



The Role of Arabic Education Department in Improving Students' Writing Skills During Covid-19 Pandemic

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ENGLISH ABSTRACT

Writing skills are definitely essential to be mastered by students. This study described the efforts of Arabic education department of Indonesia University of Education (IUOE) in improving students' writing skill, specifically in writing journal articles. Descriptive qualitative method was used in this study. This study involved 25 postgraduate students. Data collection was carried out through questionnaires, interviews, and documentation. The results of this study showed there are four stages that can be performed to improve students' writing skill in writing journal article, namely 1) Identifying students' various difficulties in writing scientific journal articles, 2) conducting trainings of scientific journal articles through zoom meeting application in which the materials are based on the problems faced by the postgraduate students, 3) evaluating scientific journal articles that have been written by the postgraduate students, and 4) knowing the students' perceptions regarding scientific journal article training activities through distributing the questionnaires.

Keywords: *Journal Articles, Writing Skills, Arabic Teaching and Learning*

INDONESIAN ABSTRACT

Menulis merupakan keterampilan yang sangat penting untuk dikuasai oleh mahasiswa. Penelitian ini menggunakan metode deskriptif kualitatif untuk mendeskripsikan upaya

Jurusan Pendidikan Bahasa Arab di Universitas Pendidikan Indonesia (UPI) dalam meningkatkan keterampilan menulis mahasiswa, khususnya dalam menulis artikel jurnal. Penelitian ini melibatkan 25 mahasiswa Program Pascasarjana. Pengumpulan data dilakukan melalui angket, wawancara, dan dokumentasi. Hasil penelitian ini menunjukkan ada empat tahapan yang dapat dilakukan untuk meningkatkan keterampilan menulis mahasiswa dalam menulis artikel jurnal, yaitu 1) Mengidentifikasi berbagai kesulitan mahasiswa dalam menulis artikel jurnal ilmiah; 2) Mengadakan pelatihan artikel jurnal ilmiah melalui aplikasi zoom meeting, dimana materinya didasarkan pada permasalahan yang dihadapi oleh mahasiswa pascasarjana; 3) Mengevaluasi artikel jurnal ilmiah yang telah ditulis oleh mahasiswa pascasarjana; dan 4) Melihat persepsi mahasiswa mengenai kegiatan pelatihan artikel jurnal ilmiah melalui angket.

Kata kunci: Artikel Jurnal, Kemampuan Menulis, Belajar Mengajar Bahasa Arab

Introduction

Language skills consist of four elements, namely listening skills (*Mahārat al-Istimāʿ*), speaking skills (*Mahārat al-Kalām*), reading skills (*Mahārat al-qirāʿah*), and writing skills (*Mahārat al-Kitābah*) (Tarigan, 1985; Salamah, 2003; Taufik, 2011; Aziza & Muliansyah, 2020). These four aspects are the important aspects of learning Arabic because these four skills are interrelated one another.

Writing skill is something important that must be mastered by the students (Alwasilah, 2007; Dalsky & Tajino, 2007; Bitchener & Basturkmen, 2006) as it is requirement to be actively involved in various fields or activities, including teaching and learning (Puspitasari, et al., 2014). In addition, writing skills are also the pinnacle of language skills.

Moreover, writing is as a chance to implement various knowledge that has been obtained from listening, reading, and speaking activities and then transfers them into a series of words and language that have meaning and purpose. Nalliveettil & Mahasneh (2017: 333) state that writing skills are high-level skills and cannot be obtained naturally. Therefore, in writing activities, special and intensive training is needed in communicating the message referred to in writing into a paper.

As the agent of change, students must develop their competencies through education and learning. Teaching and learning processes in the context of the application of science, technology and skills are carried to improve the students' quality by producing beneficial outputs and outcomes that will contribute to education. One of

the competencies that students must have is to transfer scientific information related to various useful thoughts and research (Ismail, et al., 2018).

Scientific papers are very useful outcomes. It is in line with the regulation of *Direktorat Jenderal Pendidikan* (Director General of Higher Education) (2012) regulating the graduation at each level of education. The regulation stipulates that undergraduate student must produce scientific papers that can be disseminated in journal institutions.

