Academic Writing Learning Model in Higher Education Based on Hybrid Learning

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Abstract – Students must have academic writing competencies in order to express scientific ideas and attitudes through scientific papers. Therefore, learning activities are needed according to the times. Various information and communication technology devices can be used to access learning resources and materials. Learning activities can be presented by utilizing information and communication technology devices, including implementing online learning. Hybrid learning presents a variety of learning materials by utilizing the advantages of face to face meetings and online learning. The purpose of this study is to produce an academic writing learning model based on hybrid learning. The method used is development with the following research procedures: design, production, and product testing. The results were obtained by academic writing learning models in higher education based on hybrid learning.

Keywords: learning models, academic writing, higher education, hybrid learning

1 Introduction
Academic writing discusses the writing process, the elements of writing, accuracy in writing, and writing models [1] that are needed to write various scientific works in universities. These scientific works are written with reference to certain principles. The principles of academic writing are "clear purpose, audience engagement, clear point of view, single focus, logical organization, strong support, clear and complete explanations, effective use of research, correct APA styles, and writing style" [2]. Academic writing must be in accordance with writing ethics, such as plagiarism. "Plagiarism is passing off someone else's work, whether intentionally or unintentionally as your own" [3].

Academic writing competencies are needed by students to write scientific ideas and attitudes in writing through scientific works. These ideas can be written in writing based on scientific variety. The ideas are written into paragraphs which consist of several effective sentences.

Academic writing competence is the ability to write scientific papers. Lecture assignments are written in the form of scientific papers, for example essays, research papers, reports, etc.
Academic writing competencies can be described by the concept of domains from Bloom [4], namely cognitive, psychomotor, and affective. The cognitive domain of academic writing can be in the form of knowledge about the concepts of scientific work, types of scientific work, ethics of scientific writing (not plagiarism, falsification, fabrication, duplication, etc.), and scientific writing (planning, writing, and editing). Psychomotor domains of academic writing can be in the form of writing skills of various scientific works as needed. The affective domain of academic writing can be honest, responsible, respectful, hard working, obedient, consistent, systematic and objective.

The domain of writing academic writing competencies can also be described by other taxonomic references. Vinson’s taxonomy [5] consists of psychomotor, affective, and interpersonal domains. Gagne and Driscoll’s taxonomy [6] consists of “verbal information, intellectual skills, cognitive strategy, attitude, and motor skills”. Lickona’s taxonomy [7] consists of “moral knowing, moral feeling, and moral action (behavior)”.

At Universitas Negeri Malang, students are expected to have the capability of academic writing. This refers to the 2018 Curriculum of Universitas Negeri Malang which was developed based on capability. This curriculum was developed with the principle “(1) oriented to the needs or interests of students, (2) creating independence in determining the skills possessed, (3) creating learning skills to acquire and utilize knowledge in life, (4) developing adaptability and agility to changes in science and technology, socio-economic community, and always ready to learn to develop their skills, (5) develop the ability to solve various new situations and problems that occur in the community in a creative and efficient way, and (6) present a variety of elective subjects, both within and outside study programs, to create the integrity of the scientific profession that students are interested in” [8].

To achieve the capability of academic writing, learning activities are needed. This activity can be carried out through certain learning models. The learning model is a prescriptive strategy, providing guidance, which is used to achieve learning goals [9]. Generally, learning models have syntax. However, this syntax can be equipped with various components, such as theoretical foundations, strategies, media, teaching materials, etc. Components of the learning model consist of learning structures, social systems, the role of learners and educators, and support systems [10].

Along with the development of information and communication technology, the world of education can utilize various gadgets and internet connections. Academic writing learning can utilize elearning. Learning academic writing can be presented face to face and online learning. This concept is called hybrid learning. This refers to the definition of the University of Washington.

The concept of hybrid learning cannot be separated from blended learning. The concept of blended learning can be dichotomized, namely (1) a combination of meetings and (2) a combination of meetings, media, and learning models. The first stream of thought was put forward by William [11], Thorne [12], Bonk & Graham [13], Graham & Dziuban [14], and Watson [15], while the second stream of thought was conveyed by Driscoll [16], Krause [17], Marsh [18], and Saliba, Rankine & Cortez [19].

