Developing Academic Writing Learning Module to Improve Writing Skills of Graduate Program Students

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Abstract: Academic writing is one of the skills needed by students, especially postgraduate students. However, there were still many writing problems experienced by Islamic Education Management Postgraduate students of IAIN Curup batch 2020. Therefore, it was necessary to develop a learning model for Academic Writing course. This study aims to investigate the development of a learning model in the Academic Writing course. This study used 4D development research model (Define, Design, Develop, and Disseminate). The result of the study shows that the learning model in the Academic Writing course was carried out into these stages: prewriting stage, drafting stage, responding stage, revising stage, and evaluating stage. By carrying out the academic writing course, there were improvements in the writing skills of the postgraduate students. In the prewriting stage, it was observed that the students had already the skills needed to be possessed in the pre-writing stage. Then in the writing stage, the students had possessed skills in processing or analyzing data, and the students also had been able to revise their writings. This research produced a learning module for the Academic Writing course that has been refined from the modules used so far. The contribution of learning academic writing is in the academic writing course which teaches writing systematics, rules for writing, reference management, how to submit articles to nationally reputable journals, paraphrasing. The results of this course can be seen from student articles which have been published in many accredited journals Sinta 3 and Sinta 4.


Keywords: Academic Writing, Academic Writing Skills

INTRODUCTION

The lack of academic writing skills is still the problem of the Islamic Education Management Postgraduate students of IAIN Curup. In the results of the preliminary survey that the authors conducted by observing the results of student academic writing, it was found that there were many errors made by the students, including errors in making titles, in writing backgrounds, in using research methodologies, in analyzing data, in drawing conclusions, and also errors committed by students in making references and bibliography. Not only that, students also experienced errors in writing techniques, for example errors in the accuracy of the use of letters, the use of punctuation marks, and the lack of connection between paragraphs. Therefore, the writing is one of the mandatory courses offered in IAIN Curup to develop the academic writing skills of Islamic Education Management Postgraduate students. Thus, in this study, the academic writing skills of IAIN Curup postgraduate students would be developed through the development of a learning model for academic writing course to improve the writing skills of Islamic Education Management Postgraduate students of IAIN Curup.

Regarding writing skills, there are Helaluddin & Awalludin, (2020) state that writing skills are productive abilities in which writing skills can be improved properly by frequent practice and optimally honed. Relevant to the opinion above (Shanty & Isnaini, 2006) state that writing can be interpreted as a process of messages or opinions that are carried out in written language as a conveying medium or tool to express them. Talking about academic writing skills, Hidayat et al (Hidayat et al., 2019) mention that writing skill is an academic skill that requires a lot of practice and study to master it. As a form of self-expression, academic writing is a skill that requires quite a lot of preparation before starting it and producing it in the form of a real work. The forms of preparation and capital that need to be prepared by a writer include sufficient reading skills, being able to convey ideas in an idea or sentence clearly, effectively and efficiently, understanding standardized systematics, being obedient to the environmental style applied, and keeping writing away from plagiarism habits as well as being obedient to the general Indonesian spelling guidelines that are enforced (Silaban & Rosmin, 2017).

Based on the description and explanation above, the authors conclude that writing skills are very important skills to be possessed by students at various levels from school to college level. The authors also conclude that maximum writing skills must be possessed by a student at the tertiary level, especially in writing scientific papers;
a student must be able to write according to good writing rules. There are several preparations and modalities that need to be considered by a writer, including sufficient reading skills, being able to convey ideas in a sentence clearly, effectively and efficiently, understanding standard systematics, being obedient to the environmental style applied, must keep writing away from plagiarism habit as well as being obedient to the general Indonesian spelling guidelines that are enforced.

At the level of learning in higher education, the development of writing skills for students can be done by implementing a special course for students; one of the courses that can be applied is the Academic Writing course. The Academic Writing course is one of the main subjects in writing learning that must be carried out in an educational environment at various existing universities. In various existing institutions, the campus may give different names or mentions for this Academic Writing course, including "essays, papers, research papers, term papers, argumentative papers/essays, analysis papers/essays, informative essays, or position paper. "Although the naming is different, the objectives and principles of implementing the courses are the same"(Whitaker, 2009). Learning this Academic Writing course can provide assistance to students so that they can be active through a gradual process that will start from studying something or a phenomenon and continue with broad expression (Mudawy & Mousa, 2017).