Writing scientific papers is an absolute requirement for students who will graduate from college and as a form of the implementation of the three pillars of higher education (Adhikara, et al., 2014). One of the requirements for obtaining an academic degree is that students must write scientific papers published in national or international journal.

However, based on the results of the previous survey, the researchers found that 95% of postgraduate students of Arabic education department of Indonesia University of Education have not published scientific journal articles. It might be due to the lack of competence in compiling journal articles (Nurbayan, et al., 2020). Thus, the culture of writing scientific journal articles since the first semester must be encouraged and it is expected that the students will know the importance of the culture of writing scientific journal articles.

Furthermore, the ability to write scientific journal articles will sharpen students' imagination, increase both of their language mastery and self-confidence (Akhadiyah et al., 2012; Sardila, 2015). Nowadays, having a published article maybe considered as a it is often for the results of a writing to be used as an aspect of considerations when someone applies for a job.

Given the importance of writing scientific papers, especially scientific journal articles for students, it is necessary to make concrete efforts in improving their scientific writing skills and increase the volume of students' scientific publications.

Furthermore, several researchers conducted studies related to strategies to improve writing skills such as a research conducted by Marselina (2018). The results of this study showed that in improving writing skills at the senior high school level, the researcher used a cooperative learning strategy called Group Investigation so that teaching and learning processes of writing became more effective and enjoyable.

In addition, a study conducted by Yanti, et al (2018) implied that to find out the students' enthusiasm in teaching and learning processes of writing scientific articles, a scientific approach was used. This scientific approach is based on scientific methods and in its implementation, it uses various learning models so that the students could play an active role.

Later, Khaerunnisa's study (2020) revealed that to determine the improvement of students' ability in writing scientific papers, she provided a product test (making scientific papers) in the first cycle and the second cycle. Before conducting the test in the second cycle, the researcher used a collaborative approach to the students. There were several types of errors including grammatical and lexical errors.

Based on the results of previous studies, it is found that they have not clearly and deeply presented the problems faced by students in writing scientific papers before implementing the efforts and strategies that would be carried out. The researchers argued that by conducting an identification activity, it will ease the use of the appropriate strategies. Moreover, previous studies are more likely to discuss the authors of scientific papers in general.

In contrast with the previous studies, the focus of this study is to describe the efforts made by the Arabic education department of Indonesia University of Education to improve students' writing skills in writing journal articles in Arabic. Those efforts are carried out through 1) identifying the difficulties faced by the students in writing scientific journal articles, 2) implementing scientific journal article training, 3) evaluating journal articles that have been written by the students which will later be submitted to the selected journal institution, and 4) exploring students' perceptions after joining journal article training.

Methods

In this study, descriptive qualitative research was used by the researchers. This study aimed to describe: 1) the difficulties faced by postgraduate students of Arabic education department, Indonesia University of Education (IUOE) Bandung in writing scientific journal articles, 2) the implementation of Arabic scientific journal article training through zoom meeting application, 3) the evaluation of scientific journal articles that have been made by students through reviews and evaluations , 4) the perceptions of

postgraduate students of Arabic education department regarding scientific journal article training activities.

The data collection technique in this study used three techniques known as "triangulation", namely observation, interviews, and documentation. (1) Observations were conducted with thorough and real observations related to the implementation of training of scientific journal articles in Arabic using zoom meeting application. (2) Interviews were carried out to obtain detailed information regarding the difficulties faced by postgraduate students of Arabic education department in writing scientific journal articles. Then, (3) documentation in the form of a questionnaire was compiled via Google form then distributed to 25 respondents. The data collected through distributing questionnaire was used to determine the difficulties encountered by the respondents in writing journal articles. In addition, it is also used to determine the students' perceptions regarding the results of scientific journal article training activities.

The data analysis technique in this study involved three stages, namely data reduction, data display, and conclusion/verification. Data reduction was used to sort out the raw data from the observations, interviews, and documentation based on the research needs.

Then, the researchers presented the data based on the topic under study that is the implementation of training scientific journal articles in Arabic through zoom meeting application. Later, the researchers drew conclusions based on the results of reduction and data display then link them with the results of the previous studies to generate new findings.

