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The I-learning model improvement on writing digital-based scientific papers for students of faculty of letters universitas Muslim Indonesia

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Abstract: The time-consuming and often fraught writing process can be draining and demotivate writers from completing their writing well. By overcoming these problems, writers can improve the effectiveness and quality of their scientific writing. The problem limitation in this study, how is the development of the I-Learn model on digital-based scientific writing for students of the Faculty of Letters UMI? In connection with the statement of the problem, the purpose of this study is to produce a development of the I-Learn model of learning scientific writing for students of the Faculty of Letters, UMI. Development research or Research and Development (R&D) is a process or steps to develop a new product, or improve existing products, which can be accounted for. The variable as the focus of review in this study is the I-Learn learning model on digital-based scientific writing. The development of the I-Learn model in learning to write digital-based scientific papers was carried out by following the ADDIE development model. The ADDIE development process is carried out through five stages, namely 1) Analysis (Analyze); 2) Design; 3) Development; 4) Implement; and 5) Evaluate. Analysis is used to obtain an initial description of the learning conditions for digital-based scientific writing for students of the Faculty of Letters, Universitas Muslim Indonesia. This analysis stage is carried out using a qualitative research method of literature study type. The research data is qualitative data obtained from document analysis, interviews, and observations. The research data can be divided into four parts, namely: (1) curriculum analysis, (2) Learning PlanAnalysis, (3) teaching material analysis, and (4) interview and learning process analysis.

Keywords: *Digital based, I-learn, Scientific writing.*

1. Introduction

In the process of writing scientific papers, writers often face several challenges that can affect the quality and fluency of their writing. One of the main problems that often arise is limited access to relevant and reliable sources of information. Lack of appropriate literature on a particular topic or limited availability of information sources can hinder the ability of writers to support the arguments or claims they make in their writing.

In addition, writers also often experience difficulties in developing an appropriate structure for their scientific papers. Structuring arguments logically, organizing information, and ensuring consistency throughout the paper can be a challenging task. In addition, writing standardized scientific language is also a challenge for some writers, especially for those who are unfamiliar with writing styles and technical terms in a particular field. By identifying and understanding these issues, authors can take the necessary steps to overcome these obstacles and improve the quality of their scientific writing.

This can interfere with focus and productivity in the writing process. In addition, in some cases, authors may also experience difficulties in finding unique or original approaches or viewpoints in their writing. In a competitive academic environment, creating meaningful and distinctive contributions can be challenging.

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The time-consuming and often fraught writing process can be draining and demotivate writers from completing their writing well. By addressing these issues, authors can improve the effectiveness and quality of their scholarly writing. Writing a scientific paper is a complex and varied process, involving various models or paradigms that can influence the final outcome. One such model is the challenge of constructing a strong and cohesive argument. Writing a scientific paper requires the ability to organize information and data logically and present it in the form of a convincing argument.

This challenge can arise from the complexity of the topic under study or the difficulty in finding a balance between supporting and challenging previous opinions. Another model that often arises is the difficulty in adapting the writing style to the standards that apply in a particular discipline. Each field has different writing conventions, including the use of technical terms, narrative structure, and formatting that must be followed. Writing that does not adhere to these standards can cause confusion for the reader and reduce the overall quality of the writing.

Reliance on online sources can also be a drawback, as they may change or even disappear, leaving researchers with difficulties to validate or confirm the information found. In addition, the process of searching for extensive information can take significant time, resulting in delays in the next stages of research and writing. In addressing these weaknesses, researchers need to strike a balance between depth of research and time efficiency, while maintaining a critical eye on the information found to ensure the accuracy and credibility of the resulting paper.

It is important for researchers to consider sources from different perspectives and ensure that different approaches are accommodated in their analysis. Another drawback of finding information for a scientific paper is the possibility of information drought or lack of relevant or quality sources. Especially in less studied or new topics, researchers may face difficulties in finding adequate sources to support their arguments or findings.

According to Kurnianingsih, Rosini, & Ismayati (2017) the digital native generation has a high dependence on searching for information on the internet, but the level of information among students has a low impact so that plagiarism of copyrighted works often occurs. In applying information literacy behavior, there are several components that must be mastered by each individual. This can certainly help individuals in utilizing and using information to be more directed in using information.

