



BUILDING QUALITY STUDENT WRITING: APPLICATION OF CRITICAL REVIEW OF ARTICLES IN REPUTABLE JOURNALS TO IMPROVE STUDENTS' ABILITY TO COMPILE THESIS PROPOSALS

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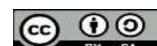
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*Critical Review;
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Abstract

This study aims to determine the improvement of students' ability to compile thesis proposals after applying a critical review of reputable journal articles. The research method used a classroom action research model with two action cycles. The results showed a significant increase in students' ability to compile thesis proposals after applying a critical review of reputable journal articles. Before the action, the power of students to collect viable proposals was only 33% and could be increased to 78%. The conclusion is that the application of critical review can be used to improve students' ability to compile thesis proposals. Keywords: a critical review, student ability, thesis proposal.

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INTRODUCTION

Improvement of learning quality based on a course's reflection activities substantively continues through process improvement programs. Through applying applicative strategy programs, students will have a practical understanding and experience that can improve the quality of learning, (Ben-David et.al, 2010). Helpful learning resources can be obtained from reputable journal publications nationally and internationally. Various articles published in journals can be used as reference studies and discussed in the learning process to support the achievement of student compatibility set earlier, (Lundstrom & Baker, 2009).

The implementation of the Educational Research Methodology course in the Islamic Religious Education Study Program is specifically designed so that

students in semester V (Five) have experience and knowledge in preparing thesis proposals. In its implementation, students learn various observation techniques in identifying student learning problems, educational research methods, and analytical techniques so that they are expected to develop their ideas and ideas to be used as research topics in their thesis, (Lokseh, 1984).

The results of reflections carried out by course lecturers show several problems, including that students' abilities in preparing research proposals have not been as expected. Various issues were found, for example, thesis titles that did not reflect the identification of learning problems but from predecessor theses, literature reviews that were not factual, and minimal references sourced from reputable research journals. The data showed that of the 44 students with a score achievement indicator of 71, as many as 28 people (63.6%) were above the achievement indicator. Only 16 people (36.4%) exceeded the achievement indicator standard. Most of the proposals made are not yet feasible to continue for the thesis. In general, the purpose of the course is so that students can compile a workable research proposal that cannot be achieved in learning.

In general, the results of student assignments are identified as copying and pasting other people's thesis proposals and weak citations. When viewed using plagiarism detectors, plagiarism checkers, for example, generally have similarity above 50%. Various research methods in the learning process and review of research methodology books are still unable to positively and significantly impact the ability to prepare student proposals about their thesis proposals, (Susetyo, & Noermanzah, 2020).

Students' ability to conduct research studies, such as learning strategies, curriculum, articles in put journals, and scientific writings, is still lacking, so the courage to compile research designs independently of students has not appeared. The ability of students to conduct critical studies of research articles can be used to make research designs, (Parmin, 2012). Furthermore, reputable journals that publish research results are widely available in online services such as Moraref, SINTA, or Scopus. Third, it is a place for respected national and international publications that students can reference in preparing research. The ability to conduct this critical study can be used as material for knowledge and methodological understanding to make research proposals regarding reputable writing rules.

Students who master the technique of critical review of various scientific articles will easily prepare a thesis proposal. Thus, this study is intended to analyze the improvement of students' ability to compile thesis proposals after critically reviewing reputable journal articles of research results.

LITERATURE REVIEW

An explanation of the description of the literature review is essential to find out where the originality of the research is carried out with other research that has been done. Based on researchers' searches of several recent references, several studies are considered relevant to talk about the application of critical

review articles in improving the quality of student research. Some of the results of research studies that will be used as literature references include:

First, a reputable journal indexed by SINTA 1 (S-1) by Parmin with the title "Application of Critical Review of Science Learning Articles to Improve Student Ability in Preparing Thesis Proposals" (Parmin, 2012). This research study was motivated by students' lack of understanding in the preparation of thesis proposals. Methodology courses have not significantly impacted increasing student understanding of research. Some causes include irrelevant learning methodologies or less valuable learning reference sources directed at research outcomes. The research results showed that 63% of student thesis proposals in the Research Methodology course received scores above 80 after conducting a critical review of articles. Based on the results that have been produced, it can be said that the application of critical review or critical study of scientific papers has proven effective in improving students' ability to compile research proposals. The research subjects have shown fundamental differences from the research conducted by Parmin. Critical reviews are carried out on reputable articles from Morarref, SINTA, and Scopus sources, while previous research is articles in schools in the Semarang area. In addition, the research subject will be carried out on Islamic Religious Education students, while the previous research was on Science Education students.

