"LATANSA" Module For National Journal Article Writing For Madrasah Ibtidaiyah Teacher Education Students

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ABSTRACT

The idea of this article is to develop a module that can be used to improve national journal article writing skills for PGMI (Madrasah Ibtidaiyah Teacher Education) students. The methodology used is descriptive qualitative method by suggesting the idea of compiling and developing modules based on literature review, literature review and relevant research results. The result of this literature study is a new idea about the preparation of modules in accordance with the guidelines for writing an effective module, with the contents of the module in the form of steps for writing journal articles. Starting from literature research, abstract, thesis, all references, need a template, submit and announcement or shortened to LATANSA. The novelty of this research is the arrangement of learning modules to write journal articles for PGMI students which is different from other modules. If the other modules only contain material, this module contains steps for writing national journal articles.

Keywords

Module, Article, Journal

Introduction

Based on the Circular of the Ministry of Education and Culture No. 152/E/T/2012 (Direktorat Jenderal Pendidikan Tinggi, 2012) regarding scientific publications, universities are directed to encourage the implementation of scientific publications to students. The letter states that graduates of the Bachelor program must produce papers published in scientific journals. Meanwhile, the Master program must produce papers published in accredited national scientific journals, and the Doctoral program must produce papers published in international journals. Thus, the writing of scientific papers and their publications is an ongoing activity from the undergraduate, postgraduate to doctoral levels.

Writing scientific articles is a means of communicating thoughts and results of student research. Therefore, learning to write scientific papers in the form of journal articles is needed by students (Kirom, 2019). However, until now, students still find it difficult to write journal articles. This happens because of the many obstacles. One of them is because the majority of PGMI (Madrasah Ibtidaiyah Teacher Education) students do not have the skills to write journal articles.

Based on the results of preliminary research on the analysis of the need for a scientific paper writing module conducted to 50 PGMI students in semesters 3, 5, 7 and 9 in 2019, it was obtained that 52% of students did not know how to write journal articles. As for publication, 82% of students do not know the procedure for submitting articles to a journal.

According to Mina, in her research (Mina Syanti Lubis, Anni Rahimah, 2019), the writing quality of students needs to be improved. In line with that, Rismen (Rismen, 2015) stated that the skill of writing scientific papers affects the length of study of students.

To improve students' scientific writing skills, it is influenced by many factors, both internal and external factors. Internal factors such as motivation in the students themselves, reading power, and time management. Meanwhile, external factors that affect the improvement of writing skills include materials, methods, media, assignment patterns, evaluations, and teaching materials used.

Since the pandemic swept across the world, face-to-face learning has turned into online learning. Online learning itself leaves many problems, such as the lack of students understanding the material, the number of assignments, the reduced effectiveness of communication with lecturers and the difficulty of collaborating with other students.

This also affects the results and process of learning to write scientific papers at PGMI UIN Jakarta. Therefore, to respond to online learning patterns during the pandemic, an educational innovation is needed that can help students achieve learning targets. In this case, especially guiding students to make scientific works in the form of journal articles.

One of the educational innovations that can be used in learning to write scientific papers is a module that contains steps for writing journal articles. The module compiled in this study is a supplement to the many references used as learning reference materials.

Learning to write scientific papers using modules has been carried out by Lubis et al. (Lubis, Syahrul, & Juita, 2015) according to Lubis, the use of modules in learning to write scientific papers can be used anytime and anywhere. Thus, this module can help teachers and lecturers to use the time in the classroom to test students' ability to write scientific papers.

Furthermore, research conducted by Sarmadan (Sarmadan, 2017), The results of this study reveal that modules that are compiled and developed with an effective instructional arrangement, will greatly help students learn a material, another benefit for lecturers is being able to present material in an effective and timely manner. efficient, so that the available time can be allocated more for writing guidance to students, besides that, it can contribute to helping universities in implementing the curriculum and achieving the set instructional goals

In this regard, Kristian (Kristian & Nova Kristian, Suyono, 2016) suggests that teaching materials in the form of modules can improve learning outcomes for writing scientific papers.

The preparation of learning modules for writing scientific papers has also been carried out by Supriyadi, (Supriyadi & Umar, 2013). The preparation of this scientific work learning module uses a constructivist approach. This constructivism approach is translated into a learning strategy in the form of; (a) the questioning process, (b) the inquiry/discovery process, (c) the learning community process, (d) the reflection process, and (e) the authentic evaluation process.

The learning process to improve learning outcomes for writing other scientific papers has also been researched by Kirom (Kirom, 2019) This research uses the action research method. The results of the study revealed an increase in learning outcomes to write scientific papers through a learning process based on verbal intelligence, namely linguistics.