Therefore, a learning model that is able to keep up with current technological advances is the I-Learn learning model, so it is needed in the development of the world of education, including learning to write scientific papers. The learning model also fulfills the needs in the learning process of writing scientific papers. One of the learning models that can be utilized in higher education is the I-LEARN model. The I-LEARN model is a structured approach to digital literacy and information literacy. Based on research conducted by Greenwell (2013) that designing instruction design using the I-LEARN model for students can improve students' ability to receive instructions and digital information guidance. This model outlines a step-by-step process for individuals to navigate and utilize digital information and resources effectively.

An experimental study (Greenwell, 2013) examined whether teaching skills designed using the I-LEARN model could improve students' understanding and application of information seeking concepts compared to the current way of delivering information literacy skills instruction. Although I-LEARN was developed with this in mind, the initial study of the application of the model was conducted in a required composition course for first-year students at a public secondary school. The experimental group received instruction sessions and an online library research guide designed using the I-LEARN model, and the control group received instruction sessions and an online library guide designed using the system model.

Related to all the previous studies above, to answer the problem, a digital-based learning design is needed. The design has been found in one of the literacy education models known by the acronym I-LEARN (Identify, Locate, Evaluate, Apply, Reflect, kNow). By bringing this learning design concept, it will guide students to learn in preparing quality scientific papers. Therefore, the digital-based I-LEARN model in this study will be developed in the learning process on writing scientific papers. Based on the above background, the limitation of the problem in this study, how is the development of the I-Learn model on digital-based scientific writing for students of the Faculty of Letters, UMI? In connection

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with the statement of the problem, the purpose of this study is to produce a development of the I-Learn model of learning scientific writing for students of the Faculty of Letters, UMI.

2. Research Methods

2.1. Type of Research

This research uses a type of development research (Research and Development) which is used to produce certain products and test the effectiveness of these products. According to Sujadi (2013: 164), development research or Research and Development (R&D) is a process or steps to develop a new product, or improve existing products, which can be accounted for. Meanwhile, according to Sugiono, (2011: 407) development research is a research method used to produce certain products with novelty value with previous products, and test the validity, practicality, effectiveness, and readability of these products.

When referring to the purpose of research and development, it is not used to test the theory, but is intended to produce or develop products that can be used in education (Sukmadinata, 2008: 168). Researchers chose the ADDIE Model as the development model.

2.2. Research Focus

As stated earlier that this research is development research. The variable as the focus of review in this research is the I-Learn learning model on digital-based scientific writing.

2.3. ADDIE Model Research Design

The development of the I-Learn model in learning to write digital-based scientific papers was carried out by following the ADDIE development model. The ADDIE development process is carried out through five stages, namely 1) Analysis (Analyze); 2) Design; 3) Development; 4) Implementation; and 5) Evaluation (evaluate).

2.4. Types of Data and Research Subjects

2.4.1 Research Subject

The type of research used in analyzing the needs of this learning model is qualitative research library study design. Qualitative research of literature study design is used to obtain a description of learning in scientific writing skills carried out in the Indonesian Language and Literature Education Study Program. The subjects of this research are students. This research took place at Universitas Muslim Indonesia, Faculty of Letters, Indonesian Language and Literature Education Study Program. Research subjects from among students, namely students who have gone through and passed the research methods course.

2.4.2. Type of Data

The type of data obtained from this research is quantitative data. Quantitative data is obtained from the test results on the skills of writing scientific papers, the results of interviews with lecturers and students, and the results of observations of learning to write scientific papers.

2.5. Daya Collection Tecnique

Data collection techniques in preliminary research were carried out using questionnaires, interviews, and tests.

2.6. Daya Analysis Tecnique

In this development research, the learning model products were validated through a team of experts, limited trials, and extensive trials on lecturers and students. The test subjects in this limited trial were students and lecturers in the Indonesian Language and Literature Education study program. The technique used to obtain samples in this limited trial used purposive sampling technique. The use of this sample technique is due to adjusting the needs and access obtained by the researcher to the intended subject. The student sample obtained in this study, namely students who have programmed research

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methods courses. The selection of the number of samples is adjusted to the needs and access of researchers to lecturers and students. The product trial design in the small-scale test used a questionnaire technique.

