

IMPROVING STUDENTS' SKILLS OF WRITING SCIENTIFIC ARTICLES THROUGH 'ONE SEMESTER ONE BOOK' WRITING PROGRAM

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Abstract

Writing scientific articles for higher education students, especially undergraduate ones will be difficult without habituation, training, and program with product oriented in form of book. If it runs naturally and lecturers only give assignments to write scientific articles without education or literacy education, they tend to make plagiarism. This study aims at improving the students' skills of writing scientific articles through 'One Semester One Book' writing program. Classroom activity is designed as the pillar of literacy namely reading, writing, and arithmetic in accordance with the integrated language learning approach by combining four language skills which is oriented by product of articles or book. The results of the study show that there are improvements of the students' scientific articles writing skills achieved by 89 students in some aspects. They cover the progress of: first, skills of determining the research problems from 35 students (39%) to 85 students (95%); second, skills of determining the theme and title of the scientific articles from 24 students (26%) to 89 (100%); third, skills of determining the word choice appropriately from 25 students (28%) to 80 students (89%); fourth, skills of using correct spelling based on General Indonesian Spelling Guidelines (*PUEBI*) rules from 35 students (39%) to 75 students (84%); fifth, skills of applying citation method from 25 students (28%) to 80 students (89%); sixth, improvement of the number of the students who do not commit plagiarism from 25 students (28%) to 85 students (95%); and seventh, skills of writing contemporary issues about education or religion from 34 students (38%) to 84 students (94%). The research findings reveal that the 'One Semester One Book' writing program is strategic in improving the students' skills of writing scientific articles.

Keywords: *Writing Skills, Scientific Articles, 'One Semester One Book' Writing Program*

A. INTRODUCTION

There are things cannot be denied that not all undergraduate students are able write scientific articles well, correctly, beautifully, and free of plagiarism. It can be seen when they write papers, scientific articles, or when compiling proposals and research paper (thesis). They tend to commit four sins forbidden in the academic world and literacy, namely duplication, plagiarism, fabrication, and falsification, both on data or opinions.

Linguistically, duplication is repeating, duplicating data or opinions without paraphrasing and using correct citation techniques. Plagiarism is taking other people's words, sentences, or texts without giving recognition in form of correct citation and based on scientific procedures. Data fabrication is the activity of fabricating data, writing fictitious data, making inexistent data to be shown as if it really exists. Falsification of data is the activity of changing the data as wished especially to match the conclusions that are going to be taken to support the research (Artaria, 2015, pp. 6–7). Those activities are strictly prohibited and must be avoided because they damage the academic image.

The scientific rules violation above is certainly homework for lecturers, especially those of Indonesian Language, Scientific Writing, Research Methodology, or the like. Why? The

answer is because it has been regulated in the Republic of Indonesia Minister of National Education Regulation Number 17 of 2010 concerning Prevention and Control of Plagiarism in Universities, that plagiarism is a despicable act and even breaks the law.

The government, year by year, issued a policy to wipe out this “scientific sin”. In fact, there are still many students, lecturers, doctors, professors, and even rectors doing plagiarism. Since 2008, there have been a number of recorded plagiarism cases. First, it was Bandung Institute of Technology (ITB) doctoral graduation plagiarism case on behalf of MZ. Plagiarism took place in 2008. Then on April 23, 2010, ITB stated that MZ’s dissertation and doctoral certificate were not valid. Second, it was plagiarism by Parahyangan Catholic University (Unpar) professor with the initials ABP. The plagiarism occurred in an article published in The Jakarta Post on November 12, 2009. Although it was only a popular article in the mass media, the Unpar Senate dismissed ABP as a lecturer and proposed the removal of his professor. Third, it was plagiarism by SSA, a doctoral student of FISIP-Gajah Mada University (UGM) in 1998 and crowded discussed by audiences in 2000. Fourth, it was plagiarism by Andalas University (Unand) Faculty of Literature History Department lecturer with the initials MN who made plagiarism in 2000 and the news came publicly in 2004 (Rustad, 2018).

In 2018, a rumor spread about plagiarism done by one of the Rectors of a well-known State University in Central Java. Then in 2019, there were State Islamic Institute (IAIN) lecturers who were reported to the Central Sulawesi Regional Police (Polda) for alleged plagiarism of scientific papers of someone else’s thesis (Burhanudin, 2019).