Previous research that has a focus on academic writing was carried out by Hasim [20], Cahyani [21], Supriyadi [22], and Thamrin [23]. Hasim examines the learning model of writing articles, Cahyani examines the learning model of writing scientific work through research-based learning models, Supriyadi examines scientific writing teaching materials with a constructivism approach, and Thamrin examines scientific writing teaching materials for vocational students. In general, this development has all four, namely writing scientific works, while specifically, there are similarities with Cahyani and Thamrin in terms of research variables, namely scientific works. In addition, the method used appears to be a striking difference.
The blended / hybrid learning research related to writing was conducted by (1) Adas and Bakir [24] with results that showed improvement in writing skills through blended / hybrid learning approaches, (2) Sulisworo, Rahayu, and Akhsan [25] with results that show that good writing skills in terms of ideas and organization are in written form and make students active in seeking new creative ideas, (3) Mofrad [26] with results that show improvement in writing performance with a blended learning environment, and (4) Abbas [27] with proven results it could help the administrative office to improve and establish new writing courses in Iraq. Generally, these studies focus on blended learning as a solution to the difficulty of writing, while this study focuses on developing academic writing learning models based on hybrid learning.

Based on the description above, it appears that the academic learning model based on hybrid learning has never been studied and needs to be done because students need it so that they can master academic writing competencies.

2 METHOD

The development research method used was adaptation from R2D2 [28], Blended / Hybrid Learning Curriculum [29], and Blended / Hybrid Learning Design Process [17]. The procedure of development research includes product planning, product design, production, and product validation.

First, design the product. Product planning activities begin with conducting literature and empirical studies. The literature study was conducted with documentation techniques with instruments in the form of a document review guide to a number of books, articles, and research reports. The empirical study was carried out by observation with an instrument in the form of an observation guide to the subject of empirical study, namely the class of Bahasa Education, in Universitas Negeri Malang. The results of the literature study are in the form of theoretical concepts regarding academic writing learning models in hybrid learning-based tertiary institutions, while the results of empirical studies are in the form of description of needs and product formulation.

Second, product design. Product design activities are carried out to outline academic writing learning models in hybrid learning based universities based on the results of the product design phase.

Third, production. Production activities are carried out to make academic writing learning models in higher learning based on hybrid learning in detail based on the results of the product design stage.

3 RESULTS AND DISCUSSION

Academic writing learning models in higher education based on hybrid learning were developed with the foundations of the theory of learning models Joyce, Weil, & Calhoun [10], the process-genre writing approach [30], and blended / hybrid learning approaches [17] [29]. First, this model uses the concepts of Joyce, Weil, & Calhoun [10] with a focus on syntax. Many theories about learning models are put forward by experts, such as Eggen and Kauchak [9], Arends & Castle [31], Harpaz [32], and Tessmer, M., Wilson, B., & Driscoll [33]. Generally, all concepts of this learning model require the presence of syntax. Therefore, this learning model focuses on the learning structure.

Second, this learning model uses a genre-based writing approach. Approaches to processes and genres need to be integrated [30]. A good writing process is believed to produce good writing products. The concept of process-based writing is put forward by Graves [34], Ellis [35], Scott & Vitale [36], and Tompkins & Jones [37]. Generally, all concepts of writing learning are process-based so that there is a balance of quality with the results of writing. Therefore, this learning
model chooses a process-based writing approach. This is indicated by the stages in academic writing in higher education based on hybrid learning.

Third, this learning model uses a hybrid learning approach. This concept develops from blended learning. Blended learning is a combination of excellence from various meetings (online and offline), learning media, and learning models. The combined concept of blended learning meetings was delivered by William [11], Thorne [9], and Watson [12]. The concept of a combination of meetings, media, and learning models was put forward by Driscoll [16], Krause [38], Marsh [18], and Saliba-Rankine-Cortez [19].

The syntax of academic writing learning in universities with the hybrid learning approach includes four stages. The four stages are (a) debriefing the concept of academic writing (offline), (b) planning of academic writing (online), (c) writing drafts of academic writing (offline and online), and (d) editing academic writing (offline).