3. Research Result

Analysis Results of the Development of the I-Learn Model on Digital-Based Scientific Writing for Students of the Faculty of Letters UMI The initial stage of the analysis was used to obtain an initial description of the learning conditions for writing digital-based scientific papers for students of the Faculty of Letters, Muslim University of Indonesia. This stage of analysis was carried out using a qualitative research method of literature study type. The research data is qualitative data obtained from document analysis, interviews, and observations. The research data can be divided into four parts, namely: (1) curriculum analysis, (2) RPS analysis, (3) teaching material analysis, and (4) interview and learning process analysis. The presentation of research results at the analysis stage is described in the following sections:

3.1. Curriculum Analysis Results

The graduate competencies formulated in the curriculum of the PBSI (The study Program of Indonesian Language and Literature Education), Faculty of Letters, UMI, which consist of main competencies, supporting competencies, and other competencies, are prepared based on the development of science and technology (IPTEK). The formulation of graduate competencies in the curriculum is carried out to prepare graduates who can face the challenges of changes in science and technology in the future. For this reason, learning outcomes can be oriented to meet the demands of changing times, such as writing scientific papers that are digital-based. Learning is constructed so that students can utilize various digital technologies in learning, so that the various media and knowledge they have about digital technology can be utilized properly in the learning process. Likewise for lecturers to be able to carry out learning that integrates digital technology to make learning more meaningful and contextual to student life in the Industrial Age 5.0. One of the integrations of digital technology can be done in the Scientific Writing course as one of the courses used to achieve graduate competencies. Based on the data in the curriculum of the PBSI Study Program, Faculty of Letters UMI, this course is programmed by students in semester four (even).

Based on the process standards in the curriculum, lecturers are required to make learning tools in order to carry out learning in the classroom. The learning tools are in the form of semester learning plans (RPS), teaching materials, learning media, and evaluation tools. Learning activities are carried out as many as 16 meetings whose activities are compiled in the RPS. Likewise, learning objectives, types of media used and references or teaching materials can be found in the lecturer's RPS. Based on these data, there is no visible integration of digital technology in learning, either in the objectives, media, or implementation of learning. Digital technology used as media is only limited to power point used for material presentation. Real learning can integrate digital technology starting from the objectives, implementation process, learning media, and also learning evaluation. This is done so that students utilize their digital technology competencies and media in the learning process. In addition, students can learn how to integrate digital technology in writing scientific papers based on digital learning so that they have the skills to engage in the digital world.

3.2. Results of Analysis of Semester Learning Plan (RPS)

The results of the analysis carried out on the semester learning plan (RPS) used by lecturers in the digital-based Scientific Writing course for students of the Faculty of Letters UMI show course competencies, learning indicators and objectives, lecture strategies, reference sources, assessment criteria, and materials taught. The analysis was conducted on each component of the RPS to provide an overview of the Scientific Writing learning used in the classroom.

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3.2.1. Competency Aspect

In the competency aspect of the course, it is stated that the Scientific Writing course aims to make students have competence in understanding various theories of writing scientific papers and being able to apply them in the preparation of digital-based scientific papers for students of the Faculty of Letters, UMI. This shows that there are two things aimed at in learning Scientific Writing, namely mastery of theory and practice of writing scientific papers. However, when viewed from the arrangement of materials, tasks, and activities carried out in each meeting, most of the learning activities are directed at mastering the material. This can be seen from the learning materials that are discussed every week.

Table 1.
Scientific writing lesson materials.

Meeting	Activity/Material	References
Meeting I	Familiarization of the lecture contract	
Meeting II	The nature of scientific writing	
Meeting III	Characteristics of scientific work	
Meeting IV	Misguidance in scientific thinking	
Meeting V	Good written work	
Meeting VI	Various types of scientific work	
Meeting VII	Determining the topic of scientific work	
Meeting VIII	Midterm exam	
Meeting IX	Formulating the title of scientific work	
Meeting X	Determining the purpose of writing	
Meeting XI	Outline the content of scientific work	
Meeting XII	Detailing and organizing the paper outline	
Meeting XIII	Collecting writing materials	
Meeting XIV	Writing citations and bibliography	
Meeting XV	Enrichment/submission of final project	
Meeting XVI	End of semester exam	

Source: Dokumen RPS Menulis Karya Ilmiah.

Learning materials are assigned to students in the form of assignments to be discussed at each meeting. Students are divided into several groups, and each week take turns presenting papers according to the title of the material distributed.

The competencies of the Scientific Writing course have basically fulfilled the cognitive aspects and writing practices. However, Scientific Writing learning needs to be packaged digitally so that writing practice activities are more futuristic and adaptive to technological developments. This is done so that students can train and improve their skills in writing, and are able to evaluate their weaknesses through providing feedback on the writing produced by both peers and lecturers.

