



Writing Ability of Research Proposal for Students of Economic Education FKIP UMMY Solok Academic Year 2018/2019

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Abstract

This study aims to determine and analyze: 1) How are students' responses related to scientific responsibility and scientific publications that must be fulfilled by students of FKIP UMMY Solok academic year 2018/2019, 2). How is the ability to write research proposals for students of economic education FKIP UMMY Solok in the academic year 2018/2019 which includes quantitative, qualitative research and classroom action research, 3). Weakness or shortage of economic education students of FKIP UMMY Solok in the academic year 2018/2019 in mastering quantitative, qualitative research and classroom action research. Data collection tools in this study are researchers and teams equipped with interview guidelines, observation guidelines and documentation to ensure the validity of the data refers to the credibility standard because the standards are suitable and easier to analyze so that the data and research will be more accurate. The guarantee of the validity of data with this standard is carried out with more diligent observation and triangulation of data.

The results of research and discussion, 1) writing scientific papers that students are doing is just a demand to complete education, 2) research that they think (students) is easier, namely research with quantitative methods, 3) that makes them late in writing research proposals is because they are lazy and that causes them to be late in completing their research proposals.

Keywords: *Students; Writing Ability; Qualitative; Quantitative and Classroom Action*

Introduction

One of the requirements for graduation must be fulfilled by students is conducting their research in the form of a thesis. In order for students to be able to produce good scientific work, students are equipped with one research methodology course that weighs 3 credits. In these courses students are equipped with knowledge in producing a good research, which is in accordance with the writing of correct scientific work and is expected to be able to produce findings that are honest and far from the act of plagiarism. In other words, the research conducted by pure or purely their findings in the field which are original results of thought as well as the findings of the facts that exist in the field. In the economic education study program FKIP UMMY Solok, an economic education research methodology course is given to sixth semester students, in this case students are required to master quantitative research,

qualitative research and classroom action research. These three forms of research are considered as capital that must be possessed by students of economic education in order to be able to complete their studies. Students are given a bill in one semester in order to complete a research proposal either quantitative, qualitative or classroom action research.

Based on a preliminary study by the author through interviews with several students on March 5, 2018 revealed that why the tendency of the research presented is more directed to quantitative research with a quasi-experimental design because many of their friends take the research so that it can be used as an example for their research proposals. Following are the research proposal data submitted by FKIP UMMY Solok economic education students in the past year (odd semester 2017 and even semester 2018) as follows:

Table 1. Research Proposal Data for Economic Education Study Program FKIP UMMY Solok last one year

| No | Semester | Types of research | | |
|----|-------------|-------------------|-------------|---------------------------|
| | | Quantitative | Qualitative | Classroom action research |
| 1 | Ganjil 2017 | 42 (87.5%) | 2 (4.17%) | 4 (8.33%) |
| 2 | Genap 2018 | 38 (97.4%) | - | 1 (2.6%) |

Source: Head of Economic Education Study Program FKIP UMMY Solok

Based on the data obtained by the author, it can be seen that in the odd semester of 2017 as many as 42 proposal titles included in the Economic Education study program are quantitative research that leads to experimental research, while the remaining 4 research titles or 8.33% are classroom action research and as many as 2 titles or 4.17% are qualitative research. Meanwhile, in the second semester of 2018 38 titles or 97.4% were quantitative research and the remaining 1 title or 2.6% was classroom action research.

From the above findings the authors see that the research proposed by students seems monotonous and highly variable, so the study of scientific writing of students examines only one variable that is the problem of using methods and their impact on student learning outcomes. Ideally students can see problems from a more complex scope or scientific perspective so that the research or findings are more meaningful and can be a reference or study for further research. From the phenomena or facts that the writer found in the field, the writer is interested in conducting research with the title "Ability to Write Proposals for Students in Economic Education FKIP UMMY Solok Academic Year 2018/2019".