Is it just the case above? It is apparently not. In 2018, the Minister of Technology Research and Higher Education, during his tenure, has revoked the title of four professors for being proven to do plagiarism of scientific papers (Samodro, 2018). It is very ironic when intellectuals and academics do plagiarism. Moreover, in the era of Industrial Revolution 4.0 and Society 5.0, it is easier for everyone to access information and check cyber-based scientific work. The cause of the plagiarism above is not only because of instant mental but also immature skills of writing scientific work.

If the lecturer does plagiarism, how do the students? In fact, the tradition of writing scientific work among students in Indonesia is still low. Based on the publication list of scientific works by the Nature Publishing Index Asia Pacific, during April 14, 2014 to April 13, 2015, Indonesia is in the 12th position from 20 countries in the Asia Pacific region. The publication of scientific papers by Indonesian students is still far from expectations (Persadha, 2016, p. 1). When they are unable to write based on scientific guidelines, a shortcut is taken by doing plagiarism.

Plagiarism, duplication, falsification, and fabrication of scientific work are uncommendable acts. Moreover, they are done by educated people who must be examples for the community. Beside moral problems, academic deception factors are also determined by knowledge, habits, writing talent, analyzing, and good scientific reasoning ability. As a result, academic deceitfulness behavior causes inferior character, unconfident, undisciplined, irresponsible, uncreative, and not achieving (Purnamasari, 2013, p. 15). For this reason, plagiarism, duplication, falsification, and fabrication must be stopped by strengthening the skills of writing scientific papers as early as possible.

From the above explanation, to prevent plagiarism, lecturers must take a role through lectures. Lecturers should integrate old literacy skills (reading, writing, and arithmetic) with new literacy (data, technology, and human) that are included in their courses. In the Industrial Revolution 4.0 and Society 5.0 era, it was very easy to detect the original scientific work and the results of plagiarism. Using a variety of cyber applications, original work or plagiarism can be detected easily and cheaply. It also can be applied in the process of lectures as

implemented at Nahdlatul Ulama Islamic College (STAINU Temanggung), one of the private universities in Central Java.

From the results of observations and questionnaires, STAINU Temanggung students had difficulty when they were given a task of making scientific articles based on field research or library studies. It starts from determining the research problem, determining the theme and title, selecting the correct diction, using the rules of the Indonesian Spelling General Guidelines (PEUBI) according to the Republic of Indonesia Minister of Education and Culture Regulation Number 50 of 2015. Students are also weak in applying the citation method, and write contemporary educational/religious issues. Besides, they still plagiarize. For these reasons, languages lecturers (in this case, the Indonesian lecturer and the English lecturer), are responsible in improving the students' skills of writing good scientific articles which is also free from plagiarism.

B. LITERATURE REVIEW

Skills of Writing Scientific Articles

Writing skills do not include only copy numbers, letters, or images but also express ideas using written language as the main medium of delivery (Tarigan, 2008, p. 1). Writing skills are language skills in composing sentences or words so that the reader can easily understand them. In particular, writing is delivering thoughts or feelings, will, imagination; expressing experiences, both from oneself and others; and exposing appreciation to the surrounding environment (Rohman, 2017, p. 1).

Writing in the academic world is very diverse, one of which is scientific papers or scientific articles. Scientific papers or scientific articles are the results or a product of scientific research. Scientific papers, for lecturers and students, mean characteristic and integrity, and not just a complement, because they can distinguish between lecturers and students and other groups (Sudjana, 2006, p. 11). Scientific articles are written works or other forms recognized in the fields of science, technology, or art. They are written by following the method and agreed guidelines (H. A. Santoso, 2010, p. 96).

Scientific article writing skills referred by the author in this study are student skills in expressing ideas, concepts, ideas, and experiences in written form that can be understood by the reader and in accordance with the intended purpose of the student's final assignment. For an academic person, writing skills is one of the language skills that must be mastered, especially in completing lecture assignments. Scientific articles here do not stop at writing stage only, but they must have been sent or published in scientific journals, seminar proceedings, or published in book form.

Plagiarism in Scientific Articles Writing

As academics, students must uphold honesty in carrying out education, research, and community service activities. In contrast, the fact is not all that. Lots of students do plagiarism especially when they write scientific articles, papers, and assignments from lecturers. Plagiarism is a form of academic fraud that has to be severed.