Results and Discussion

Based on data that have been collected and analyzed, the results of this study are as follows:

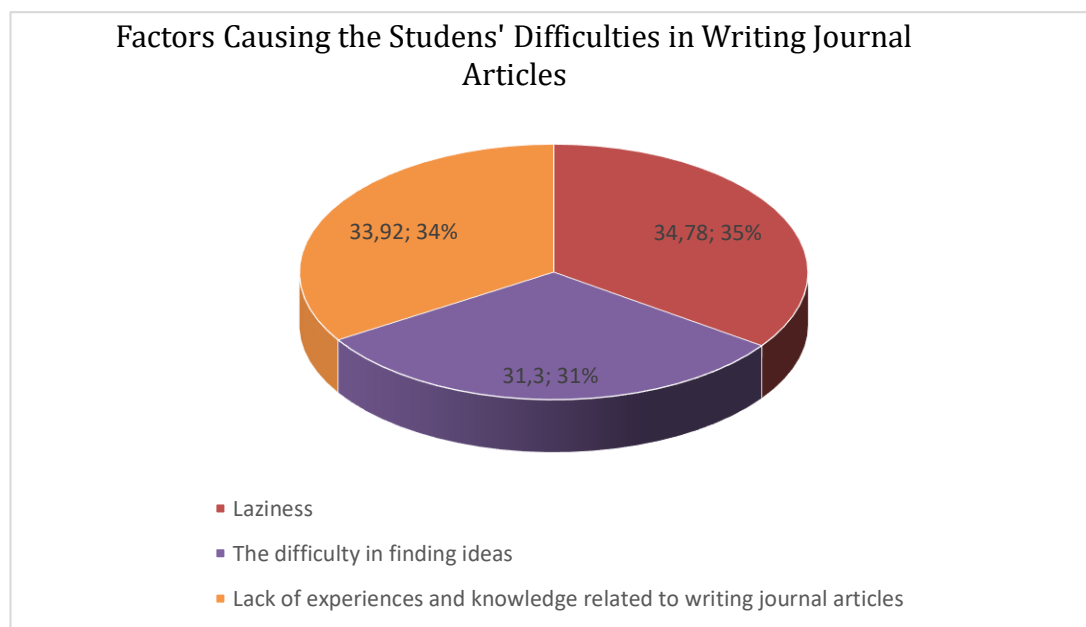
Difficulties Faced by the Students in Writing Scientific Journal Articles

The Ministry of Research, Technology and Education stipulates regulations related to scientific papers that must be written by the students to share educational programs, namely Regulation of the Minister of Research, Technology and Higher Education Number 50 of 2018 concerning the Amendment to Regulations of the Minister of Research and Technology, and Higher Education Number 44 of 2015 concerning

National Higher Education Standards. It is also reinforced by a letter disseminated by the Director General of Higher Education No. 152 / E / T / 2012 concerning compulsory scientific publications for undergraduate, graduate, and postgraduate students.

Therefore, writing journal articles is a must for postgraduate students of Arabic education department, Indonesia University of Education. Apart from being a requirement for graduation, writing journal articles is also useful for the students to deepen their understanding of their learning materials and preparation for dealing with their final assignments. Thus, postgraduate students of Arabic education department should understand comprehensively about the aspects that may help them in writing journal articles, including how to boost their interest and motivation.

However, they still encountered difficulties in writing journal articles. The result of the interview is shown below:



The diagram above illustrates the factors that hinder them from writing journal articles. Approximately, about 34.78% of students perceived laziness as the factor that hinder them from writing journal articles, while 31.3% of them find it difficult to find ideas, and 33.92% of them lack of experiences and knowledge in writing journal articles.

Laziness

One of the obstacles that most often encountered by the students in writing scientific papers is feeling lazy to start writing. It is reflected in the results of the interviews with the students as follows:

In my opinion, the first factor that causes the students difficult to write journal articles is the laziness factor. The laziness often experienced by the students is lazy to look for the ideas, reading, and starting to write.

In addition, the respondents also added,

In my opinion, the obstacle I face is not having the courage to write. In writing, don't get it wrong, because if it's wrong, the readers will ridicule and laugh at it.