Second, the results of Supardi's research entitled "Improving the Quality of Student Thesis Scientific Papers through Review of Research Articles Towards Student Research Results That Are Worthy of Publication" (Supardi, 2015). The study results show that the impact of using the research article review model is that students gain a greater understanding of Research Problems in Arabic learning in Madrasah. Students are more cooperative with others in solving problems and understanding the advantages of education. In addition, students understand the use of critical reviews of reputable articles to communicate and solve problems in learning Arabic. The impact is the ability of students to compile research problems to be improved.

Although they have similar characteristics in religious courses, significant differences occur in their students' character levels. Where the exciting concern is that research will be carried out in the West Papua region, which requires double understanding in this research study; elements of the substance of comprehensive Islamic religious experience are still minimal, and minority and methodological understanding of research that is still in the learning stage.

Furthermore, a learning model is a plan or a pattern used to guide learning in class or tutorials and to determine learning tools, including books, films, computers, curriculum, and others (Bruce, 2009). The definition shows that the model is the design of a learning plan that will be practiced in a learning process. On the other hand, Arends states that "*the term teaching model refers to a particular approach to instruction that includes its goals, syntax, environment, and management system*" (Arends, 1997).

Article Review Model Research Results This research is based on the theory of article review. Linguistically review articles are synonyms of critical

review, "critical review," criticism, "critique." So, linguistically means "an essay or article that gives a critical evaluation (as of a book or play)", an essay or article that critically evaluates *a book or performance*. According to Mayer's review, the article is "*a critical, constructive analysis of the literature in a specific field through summary, classification, analysis, comparison*" (Mayer, 2009). In other words, still, according to Mayer's review, the article is "*a scientific text relying on previously published literature or data. New data from the author's experiments are not presented (with exceptions: some reviews contain new data)*" (Mayer, 2009). In this study, what is meant by learning the Scientific Article Review Model is "a lecture that applies a review of articles of scientific research results in the field of Arabic language learning as a lecture base adjusted to the type of research which includes descriptive, quantitative, qualitative, classroom action research, etc. through the preparation of a summary or criticism of articles and the presentation of the results of the resume and complaint of the article.

Learning Model Article Review The learning model of reviewing research articles can be arranged as follows: 7 a) The task of finding research articles; b) Explanation of the theory of review of article results; c) Students individually review articles; d) Students in groups review & compile power points; e) Presentation of specific research theories; f) Presentation of review results per group; g) Class discussion of review results; h) Summing up the results of learning together; i) Reflect on learning; j) Assignment of individual thesis review & assessment and *feedback*; k) Task of preparing a research proposal (thesis proposal); and l) Methodological & technical evaluation of writing scientific papers, (Supardi, 2015).

METHOD

This study was designed using a type of classroom action research. Action research in the field of education is carried out in the classroom to improve and improve the quality of learning, (Mettetal, 2002). Briefly, Classroom Action Research (CAR) can be defined as a form of reflective research review by taking specific actions to enhance and improve the practice of learning practices in the classroom more professionally (Basrowi, 2008). The subject of the study was a student of the Tarbiyah Department of the Islamic Religious Education Study Program of the Tarbiyah Department of STAIN Sorong in the even semester of the 2019/2020 academic year. The research time is designed to be carried out from March to June 2020.

The procedure in This action research, namely planning, implementation, observation (observation), and reflection. The model and explanation for each stage are as follows 1:

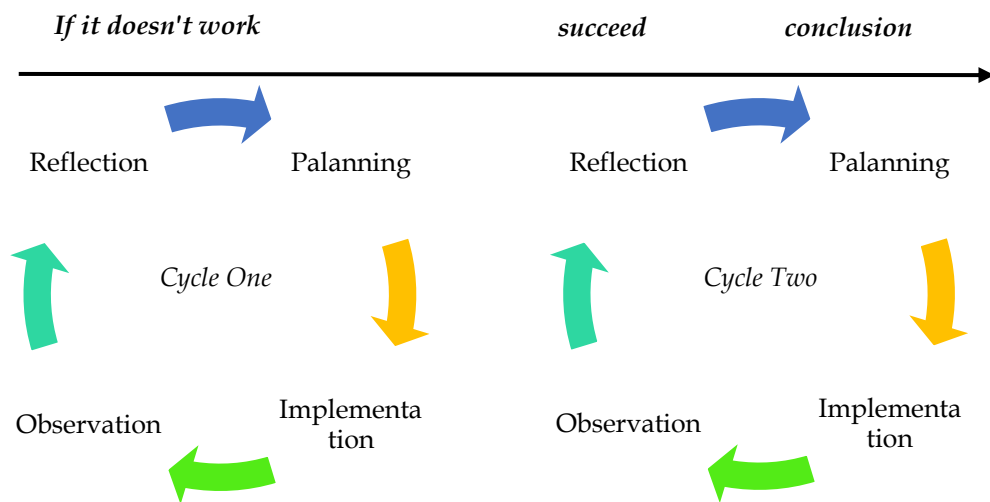


Figure 1. Classroom Action Research Model, adapted (Kemmis, McTaggart, & Nixon, 2015)

The classroom action research procedure consists of 4 stages with a 2-cycle learning design. In detail, the action research procedure of each of these cycles is as follows:

Planning Stage; 1) reviewing the procedure for preparing learning tools with an emphasis on critical review activities of reputable scientific journal articles; 2) Developing learning tools consisting of; lecture contracts, lecture event units, and learning resources/media; 3) designing critical study guidelines that will be used by students in conducting studies of reputable scientific journal articles; 4) compile student proposal assessment instruments to assess whether or not to proceed to the thesis; and 5) determine observers who will be asked to collect data and facts in the implementation of learning.

Implementation stage; 1) presented an example of the results of a critical study from a reputable scientific journal article obtained from Morarref, Sinta, or Scopus; 2) students individually practice browsing, determining, and reviewing one article each learning meeting; 3) conduct a critical review of journal articles; 4) reporting following the systematics of critical studies in the guidelines; and 5) follow up in the preparation of a thesis proposal as the final assignment of the research methodology course.

Observation Stage; 1) the process of implementing a critical review of reputable scientific journal articles carried out individually by students; 2) product assessment of critical review reports; 3) assessment of the thesis proposal as a final project in the research methodology course; and 4) assessment of lecturer performance in the implementation of learning.

Reflection Stage: 1) analyze findings when observing the implementation of learning; 2) analyze student weaknesses and successes during the critical review process of journal articles; 3) reflect on the assessment of critical study reports and student thesis research proposals; and 4) reflect on the achievement of research objectives.

Data obtained from research either through observation, tests, or using other methods are then processed with descriptive analysis to describe the increase in achievement of success indicators in each cycle and to describe the success of learning. Data on student learning outcomes are analyzed quantitatively according to equation (1) and to obtain conclusions compared with success criteria according to Table 1.

$$\text{Percentage} = \frac{\text{Achieved score}}{\text{The number of students}} \times 100\% \quad (1)$$

Table. 1 Learning Success Rate Criteria

Success Rate (%)	Criterion
>80%	Very high
60-70	High
40-50	Medium
20-30	Low
<20	Very low

Source: Classroom Action Research Book, (Aqib, 2009)

Furthermore, to determine the success rate of this action research if: 75% of students can Compile Thesis Proposals after the Application of Critical Review of Articles in Reputable Journals.

RESULTS AND DISCUSSION

The research data collected in the first cycle consisted of student activeness during the critical review of reputable journal articles and reported value critical review. The complete results of research that have been obtained in cycle one is presented below. The results of observations on student learning activity are shown in Table 2.

Table 2. Recap of Student Learning Activity during Critical Review of Reputable Journal Articles Cycle 1

Range of Values	Number of Students		
	Pre-cycle	Cycle One	Cycle Two
86-100	0	2	5
81-85	1	1	3
71-80	12	20	23
66-70*	27	17	9
Sum	40	40	40
* (Completeness Standard)			