First, the stage of debriefing the concept of academic writing. At this stage activity are carried out to understand understanding, types, systematics, ethics, citations, languages, and the process of writing scientific papers. This activity was carried out through two offline meetings (face to face). One meeting for 90 minutes. The learning objectives achieved are that students can (a) understand the definition of scientific work, including essays, research papers, reports, etc., (b) understand the types of scientific works, from papers to dissertations, (c) understand the systematics of writing, from papers to dissertations, (d) understand the ethics of writing, from plagiarism, falsification, fabrication, duplication, etc., (e) understand citation of texts, tables, and images, (f) understand language (discourse, paragraphs, sentences, words, and spelling), and (g) understand the process of writing academic work, from drafting, writing, and editing.

Second, the academic writing planning stage. At this stage planning activity are carried out, starting from determining topics, references, and drafting the writing. Activities are carried out online with a duration of one week. The learning objectives achieved are that students can (a) explore and select topics, (b) explore reference sources, and (c) frame the academic papers in accordance with the systematics referred to, for example research articles must contain introductions, methods, results, discussions, closing, and reference lists.

Third, the stage of writing a draft of academic writing. At this stage the draft framework activities are carried out into academic writing. The activity was carried out through one offline meeting for 90 minutes and continued with an online meeting for one week. The learning objectives achieved are students can write scientific papers, in part (a) beginning: title, author's identity, abstracts, keywords, (b) core: articles from literature review (introduction, discussion, closing), articles research results (introduction, method, results, discussion, closing), and (c) end: a thank you and a reference list.

Fourth, the stage of editing academic writing. At this stage content and language editing activities are carried out. This activity was carried out through two offline meetings for 180 minutes. The learning objectives achieved are students can edit (a) the content of the field of study and (b) language: discourse, paragraphs, sentences, words, and spelling.

Based on the syntax above, it appears that learning activities are carried out in four stages, from debriefing to editing. These stages are learning structures in the concepts of Joyce, Weil, & Calhoun [10]. This learning structure is central to the learning model as Eggen and Kauchak [9], Arends & Castle [31], Harpaz [32], and Tessmer, M., Wilson, B., & Driscoll [33]. Referring to the concepts of Joyce, Weil, & Calhoun [10], the learning model must have a social system, the role of the lecturer, and a support system. The social system in writing activities has lecturer activities that facilitate students to achieve competencies and have online-offline collaboration. The role of the lecturer is to become a facilitator online during the academic writing process. Support system in the form of classrooms for offline and web learning for online learning.
Based on the syntax above, it appears that learning activities are carried out based on genres to get good results. This is indicated by the stages of writing from planning to editing. Writing can begin with prewriting to editing activities [37]. Writing can be started from "planning, writing, and rewriting" [39], "planning, drafting, revising" [40], Writing can be done by "planning, drafting, revising and editing" [41]. Writing can also be done from the "selection of topic; prewriting; composing; response to draft; revising; response to revisions, proofreading and editing, evaluation, publishing, and follow-up tasks "[42]. The genre approach in writing appears to be peculiar to the variety of scientific applications in academic writing. The genre approach was put forward by Hyland [43], Bagder & White [30], and Kope & Kalantzis [44].

Based on the syntax above, it appears that learning activities are carried out online and offline (face to face). This reflects hybrid learning activities. The stages of writing activities carried out offline are debriefing of academic writing concepts, writing of academic writing drafts, and editing of academic writing, while activities carried out online are academic writing planning and academic draft writing. Referring to the University of Washington concept [45], hybrid learning activities are held in the form of online and offline activities.

The social system in writing activities has lecturer activities that facilitate students to achieve competencies and have online-offline collaboration. The role of the lecturer is to become a facilitator online during the academic writing process. Support system in the form of classrooms for offline and web learning for online learning.

4 CONCLUSION

The academic writing learning model in higher education based on hybrid learning was developed with the foundations of the theory of learning models Joyce, Weil, & Calhoun [10], the process-genre writing approach [30], and the blended / hybrid learning approach [17] [29]. The syntax of academic writing learning in universities with the hybrid learning approach includes four stages. The four stages are (a) debriefing the concept of academic writing (offline), (b) planning of academic writing (online), (c) writing drafts of academic writing (offline and online), and (d) editing academic writing (offline). The social system of this learning model is shown by lecturers who facilitate students to achieve competency with online-offline collaboration with fellow students. Lecturers also play a role as facilitators online-offline during academic writing activities. Lecturers can supplement this model with a support system with planning documents, and assessment with the support of offline and online learning facilities.

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