Thus, lack of motivation from the students themselves, resulting in a feeling of being lazy to write, is the most common reason mentioned by the respondents. In other words, the respondents, based on the results of the interview, stated that the difficulty they faced from within themselves was laziness to write. No matter how small the reason, it has become a trigger for laziness within themselves. Not only laziness, lack of self-confidence also has a large portion as an obstacle that many respondents put forward as obstacles to start writing an article. Laziness and lack of self-confidence seems to be a unity that exists as a result of their low motivation, so that writing does not become a priority.

Regarding the causes of laziness in writing scientific articles, what was found in this study is different from the results of a study conducted by Saman & Bakhtiar (2018) pointing out that laziness in writing scientific articles is because the writing culture has changed to a copy-paste culture which results in students unmotivated and lazy to write ideas. Concern and awareness to learn and to write and make their own analysis are considered insignificant. This lowers the students' willingness to write. In addition, most of them do not understand the importance of writing in their daily life.

The Difficulty in Finding Ideas

According to the respondents, the feeling of being lazy to write is due to the lack of ideas as they do not read much. References as the materials for writing are very influential in finding ideas for writing. The evidence of this can be seen in several examples of respondents' statements as follows;

The students lack of reading books or references so that they don't get ideas to write making the students lazy to write.

I personally lack ideas, and I do not know what I should write about. Maybe it is because I'm lazy to read.

Thus, the students' difficulty in finding the ideas might be due to the lack of motivation within themselves to write because they are not interested in writing activities. In addition, they prefer entertaining activities rather than trying to find ideas for writing. These obstacles seem to be a "big package" to hinder the efforts to write scientific papers. Mawardi (2009) states that the difficulty to start writing is due to lack of understanding and mastery of scientific writing patterns. Many people argued that they have great difficulty in starting writing. Another cause is due to having many ideas lodged in the mind but unable to execute them.

Furthermore, it is confirmed by the results of a study conducted by Nurhaliza et al (2019) that the factors causing the lack of ideas are due to the influence of cellphones and television that makes them prefer watching rather than reading.

Lack of Experiences and Knowledge in Writing Journal Articles

Another internal obstacle expressed by the students during the interviews is lack of experiences and knowledge related to writing journal articles so that this issue hampers the students to write journal articles. It is confirmed by the results of the questionnaire distributed by the researchers to 25 respondents. The researchers found that 78% of them did not have journal articles published by journal institutions. In addition, it was also found that 63% of them have not known the ethics of scientific publications regarding writing journal articles. Moreover, the results of the interviews show that the majority of them have no experiences at all related to submitting articles to national and international journal institutions and they lack any information they need.

Regarding the lack of experiences and knowledge in writing articles, Rahmiati (2014) added that there should be any support from academic community to solve those problems. It becomes a challenge for all parties, especially lecturers to find such strategies in which the students could gain experiences and knowledge regarding writing articles. Therefore, seminars are held on the writing of scientific papers and so on.

The Implementation of Scientific Journal Article Training

Based on the observations, the researchers found that some of the students have not understand clearly the rules of writing scientific papers, especially in writing journal articles. They were confused when they have to write journal articles in every subject they take. Therefore, the IUOE Arabic language education lecturer team encourages students to hold training in writing journal articles.

Since early March 2020, Indonesia has implemented social distancing, or known as physical distancing. It is implemented to break the spread of corona virus disease or often called covid-19. This condition has an impact on academic activities in higher education, so the Ministry of Education and Culture enforces a policy of learning from home, through online learning or online media.

Thus, this also has an impact on journal article training activities, in which this training cannot be carried out face-to-face in campus. The online teaching and learning processes then appeared as an alternative applied in learning Arabic. Likewise, the implementation of writing journal articles training was carried out online through zoom meetings.

In its implementation, the lecturers as the main facilitators have a very important role in the successful implementation of scientific journal article training. The implementation of this training was carried out during lectures. It means that this training is a substitute for courses in class. Therefore, postgraduate students of Arabic education department are required to attend this training as a substitute for the course schedule in the class they are contracting.

This training was delivered by two speakers (Lecturers in Arabic education department IUOE). The first speaker discussed the materials related to the basic rules of writing journal articles, the obligation of students to write a scientific journal article, and the views of the Arabic education department regarding writing journal articles. In this case, the Department also requires the students, especially IUOE postgraduate students, to submit articles in scientific journal institutions.

