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EMPOWERING THE QUALITY OF STUDENTS PUBLICATION THROUGH SCIENTIFIC WRITING TRAINING AT UIN IMAM BONJOL PADANG

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Abstract: *This research departs from the fact that many students have difficulty in writing scientific papers. This contributes to delays in completion of studies. The purpose of this research is to provide reinforcement to the writing of scientific papers through scientific writing training. The participants who were involved in this devotional research were 68 people. The results of this study found that the training had succeeded in improving the ability or skills of writing scientific papers. However, training needs to be followed by continuous training activities.*

Keywords: *Scientific Article, Writing skills, University Students*

Introduction

The preparation of Scientific Papers (KTI) is an activity of student development. Student professionalism will not present itself, but will gradually increase after the ability and willingness of students to improve professionalism (Ermiana, Affandi, & Kusuma, 2019). Compiling scientific papers consists of five types of activities, namely: compiling scientific papers, identifying appropriate technologies, preparing teaching materials/guidelines, creating works of art, and participating in curriculum development activities. As one of the developments, students are expected to be able to compile scientific papers. Writing skills are very important for students because it is a requirement to obtain an SI education diploma (Mujiyanto, Zubaidi, & Suprpto, 2017). For career development and continuing education, students are required to meet the requirements for writing scientific papers. This requirement is often an obstacle to completing a bachelor's degree for students because the ability and interest in writing among students are still low. Meanwhile, writing skills are basic skills that are important to master (Widiastuti, 2019).



Writing scientific papers is not only a prerequisite for career development but also a means of student self-development (Siregar & Harahap, 2019). Students have great potential and their potential is developed as much as possible through writing (Cahyani, 2010). This is supported by the large number of learning conditions that strengthen the opportunities to develop writing skills. First, students constantly interact with knowledge, which can be writing material. Second, during learning activities in the classroom, students always interact with lecturers. Third, students often interact with the dynamic world of education and policies, always demanding critical thinking and producing innovative ideas. Fourth, there are many opportunities to take part in writing competitions, both organized by the Education Office as the institution that houses it. Fifth, he provided many educational rubrics that allowed students to express their ideas. There are many opportunities for students to write, but these opportunities have not been widely utilized by students (Gereda, 2014).

Complaints of not being able to write are still an obstacle for students to take advantage of these opportunities, so their development and education are not as expected. In fact, of course, the complaints among college students do not write down the reasons. In general, some barriers limit student participation in writing. The obstacles are: first, the lack of interest in reading and writing. Writing activities cannot be separated from reading activities (Widodo, Indraswasti, Erfan, Maulyda, & Rahmatih, 2020). So far, students are more involved in teaching in the classroom, so the need for reading has not been met. Second, is the limited availability of reading materials that can be used as writing materials. Third, lack self-confidence and lack of writing experience. Fifth, low motivation to write. This condition occurs at Darma Persada University, Jakarta. Therefore, a team of community service lecturers from the Management Study Program of Darma Persada University felt the need to carry out community service in the form of training and assistance in the preparation of scientific papers. Based on preliminary studies, it seems that college students do not have enough knowledge to write scientific papers. Even though students are required to have insight into writing scientific papers as a condition for completing an undergraduate program. Based on the results of the interview, students are just busy and concentrating on the teaching and learning process. In addition, students have difficulty finding ideas for writing scientific papers. The teaching and learning process in the classroom can be used as advice and an opportunity to write scientific papers according to the problem.

Considering the problems on campus related to the low ability to write scientific papers, it was agreed that it was agreed to be resolved in the implementation of community service programs at Imam Bonjol University Padang to improve the ability to write scientific papers, especially thesis. To improve students' writing skills, a team of lecturers of the Islamic Psychology Study Program, Fakultas Ushuluddin and Religious Studies, Imam Bonjol State Islamic University Padang, held training and assistance in the preparation of scientific papers on campus. To overcome student problems, service activities will be held on training and assistance in the preparation of scientific papers.

With this training and assistance, it is hoped that students will be motivated and ready to write scientific papers following the problems that are being experienced related to emerging phenomena. Therefore, the purpose of the training is to improve some skills in writing scientific papers, including 1) compiling research proposals, 2) facilitating the preparation of the thesis, 3) understanding research methods and data analysis, 4) making research questionnaires and data analysis and 5) preparing reports and preparing thesis hearings.

Methodology

This activity is carried out in 2021 in two stages, namely the first stage of training in writing scientific papers. This stage is divided into four sessions, according to the design of the training material. Participants will be trained to write a thesis or scientific paper by the principles of good and correct Indonesian, and are equipped with the skills to find credible reference sources. The steps at this stage are as follows: (1) Submission of material for drawing up a research proposal. (2) Submission of material on the rules of thesis preparation following the rules of good and correct Indonesian. (3) Delivery of material on research methods and analytical tools. (4) Practice making research questionnaires and data analysis. (5) Preparation of reports and preparation of thesis hearings.

The second stage is the mentoring stage. In the second stage, students are guided in the practice of writing scientific papers. The type of scientific paper in question is in the form of a thesis. The thesis can be developed from reports or other types of research that have been owned by students. In the final stage, students are also instructed to compile and prepare a thesis trial. After this community service program, students are expected to be able to write and compile independently in their thesis.