However, whatever the learning strategy, learning to write scientific papers must still use the module as a guide. The module contains material, steps for writing scientific papers, equipped with an evaluation as a measuring tool for learning success.

This is in line with research that has been carried out by Awalludin (Awalludin & Lestari, 2017). The results show that the majority of students need effective and applicable modules, flexible modules, presentation of appropriate and practical material in accordance with learning objectives, accompanied by examples and exercises, and equipped with an assessment. while for lecturers, the need for modules is very important to improve students' ability to write scientific papers.

Based on interviews conducted by researchers with lecturers in the Language Composition

course in March 2019, it was concluded that there was no module specifically used for learning materials for writing scientific papers. The guide used so far is only a thesis writing guidebook published by the Faculty of Tarbiyah and Teacher Training in 2018. The guide does not specifically explain what steps must be taken in writing scientific papers, especially journal articles. So it is deemed necessary to prepare modules that can guide students in making journal articles at the national level.

Literature Review

In the guide for module preparation compiled by the Ministry of Education and Culture in 2017, it is stated that the module is one of the teaching materials that are specially prepared and systematically designed based on the curriculum which is packaged into the smallest learning unit (modular) that is used by students independently to achieve learning objectives. which have been set. (Kemendikbud, 2017).

According to Lubis (Lubis et al., 2015), the use of modules can improve student learning outcomes in writing scientific papers. In line with that, Sarmadan (Sarmadan, 2017), a good and proper module can improve the results of learning to write scientific papers.

Based on the definition of the module and previous research studies above, the researcher concludes that the module is a teaching material that can improve student learning outcomes, contains learning objectives, materials, and evaluations.

The use of modules in learning, especially online learning during the pandemic, is very much needed. With the module, students can learn independently, with flexible and wider time compared to learning in classes with limited lesson hours. Although in this module there is an allocation of time, in its application the application of learning to write scientific papers through the module can be done according to the time needed.

The module can also provide information on the ability of students. By following the exercises and doing the available evaluations, students can find out their level of ability and weakness in a material. So that students can explore the material further.

Still in the guide for the preparation of the MOEC module, 2017, the characteristics of the module are:

1. Have a self-instructional principle. The module is a learning package that is used as one of the teaching materials that contains learning objectives, materials and evaluations. Learning using individual modules means how students absorb lessons through modules, using modules to carry out independent learning experiences. This means that students can instruct themselves through existing modules. By studying the material, doing exercises and evaluating learning progress.

2. Individual. Every student has a different learning style. Through the module, students are given the freedom to learn with their own learning style and rhythm.

3. Contains specific learning objectives. Specific learning objectives can help module compilers describe the material, assist facilitators in preparing learning methods and media if done face-to-face in class, as well as helping students achieve the expected learning objectives. With the formulation of learning objectives that are quite clear, students will also easily understand the material and look for other supporting references.

4. Structured material. Structured material can make it easier for students to understand hierarchical knowledge. This is so that students can follow the learning flow regularly. So that students can understand which material must be mastered first and then learn more about the next material.

5. Use the required media. Learning through modules requires the right media.

6. Student activity. The module must be structured in such a way that it makes students active. Without high learning activity, the module will not improve learning outcomes. One way to make students active is to create exercises and guides for doing the exercises.

7. Direct reinforcement to students. Students get a direct response to the correct answer through the answer key in each evaluation in the form of a formative test at the end of the module. In addition, there is also an assessment guide in the form of a maximum score for the exercise done.

8. Evaluative. A good module has its own evaluation and assessment format. This is needed to measure the ability of students after studying

the module. From the results of the evaluation, it is hoped that students will know their level of ability and weakness, so that on these deficiencies, students can deepen the material further.

Based on the characteristics of the module above, it can be concluded that the characteristics of a good module are:

1. Have a goal-oriented learning principle (objective model)

2. Have the principle of independent learning (instructional cell)

3. Have the principle of continuous learning (continuous progress)

4. Have the principle of designing structured materials (self contained)

5. Having the principle of cross referencing means looking for other teaching materials besides the existing modules

6. Have evaluative principles. Namely having an independent assessment of learning outcomes (self-evaluation)

Learning using modules is independent. This means that students learn a material on their own with a module guide. Thus the module also functions as a guide or guide. Therefore, the language used is not too standard so that students receive instruction in an easy-to-understand language such as receiving instruction from a facilitator. Developing modules is tantamount to developing teaching through writing.