Furthermore, after discussing scientific publications, during the training it also discussed the basis for writing journal articles from the regulations of the Director General of Higher Education, IUOE, to the regulations of Arabic education department regarding the students' obligations to write journal articles. Later, it also discussed the

importance of scientific publications for an academic. This is reflected in the following picture.



Figure 1. Training Materials Related to the Basis for Writing Journal Articles

Then, the students were given an understanding of the systematics of journal articles such as IMRAD (Introduction, Method, Result, and Discussion) used in various scientific journals in general. This was given to provide an in-depth understanding of the systematics of writing journal articles. In this session, the explanations regarding the systematics of writing journal articles were also discussed. It is showed as the figure below.

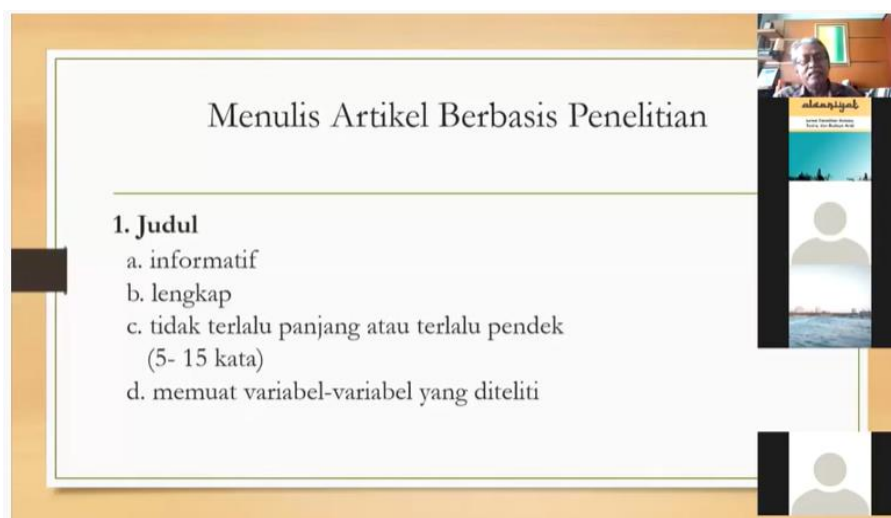


Figure 2. Training Materials Related to the Systematics of Writing Journal Articles

After the explanation regarding the basis, urgency, and systematics of writing journal articles, later the discussion on tips for getting into reputable journal articles

was delivered by the second speaker. This activity aims to encourage the students to write and publish their journal articles into journal institutions accredited by Science and Technology Index (SINTA).

In this session, various types of scientific journal institutions that published articles, especially articles in the scope of Arabic education. Then, the students were also given an understanding of how to avoid predatory journal institutions that writers may encounter when publishing articles in a journal institution. It is important to know about the issue given the rampant predatory journals that have been circulating, and even a few of them have been indexed by Scopus.