Some academic fouls done by students, besides cheating on exams, include doing 'copy paste' (plagiarism), accessing from the internet without quoting the sources, preparing cheating sheets for examinations, copying others' assignments, and so on. Academic frauds done by the students can lead bad impact in their lives especially in their future carrier (Sagoro, 2013, p. 55). Morally, plagiarism is very despicable and does not become a major feature of academics.

In Indonesia, plagiarism is totally prohibited because it has been regulated in the Minister of National Education Regulation Number 17 of 2010 concerning Prevention and Control of

Plagiarism in Higher Education. In Chapter 1 Article 1, it is explained that plagiarism is a deliberate or unintentional action to obtain credit or value for a scientific work, by quoting partially or whole of the work of others, and/or recognizing other's scientific work, without expressing the source appropriately and adequately (Kurnisar, 2016, p. 125). Plagiarism discussed here is copying the work of another person, either in part or whole work in the form of scientific one produced by students, lecturers, academics, or other researchers who have been published in books, journals, or proceedings without using the writing method and scientific ethics correctly.

There are at least five levels of plagiarism. First, copy one full article without updating. Second, copy about 75 percent of the articles. Third, copy some parts of the article such as sentences, paragraphs, or illustrations without mentioning the source. Fourth, copy paraphrases from paragraphs by changing a few words or rearranging the original sentence sequence. Fifth, copy most of the articles without giving a clear description of who did or wrote (Santoso, 2015, p. 1).

Plagiarisms occur a lot in the academic world and are categorized as violations. It is because plagiarism takes the work of others. Plagiarism leads students extinguish creative and critical thinking ability. As a result, they will tend to seek instant convenience and lead to ignorance of the next generation (Listyani, 2015, p. 1). Plagiarism in writing scientific articles conducted by students is mostly done in working on papers or scientific articles as assignments from lecturers.

Plagiarisms carried out by academics are very diverse in forms. Some plagiarize words. Students look for some posts on the internet that are in accordance with the topic of their assignments, and then the writings are directly copied and pasted into the task through the editing process without providing references information or showing the source of the copied writing. There are also students' plagiarisms done by taking the whole idea of other's scientific work. This is done both in individual and group work in form of papers on students' assignments (Listyani, 2015, p. 4).

Many causes make students plagiarize scientific work. First, internal factors include academic self-efficacy, academic achievement index, work ethic, self-esteem, ability or competence in academic motivation, attitude, level of education, learning techniques, and morality. Second, external factors consist of supervision of educators, application of regulations, bureaucrats' responses to fraud, and the influence of other students' behavior (Sagoro, 2013, p. 59). The dominant factor of students doing plagiarism is because they have learning difficulties, especially those in learning to do scientific writing well, correctly, and beautifully. Plagiarism also arises because of the obstacles experienced by students so that they influence learning outcomes (Goswami, 2008).

From the explanation above, plagiarism is essentially the act of taking other's scientific work without mentioning the source, copy and paste, either partially or as a whole. The causes are various. Plagiarism must be stopped because it will damage the image of both students as the plagiarists and the institutions. The main factor in the occurrence of plagiarism is not because of the limitations of technological tools. On the contrary, with the ease of students accessing the internet, plagiarism occurs and is easily done. The internet is accessible but students are weak in developing scientific writing skills, illiteracy, so they are easy to make plagiarism.

'One Semester One Book' Writing Program

Some studies show that, on the average, students have low writing skills before being given training. This is indicated by their low writing ability, incomprehension of how to write

good and correct scientific work, lack of scientific attitude, ignorance of the quoting technique, and insufficiency of effective way of learning (Aryani, 2014, p. 27). For this reason, writing program and training need to be conducted continuously in improving the skills of writing scientific articles for students. The goal is to improve their writing skills and release them from academic sins.

In succeeding the National Literacy Movement, schools and campuses make various programs to improve students' literacy skills. For example, making 'one month one book' program, discussion of book review, 15-minute of silent reading every day, class library or reading corner, procurement of quality reading books, book fair and regional library visit. In addition, visiting the nearby publishers, writing competitions, and publishing books are recommended (Rahmawati, 2016, p. 1). Improving the skills of writing scientific papers, according to Phoenix, is also necessary to apply three pillars of literacy, namely reading, writing, and filing. The goal is that each reading result becomes writing work, and it becomes a book or scientific work published in scientific journals, magazines, or newspapers (Ahmadi; Ibda, 2018, p. 384).