Based on the description above, the existence of Academic Writing courses in a campus environment is very necessary to train students' writing skills therefore. It is necessary to carry out research related to academic writing in order to adept postgraduate students in producing quality articles that can be published in reputable national and international journals. Hence, the purpose of this research is to find out how the development of learning models in the Academic Writing course improved the writing skills of Islamic Education Management Postgraduate students of IAIN Curup.

**METHOD**

This research used 4D research method. 4D research method is a type of development research that uses four stages including Define, Design, Develop, and Desseminate (Thiagarajan, 1974).

The Define stage consisted of the Front End Analysis, Learner Analysis, Concept Analysis, Task Analysis, and Specifying Instruction Object stages. In simple terms, this stage was the stage of analyzing needs. The development process had to be able to analyze the extent to which the development would be carried out.

The Design stage consisted of several stages, including constructing criterion-referenced tests, media selection, format selection, and initial design. The second stage that the researchers carried out was to design in developing academic writing skills through the implementation of the Academic Writing course.

The third stage was the Develop stage. The development of academic writing skills for students at IAIN Curup Postgraduate was carried out through the implementation of the Academic Writing course, which was one of the compulsory subjects for Postgraduate students. Through this course, efforts would be made to improve and develop students' writing skills, and seek to guide students to publish their writings to the National Journal.

The fourth stage was the Desseminate stage, which consisted of the Validation Testing stage which was carried out for was Islamic Education Management Postgraduate students of IAIN, Packing, and Diffusion and Adoption. This stage was divided into 4 steps which included the preparation of test standards, media selection, format selection, and initial
design. The dissemination stage is the final stage of this research and development. The steps to be taken at this stage were as follows:

a. **Validation Testing**, at this stage the revised research would be implemented on the target in this study, namely the Islamic Education Management Postgraduate students of IAIN Curup.

b. **Packging**, at this stage the research results would be adjusted to the template for dissemination.

c. **Diffusion and Addoption**, at this stage the research results would be disseminated so that they could be absorbed (diffusion) or understood by others and could be used as a reference in education, which was done by publishing research results in journals.

The sample in the study was Islamic Education Management Postgraduate students of IAIN Curup batch 2020, totaling 17 students and three lecturers who acted as instructors and validators. This activity was carried out for five (5) months or in (16) sixteen meetings for 1.5-2 hours.

**RESULTS AND DISCUSSION**

In the results of initial observations by looking at the writings of Islamic Education Management Postgraduate students of IAIN Curup batch 2020, the researchers saw that there were still many mistakes and errors in writing, both from explaining problems, writing backgrounds, determining theoretical studies, research results and discussions, citation techniques, and making references or bibliography. Therefore, the development of writing skills for students had to be carried out. Therefore, the Postgraduate Islamic Education Management Study Program applied the Academic Writing course to develop the academic writing skills of the Islamic Education Management Postgraduate students.

Based on the observations, it could be concluded that the development of academic writing skills was very much needed for the students. This was due to the importance of students' writing skills both when they are students and when students become alumni of IAIN Curup Postgraduate.

Academic Writing course, students would be trained to write academically in three stages including the pre-writing stage, the writing stage and the revision stage. In addition, students would also be trained to think critically in writing.

With the implementation of the Academic Writing course, it was hoped that it could develop and improve academic writing skills and critical thinking skills of the students and students' academic writings could be submitted or even published in nationally accredited journals.

The Academic Writing course is one of the mandatory courses that must be followed by Islamic Education Management Postgraduate students of IAIN Curup, with the aim to develop students' academic writing skills. In this stage of development research, the researchers tested the development through two stages, namely development trials in small groups and development trials in large groups. The development test in small groups was carried out toward Islamic Education Management Postgraduate students of IAIN Curup batch 2019, and large group trials were carried out toward all Islamic Education Management Postgraduate students of IAIN Curup batch 2020, with total of 17 students.

**Development of Learning Model for Academic Writing Courses to Improve Students' Writing Skills**

At the level of college students, the ability to write academically is one of the most important abilities for a student to have. In the research of Juniati (Juniarti, 2019), scientific writing has the following functions. 1) The function of education, which means that through writing scientific
papers, it can provide valuable experience for the author so that he is able to write, think, and be responsible for his writing scientifically. 2) The function of research, namely scientific writing serves as a means for writers to apply scientific procedures and practice them in an effort to develop knowledge. 3) Functional function, meaning that scientific work serves as a tool for developing knowledge, additional library materials, and practical interests in the field in certain disciplines. Based on the objectives and functions described above, the writing of this work is clearly important and an activity that is beneficial for both the author and the development of science. Seeing the importance of scientific writing, the author of scientific papers must really understand the contents of scientific papers and arrange his work properly and correctly, and can be scientifically justified. Therefore, in a higher education environment, learning about writing skills can be done by implementing the Academic Writing course.

