Need Analysis of the Model for Writing Scientific Articles

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Received: November, 2, 2024 Revised: November, 26, 2024 Accepted: November, 30, 2024

**Abstract**

Students need to comprehend and become proficient in the art of writing scientific articles in order to be able to generate quality works in the form of scientific articles that they have written themselves (Matarese, 2013). Background of the research, there are problems:(1) Students have trouble coming up with ideas for scientific articles. (2) Students have trouble putting the right words together. (3) Main ideas that don't match up with the best topics. The aim of this research is need analysis of the model for writing scientific articles. The research method is both descriptive and qualitative. It involves doing preliminary research, such as a needs and context analysis, a review of the literature, and a survey of students. The people who were studied Putera Batam University students in the odd semester of 2021/2022 in state administration and english literature. The study's results show that students and teachers need the model to learn how to write scientific articles that include reading references, article reviews, observations, information and creative ideas, case studies, article manuscripts, and activated publication. The research results show that students and professors need the model to be developed based on the results of tohe needs analysis. This is because the model can help students solve their problems and get them more interested in learning by making learning fun.

**Keywords:** Model, Scientific Article Writing, Preliminary Research**.**

**Introduction**

As we enter the era of "society 5.0," it is important that students be taught to write scientific articles that make use of the most recent developments in technology. Learning is facilitated by technology, which allows for deeper and more thorough understanding. Students also stay on top of these advances in technology so that they can use the most appropriate digital resources for their research projects. Through the use of this technology, students will gain a firmer grasp of the systematics of writing scientific publications in preparation for their future careers. Student writing of scientific articles can be grounded in a variety of sources, including personal experience, readings from the relevant literature, and even preliminary research (Bliuc et al., 2007).

In terms of technology, campus facilities are very helpful, and students are also very good with technology. This fits with the use of the blended learning method, which gives students more freedom with their time while they are learning (Müller & Mildenberger, 2021);(Jen & Hoogeveen, 2022). However, it was discovered that students had difficulty when learning to write scientific articles since they found it challenging to locate scientific article subjects. Teachers have emphasized the importance of students' being able to identify relevant contexts in which to assess scientific article themes. In reality, students have restricted access to the scientific article's topic (Oktavia & Zaim, 2022). Students will also refine their research topics into article names and abstracts suitable for publication in Open Journal System (OJS) journals or electronic proceedings. They also struggle (Oktavia et al., 2021) with sentence structure, which is a fundamental skill for good writing.

However, writing abilities are a worry for students since they are confined in their capacity to uncover and create innovative ideas and topical relevance due to a lack of reading interest, which makes it difficult to order words for scientific publications. Another issue identified is that pupils have ideas and can verbalize them (Mendieta & Barkhuizen, 2019), but not enough to develop it in scientific writing. Students are not accustomed to writing scientific papers (Murphy, 2021)in a creative manner or following the proper writing systematics, which include an introduction, literature review, methods, study results, discussion, and conclusions (Sun & Linton, 2014);(Ecarnot, F. Seronde, M. F. Chopard, R. Schiele, F. Meneveau, 2015). Students often have to work while they study, so they don't have much time to learn about other things and don't know how to write scientific articles (Murphy, 2021). Based on the fact that students can focus on learning and understanding lecture material when the class schedule is in class because they are working, students plagiarize when they have to write something (Sakamoto & Tsuda, 2019);(Hu & Lei, 2016) by paraphrasing other people's words from the online resource[13]. Even though it is highly recommended that students quote and cite research journals as sources (Pollock, 2021).

Also, once students have come up with good topics and titles, they need to make sure that their main ideas fit with the topic. After getting the title, the title and the scientific article must go together in a way that is consistent with the rules for writing scientific articles. Students say they write paragraph by paragraph so they can write good scientific articles that can be published in SINTA-accredited journals and other online journals.

Futhermore, students have a tendency to almost plagiarize by taking quotes and ideas from other people and putting them into their own words. On the other hand, students are only allowed to plagiarize up to 20% of their work when writing systematics for scientific articles. In the end, you can use paraphrasing to avoid being accused of plagiarism. So, a blended learning method is needed to solve these problems and help students write scientific articles well and be adaptable (Haylock, 1997);(Müller & Mildenberger, 2021);(Jen & Hoogeveen, 2022). Based on this analysis, it is necessary to design a learning model for writing scientific articles based on blended learning integrated creative problem solving of Model to help students get better at creative thinking.