Programs encouraging students to write scientific articles for a certain period of time are urgently encouraged. One of them that has been successful is "one article one year" at UIN Sunan Gunung Djati Bandung. The stages are carried out through the preparation of a schedule functioning to control the status of writing including draft, submitted, reviewed, accepted and published. The process of 'accepted' to 'published' may take time for more than one year long. It does not matter because it is the publisher's responsibility and the 'accepted' status is considered as having carried out the publication itself. This program is run by academics association from various scientific backgrounds according to the core topics of writing (Darmalaksana, 2017, p. 3).

Research for Public Health Faculty students of Indonesia University, for undergraduate and doctoral levels is recommended carried out at the Scientific Writing course to improve writing skills and reduce plagiarism. This course emphasizes practicum, giving quotes, and paraphrasing skills. While the deepening of research material was emphasized through the Research Methodology course. Students who have difficulty in determining scientific work containing elements of plagiarism are recommended to consult with experts or supervisors. Students and lecturers hold regular meetings to improve knowledge, identifying skills, preventing plagiarism, discussing various research ethics problems faced to solve authorship and plagiarism problems (Wibowo, 2012, p. 199).

From the existing research, the 'one semester one article' program was carried out by combining several things. First is the concept meaningfulness for students' ability to think critically and creatively. Second is that language skills are presented as a single unit, integrated skills which are not separated from one another. Third is the implementation of learning demands culture of writing. Integrated learning activities are able to take place between elements in the subject itself and can be shared among other subjects (Tukiman, 2007, p. 158). In scientific article writing programs, students are directed to refer to the latest sources. One of the most recent sources becoming reference is scientific journal articles written by experts in their fields or the results of a particular study (Siswadi, 2016, p. 50).

Based on previous discussion, researchers conducted a writing program for students of Islamic Elementary School Teacher Education and Islamic Education at STAINU Temanggung. The initiated program that has been successful is called "one semester one book" writing program resulting book which contains a collection of scientific articles written by students from one class. This program is not charged to one student only, but one class wrote a book carried out through language learning with an integrated approach in Advanced

Indonesian and General Philosophy courses. The goal is to improve the students' skills of writing scientific articles and prevent plagiarism.

C. METHOD

From the background, the authors conducted a study on improving scientific article writing skills for STAINU Temanggung students which is located in Temanggung, Central Java. Specific problems studied were (1) improvement of scientific article writing skills, (2) implementation of 'One Semester One Book' writing program in Advanced Indonesian Language and General Philosophy courses, (3) prevention education on the students' practice of plagiarism.

This research uses the action research method. It is the way a group or person in organizing condition so that they are able to learn about their experience and make them accessible to others (Arifin, 2012, p. 211). The process of applying this action research was designed by a model from Kemmis and Mc. Taggart consisting of four components, starting from planning, acting, observing, and reflecting (Iskandar, 2011, p. 28). While the type of action research applied is experimental action research which is conducted by trying to apply various effective and efficient techniques or strategies in carrying out the activities (Rahman, 2018, p. 5).

In this action research, the authors carry out planning, action, and reflection in improving STAINU Temanggung students' skills of writing scientific articles through actions in form of "one semester one book". The researchers are directly involved in the implementation of the program from planning to reflection.

Respondents

The respondents of the study were the students of STAINU Temanggung from Islamic Education (PAI) Study Program and Islamic Elementary School Teacher Education (PGMI) Study Program which consisted of five classes with a total of 89 students. Every student is required to write a scientific article based on conceptual research and study according to their respective disciplines. Then those scientific articles were collected and compiled into a book of scientific articles collection for each class. Also, there are two classes that made a book with different themes and titles.

Instruments

In this research, data were collected through structured observation during the Advanced Indonesian Language and General Philosophy courses from the planning to the reflection stage. In addition to observation, researchers also used questionnaires/test sheets to strengthen data of students' mastery optimization of writing scientific articles.

Data collection of scientific article writing skills improvement is based on the completeness of students in writing scientific articles, starting from the aspects of students' skills in determining research problems, determining themes and titles, selecting correct diction, using the rules of the Indonesian Spelling General Guidelines (PEUBI), avoiding plagiarism, applying citation methods, and writing contemporary educational / religious issues.