Pujiono (Pujiono, 2020) states that the Academic Writing course aims to "provide competence to students so that they are able to express knowledge, insight, and ideas in the form of academic writing. Students will be taught to write academically by emphasizing complex writings such as research proposals, research reports, or journal articles. Through the implementation of this course, students are expected to be better at mastering academic writing skills".

Relevant to this opinion, Arsyad (Arsyad, 2020) states that in the writing-development stage, the writing ability activity is carried out in several stages including, (1) the pre-stage which is carried out to determine the theme or problem that will be the background. The activities include making a list of ideas, or reading books and past research. Pre-writing activity has a purpose to explore ideas and organize them. (2) The writing stage, at this stage the author will develop a written framework and ideas that have been designed into a good writing. And (3) the post-writing stage, at this stage the author must revise his writing. Revisions can be made by correcting errors in linguistic style, use of words or phrases, spelling and punctuation, and so on.

Salamah and Darmalaksana's research, entitled "Improving Student Article Writing for Acceleration of Higher Education Scientific Publications" aims to analyze the target achievement of the course with the output of publication of articles in scientific journals. The results and discussion of this study indicate that "the output of the course in the form of publication of articles in scientific journals has resulted in significant achievements. In this study, it can be concluded that the achievement of subjects by publishing journal articles is considered quite effective for accelerating scientific publications in universities. Therefore, in this study, it is recommended that the management of scientific publications be carried out in a university environment. This research is expected to have beneficial implications for the formulation of policies for writing articles and scientific publications in Islamic higher education" (Salamah & Darmalaksana, 2021).

The process of developing academic writing skills through the Academic Writing course for Islamic Education management Postgraduate students of IAIN Curup began with the define stage, which was carried out by initial analysis, analyzing student needs, task analysis, concept analysis and formulation of learning objectives. At the design stage, the researchers prepared test standards, selected media in the implementation of courses, selected the formats and initial designs. At the development stage, activities were carried out to train writing skills through small group trials and large group trials. While the Disseminate stage was carried out by applying the learning of Academic Writing courses in the IAIN Curup Postgraduate environment.

In the implementation of the Academic Writing course, the development of writing skills in students should pay attention to several aspects. Lestari and Chasanatul (Lestari & Chasanatun, 2016) believe that
the development of writing skills in the implementation of courses is carried out in several stages, including Prewriting, Drafting, Responding, Revising, and Evaluating. The development of academic writing skills for the Islamic Education Management Postgraduate IAIN Curup students carried out through the implementation of the Academic Writing course was carried out through several steps, namely:

1. **Prewriting**
   
Prewriting is the first step in the academic writing process, at this stage the author will be assigned to look for ideas related to the topic (Wienanda et al., 2021). What is meant by prewriting is the process of finding writing ideas by reading reading materials related to the topic of writing, brainstorming, clustering (grouping, discussing topics, and free writing).

   In the Prewriting stage, the Islamic Education Management Postgraduate students would be tasked with finding and understanding phenomena that occurred in the educational environment and understanding existing problems, then students would be trained to find and study relevant materials in Google Schollar and raise a research title.

2. **Drafting**
   
Drafting was a writing process that must be carried out by the Islamic Education Management Postgraduate students individually in the implementation of the Academic Writing course. In this stage the writer had to focus on writing and also pay attention to the correct arrangement of sentence writing, or mechanics (spelling and punctuation). At the drafting stage, the postgraduate students of IAIN Curup were asked to write, the authors also had to pay attention to several things so that the concept of writing was not confused, including an interesting introduction and describing interesting problems, explaining the research methodology in a concise, concise, and clear manner, writing the content section by providing evidence and examples, giving short and clear conclusions as well as using the Mendeley application correctly.

3. **Responding**
   
Responding is a response process given by supervisors, lecturers or maybe classmates to check the results of the author's writing. Responding in the implementation of the Academic Writing course was carried out by two course lecturers, and Postgraduate students conducted a special seminar for the Academic Writing course. This response could be done orally or in writing. To respond to the writings of students, the lecturers would respond to the entire content of the writing, starting from writing sentences or grammar, mechanics (using spelling and punctuation), to the content of writing and discussion.

