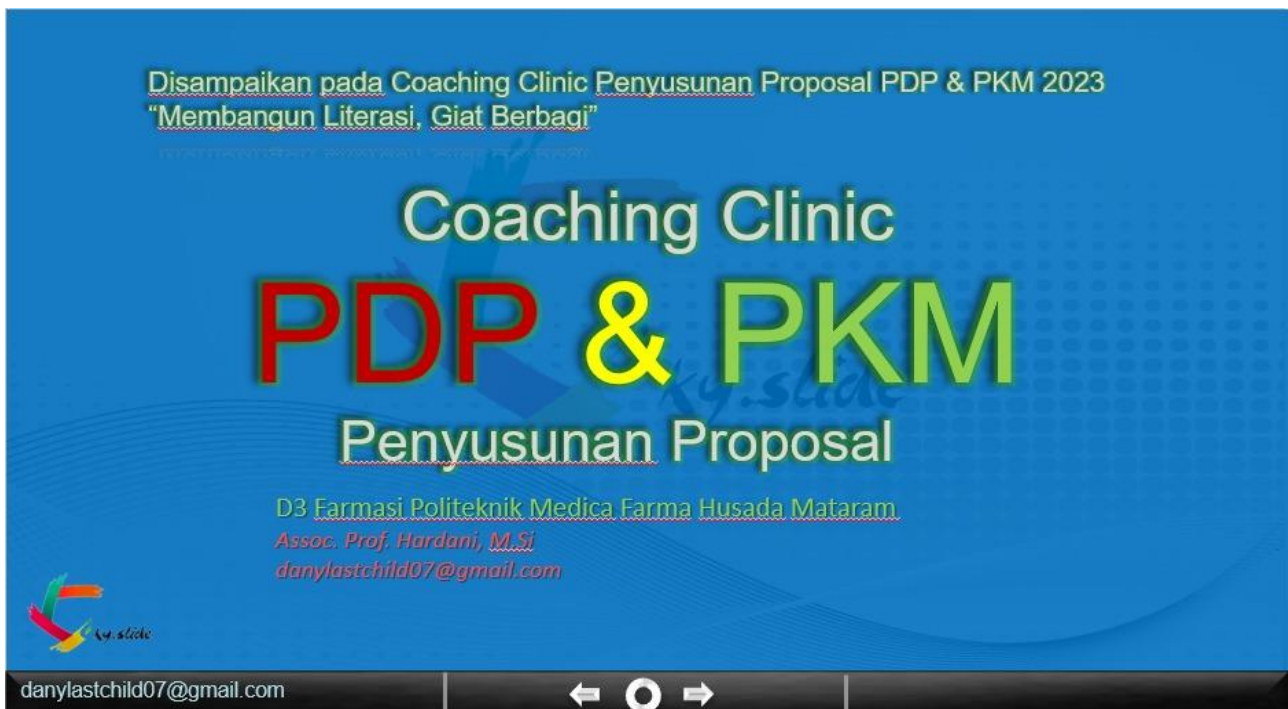


Figure 3. Research proposal preparation material

The implementation of the training activities went smoothly thanks to the participation and support of the Director of Politeknik Medika Farma Husada Mataram. The lecturers benefited greatly from the assistance provided by the presenters and tried to implement it in the preparation of research and service proposals. Effective online instruction depends on well-designed course content, motivated interaction between instructors and lecturers, and well-prepared and fully supported instructors. At the beginning of the meeting on December 16, 2023, community service activities began with the first material, namely an overview of the preparation of research and service proposals. Approximately 20 lecturers

attended via zoom, and they seemed enthusiastic about listening to the material presented. After completing the presentation of the material, the lecturers asked several questions.

In the second session, material on the practice of preparing research proposals starting from determining the title, writing a summary of the proposal, introduction, methodology, budget plan, as well as tips and tricks for penetrating novice lecturer research grants and the process of submitting to the BIMA Kemendikbudristek system. The coaching clinic participants were briefed on the structure and systematics of writing and preparing research proposals. After that, the participants discussed the topic in a discussion session (meeting).