The data in this study are scientific articles consisting of final assignments for Advanced Indonesian Language and General Philosophy in the 2018-2019 academic year in odd and even semester. Those of the odd semester become the primary data of this study. On the other hand, the ones belonging to the even semester are still on process and will be accomplished and ended in August 2019.

Data Analysis

To calculate and analyze students' completeness in writing scientific papers, researchers use the following formula:

$$P = \frac{\sum \text{Number of Students Achieving Completeness}}{\sum \text{Total Number of Students}} \times 100 \%$$

Note:

P: Completeness

Σ: Number of Students Achieving Completeness

Σ: Total Number of students

Before planning, researchers conducted observations and distributed questionnaires about students' skills in determining research problems, determining themes and titles, selecting correct diction, using the rules of General Indonesian Spelling Guidelines (PEUBI), applying citation methods, avoiding plagiarism, and writing contemporary issues education / religion. They then followed by doing data collection related to the number of students achieving both completeness and incompleteness on the skills above.

The next action is done in the form of nurturing about the skills of writing scientific articles including the method of determining research problems, determining themes and titles, selecting the correct word choice, using the rules of the General Indonesian Spelling Guidelines (PEUBI), using citation methods, avoiding plagiarism techniques, and writing contemporary educational issues /religious. The study was conducted in the 2018-2019 academic year starting in August 2018 to May 2019.

FINDINGS AND DISCUSSION

The Low Skills of Scientific Articles Writing

The results of observations and questionnaires from 89 students of STAINU Temanggung show that the skills of writing scientific articles are presented in the table below:

Tabel 1: Students' Skills of Writing Scientific Articles before the Action

Course Materials	Number of Students Achieving Completeness	Completeness Percentage
Determining research problems	35 students	39 %
Determining themes and titles	24 students	26 %
Selecting correct diction	25 students	28 %
Using the rules of General Indonesian Spelling Guidelines (PEUBI)	35 students	39 %
Using citation methods	38 students	42 %
Avoiding plagiarism	25 students	28 %
Writing contemporary issues education/religion	34 students	38 %

Sumber: Hasil angket sebelum tindakan

The skills of writing scientific articles owned by STAINU Temanggung students based on observations and questionnaires shown in Table 1 is still far from expectations. Of the 89 students, they who achieved completeness in determining research problems were 35 students (39%), determining themes and title were 24 students (26%), choosing correct diction were 25 students (28%), using the rules of General Indonesian Spelling Guidelines (PEUBI) were 25 students (39%), applying citation methods were 25 students (28%), avoiding plagiarism were

25 students (28%), and writing contemporary issues education/religion were 34 students (38%).

Improving Students' Skills of Writing Scientific Articles through 'One Semester One Book' Writing Program.

The 'One Semester One Book' Program is a scholarly article writing program that is applied to the two courses namely Advanced Indonesian Language and General Philosophy oriented to book products in order to improve scientific article writing skills by doing some steps starting from planning, action, observation, and reflection as following:

Planning Stage

After obtaining data from the questionnaire results, researchers plan training activities for writing scientific articles in each class. The researchers served as the main speaker by integrating it to the Advanced Indonesian Language course, namely writing material. The implementation of "One Semester One Book" writing program involved the Institute for Research, Development and Community Service (LP3M) of STAINU Temanggung which was oriented to book products for one semester.

The researcher prepared training materials including the method of determining the research problems, determining the themes and titles, the correct method of selecting diction, spelling use according to the Indonesian Spelling General Guidelines (PEUBI) rules, applying the method of citation, how to avoid plagiarism, and methods of writing contemporary issues about education or religious. In addition, this program is also collaborated with three publishers, *CV. Pilar Nusantara*, *CV. Harian Jateng Network*, and *Formaci Press*.

Action Stage

At this stage, both researchers and students conduct training in writing scientific articles in each class. The materials starts from the method of determining the research problems, determining the themes and titles, selecting the correct diction, using the rules of the General Indonesian Spelling Guidelines (PEUBI), applying citation methods, avoiding plagiarism techniques, and writing contemporary education/religious issues. In addition, students are also taught to use citation applications namely *Mendeley* and *Zotero*, as well as applications to check plagiarism, namely *Grammarly*, *Turnitin*, and *Plagiarism Checker*.