Literature Review

Understanding Review

1. Definition of Understanding

Etymologically the definition of understanding according to the Complete Indonesian Dictionary is the process, method, act of understanding or understanding the process, method, act of understanding or understanding ⁽¹⁾. Understanding can be interpreted as a process of learning and critical thinking. It is said so because for someone to reach understanding one must go through the process of learning and thinking first.

This opinion is supported by Anas Sudijono's opinion which states that understanding is the ability of a person to understand or understand something after something is known ⁽²⁾. Next according to

Yusuf Anas. Meanwhile, according to Yusuf Anas, what is meant by understanding is the ability to use knowledge that has been remembered more or less the same as that which has been taught and in accordance with the intended use ⁽³⁾.

2. Forms of Understanding

Understanding includes the ability to capture the meaning and meaning of the material being studied. Winkel draws on the Bloom taxon, which is a taxonomy developed to classify instructional objectives ⁽⁴⁾. Understanding learning outcomes is a type of learning that is higher than the type of learning knowledge. Understanding can be divided into 3 categories, namely: (1) the lowest level is the understanding of translation, starting from translating in the real sense, interpreting and applying principles, (2) the second level is understanding of interpretation, namely connecting the lowest parts with the known next or linking some parts of the graph with events, distinguishing the main from the non-main and (3) the third level is the level of extrapolation. the conditions explained in ideas or symbols, and the ability to draw conclusions related to their implications and consequences.

In line with the opinion above Suke Silversius states that understanding can be translated into three, namely: (1) translate (translation), the notion of translating here is not only diversion (translation), the meaning of one language into another language, it can also be from an abstract conception into a model, which is a symbolic model to make it easier for people to learn it. The transfer of concepts formulated by words into graphical images can be included in the translating category, (2) interpretation, this ability is broader than translating, namely the ability to recognize and understand the main ideas of a communication, (3) extrapolate, rather different from translating and interpreting, but higher in nature. He demands higher intellectual abilities ⁽⁶⁾.

Review of Research Methods

1. Qualitative Research

Qualitative research according to Saifudin Anwar is a research that emphasizes more on his analysis in the deductive and inductive inference process and on the analysis of the dynamics of the relationship between observed phenomena using scientific logic ⁽⁷⁾. This definition can be understood by people who have learned qualitative research methods or people who are familiar with qualitative research methods but this definition can confuse people who are just learning this method because statements or findings are not obtained through statistical procedures or other forms of calculation.

The researcher is well aware of what he is doing, is aware of the advantages of research and is aware of the limitations of the results of his research. "... 'Reality' in qualitative research is concerned with the negotiations of 'truths' through a series of subjective accounts" ⁽⁹⁾. This means that in reality qualitative research focuses on the 'truth' obtained through a series of research subjects.

In addition to the advantages or benefits basically qualitative methods also have the following limitations: 1). Because the researcher conducted an in-depth study of a specific specific group or community, the study did not examine other groups that had other specifications so that it was difficult to generalize, 2). The results of qualitative research do not usually describe the magnitude of events in a community or social group so the issue is how many perpetrators or sufferers ⁽¹⁰⁾.

2. Quantitative Research

The quantitative approach is the biological child of the positivistic paradigm ⁽¹¹⁾. This approach tries to apply the paradigm of empiricism that understands social reality as facts that can be generalized

through objective measurement. This approach is basically a more operational form, to measure every measurement of every social phenomenon outlined in several problem components, variables and indicators. Each variable is measured by providing different numerical symbols corresponding to the information categories associated with these variables.

3. Classroom Action Research

Classroom Action Research (CAR) is closely related to the problems of daily learning practices faced by teachers. PTK is a form of research that is reflective by taking certain actions to improve or improve classroom learning practices more professionally Suyanto ⁽¹²⁾. "The first main difference between action research and other forms of research is that it is carried out by people directly concerned with the social situation that is being researched" ⁽¹³⁾. In the sense that the fundamental difference from classroom action research when compared with other types of research is that classroom action research is carried out directly by people / researchers who feel concern for the learning situation that is happening and are willing to make changes towards a better learning process. Similarly, Istarani revealed that CAR is carried out in developing the academic climate and teacher professionalism, meaning that CAR is carried out as a manifestation of the development of academic values ⁽¹⁴⁾. Where the teacher does the learning process to himself so that from the learning experience he does he continuously learns.