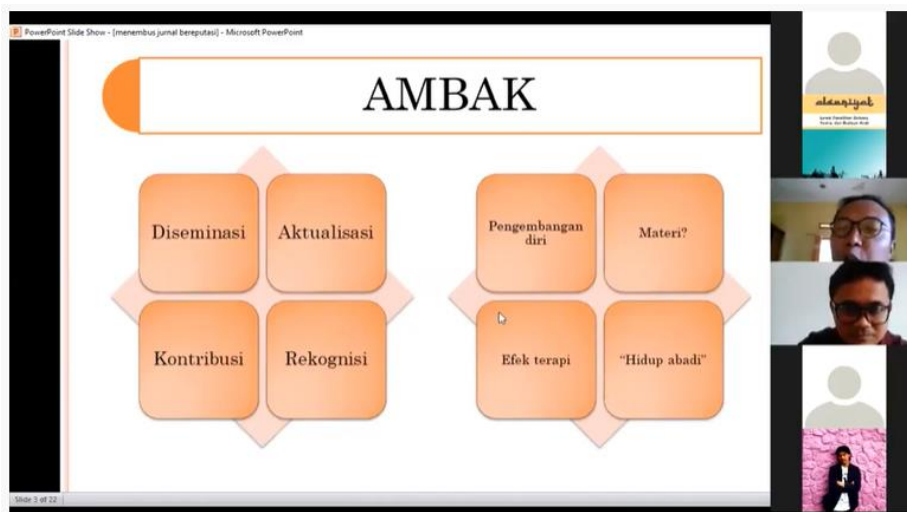


Figure 3. Training materials related to tips on getting into reputable journals

Based on the above figure, the speaker discussed in-depth about how journal articles can be published in a scientific journal institution. In this session, it also discusses the strategies that must be taken by the authors so that their journal article can be published in a journal. In addition, there is a discussion about how the flow of an article is managed in a journal institution, the opportunity for journal articles to be published and so on.



Figure 4. Training Materials Related to Tips on Getting Into Reputable Journals

Further, the students were also given an understanding of how to find references from journal articles, especially articles related to Arabic Education and Arabic language accredited by SINTA.

Later, the second speaker also discussed the materials related to strategies of writing a good article. Regarding this issue, the novelty aspect is the most dominant aspect in determining whether the article is good or not. The aspects related to the interesting topics under study also become something needed to be considered in writing journal articles.

This training also discussed the importance of writing among academics; the structure of journal articles from various versions was also discussed in the presentation session. The second speaker also described various versions of the citation which may be used in various scientific journals. The differences and similarities in each type of citation are aspects a writer needs to learn when writing journal articles.

After joining the training, the students were also obliged to write articles within two weeks. Then, the articles that have been written were submitted to the lecturer for being reviewed and evaluated.

The Evaluation of Students' Scientific Journal Articles

In this evaluation phase, the journal articles that have been written by the students are evaluated based on the IMRAD (Introduction, Method, Result, and Discussion) instrument as follows:

Table 1. Guidelines for Evaluating Scientific Journal Articles

No	Item	Maximum Score
1	Introduction a. The background of the study/research Context b. Literary review/ State of the Art (SOTA) c. Research objectives	30
2	Method a. Research Approach b. Participant & Sampling c. Research design d. Data Sources e. Data Collection f. Data Analysis	20
3	Result and Discussion a. Reviewing the data b. Reducing & selecting the data c. Managing the data d. Analyzing the data e. Interpreting the data (taking a particular conceptual and theoretical orientation to make sense the data) f. Description of the results of the data analysis to answer the research question(s)	50
Total		100

Based on the above table, it can be explained that the total score for each component is different because each component is believed to have its own difficulty level. The component of results and discussion has the highest score because this component has higher level of difficulty in writing journal articles.

Based on the results of the evaluation, it is known that the abilities of 25 postgraduate students in writing journal articles vary. This is depicted in the following diagram.