The number of participants who attended this coaching clinic activity was 20 participants out of a total of 25 registrants. The total attendance percentage was 80%. To measure the success of this activity, a pre-test and post-test were given. The results of changes in participants' abilities are presented in Table 1. The documentation of the activity is presented in Figure 4.

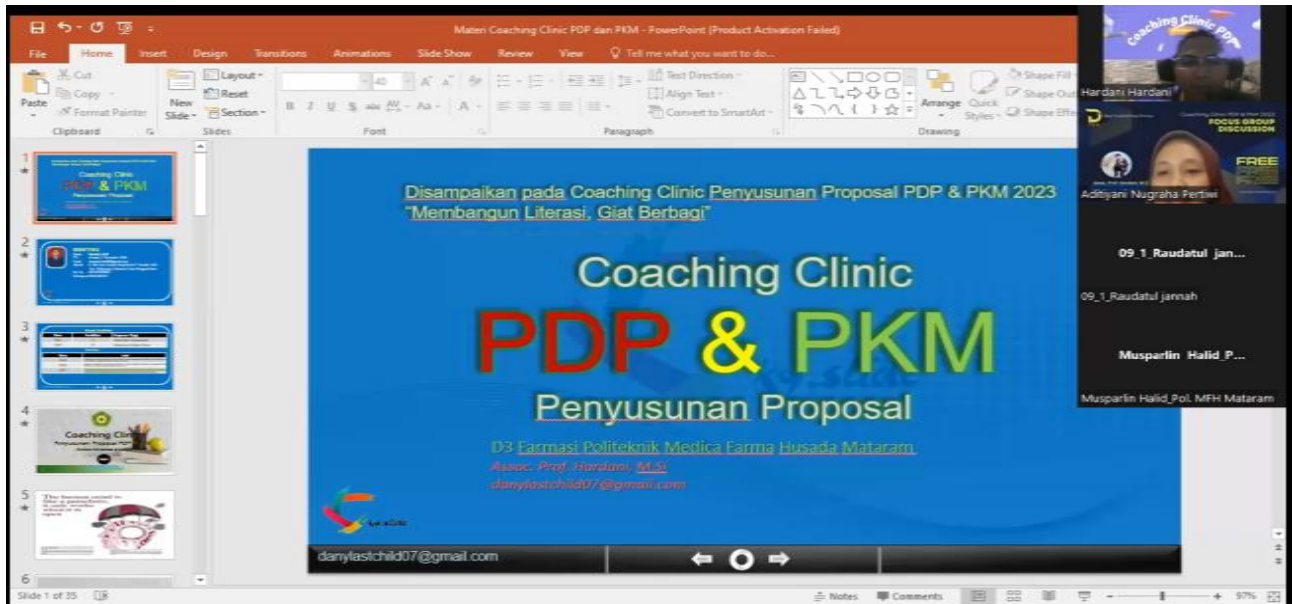


Figure 4. The documentation of the activity

Table 1. Pre-test and post-test results

No	Initials	Ability Improvement Results		Information
		Pre-Test	Post-Test	
1	DJS	60.00	90.00	Increase
2	WRR	60.00	80.00	Increase
3	TU	55.00	80.00	Increase
4	S	60.00	90.00	Increase
5	RAP	60.00	90.00	Increase
6	HA	65.00	90.00	Increase
7	SI	65.00	95.00	Increase
8	RAF	60.00	80.00	Increase
9	DW	60.00	80.00	Increase
10	IH	60.00	80.00	Increase
11	SJ	55.00	80.00	Increase
12	EK	60.00	85.00	Increase
13	NK	60.00	80.00	Increase
14	ADP	60.00	90.00	Increase
15	AS	55.00	80.00	Increase
16	EFU	50.00	80.00	Increase
17	RW	50.00	80.00	Increase
18	SR	50.00	90.00	Increase
19	F	55.00	90.00	Increase
20	MH	60.00	80.00	Increase
Percentage		58.00%	84.50%	