The method of implementing community service is carried out using an *online model*. According to the agreement with the campus, the campus is willing to participate in online service activities. This kind of model is carried out considering that the Covid-19 pandemic is not over yet, so crowds should be avoided as much as possible. Therefore, community service is designed in the form of a webinar for Imam Bonjol State Islamic University Padang. The trainees from Darma Persada University students could not be met in one forum with the consideration of prioritizing the safety of training participants. The mentoring stage for students on campus is carried out online by utilizing the available online media platforms. This is considered quite effective and flexible and maintains the safety of the service team and training participants from contracting the Coronavirus.

Results and Discussion

Participants in community service activities in training and assistance in writing scientific papers are students at Imam Bonjol State Islamic University Padang. The number of students who took part in this community service program was 68 people. Because the community service program is carried out amid the Covid-19 pandemic, the implementation of activities is carried out online. The activity designed in the form of a webinar allows participants outside the students at Imam Bonjol State Islamic University Padang to take part in the activity. Most of the participants who took part in the webinar had the status of students. Even amid a pandemic, the *online model* was carried out considering the connection constraints faced by students. The number of students who took part in the training consciously was 68 people.

The delivery content of the material on campus is compiled online. The first material presented relates to the basics of making scientific writings. This material is thoroughly reviewed by the types of scientific papers, but the heavy point in this service material is the written work in the form of a thesis. The first speaker did not forget to convey the preparation of research proposals that have been commonly used by reputable scientific thesis standards. The second speaker delivered material on made it easier to prepare a thesis following good and correct Indonesian rules. This material is important to deliver considering that students are often caught up in the use of the wrong language in scientific papers. Most students are unable to distinguish between standard/non-standard language varieties, written/spoken



language varieties, and other language varieties. In addition, students' ability to make effective sentences is still lacking. The ability to write sentences by the rules is also not much different. As a result, the sentences made tend to be ambiguous. Therefore, the language aspect is very important to convey to students as a provision in writing scientific papers.

After the series of training and mentoring activities were completed, the students were given a questionnaire related to the material that had been delivered. The goal is to measure the extent to which participants understand the material that has been delivered, know the participants' perceptions of training activities, and the willingness to write students after being given training. In addition, the distribution of questionnaires as material for evaluating the implementation of community service. The following can be presented as a questionnaire of training and assistance in writing scientific papers.

The third speaker delivered material on strategies for finding research methods and analytical tools that are by the rules of scientific writing. It is undeniable that research methods have a very important role in writing scientific papers. One of the indicators of quality written work can be seen from the methods and analytical tools used. However, not many students have been presented are the techniques for preparing reports and preparing for thesis trials. The preparation technique is the most important stage in the series of writing scientific papers. Because no matter how good scientific work is if it is not prepared, it will not be useful. Therefore, students are given knowledge to have the ability to publish in scientific journals. After the material delivery stage is completed, the next stage is mentoring. The first assistance is related to the practice of preparing reports and preparing for thesis trials. Practice writing by utilizing proposal reports and research reports that have been owned by students. Before the training activities, it is hoped that students will prepare previous research reports as material for making scientific papers.

Students' perceptions about the importance or not of writing training get quite satisfactory results. As many as 92% of participants stated that it was very important to do writing training, while 8% stated that it was less important. After the perception is asked, the next step is the purpose of participating in the training. The following can be presented as the objectives of respondents in attending the training. Furthermore, it can be known that the purpose of students attending the training varies. After data reduction is carried out in general, there are two main objectives in participating in the training, namely learning to write and upgrading the knowledge of writing. As many as 83% of respondents aimed at learning to write, while 17% aimed at improving their knowledge of writing. The third aspect that is asked of the trainees is the intensity in following the training that has been followed. The following can be presented as the intensity of attending the training by the trainees. 83%, while 17% said they had never been. The number of students who have never attended training is quite large. Ideally, all students should at least have attended writing training to have the ability to write good scientific papers. The next aspect is the evaluation of the implementation of training. Students are given questions related to the mastery of the material that has been received during the training. The following can be presented as the results of the evaluation of the implementation of community service activities.

Next, the purpose of students attending training varies. After data reduction is carried out in general, there are two main objectives in participating in the training, namely learning to write and upgrading the knowledge of writing. As many as 83% of respondents aimed at learning to write, while 17% aimed at improving their knowledge of writing. The third aspect

that is asked of the trainees is the intensity in following the training that has been followed. The following can be presented as the intensity of attending the training by the trainees.

The number of students who claim to understand or can master the training material well as much as 17%, quite understand 75%, while the remaining 8% state that they do not understand. This shows that the implementation of training activities is quite successful, although several things must be addressed. The last aspect that is used as an evaluation is related to the willingness to write for students after being given training. The following can be presented as the writing willingness of the students after being given training. used as a reference to improve the next learning process to become a more effective teaching and learning process

Conclusion

In general, drafting activities can run smoothly. Students' abilities with training can improve. Nevertheless, the willingness to write among students needs to be improved. Based on the results of the evaluation of training and assistance in writing scientific papers, it can be known that there are still participants who do not understand well related to writing scientific papers. Therefore, it is necessary to carry out further activities in training and assistance in writing scientific papers, especially related to publications. In addition, it is also necessary to approach students considering that awareness and motivation in writing are still low.

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