Method

The type used in this research is qualitative research

Research Stages

The stages of the research carried out in this study are:

1. Preliminary Stage

This stage begins by examining the existing problems by identifying problems that can be explained by the formulation of the problem with the relationship of conducting a literature study of similar research that has been conducted.

2. Data Collection Stage

This stage is the core stage of the research. Researchers conduct research through observation, interview and documentation techniques. Aside from being a research organizer, researchers also function as the main instrument of research.

The data of this study were obtained through two stages, namely: 1) preliminary observation activities namely observations made in general and widespread, 2) the results of the description of focused observations.

3. Data processing stage

This data collection can be done by observation, interview and documentation techniques.

4. Analysis and discussion stage

The data collected is analyzed, the results obtained by the researcher will interpret the analysis of the research implementation to make conclusions and to compare with previous research, see the implications of the research and provide recommendations / suggestions.

Research sites

This research was conducted at the UMMY Campus. Key Informants were students of the class of 2015 who were submitting a Thesis Research Proposal in academic year 2018/2019.

Data Collection Techniques and Data Analysis

Data collection technique

To obtain research data, researchers use the following techniques:

1. Observation

Observations were made repeatedly until the data needed was obtained, in this case the researcher observed and recorded the behavior of the key informants. Observations in this study include three elements, namely: a) the physical location where the social situation takes place, b) the humans / actors occupying the status / position in the social situation under study and c) the activities or activities of the actors at the location where the social situation takes place.

2. Interview

Interviews are conducted informally informally that is done without a specific measure and can be done anywhere, anytime and can be done in a more relaxed atmosphere so that the informant does not feel rigid and tense when asked for information.

3. Document Study

Sources of information in this study are documents and records that have benefits, including: a) the source of information is available and easy to obtain, b) is stable and accurate that reflects the actual situation / condition and c) can be analyzed repeatedly with no change. The document study that researchers conducted was in the form of a review of documents that were deemed necessary to support research data obtained through observation and interviews.

4. Check List

The checklist in this study was used to find out various matters regarding the ability to write 2015 Economic Education students of FKIP UMMYSolok

Data analysis technique

As is usual in qualitative research, data analysis is carried out at the time of research implementation or directly in the field at the time the research is conducted. Data analysis in this study was carried out through three steps as revealed by Miles and Huberman (1992) as follows:

1. Data reduction and transfer of raw data obtained in the field notes matrix as a vehicle for data summarizing. Intended as a process of selecting, simplifying, abstracting
2. Data Presentation

After data reduction, the next step is to present data by displaying information obtained through the reduction activities. Then the information obtained both through observation and interviews are collected and organized based on the focus of the problem under study.

3. Conclusion Withdrawal

The final stage in analyzing data is drawing conclusions and verifying (verifying the truth) by triangulating data so that the validity of the research results is obtained.

Data Guarantee Techniques

In this study to ensure the validity of the data more to credibility standards because these standards are suitable and easier to analyze so that the data in the study is more accurate. Guarantor of the validity of the data with this standard is carried out by extending the participation of more diligent observations and triangulation of data. More diligent observations are made with the aim of finding the elements and characteristics that are relevant to the subject matter being observed, then focusing on these in detail.

Triangulation of data (triangulation), information obtained from several sources is cross-checked between interview data with observational data and documents. Triangulation is done to check or compare data that has been obtained with various sources. Data triangulation can be done by: a) comparing observational data with interview data, b) comparing what the informant said in public with what was said privately, c) comparing what someone said in certain situations with what he said all the time, d) comparing one's circumstances and perspectives with various other opinions and views and e) comparing the results of interviews with the contents of related documents.