4. **Revising**
   
Revising or revision was a stage in which students made improvements from the results of writing that had been responded to and given input by the supporting lecturer or friends in the responding process. By doing this revision process, the writer would know and understand the mistakes in the writing that had been made.

5. **Evaluating**
   
Evaluation is the last stage in writing. In this process, the lecturer in charge of the Academic Writing course would conduct an assessment by paying attention to indicators of academic writing ability.

   Relevant to the results of research conducted by researchers, in learning
Academic Writing, there were several methods that could be carried out by lecturers who support Academic Writing courses, one of which is direct introduction, where students take steps in writing, including prewriting, organizing, drafting, editing, revising, and evaluating. Then, in each writing process, the lecturer also applied several methods, such as seminar papers, and editing papers in the editing process. The followings were the learning process for Academic Writing (Lestari & Chasanatun, 2016) which were also a concern in developing learning models in the Academic Writing course for Islamic Education Management Postgraduate Study Program Students, which were categorized in the following processes:

1. Prewriting process, in this process there were several activities carried out by students, including the following:
   a. Lecturers provided lecture material on how to make articles in accordance with applicable regulations
   b. Next, conducted discussions and analyzed several examples of articles that will be presented by the lecturer.
   c. In the next meeting, students would begin to determine the topics and titles that would be discussed by students in writing articles. In selecting topics and titles, you should start by reading several relevant scientific articles, books, or journals to explore ideas in determining the title to be appointed.
   d. After students had been able to determine the title that would be appointed in writing the article, the lecturer would check each student's title one by one.
   e. After students got title approval from the subject lecturer, students would start making outlining articles. At this stage, students would determine the points that would be discussed in the introduction, discussion, and conclusion.

2. Drafting or writing, Editing, and Revision process
   In writing an article, students could start by writing the introduction, body, and conclusion. After students had written the introduction, they would improve their writing using the paper seminar technique. What was meant by the paper seminar technique was a collaborative method by dividing students into several groups. In these groups, students would be assigned to prepare several articles. In this group, students would explore ideas, develop them, write down the development of these ideas, edit those ideas or ideas, and revise the results of writings that had been previously written before students appeared in reporting their writings to account for the results of their writings. With this student collaboration, it was hoped that students could exchange ideas and improve students' understanding in writing activities.

   To perfect the improvements in student writing, there was a seminar on the implementation of the Academic Writing course. During this seminar, the course lecturers would give time for students or writers to present their writings through Power Point. After the student who acts as the writer finished presenting, the course lecturer would provide responses, criticism, and input to students regarding the academic writing that had been made. In addition, other students who acted as audience were also given the opportunity to provide questions, comments, suggestions or inputs to their fellow students who were conducting seminars.

   In addition to the description of the data above, the researchers describe the technique of developing writing skills through the application of the Academic Writing course, especially in an article, which is mentioned (Musaffak & Pangesti, 2018) (Musaffak & Pangesti, 2018) several things that need to be considered,
including: writing titles, writing preliminary studies, writing discussion, closing writing, and writing references or bibliography. In the followings, researchers would describe the mentoring activities carried out in the implementation of the Academic Writing course for the Islamic Education Management Postgraduate students to develop academic writing skills:

1. Guidance in writing title

Writing the title section is not as simple and easy as we think, especially what people who don't understand academic writing think may think (Oktarina et al., 2021). In writing the title, it is necessary to understand the background, suitability with the formulation of the problem or research question, the theory to be discussed, the methodology, the attractiveness of the title, understanding the systematics of writing the title, and so on.

In writing the title, it is necessary to pay attention to the straightforwardness of words, the logicalness of the title, the suitability of the title, brevity, and the procedures or rules applied (Yanti et al., 2018). Writing the title also needs to pay attention to which words need to use capital letters and which use lowercase letters. It should be underlined that every word in a letter needs to start with a capital letter except for prepositions or connecting words such as di, to, and, from, yang, for, and so on.

The provisions in writing titles include: "(1) appropriateness in writing spelling and punctuation, (2) paying attention to the use of capital and non-capital letters, and (3) in writing the title does not need to end with a dot." (Musaffak & Pangesti, 2018).

In the systematic writing of the title of the Islamic Education Management Postgraduate student of IAIN Curup batch 2022, it was carried out through the guidance of a lecturer who was in charge of the Academic Writing course. Students had been able to make good titles in accordance with good systematics although in fact there were still many who needed to be guided from students in making titles. The results of observations by looking at student writings had made a change towards a better direction in student systematics to make the title that would be appointed into an academic paper.