3.2.2. Learning Objectives of Scientific Writing

Data regarding learning objectives were obtained from the analysis of the RPS document. In the RPS document, there are learning objectives prepared by lecturers to achieve predetermined competencies. For more details, the following are presented the learning objectives of Writing Scientific Works.

(1) Understand and explain the nature of scientific writing.
(2) Understand and explain the characteristics of scientific work.
(3) Understand and explain the fallacy of scientific thinking.
(4) Understand and explain good written works.
(5) Understand and explain the kinds of scientific papers.
(6) Understand and explain how to determine the topic of scientific work.
(7) Understand and explain how to limit the topic.
(8) Understand and explain how to formulate the title of scientific papers.

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(9) Understand and explain how to set the purpose of writing.
(10) Understand and explain how to outline the content of scientific papers.
(11) Understand and explain how to detail and organize a paper outline.
(12) Understand and explain how to collect writing materials.
(13) Understand and explain how to write citations and bibliography.

Based on the data on learning objectives, it can be seen that learning to write scientific papers only focuses on the cognitive aspect. This can be seen in the use of the word choice "understand and explain" in each learning objective. The choice of these words in the learning objectives illustrates that students are only required to be able to understand and explain. The ability to understand and explain can be measured through students' ability to explain the materials that are packaged in the form of group papers to be presented in class. This is done so that students learn to write from simple works to more complex works with the same methods, rules, and development patterns. Thus, students can interpret and implement their writing experience to write the next scientific work.

3.2.3. Lecture Strategy

In the aspect of lecture strategy, learning activities are presented by presenting material, giving assignments, and mid- and end-of-semester evaluations. The learning methods used are lectures, questions and answers, discussions, and simulations. Meanwhile, the use of learning media included uses power points and reading materials. Learning activities presented by lecturers are dominated by lecture and discussion methods. Based on the observation, the lecture method was used when the group discussion activities were completed. In learning to write scientific papers, there should be more focus on developing scientific papers. Students can be assigned tasks or projects to write certain scientific papers independently. This activity can be done in online learning, so that students can focus on the writing they develop. Lecture materials can be completed in face-to-face meetings using discussion methods. To equip students with rules and techniques for developing papers, students can be given guidelines for writing scientific papers based on the type of scientific work developed. If students encounter problems in developing their papers, they can submit their problems online to be discussed together, both with peers and lecturers.

In addition, lecturers can use the genre-process approach so that students know the type and purpose of writing scientific papers and understand the language used by the type of scientific writing developed. The resulting scientific writing can then be reviewed by peers and lecturers so that students can revise the weaknesses or errors contained in their writing. Thus, students can reflect and continue to improve their writing skills to meet the criteria of scientific writing.

Table 2.
Lecture strategy.

No.	Learning activities	Metode	Media
1.	Material Presentation	Lecture, question and answer, discussion, and simulation	• Reading material • *Power point*
2.	Excercises/Assignment	Group paper assignment	
		Individual assignment	
3.	Evaluation	Quiz	
		Midterm exam	
		End of semester exam	

3.2.4. Assessment Aspects

The results of the analysis of the aspects of the assessment criteria in the RPS Writing Scientific Work show that the assessments included are process assessment and outcome assessment. Process assessment consists of participation, individual assignments, and presentation of proposals. Outcome assessment consists of final assignments, quizzes, mid and final semester exams. The last is affective assessment. For more details, please refer to the following table. Assessment criteria should be included to show students the indicators of assessment of scientific papers. The inclusion of assessment criteria

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allows students to have guidance on the indicators that need to be present in each scientific paper. The assessment criteria for scientific papers also provide students with an understanding of the scoring process carried out in the assessment of scientific papers. In addition, to accommodate the process approach, assessment is also carried out individually and by peers. Each assessment result will be revised by the author to meet the assessment criteria in individual and peer assessment. Each assessment will be provided with a guide, so that students can adjust their assessment to the individual and peer assessment criteria.

3.3. Learning Process Analysis Results

The results of observations on the learning process show that the learning methods used are dominated by lectures and discussions. Learning prioritizes the understanding aspect of writing scientific papers presented in the form of material obtained from one reference and discussed in class. Furthermore, the learning media used is limited to the use of power point. The observation results show that the use of the discussion method is the most frequently used method at each meeting. The discussion method is used to present the results of group work in the form of presenting proposals. One group presents its proposal and other participants give responses to the writing presented.