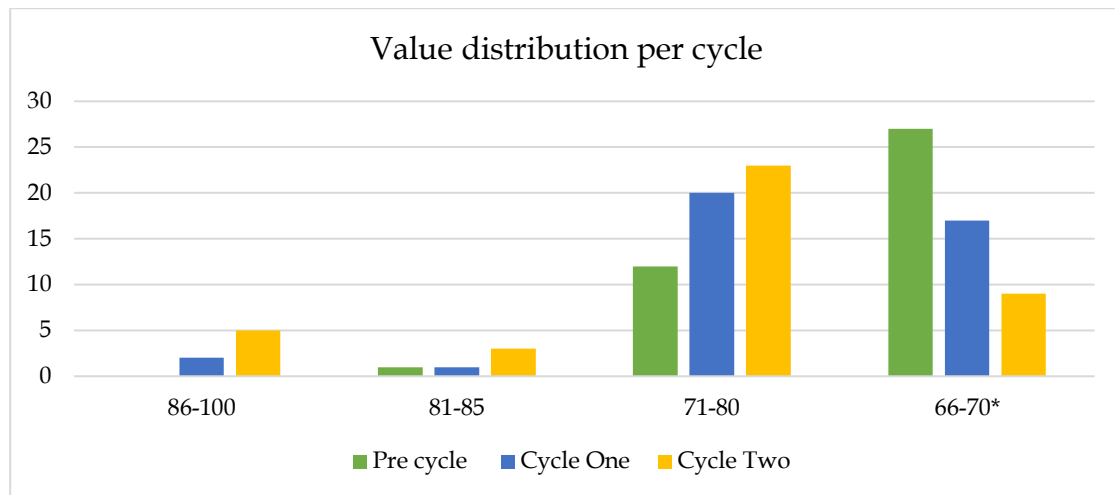


Figure 2. Recap of the Value of Student Proposals prepared Before and after Conducting a Critical Review of Scientific Articles

To find out student attitudes after the implementation of learning in the Research Methodology course applying critical study activities of scientific articles, each student fills out a distributed questionnaire. The data from the analysis of student questionnaires are presented in Table 3.

Table 3. Student Attitudes After Learning to Apply Critical Study of Scientific Articles

Statement	Number of Students	
	Agree	Agree
Articles from journals on Islamic education research are essential as a source of learning	38	2
After reviewing the article, they became more understanding of PAI learning problems in schools/madrasahs	32	8
Real experience reviewing articles makes it easier to compile a thesis proposal	28	12
The research methodology course becomes more enjoyable after reviewing the article	34	6

The problems overcome through this research are based on the results of reflection on the implementation of learning the Research Methodology course in the Islamic Education Study Program, Department of Tarbiyah STAIN Sorong, that students in compiling research proposals as the final project of the system have not met expectations, for example; The title of the thesis in classroom action research is mostly not the result of identifying learning problems in schools, but the results of reading the predecessor's thesis. Your library used is not factual because it is not sourced from the latest references

and minimally uses article references sourced from journals, while students starting from the class of 2017 are required to compile research articles that will be published through periodicals as a requirement passed. Therefore, in this study, students are trained to review research articles so that they are expected to compile research plans in the form of thesis proposals and be trained in collecting journal articles.

Articles studied by students related are limited to PAI (Islamic education) learning problems in schools/madrasahs. Students use the study results as class discussion material to learn various methods used to overcome PAI learning problems. The activity begins with choosing articles because the number of pieces each student has prepared is at least three, so the selection is carried out as a basis for determining the selected papers according to student interest in the problems studied.

Based on observations during the selection of articles. Most students have been able to determine papers correctly. This criterion is determined by suitability with the field of study, factual and sourced, and journals of national reputation (accessed <https://sinta.kemdikbud.go.id/journals>). This situation shows that if given the opportunity and trust to browse learning resources in the form of articles, students can get relevant articles according to their field of study. Providing motivation that stimulates students' curiosity to choose a factual thesis theme is proven to be able to trigger reading activities and record and compile study results according to predetermined systematics. Students' enthusiasm when conducting article studies to gain knowledge about how to overcome student learning problems in cycle one is still there because most are still unable to provide ideas or ideas when discussing through class discussions. After reflection with observers, information was obtained that students were mostly busy with reading activities and compiling the results of their article studies individually. It had not been given more opportunities to share information on the results of studies that had been prepared.

The product resulting from article review activities is a critical review report prepared by students individually. Based on the assessment report, for cycle one, as many as 23 people (58%) students have scored above 71. The students' ability generally falls into the good category of the final grade indicator. However, in the section of the report for the argumentation component, there are still weaknesses in presenting the exact reasons why the author of the article whose article is reviewed chooses the problem to be addressed. This section should also be expected to be able to provide opinions on the form of further research that can be done from the facts and data presented. From the analysis of the argumentation section, an explanation is still needed for students by giving examples of suitable argumentation narrative forms.

The component of the report that also still needs improvement is the general statement regarding the assessment of the articles reviewed. Weakness is in the balance between assessing the strengths and weaknesses of the article. In addition, it was also found that most students evaluated the advantages of

articles without any flaws or vice versa. This problem arises because of students' weak understanding of the theory related to the article's theme.