The blended learning method has been shown to be a very effective way to teach articles in the classroom (Oktavia, 2024). As a result of combining classroom learning, e-learning, and mobile learning (Ferney, 2012);(Thang et al., 2012);(Fogleman et al., 2013);(Guangying, 2014);(Prokhorets et al., 2015);(Tuncay & Uzunboylu, 2012) ;(Charitopoulos et al., 2022). Online learning will be better than learning the old way (Alam et al., 2022) and improve how well people learn (Tomlinson, Brian, 2015)(Kuzmina et al., 2021)(Huda et al., 2022) (Kacetl & Semradova, 2020). So, it's easy for the students [28]. Students can use Android to get information (Tomlinson, Brian, 2015);(Pinto-Llorente et al., 2017) which helps them be more creative and solve problems. Using blended learning to learn how to write scientific articles Integrative creative problem solving gives novel answers to students' issues in writing scientific articles, allowing them to develop more creative ideas (Figl & Recker, 2016);(Nonthamand & Na-Songkhla, 2018) based on blended learning (Kashefi et al., 2012a)(Rubenstein et al., 2019) for supporting language learning (Chafiq et al., 2014). Developing the ability to think creatively also necessitates excellent direction (Agustini et al., 2022) and need to be developed (Khamcharoen et al., 2022), so that they can produce good scientific publications. If it's going to assist students identify the focus of scientific papers and craft the most effective sentences possible, the resulting learning model needs to be appealing. It can also help students be more creative while writing scientific reports (Qi & Wang, 2020); (Oktavia, 2023). The aim of this research is need analysis of the model for writing scientific articles.

Overall, research on the blended learning model for learning to write scientific articles demonstrates that this technique is highly beneficial in increasing students' writing abilities. By mixing face-to-face and online approaches, students have convenient access to content while also having the opportunity to participate directly, which boosts their creativity and critical thinking skills. As a result, the article title and study emphasis complement one another, providing a clear image of the blended learning model's benefits and effectiveness in higher education.

**Methods**

This type of research is descriptive qualitative Creswell (2014). This research is a preliminary phase of the research and development cycle (Plomp & Nieveen, 2013). It is necessary to conduct preliminary research before creating a product trilogy consisting of model books, lecturer books, and student books. Triangulation was used in the acquisition of data through the use of analysis, interviews, and documentation. Disseminating surveys to educators and students also contributed to the analysis. The goal is to learn how useful the future products and models will be for students and professors alike as they develop their skills in scientific article writing. The focus of the educational process is on the individual learner (Yan, 2022). In addition, data analysis techniques were implemented by assessing the findings of questionnaires pertinent to the preliminary phase of model development. The stages include needs and context analysis, literature review, and student analysis steps (Suartama et al., 2019). Needs, gaps, and wants are all part of target needs. Characteristics of the learning model and curriculum analysis can be used to figure out what went wrong with the old model, while students need to be able to use products like student books and lecturer books for lecturers in a valid, practical, and effective way. We can get what we want and reach our goals if we work hard to meet these needs.

**Result and Discussion**

The preliminary research is where the research and development of the Model begin and build on. In the beginning stages of this research, needs and context analysis, a review of the literature, and an analysis of the students are done. Details will be given about what comes next.

1. Need Analysis dan Context

Needs and context analysis includes an analysis of the learning model for writing scientific articles in tertiary institutions and an analysis of the curriculum, which will be described below:

1. Higher Education Analysis of the Characteristics of Learning Models for Writing Scientific Articles

Because the output of academic institutions is based on scientific publications, students should take the time to learn how to write them. Student-written scientific publications must follow the conventions of the Indonesian language and be based on the findings of students' own experiments, surveys, and reviews of the relevant literature. Students readily acknowledge, however, that it is challenging to identify scientific article themes, to synchronize primary ideas with topics, and to develop the habitual, useful skill of adapting the quotations and opinions of others. Table 1 shows the results of an analysis of the features of the learning model for writing scientific articles in higher education institutions. Based onanalysis of the characteristics of learning models for writing scientific articles in higher education: blended learning 88,97%, creative problem solving 87,4%, scientific articles writing 88,6% is very needed.