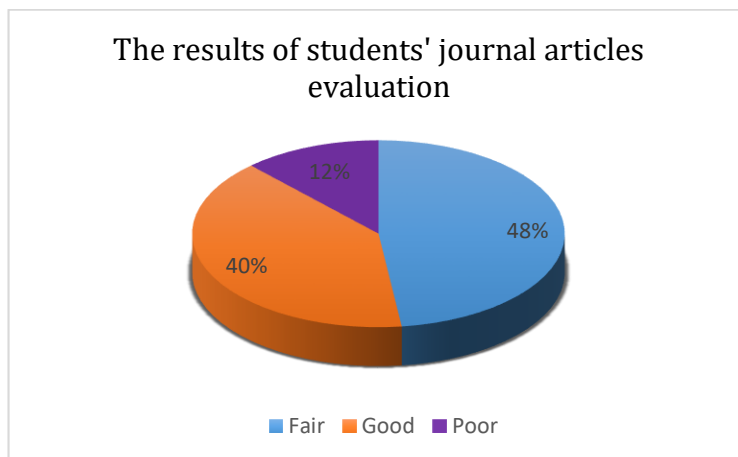


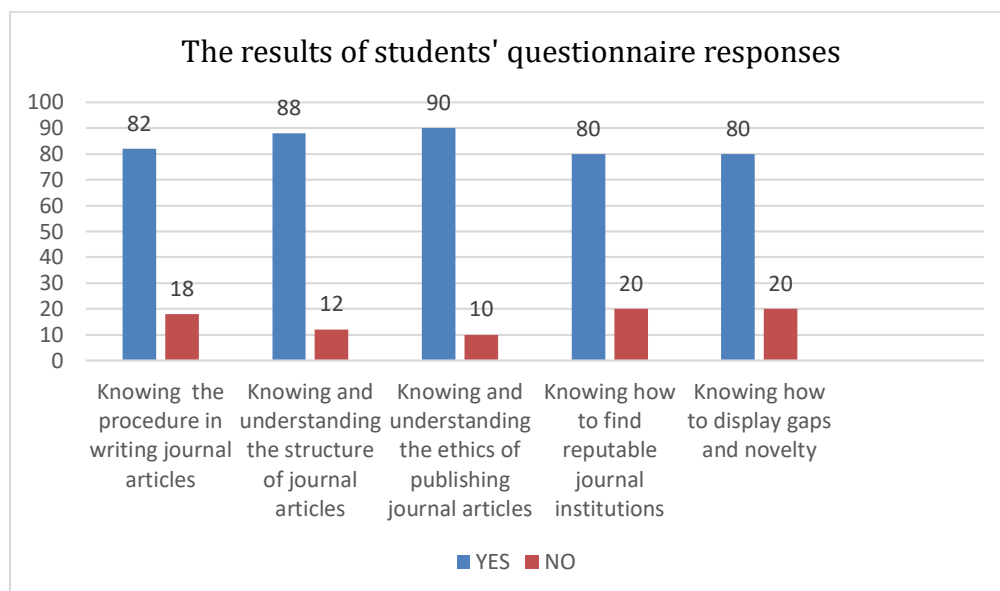
Diagram 1. The results of students' journal articles evaluation

Based on above the diagram, the results of students' journal articles evaluation illustrated those 10 students have good ability (40%), while 12 people have moderate ability (48%), and 3 people still have poor writing ability (12%).

Furthermore, based on the results, it was also known that there were three students whose writing had similarity level over 50% by checking the students' writing using the *Turn it in* application. In addition, in the evaluation stage, the lecturer also checked the linguistic aspects of students' articles and comments for improvements were provided. After the evaluation stage, the students were asked to amend their articles according to the lecturers' directions/comments. After the articles were in accordance with the results of the review, the students were led to submit their articles to Arabic language journal institutions that are in accordance with the scope of research that has been studied.

The Students' Perceptions Regarding the Scientific Journal Article Training Activities

The researchers also collected the results of questionnaire distributed via Google form to obtain students' responses regarding the implementation of journal article training. The researchers collected the results of the responses of 25 respondents (students who participated the training). The responses of the respondents are depicted in the following diagram.



From the results of the above diagram, it can be concluded that after participating in the training, there are 82% (21 students) who understand the procedure in writing journal articles, about 88% (22 students) understand the structure of journal articles, 90% (23 students) understand the ethics of scientific journal publication, 80% (20 students) understand how to find reputable journal institutions, and 80% (20 students) understand how to display gaps and novelty.

Later, the researchers concluded that some of the benefits obtained from the responses of postgraduate students of Arabic education department after participating in journal article training and evaluating journal articles that have been written by the students: *First*, it can improve students' understanding in writing scientific journal articles. *Second*, it can increase the volume of scientific dissemination of journal articles for postgraduate students of Arabic education department. *Third*, it can change students' perception that writing journal articles is fun.

Conclusion

Based on the research results, the researchers concluded that efforts to improve writing skills in writing journal articles through training activities were reflected in the following stages, namely 1) identifying various difficulties faced by postgraduate students of Arabic education department of Indonesia University of Education in writing scientific journal articles, 2) conducting trainings of scientific journal articles through

zoom meeting application in which the materials are based on the problems faced by the postgraduate students, 3) evaluating scientific journal articles that have been made by the postgraduate students through review and evaluation activities, and 4) knowing the students' perceptions regarding scientific journal article training activities through distributing the questionnaires.

Then, in line with the above findings, the researcher found that the factors that may hinder them from writing journal article were laziness, not being able to find ideas or pick any topic to write, as well as the lack of experiences and knowledge in writing journal articles.

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