The next action, students wrote articles based on the theme agreed upon in each class, then they were asked to send them to the lecturer's email, and the lecturer reviewed them. If the scientific articles were still not in accordance with the guidelines delivered during the training, and the plagiarism rate is still above 20 percent, then students were required to pass revisions to perfection. After that, the lecturer edited all the manuscripts, collected them based on each class, and sent them to the publisher for publication and getting ISBN.

After the process of sending the articles up to the revision stage completed, and the book was published, then it was launched at the Student Quality Improvement Seminar, Launching and Book Review with the theme "*Tak Meriset: Tak Greget, Tak Nulis Pakem: Tak Gandem*" on Saturday March 16 2019. When launching, the representative students of each class became the speakers and lecturers became the panelist.

The books produced by the students through this program are '*Tradisi-Tradisi Islam Nusantara Perspektif Filsafat Dan Ilmu Pengetahuan*' by students of class of PAI I A, '*Sejarah dan Legenda Desa Di Temanggung, Magelang dan Semarang*' by students of PAI I B, '*Cetak Biru Pendidikan Indonesia Tahun 2045*' by students of PAI IC and PGMI, and '*Problematika Anak MI/SD dan Solusinya*' by students of PGMI.

At the end of the training process of writing scientific articles, students were given a questionnaire aiming at knowing the success level of students in the training process of writing scientific articles in the “One Semester One Book” writing program that had been done. The research data at the stage of action after the literacy seminar are as follows:

Table 1: Skills for Writing Scientific Articles After Action

Course Materials	Number of Students Achieving Completeness	Completeness Percentage
Determining research problems	85 students	95 %
Determining themes and titles	89 students	100 %
Selecting correct diction	80 students	89 %
Using the rules of General Indonesian Spelling Guidelines (PEUBI)	75 students	84 %
Using citation methods	80 students	89 %
Avoiding plagiarism	85 students	95 %
Writing contemporary issues education/religion	84 students	94 %

Source: Questionnaire results after training in scientific article writing

From the action, it was obtained that there were improvement on the students’ skills of writing scientific articles got by 89 students. The increase cover the aspect of determining research problems got by 85 students (95 %), determining themes and titles achieved by 89 students (100 %), using correct selection of diction gained by 80 students (89 %), using the General Indonesian Spelling Guidelines (PEUBI) rules obtained by 75 students (84 %), applying the citation method accomplished by 80 students (89 %), avoiding plagiarism done by 85 students (95 %), and writing contemporary educational/religious issues got by 84 students (94 %).

Observation Stage

The observation stage was carried out during the implementation of scientific articles writing training up to the book publication. The researchers observed all students’ activities regarding their understanding of the writing scientific articles training materials and writing scientific article itself. This “One Semester One Book” program was carried out by students with various responses, some understood and realize, some needed assistance, and many of them still plagiarized even though they had been provided with *Grammarly*, *Turnitin*, and *Plagiarism Checker* applications on their laptops. The researchers strengthened the students’ comprehension through four class coordinators who were tasked to assist other students, help them write the articles, and check plagiarism on other students’ articles.

Reflection Stage

At this stage the researchers reflected from the beginning to the end of the activities which can be concluded in several ways. First, scientific articles writing training has a positive impact on the students’ understanding of the method of determining research problems, determining themes and titles, selecting correct diction, using the rules of General Indonesian Spelling Guidelines (PEUBI), applying citation methods, techniques of avoiding plagiarism, and writing contemporary education/religion issues. Second, the program “One Semester One Book” improves students’ skills in writing scientific articles as proved by the publication of four books by students from four classes.

Barriers and Opportunities

In implementing this “One Semester One Book” program, the researchers found not only some obstacles but also opportunities which were from both internal and external aspects. For the obstacles, most of them were faced by the students, such as: first, there was still lack culture of scientific reading, scientific writing, researching, and scientific thinking. Second, there was still high level of plagiarism. Third, the lack of literature in the form of books, or printed journals, so that students rely solely on literary sources from the internet of which the scientific level is unobvious.

Fourth, there was lack of students’ understanding of online scientific journals because they did not know the difference of scientific articles on online journals and articles on Blog. Fifth, there was weak students’ understanding about scientific research methods. Sixth, the selection of diction and the use of language were still chaotic and not in accordance with the Indonesian Spelling General Guidelines (PEUBI) rules. Seventh, there was students’ lack of knowledge about plagiarism, the law of plagiarism, methods of avoiding plagiarism, and adverse effects on their future. Eight, the students needed much time and slowly revised scientific articles given from reviewers and editors before the final was published into books.