An Indonesian Semester Learning Plan based on the book's content has been developed. Student interviews revealed that there is a robust motivation to learn how to write scientific publications in a way that emphasizes tangible results. Consequently, it needs to be backed up by the creation of a product that helps students reduce and overcome the challenges they encounter as they attempt to produce scientific articles for publication. The resulting model of learning is considered reliable, valid, and useful.

1. Literature Review
2. Literature Review

When preparing to write articles for journals, students conduct literature reviews in order to learn more about the specific publications they plan to write for analyzing material concepts.

Scientific article writing requires in-depth knowledge and understanding of the subject matter, and conceptual analysis serves as a useful resource for both students and academics in this pursuit. Because publishing scientific articles in national journals, international journals, national seminar proceedings, and international seminar proceedings is a requirement for completing independent assignments and final assignments, writing scientific articles is an integral part of the student experience.

* 1. Students Analysis

The product that arises from the analysis of student characteristics can assist students in overcoming the obstacles they confront when learning to write scientific papers, thereby enhancing their creative thinking skills. The development of model books, lecturer books, and student books can accommodate student learning progress and comprehension and can effectively implement the writing of scientific articles that can be published in journals or seminar proceedings in order to increase the output and work output of students under the supervision of lecturers.

**Table 1** Analysis of Students' Creative Thinking Ability

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Component** | **Quantitative Research Results** | **Qualitative**  **Research Results** |
| 1 | Students' creative thinking ability:   * + - * 1. Aspects of fluency         2. Aspects of flexibility         3. Novelty aspect   d. Aspects of detail | 90,38%  85,76%  87,3%  85,38% | Very needed  Very needed  Very needed  Very needed |

Discussion

Details will be given about what comes next.

1. Need Analysis dan Context

Needs and context analysis includes an analysis of the learning model for writing scientific articles in tertiary institutions and an analysis of the curriculum, which will be described below:

1. Higher Education Analysis of the Characteristics of Learning Models for Writing Scientific Articles

Students are encouraged to become more technologically skilled in order to locate themes and express ideas in a practical and creative manner, and learning to write scientific articles is done in an engaging manner (Oktavia et al., 2021). Writing scientific articles is popular among students and might help them (Widyartono, 2014) because it corresponds to the Merdeka Belajar Kampus Merdeka (MBKM) curriculum. Writing scientific papers produces output in the form of published journals, seminar proceedings, and book chapters. Therefore, knowing how to write scientific articles in general courses at postsecondary institutions based on blended learning is the foundation for students so that they can implement them according to their area of expertise. The application of blended learning creatively integrates technology (Bueno-Alastuey & López Pérez, 2014)(Persadha, 2016) and can accommodate instructional requirements throughout class (Bruggeman et al., 2021). Using this method of learning, students can better understand what they are learning (Klentien & Wannasawade, 2016).

1. Curriculum Analysis

To guarantee that the resulting learning model is suitable and based on the MKWU Indonesian curriculum in Indonesian language book colleges for higher education, the Director General of Learning and Student Affairs of the Ministry of Research, Technology, and Higher Education conducted a curriculum analysis in 2016. Blended learning must be capable of guiding students toward critical, creative, and innovative thought (Nurkhin et al., 2020). Lecturers serve as facilitators and mediators, allowing students to work on assignments both independently and in groups. Accomplishments in both study programs and individual courses contribute to the final assessment of a student's progress toward learning goals. Taking Indonesian language classes as a means to the end of producing scientific output (in the form of papers, scientific articles, theses, and journals) is a necessary and integral part of academic life. Students need to be familiar with the norms for writing in Indonesian included in the Enhanced Indonesian Spelling (*EYD V:Ejaan Yang Disempurnakan*) and the Big Indonesian Language Dictionary (*KBBI: Kamus Besar Bahasa Indonesia*) Edition V in order to produce papers that adhere to academic standards.