According to Sungkono, (Sungkono, 2009) there are three techniques in developing modules, namely: writing the module itself, repackaging the information and organizing the information. The following is an explanation of the module development techniques;

a. Writing the module itself (starting form the scratch) the facilitator writes his own module that will be used in learning. The assumption is that the facilitator, both the teacher and the lecturer, is the person who best knows the material needed. The facilitator is also a competent material expert in their field. Therefore, in addition to having the ability to write, the facilitator must also know the basic needs of students who will be poured into the module. The facilitator must also master the materials and principles of learning that is always based on the needs of students, have knowledge, skills, guidance, provide training and feedback. The material presented should be in accordance with the syllabus and have gone through sub-competency analysis and needs analysis of students. The material developed in the syllabus is a description of the material in the sub-topics listed in the syllabus. Thus the learning objectives in these courses/lessons can be achieved.

b. Information repackaging. Module development requires references such as textbooks, seminar materials or other information. The materials and information that have been collected are then arranged in the appropriate language. The preparation of the material for the module is adjusted to the basic competencies, learning objectives, syllabus or lesson plans. In addition, the module is also equipped with a summary, practice questions, formative tests as evaluations and answer keys as feedback.

c. Organizing information (compilation). Module development by organizing information is compiling modules from material taken from textbooks, journals, articles, which are collected and duplicated and then used directly. The materials are sorted and selected according to the expected goals and competencies.

Methods

The method used in this research is descriptive qualitative (literature study) by searching, analyzing and synthesizing the results of literature searches related to the topic of writing journal articles.

Results

Based on the three module development techniques above, the researcher chose the first technique, namely writing the module itself. With appropriate language and materials needed to achieve learning objectives. The contents of the module are as follows:

a. Module usage guide. The module usage guide contains a guide for students (in this case students) and a guide for facilitators (in this case lecturers).

b. Material description. The description of the material is arranged hierarchically based on the procedures for writing scientific articles.

c. Teaching flow. In the teaching flow, time is allocated for studying the material, doing exercises, and self-evaluating.

d. Practice. The exercises have independent principles, each exercise in this module must be carried out so that the learning objectives can be achieved.

e. Practice assessment guidelines. The assessment guide is feedback from the exercises carried out by students.

f. formative test. The formative test is a cognitive ability test for understanding the material.

g. Answer key. The answer key is feedback from the formative test. By matching the answers to the answer key, students know the extent of their ability to understand the material.

h. Summary. The summary is the essence of the presentation of the material.

This module is organized into 8 (eight) discussions. The first discussion is about the topic. Before writing an article, students must first determine the topic to be written. Determination of the topic is based on 9 components of education, namely; (1) curriculum, (2) principals, (3) teachers, (4) students, (5) infrastructure, (6) financing, (7) evaluation, (8) learning process, (9) education stakeholders.

Topics can also be obtained from issues surrounding basic education, such as bullying, violence against children, psychology of elementary school students, student development, interests and talents and others. Without determining the topic at the beginning of learning, students will find it difficult to find references and literature that can be read as a reference for writing their articles.

Furthermore, the module contains material on the steps to write journal articles based on the steps that have been widely used for journal writing, namely IMRAD (Introduction, Method, Result and Discussion) (Izziv, 2019). Based on these steps, the researchers compiled a step-by-step article writing called LATANSA.

These steps are contained in a PDF module, (during online learning, and will be printed during offline learning) which contains materials, evaluations and self-assessment guidelines.

Discussions

LATANSA is an abbreviation of the seven steps of writing journal articles using English, namely: (L) Literature Research, (A) Abstract, (T) Thesis,

(A) All References, (N) Need a Template (S) Submit, (A) Announcements. The use of English is intended to make it easier for students to understand the stages of writing journal articles. the following is an explanation of LATANSA:

(L) Literature Research

Literature research or in English also called Literature Review, is the first step after students find the topic to be written. Justus J. Randolph (Randolph & Randolph, 2009) in A Guide to Writing the Dissertation Literature Review, Walden University stated: "a researcher cannot perform significant research without first understanding the literature in the field" (Boote & Beile, 2005, p. 3). This means that a researcher cannot conduct research without first understanding the literature related to the topic to be written.

This agrees with Nasution, (Nasution, 2019) who argues that every research or scientific work requires a literature review as the foundation on which the scientific work is based. From a collection of literature, examination, analysis, and synthesis were carried out.

In this chapter on literature review, students are required to create a matrix of 20 articles that they download. Then read the articles and analyze them, then pour the results of the analysis into a matrix table as exemplified in the module.

This is in line with Galvan's description in his book "Writing Literature Reviews" (Galvan & Galvan, 2019) states that in browsing the literature, researchers should choose articles that will be used as references containing the following things; (a) resolve conflicts between previously seemingly conflicting studies, (b) identify new ways of interpreting research results on a topic, and (c) lay the road for future research that has the potential to significantly advance the field. And in order to find an article that is truly appropriate, the researcher must analyze (i.e., give a critical look to it; separate it, sometimes into parts) and, then, synthesize (i.e., put the pieces back together in a new form).