Results and Discussion

1. How is the student's response related to scientific responsibility and scientific publications that must be fulfilled by students of FKIP UMMY Solok academic year 2018/2019

Related to scientific responsibility, basically students understand what they are going to do in writing a scientific work which is a requirement for obtaining a bachelor's degree. This is in line with the purpose of understanding is one's ability to understand or understand something after something is known ⁽²⁾. Next according to Yusuf Anas. Meanwhile, according to Yusuf Anas, what is meant by understanding is the ability to use knowledge that has been remembered more or less the same as that which has been taught and in accordance with the intended use ⁽³⁾. in this case students are very aware that they have knowledge about research, because it has been studied in the research methodology course. But in reality students are not ready to work on their thesis and do not repeat studying the research methodology course and read a book about research methodology, this is in accordance with the findings in the study that said working on a research proposal, according to the instructions available, for example from seniors who have completed their thesis and also says expressing the idea of mind also exists from other people. In what we know, the thesis is a student masterpiece using the applicable rules, the thesis is written based on literature study, investigation, observation, or field research as a pre-academic requirement that must be

taken, maintained and accounted for by the researcher. In line with the opinion of Lyons, L.H and Heasley there are at least two basic principles and are considered important from a scientific paper, namely: a. The principle of clarity (clarity principle) means that a writer must strive so that all that is in his mind can be easily understood by its readers when it has been poured into a form of scientific writing. This can be realized if a writer follows the rules or procedures of writing correctly in all aspects that are possible to do; b. the principle of honesty (honesty principle) means that an author will not write anything whose truth cannot be proven. This is considered important because dishonesty in addition to violating the ethical code of writing scientific papers, will also invite criticism from readers who always want to convince themselves about the truth of what they read. The principle of honesty must be a part that should not be forgotten by all authors of scientific papers because honesty will determine the quality of the writings of an author as well as be a mirror for himself. By habitually abiding by the principle of honesty, gradually will develop the character of exemplary character in a writer who in turn will provide value that cannot be paid for with material or money and the like \rightarrow ⁽¹⁵⁾.

2. How is the ability to write research proposals for students of economic education FKIP UMMY Solok 2018/2019 academic year which includes quantitative, qualitative research and classroom action research?

Based on the results of the research that has been done it can be said that the ability of students to write is still low. This can be seen from the way students express their research ideas, especially in compiling Chapter 1. Students generally only look at previous writings for reasons that are very difficult to compose words. Not only that, students have made plans in writing scientific papers so as to achieve the desired targets. And students should have the ability to think scientifically, logically, critically, and work hard so that in making a scientific work set out properly and correctly. In general, the ability to write a research proposal for a dominant student implements a quantitative approach. In line with expert opinion which states kuantitatif The quantitative approach is the biological child of the positivistic paradigm (7). This approach tries to apply the paradigm of empiricism that understands social reality as facts that can be generalized through objective measurement. Students find it easier to conduct quantitative research usually by using existing statistical formulas.

3. Weaknesses or shortcomings of students of economic education FKIP UMMY Solok in the academic year 2018/2019 in mastering quantitative, qualitative and classroom action research

Based on research findings, students are still not interested in reading various references, both books and journals. Not only that, students were only focused on books which reasoned the lack of books in the library. So it can be said that to write a scientific work requires hard work and high motivation. During this time student think which research they understand alone is impressed that the research problem is made not from the facts and realities encountered. Both quantitative, qualitative and class action research must be done systematically. This is in accordance with the expert opinion of the research proposal containing activities and systematic steps that will be carried out by researchers in conducting research. Systematics and thought patterns of research proposals will depend on the type of research used (16).

Conclusion

1) writing scientific papers that students are doing is just a demand for completing education, 2) research that they think (students) is easier, namely research with quantitative methods, 3) that makes them late in writing research proposals is because they are lazy and that which caused them to be late in completing their research proposal.

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