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The goal of Indonesian language classes is to help students conform their use of the language to established norms and correct any errors they may have committed in the past. A total of fourteen topics are covered over the course of the semester, including the history and development of the Indonesian language, the analysis of academic texts in macro genres, a survey of literature, the creation of research and activity proposals, the presentation of findings, and the drafting of scientific articles.

1. Literature Review
   1. Literature Review

The Model, which is based on blended learning and integrated creative problem solving, encourages students to write scientific articles by having them conduct a literature review to assess key concepts and hypotheses (Alismaiel, 2022) and improve students' creative thinking skills. Writing a literature review provides a solid groundwork for students' comprehension of the course subject before they even begin to draft their own scientific publications. Students are expected to familiarize themselves with appropriate encyclopedias, scholarly periodicals, and textbooks, as well as to read, comprehend, and critically evaluate published seminar proceedings. Students are instructed to review the literature so that it can be used as the outcome of a journal review after they have read and uploaded the requisite journals. The students write a review that includes the journal's title, problem statement, study methodology, research findings, and conclusions.

* 1. Analyzing Material Concepts

The current resources are inadequate because they fail to engage pupils and give them the background knowledge they need. As a result, the integrated approach to education has the potential to boost students' interest in and enthusiasm for producing high-quality research publications (Hasanuddin et al., 2019). Student reference sources on *Bahasa Indonesia untuk Perguruan Tinggi* book from Direktorat Jendral Pembelajaran dan Kemahasiswaan Kemenristekdikti in 2016. Students in Indonesia still rely heavily on a single textbook that serves as a required text for introductory courses. Students who are simultaneously working full-time have even less time to read scholarly articles and journal review findings. When preparing to write scientific articles, this complicates the analysis and comprehension tasks for students. Understanding how to write scientific articles covers a wide range of topics, such as what scientific articles are, what makes a good scientific article, how to evaluate scientific articles, how to evaluate the structure and language of scientific articles, how to write scientific article abstracts, and how to publish scientific articles.

Students interviewed for this study agreed that resources for learning how to write scientific articles were still lacking, confusing, and did not encourage students to think critically. Students are also required to use proper scientific terminology and format when writing their articles. In order to recognize the truth, students must be able to write scientific articles by adapting and citing relevant references and based on observations, survey results, research results, and the results of literature reviews.

* 1. Students Analysis

This student analysis is meant to investigate the requirements of potential buyers of the manufactured goods. Knowledge of the student's age, background, psychological make-up, environment, and learning style is also helpful. The features of students utilized as test subjects are both similar and different. Students with an average age between 20 and 25 are of a sufficient mental and cognitive maturity to be requested to collaborate, as evidenced by their personal biodata.

In order to produce products in the form of learning models for writing scientific articles in the form of model books, lecturer books, and student books, the results of the analysis of student characteristics are very valuable in giving an overarching framework. Developing student-specific model books is an effective way to help students learn how to write scientific articles. The end result is written in a student-friendly format, with book antiqua 12 letters, straightforward explanations, engaging examples, and engaging exercises for students to keep them interested in learning. With the development of this product based on integrated blended learning, students' creative thinking skills can be enhanced through creative problem solving. (Kashefi et al., 2012) and enhance the mastery and comprehension of student material.

**Conclusion**

This study serves as preliminary research for the development of the model for teaching students how to produce scientific papers. The study's findings call for more investigation into the following areas: literature review, student analysis, and analysis of needs and context. The study's findings indicate that (1) Needs and context analysis includes an analysis of the learning model for writing scientific articles in tertiary institutions and an analysis of the curriculum, (2) literature review and analyzing material consepts of overall, this model not only aims to improve students' creative thinking skills but also prepares them for future academic endeavors by instilling a robust understanding of the research landscape within their fields, (3) students need the model in order to learn how to write scientific articles, as it helps them overcome their difficulties in generating ideas for articles, and (4) students have the opportunity and willingness to do literature reviews, as they provide significant support for the article-writing processes they are learning to undertake. And then, when asked to write scientific articles, students had no trouble selecting suitable themes and use proper language. Following the needs assessment, the next step is to create a working prototype of the product.

**Acknowledgments**

Author thanks to Universitas Negeri Padang and Universitas Putera Batam for the support of this research activity.

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