(A) Abstract

Writing abstracts, According to Izziv (Izziv, 2019), Abstracts must be representative, and must convey the research background, methods, results,

and conclusions. everything objectively and concisely, and as prescribed.

Many articles write first why the article was written. This is true, but if you want to dive into the focus of the problem, the author should clearly state the purpose of writing the article. So that the reader can find the focus of the discussion being studied.

Furthermore, the author discloses the respondents and the place of research, if any, if the article is a literature review then this can be skipped. The author can directly write down the research method used. Especially for module users from PGMI students who have not received research methodology and statistics courses, they can use qualitative methods by describing findings in the field based on simple surveys or interviews and documentation. Another method that can be used is literature review through extracting data from various valid and reliable sources. Conduct analysis and write objective conclusions.

The next step is to briefly write down the results of the research that has been done, then add recommendations and choose keywords. The keywords chosen must be based on the essence of the article, can be taken from the theory used or the solution that is raised.

(T) Thesis

Preparation of content, the contents of the article consist of an introduction, discussion, and closing. The introduction is the background why the research or writing of the article is important. The discussion contains theoretical studies and reviews of findings, discussions and research results. And the closing contains conclusions and (if any) discloses recommendations for solutions to the problems or topics raised. This last section can also reveal the limitations of the study so that other researchers can continue their next research.

(A) All References

This stage is the preparation of the bibliography. Bibliography edited into 4 criteria:
a. Very relevant, the articles used as references have the same topic, the same research variables, the same alternative solutions, but still have research limitations.
b. Relevant, articles have the same topic, but still have similarities and differences.

c. Less relevant, the articles do not have the same topic, but the proposed alternative solutions are the same.
d. Irrelevant, articles do not have the same topic. The alternative solutions proposed are different.

(N) Need a template

What is meant here is to adjust the writing with the template. Journal format (need a template) is the process of editing, or adjusting article writing to the intended journal format (template). Many journal editors do not accept articles because their writing does not match the style of the journal's environment. Though maybe the article has a novelty. Therefore, before submitting, the author must first change his writing style according to the available templates. The template for each journal can usually be downloaded at the bottom right or bottom left of the page/website of the journal in question.

Editing the entire article is a mandatory thing that must be done before the author submits the article to a journal. Editing writing starts from observing whether there are typos, rereading the sentences in each paragraph whether they are effective or not. Re-examine whether there is repetition and paraphrase quotes to avoid plagiarism.

After doing self-editing, the next step is to download the intended journal template. The template is available on the journal web page. Copy-paste your writing on the provided template.

(S) Submit

Journal submission. In submitting journals, sometimes there are journals that ask the author to create an account. students need to learn how to submit articles to a journal.

(A) Announcement

To find out whether the article manuscript can be published or not in the intended journal, the author must make a correspondence with the editorial team. The thing that must be considered at the time of correspondence is to ask politely to get directions on the terms of the submitted manuscript.

The terms of the manuscript are divided into three categories:
a. Be accepted
b. Accepted with improvement suggestions

c. Rejected
To find out whether the article deserves to be submitted, at least the author has carried out an independent review first by considering the aspects of the assessment used by the journal in question.

Conclusion

The module is one of the teaching materials that is systematically arranged, contains a series of learning experiences that are planned and designed to help students understand and master a material and carry out exercises and evaluations, with assessment guidelines that have been determined to measure the ability of students after studying a module. Modules have specific learning objectives. The module at least contains learning objectives, material descriptions, and evaluations.

LATANSA is an abbreviation for the seven steps of writing journal articles using English, namely: (L) Literature Research, (A) Abstract, (T) Thesis, (A) All References, (N) Need a Template (S) Submit, (A) Announcements.
The basis for these steps are; (1) literature search. (2) abstract writing, (3) article content writing, (4) reference list preparation, (5) adjustment to the journal format (6) article submission (7) correspondence.

Limitations and Future Studies

The limitation of this study is that the module must be tested first to obtain data on the feasibility and effectiveness of the module. Before the module is used, the module should be tested first for its readability to students and validated by experts in the categories of material experts, language experts and module design experts. Thus, the LATANSA module is feasible and effective to be used as one of the teaching materials for writing national journal articles.

The recommendation for the next researcher is to try out the LATANSA module with the Research and Development research method using the theory of Derek Rowntree which has three stages, namely the preparation stage, the implementation stage and the evaluation stage. The results of the development research are modules that are suitable for learning to write scientific papers in the form of national journal articles for PGMI students.

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