2. Guidance in writing introduction

Introduction is one of the most important things in writing an academic work or in a research. In this introduction writing, it must involve a clear background by explaining the problem clearly, in detail, and in detail. In addition, the background writing must also explain the description of the novelty, the formulation of the problem that will answer the problem, the objectives and the theories that support it.

Introduction writing is writing part of an article that contains a general description related to the topic or problem that will be discussed clearly and in detail. To write a good introduction, an author needs to present reason or urgency if necessary accompanied by clear novelty in an article. In addition to that, a good introduction must also contain introductory or opening comments for the reader before viewing or reading in detail related to the content discussed by the author in his writing.

The function of the introduction is to provide an initial description of the content or discussion that will be discussed in writing. The introduction must be able to give confidence to the reader
regarding the problems and problems that will be discussed. Most students and people in general think that the introductory part is the most difficult part in writing whether writing papers, articles, theses, theses, to dissertations. The best way to practice good introductory writing is to read a lot and practice.

An important part that needs to be considered in writing the introduction is the background, problem formulation, and the purpose of the discussion or research objectives. In writing, the background usually involves problems, theoretical and practical ideas. The problem formulation contains question points related to the problem to be raised. And the research objectives contain a statement of objectives that are in accordance with the formulation of the problem raised.

In the implementation of the Academic Writing course, students would be guided to make the introductory part correctly. In the implementation of the Academic Writing course, students would receive direction and guidance from the subject lecturer to make a background introduction. The problem formulation contained question points related to the problem to be raised, and the research objectives contained a statement of objectives that were in accordance with the formulation of the problem raised, as well as theories that could support the implementation of research or academic writing that would be carried out.

3. Guidance in Writing Discussion Section

The discussion in a scientific paper contains discussions of answers to all the problems raised in the introduction. The discussion section is the core of a scientific academic paper. In the discussion, a writer must describe the problems that have been determined systematically. In addition, in discussing, the discussion also needs to display quotes as reinforcement of ideas in each problem formulation answered in the study.

To write a good discussion, you must answer all the problem formulations presented. In addition, in writing the discussion, it is necessary to use interrelated and communicative language, so it must use good and correct Indonesian. The language used in sentences must use critical reasoning, cohesion, coherence, effective sentences, and the use of coherent paragraphs.

Prior to conducting academic writing training in the implementation of the Academic Writing course, most Islamic Education Management Postgraduate students of IAIN Curup experienced difficulties in and errors in writing the discussion section, such as writing the discussion not in accordance with the problem formulation, and not describing theories from researchers or previous theoretical opinions so that, in the application of the Academic Writing course, students were guided to make discussions that were in accordance with the formulation of the problem, answered the problems described in the introduction, and described the discussion accompanied by relevant previous theories so that a good discussion would be formed.

4. Guidance in writing conclusion

The closing part of an article contains conclusions, essences, or answers to the formulation of the problem or research question raised. Writing the closing part becomes a
marker of the end of writing a scientific work. Closing is one of the final parts in writing a student academic paper. In writing the closing section generally contains conclusions that must answer the formulation of the problem or research question presented.

Prior to the implementation of the Academic Writing course, in the first semester of Islamic Education Management Postgraduate batch 2020, there were many errors found in writing conclusion, both in writing papers, articles, or other assignments. Students made conclusions out of the problem formulation or not in accordance with the problem formulation. Therefore, in the implementation of the Academic Writing course, the students were guided and taught the steps and rules in making the closing section, so that in the observations the researchers made, there were student improvements in writing the conclusion section.

5. Writing References or Bibliography

Bibliography or Reference is one part of an academic writing in the form of papers, articles, theses, theses or dissertations which contains a list of scientific articles, a list of books, articles, and other source materials that are quoted either directly or indirectly made in accordance with the writing guidelines used.

In writing a good bibliography, you must pay attention to the components that need to be in it. The components that need to be in a bibliography (Agustiana et al., 2018) include (1) the name of the author, (2) the year of publication, (3) the title of the book or article, (4) the city where the book was published, and (5) the name of the publisher.

Based on the description above, it can be concluded that the development of learning models in the Academic Writing course for the Islamic Education Management Postgraduate students of IAIN Curup was carried out by conducting courses with a focus on improving students' academic writing skills, including the prewriting stage, drafting stage, responding stage, stage revising, and evaluating stages. In the implementation of these stages, the process of implementing this course would focus heavily on improving the writing skills of a scientific paper, including the ability to write introductions, write discussions, write conclusions, and make references and bibliography.