The observation results show that the learning media used is power point. This learning media is used to present the results of proposal writing. The use of power point as a learning media is also utilized by lecturers to deliver material. Consideration of the analysis results in the learning process is part of product development. The use of approaches, methods, and learning media for writing scientific papers needs to be innovated to increase the empowerment and skills of writing scientific papers of students. The selection of approaches, methods, and learning media is adjusted to the needs in learning to write scientific papers, paying attention to technological developments, empowering students, and can improve the process and results of writing scientific papers of students.

3.4. Results of Teaching Material Analysis

The results of the analysis of teaching materials used by lecturers in teaching scientific writing courses show that there is only one reference used for learning to write scientific papers. The composition of the material used as an assignment to make proposals in each group is also obtained from the book. The reference is a book entitled Writing Papers and Articles published by Refika Aditama (2012).

Based on the results of the lecturer's statement, the use of one reference is intended to make students focus on the techniques for developing scientific papers presented in the book. In addition, the book is also stated to be complete and can fulfill the learning objectives of writing scientific papers. The use of limited references makes learning only focus on the materials presented in the book. Learning materials should be able to use several references to enrich student reading materials. In addition to the main reference, students can also be given several additional references that can enrich students' knowledge about scientific writing. In addition, the variety of references presented in learning to write scientific papers should be easily obtained by students both offline and online.

3.5. Results of Analysis of Student Scientific Writing Assignments

The results of the analysis of scientific papers produced by students show that there are problems in competency aspects such as student papers that do not have a thesis, errors in processing citations and selecting references, and still lacking in making syntheses. For more details about the researcher's findings, the following is described one by one.

3.5.1. Writing Thesis

In the competency aspect, the papers produced by students have not shown any discussion that focuses on the thesis. In fact, some papers do not have a thesis, so the writing does not have a clear focus. Thesis is very important to be presented in scientific writing, to clarify the focus of the writing ideas developed. The lack of clarity of discussion in students' papers also has an impact on poor rhetorical patterns.

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Table 3.
Results of thesis check on student papers.

No.	Thesis	Total	Presentation (%)
1.	Proposals that don't have a thesis	11	44.00
2.	Proposal that have a thesis	14	56.00
	Total	25	100

This shows that writing a proposal is neither easy nor difficult. Learning scientific papers needs to be structured, starting from simple to complex writing. This is done so that students can learn simple scientific writing first as an initial provision for writing more complex scientific papers.

3.5.2. Citation and Reference Writing

The thing that needs to be considered in writing a proposal is the processing of quotations. Quoting expert opinions or research results is something that writers must do in writing scientific papers. Likewise, when writing a proposal, students must include expert opinions or research articles. The citation techniques used by students have an impact on the act of plagiarism of quotations owned by others. The citing technique used by students, namely by taking the entire quote and copying it into the developed paper. Works produced by other students. Of the 25 papers examined, all papers did not paraphrase quotations obtained from expert opinions or research results obtained either online or offline. This is also the case with reference selection. Many papers still use references that are not credible and unscientific to be included in their scientific writing.

Based on the studies conducted and data regarding the learning model used in learning Writing Scientific Works, this research is oriented to solve the problems of Writing Scientific Works lectures, especially the scientific work of writing a proposal through the development of a learning model for writing scientific works that is innovative and in accordance with learning needs in the Industrial Age 4.0. The learning model developed is distinctive and specific which aims to improve student competence in writing scientific papers. The distinctiveness of the developed learning model is shown in two ways, namely the use of digital media variables and the use of scientific writing variables.

3.6. Product Description of Model Guidebook

The learning model guidebook product produced in this research and development is in order to make it easier for lecturers to use the developed model. This guidebook consists of 4 chapters, namely: (1) chapter 1: the foundation of model development, (2) chapter 2: learning model products, (3) chapter 3: guidelines for using learning models, and (4) chapter 4: application of learning models. In addition, this guidebook is also equipped with a cover, preface, table of contents, table of tables, list of figures, and bibliography. The presentation of the results of the development of the learning model guidebook in each chapter is described as follows.

3.7. Product Description of Scientific Writing Guidebook Results

The scientific writing guidebook product produced in this study was made to support the learning process of writing scientific papers using the I-Learn learning model. This guidebook is designed in such a way that students can use this book independently and is prepared in digital format. This guidebook consists of five parts, namely: (1) introduction, (2) finding interesting ideas, (3) writing a draft of scientific work, (4) review, edit, and revision, and (5) plagiarism, citation, and references. In addition, this guidebook is also equipped with a cover, preface, table of contents, table of tables, list of figures, and list of references.

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