On the other side, the opportunities got in this program were: first, there was students’ awareness of writing. It was proved by the willingness of two classes that wanted to publish a volume of popular articles and anthology of poetry without being encouraged or asked by the lecturer; second, there was students’ passion to participate in local or national scientific writing competitions; third, after this program, there were some students successfully wrote scientific articles on online journals, popular scientific articles, and book reviews either in printed or cyber media. Some of them, for instance, were posted on *Tribun Jateng*, *Tabayuna.com*, *Harianjateng.com*, *Harianguru.com*, *Hariantemanggung.com*, *Koranpati.com*, and others.

Fourth, there is a research program initiated by the Quality Assurance Agency and the Institute for Research, Development, and Community Service of STAINU Temanggung which requires each study program to conduct research collaboration between lecturers and students every year; fifth, there was an open access of publishing in publishers and ongoing cooperation; sixth, the availability of citation applications such as *Mendeley* and *Zotero*, and the application of *Grammarly*, *Turnitin*, *Plagiarism Checker* on students’ laptops so that they are able to write independently, check their own plagiarism level, and last but not least, seventh, the motivations of other lecturers, beside the Indonesian Language lecturer, to carry out the “One Semester One Book” program.

This is certainly in accordance with existing research. In order to improve the skills of writing scientific articles, it is needed conducive educational climate, respecting other people’s writings, paraphrasing training, references and how to write them correctly, creating software for checking duplicate articles, and diligently asking questions for direction (Wibowo, 2012, p. 195). It can be concluded, the “One Semester One Book” writing program is one way to improve the students’ skills of writing scientific articles that is integrated and integral in Indonesian Language courses and other subjects.

CONCLUSION

The “One Semester One Book” program is one of the programs carried out to improve the students’ skills of writing scientific articles, from literacy education to book publishing. In this action research, the “One Semester One Book” program effectively improved scientific article writing skills of 89 students. They divided into several aspects after the actions.

They are: first, an increase of skills in determining research problems, which was initially got by 35 students (39 %) improved to 85 students (95 %); second, increasing skills in

determining the theme and title of scientific articles formerly achieved by 24 students (26 %) increased into 89 students (100 %); third, the improvement of good diction selection skills which was formerly obtained by 25 students (28 %) extended to 80 students (89 %); fourth, improving spelling usage skills in accordance with the Indonesian Spelling General Guidelines (PEUBI) rules initially completed by 35 students (39 %) increased into 75 students (84 %); fifth, the improvement of skills applying the citation method which was firstly gained by 25 students (28 %) became 80 students (89 %); sixth, an increase in the number of non-plagiarism students from 25 students (28 %) to 85 students (95 %); and seventh, skills improvement in writing contemporary issues about education or religion got by from 34 students (38 %) to 84 students (94 %).

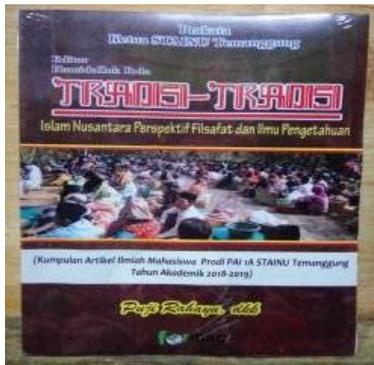
In implementing this “One Semester One Book” program, obstacles and opportunities were surely found, both from internal and external factors. On the other hand, this program became an alternative way to improve scientific article writing skills, and in order to actualize the three pillars of literacy namely reading, writing, and archiving through integrated learning of Indonesian Language courses.

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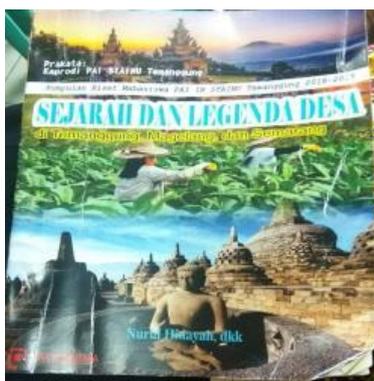
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APPENDICES



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