The Results of Development of Learning Module to Improve Students' Writing

Juniarti (2019) mentions several stages of college academic writing including the pre-academic writing stage, the second stage, and the third stage, namely revision. Academic writing is not just about presenting ideas or opinions. In writing articles, there are several processes that can be applied by students to produce quality writing. Quality writing is writing that has weighty content, correct organizational structure, and selection of the right vocabulary. It should also use proper grammar and spelling (proper mechanics). Students experienced some difficulties in producing good articles. To minimize errors in writing, the lecturer applied several techniques that could be applied in the classroom. The errors that could be minimized in writing this article were: proper mechanics (writing spelling, use of punctuation, use of uppercase and lowercase letters), organizational structure, use of proper grammar, and how to properly quote and paraphrase.

Lestari and Chasanatul (Lestari & Chasanatun, 2016) conclude the process of implementing the Academic Writing course has indeed been structured so that students can minimize the number of errors and
mistakes in academic writing. By minimizing the number of errors, the students were expected to produce a good writing, and it was expected that students' writing skills would increase. In this study, it was stated that the purpose of implementing the Academic Writing course was to identify errors in grammatical, mechanical, and organizational structure in writing. In class learning activities, students provided suggestions and comments from several points of view through peer editing or editing groups as well as in large class discussions. Furthermore, activities in the academic writing class could increase interaction and discussion between students and lecturers. After reading the students' writings, the lecturer found some interesting articles with good content and organization, but the lecturers also still found some writing quality that was not that good because some students still ignored the grammatical, mechanical, and vocabulary selection issues. There were also some student articles that lack coherence and unity.

Here, the researchers would describe the results of developing academic writing skills in which based on the define stage and the results of the development stages, the results of the development of academic writing skills and critical thinking for the Islamic Education Management Postgraduate students were as follows:

a. Pre-Writing Stage Ability Development

1) Students had been able to determine the topic to be raised by paying attention to whether the topic was worth continuing or not. Furthermore, students would develop the topic into a theme and could be appointed as a title. In addition, in raising a research title or a topic that would be raised, students would see and look for novelty or updates from the research or writing that would be carried out.

2) Students were able to formulate problems and objectives of writing that were appropriate and in accordance with the title, background, and type of research that would be used.

3) Students had the ability to determine and master the latest relevant research and material search techniques in Google Scholar.

4) Students had been able to make research frameworks and references before going directly to conduct research in the field.

b. The stage of student academic writing, as for the description of the development of students' academic writing skills, included:

1) Students already had the concept of being able to do research by going directly to the field to carry out research.

2) Students could analyze data according to the approach and data analysis technique used.

3) Students were trained to understand the purpose of writing, namely to solve a problem or prove a hypothesis.

4) In writing, the students had to pay attention to theoretical benefits and practical benefits.

5) It could be started by making a concept even if only by handwriting.

6) In writing a report, students write it in accordance with applicable regulations.

c. The third stage, revision

In academic writing, of course, revisions must be made considering the results of writing certainly require a revision process for the improvement stage. In the implementation of Academic Writing, there would be an exam conducted by students and tested by two supporting lecturers. In this seminar, inputs would be given to improve student writing results. The results of this development research show that students had been
able to present the results of their research better than when students were in the first semester when the Academic Writing course had not been carried out.

Based on the description of the data above, it could be concluded that there were improvements in the writing skills possessed by students. Seen from the prewriting stage, students already had the skills that needed to be possessed in the pre-writing stage. Then in the writing stage, students possessed skills in processing or analyzing data, and the students had been able to revise their writings.

CONCLUSION
The learning module in the Academic Writing course for Islamic Education Management Postgraduate students of IAIN Curup was developed by conducting courses that focused on improving students' academic writing skills, including the prewriting stage, drafting stage, responding stage, revising stage, and evaluating stage. In implementing these stages, the process of implementing this course focused heavily on improving the writing skills of a scientific paper, including the ability to write introductions, write results and discussions, write conclusions, and make references and bibliography. By doing the Academic Writing course, there were improvements in the writing skills possessed by students. Seen from the prewriting stage, students had already had the skills that needed to be possessed in the pre-writing stage. Then in the writing stage, students had already possessed skills in processing or analyzing data, and students also had been able to revise their writings.

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