Results of the research proposal writing coaching clinic:

1. Improved proposal quality
The Coaching Clinic successfully achieved its main objective, which was to improve the quality of research proposals. Participants experienced significant improvements in formulating problems, enriching theoretical frameworks, and detailing research methods (Mohajan, 2018).
2. Improved problem formulation
Participants managed to improve the problem formulation in their proposals. The Coaching Clinic helped them to be more focused, specific, and relevant in formulating research problems, so that the research objectives became clearer (Zaman Fadhly, 2022).
3. Accuracy of theoretical framework
Through individual guidance sessions, participants were able to improve their theoretical framework. A deeper understanding of concepts and theories helps strengthen the theoretical foundation in each proposal (Söderlund, 2011).
4. Optimization of research methods
Coaching Clinic participants received specific guidance related to research methods. There was an improvement in detailing the research design, selecting data collection techniques, and determining analysis that was more in line with the research objectives (Asenahabi, 2019).
5. Stronger argumentation
The Coaching Clinic provided direction to build stronger arguments in each proposal. Participants were able to identify evidence to support their research plan, increasing the persuasiveness of the proposal.

Discussion process:

1. The importance of in-depth feedback
The Coaching Clinic results confirmed the importance of in-depth feedback in the research proposal writing process. Participants responded positively to the suggestions provided, and this was a key factor in improving the proposal.
2. The role of individual coaching
The individual coaching sessions proved effective in helping participants overcome specific obstacles they faced. Participants felt more confident after receiving direct guidance on their proposals.
3. The influence of writing techniques
The introduction of effective writing techniques, such as the use of clear language and emphasis on clarity of structure, had a positive impact. Participants reported improvements in the expression of ideas and presentation of proposals.
4. Implementation of improvement exercises
The improvement exercises provided after the Coaching Clinic help participants to implement the proposed changes. This ensures that each participant not only gets feedback, but can also implement the improvements.
5. Active involvement of participants
The active involvement of participants in brainstorming sessions and discussions greatly supports the success of the Coaching Clinic. They feel heard and involved in formulating solutions to the obstacles faced.
6. Final evaluation
In accordance with the results of the Coaching Clinic, a final evaluation was conducted to measure the overall impact of the process. Participants provided positive feedback regarding the benefits of the Coaching Clinic in preparing better research proposals.

Challenges and future recommendations for the research proposal writing coaching clinic. Time-related challenges A number of participants faced time-related challenges in implementing changes after the Coaching Clinic (Vizeshfar et al., 2022). Recommendations included providing continued support and creating realistic timelines. Encouragement for collaboration, Along with the positive results, there was encouragement to develop Coaching Clinic programs that involve collaboration between researchers. This can create an environment that supports the exchange of ideas and experiences. Introduction of coaching clinics in the curriculum, It is recommended to consider the introduction of coaching clinics as part of the research curriculum in educational institutions. This can ensure that the benefits of coaching clinics are accessible to more researchers.

CONCLUSION

Through the results of the Research Proposal Writing Coaching Clinic, it can be concluded that this approach succeeded in having a positive impact on improving the quality of research proposals and there was an increase in the ability of lecturers in preparing proposals by 84.50%. In-depth feedback, individual guidance, and the application of effective writing techniques were key to the success of the Coaching Clinic. Future recommendations include steps to overcome challenges and the development of a sustainable Coaching Clinic program.

ACKNOWLEDGMENT

The writing team would like to thank LPPM Politeknik Medica Farma Husada Mataram for providing support so that this activity ran smoothly. Furthermore, I to the lecturers who have enthusiastically participated in this activity. Hopefully, it can be applied optimally to reduce the level of plagiarism in the results of his scientific work.

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