In cycle one, various weaknesses are used for improvement in this study so that the research objectives can be achieved. Some of the activities for the second cycle of improvement carried out include; 1) article review activities are not carried out directly in class during learning but have been carried out as home assignments by taking into account cycle one experiences, considering the minimal time with bills that students must collect; 2) discussions between students based on the experience of reviewing articles focused on determining advanced research themes that students can consider after studying research proposal writing; 3) present an explanation of the form of argumentation based on facts/data in the article so that students can assess the weaknesses and advantages of the article more balanced with data support as a form of learning; and 4) students are asked to read additional references related to variables contained in each article from books and to read sources to master better the concept of theoretical studies on each variable in the article.

The achievements of the second cycle turned out to be more optimized with improvement efforts that have been determined through sharing activities with observers. The active platform of students has become better because the experience of the first cycle has been used as valuable lessons as material for the second cycle of improvement. The activity of reviewing articles that are used as a form of home assignment can streamline discussion time in class so that it can be seen that the number of students who dare to submit ideas or ideas from the articles studied to determine thesis themes looks more.

The impact of reading, studying, and analyzing tasks/articles can help students get ideas and support arguments to comment on the overall reading content from the point of view of the importance of the study. Students need the ability to conduct critical studies as part of an exercise in compiling a research plan and research articles worthy of publication in journals. Ability to perform necessary studies. It can be used to create PAI learning improvement plans in schools. Volante also said that assessment activities oriented to development (assessment for learning) are more needed to improve the quality of education ([Volante, 2007](#)). The form can examine a learning resource and then develop products from the activities.

The facts and research data in each article that some students have studied have been determined as the basis for providing arguments for the advantages and advantages of the article. An idea states that the explanation in the discussion follows the research data and facts, and students' pattern of consecutive presentations is considered easy to understand because findings support the consistency of data explanations during research. Based on improvements in students' ability to compile arguments for article reviews can affect the assessment of critical review reports or critical studies. In Karena, more students scored above 71 in the second cycle, namely 31 people (78%). The value increase is inseparable from the improvement efforts carried out collaboratively in this research.

Reading references related to the variables in the articles studied has provided additional information that impacts the level of student understanding of various theoretical studies supporting a research objective. This experience is undoubtedly precious, considering that students can practice choosing reference sources that follow the theme of the thesis proposal to be prepared. Some students then say that a researcher can't understand the success rate of his research if the aspects studied are not studied through reading appropriate references, namely articles in journals.

According to the syllabus, the final product for the Research Methodology course is a thesis proposal prepared individually. Based on the assessment of thesis proposals, it was found that 31 students out of 40 could compile them well because they got scores above 71. Student abilities in preparing thesis proposals as a real impact on student experience conducting critical studies of scientific articles. In addition to the systematics of appropriate recommendations, thesis titles also show good quality. The facts before the research show that most of the proposals made are not feasible to continue for the thesis, so in general, the purpose of the course is so that students can compile research proposals that get a proper assessment for thesis proposals has not been achieved. Based on the facts and the support of student learning outcomes data through this research, these problems have been overcome. To find out for sure the direct impact of critical study activities of scientific articles on the ability of students to compile thesis proposals. The final action of the study was carried out by collecting student attitude data through questionnaires. Most students consider articles essential as a learning resource in the Research Methodology course because they can provide real experience about research. After reviewing the report, it becomes more understanding of the complexity of PAI learning problems in schools/madrasahs that can be used to determine the thesis theme.

Students also argue that through conducting scientific article studies, learning becomes more meaningful, considering that every student needs the preparation of thesis proposals. Several studies show a significant increase in students' research abilities influenced by reviewing articles in reputable journals ([Parmin, 2014](#)). In addition, with the obligation of students to compile reports from their research after having experience analyzing an essay, the study's results are expected to be a provision of skills in collecting thesis articles.

The increase in student activity in compiling thesis proposals by applying critical reviews of reputable journal articles increased significantly. Indicators Student activity, including reading, taking notes, collecting works, and asking questions/answers in each cycle, tends to increase. This confirms that the defense model with the application of critical review articles can also increase activity significantly. The increase in student assistance in compiling thesis proposals after the application of critical review of reputable journal articles is quite significant. Where rose from 33% to 78% of proposals eligible to be continued as thesis proposals.

Before compiling a thesis proposal, students need practice in learning, namely through reviewing scientific articles. In addition to being able to provide real experience as well as students will have a culture of appreciating the work of predecessors; If you want to provide expertise in the form of reviewing scientific articles for students, it is necessary to start with a strong encouragement about the benefits of these activities, considering that a high level of need in learning can create independence learn. In addition, an initial understanding of accessing research reference sources must also be taught at the beginning so that it is easy to track and access.

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