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Equipping Undergraduate Students with Creative Writing to Improve the Quality of Journal Article Writing

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Abstract

This study set out to establish if creative writing ability, the quality of language learning, exercise intensity, and methodological mastery had any effect, either individually or simultaneously, on the quality of journal articles written by undergraduate students at the State Islamic University of Purwokerto. This study was quantitative in nature and applied a correlational technique. The study's participants were all undergraduate students who had published at least one paper in a scientific journal. Based on the faculties and study programs, proportionate random sampling was used to select a sample of 185 students. Questionnaires were distributed to this sample to collect primary data. With the help of the SPSS version 25.0 application, the data were analyzed using one-predictor regression analysis and multivariate regression. The study found out that learning the Indonesian language not only serves a function as the official state language and a tool for developing culture, science, and technology—it also serves as a learning tool that contributes to efforts to improve the quality of education and student journal articles. Of the four variables analyzed, the variable that contributes most is the quality of language learning, followed by the intensity of exercise. The variable with the smallest contribution was creative writing ability. Based on this, it could be concluded that creative writing ability, the quality of language learning, intensity of practice, and methodological mastery significantly influence the quality of journal articles by undergraduate students at the State Islamic University of Purwokerto, both individually and in combination.

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Keywords: learning model, Indonesian language, creative writing, articles

Introduction

Learning the official Indonesian language is a major challenge, and an achievement too, because it represents the national identity. The official language occupies a high position in society, and it is positioned as the most effective means for culturally unifying the country, which is a goal set down in legislation (Davey, 2020; Lasagabaster, 2017). The literature conveys that in cross-cultural settings, the effectiveness of human capital is highly dependent on languages being acquired through education and training (Konara & Wei, 2019). In addition, the official language also serves as a medium for intercultural, educational, and international dialogue (Byram & Wagner, 2018; Gurevich, Herman, Toubal, & Yotov, 2021); a vehicle for community interaction (Ilyosovna, 2020); and a tool for communication that can be understood by the public (Muhammad, Ya'u, Aliyu, & Hassan, 2018). It can therefore be said that human capital and language capital complement each other. The use of formal language in both spoken and written forms helps people to avoid misunderstandings and be polite and professional in their conduct.

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In Indonesia, the official Indonesian language, *bahasa Indonesia*, functions as a tool for conducting state administration. In particular, the Indonesian language acts as a unifying tool for the nation, which includes a diverse range of people with different sociocultural backgrounds and local dialects (Ridwan, 2018). The Indonesian government, through the Director-General of the Ministry of National Education, has made Indonesian a compulsory subject for teaching at all domestic universities. The Law for the National Education System (SISDIKNAS) No. 20 of 2003, Chapter VII, Article 33, Paragraph 1 stipulates Indonesian as the language of instruction at every level of education. Students are required to specifically study to become able to communicate using fluent and correct Indonesian. According to Presidential Instruction Number 12 of 2016 concerning the National Movement for Mental Revolution, the aim “is to create a generation of Indonesian people who have strong character, love their homeland, defend their country, and are able to improve national identity.” Therefore, the compulsory general education (MKWU) is a component that strengthens the nation’s culture. Learning Indonesian during MKWU is also very important for later study at the university level, so the nation’s next generation needs to preserve the national cultural-communication medium (Fradana & Suwarta, 2020). According to data from the Central Bureau of Statistics for Higher Education, in 2020, Indonesian language education was ranked the fourth-biggest field of education, demonstrating that Indonesian language education is quite attractive to prospective undergraduates in the country (Figure 1).

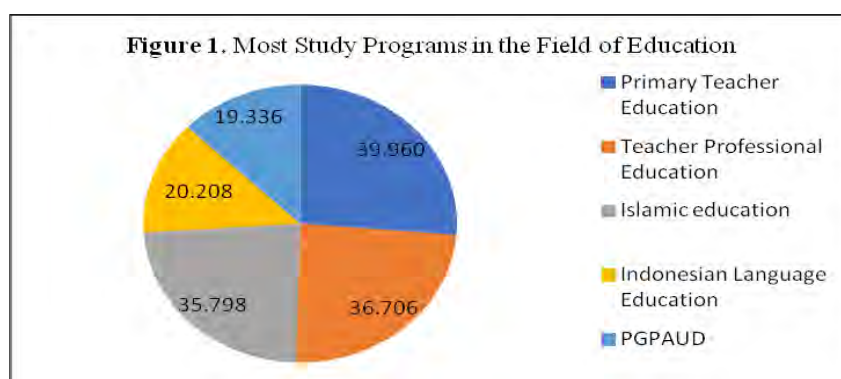


Figure 1: Most study Program in the field of Education
Source: (PDDikti, 2020)

The figure reveals that 11.61% (20,208) of graduates completed Indonesian language study programs, and this relatively high number draws attention to the importance of students learning Indonesian. This is mandated by Law Number 12 of 2021 concerning Higher Education, which requires the education sector to further science and technology by producing intellectuals, scientists, and other professionals who are cultured and creative, tolerant, democratic, strong in character, and willing to defend themselves and the national interest (PDDikti, 2020). These educational goals are to be achieved through an educational curriculum that includes Indonesian language courses.

The condition of the research, human resource skills, and quality of education in Indonesia is still very concerning, with the country still lagging other ASEAN countries, such as Malaysia (Kemendagri, 2019; Linggasari, 2015; Muttaqin, 2018). In developed countries, scientific research is superior and considerable. In Indonesia, however, the number of research papers is growing rapidly, having reached 50,145 publications a year, but this is not accompanied by an increase in quality for these articles (Effendi, 2021).

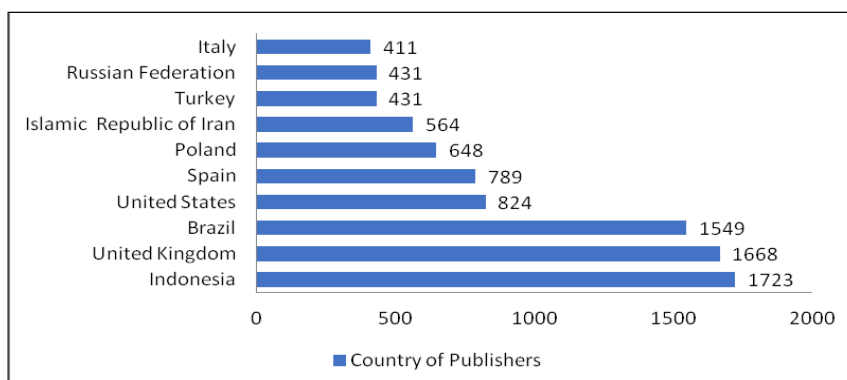


Figure 2. 10 countries of origin for open-access journal papers
Source: (DOAJ, 2020)

Figure 2 shows 10 countries of origin for open-access journal papers, with Indonesia coming top for scientific publications in DOAJ with 1,723 papers. It is clear that this country's potential for publications is actually quite substantial. Unfortunately, when looking at the 2019 Scimago Journal & Country Rank (SJR), Indonesia only ranks 21 with 44,576 documents. This is far behind India, for example, which occupies third position with 187,014 documents (Maryono & Surajiman, 2017). Many authors are trapped into writing low-quality articles for predatory journals as a shortcut to meeting the high demand for writing and publishing scientific articles. In fact, Indonesia produces 16.73% of articles that appear in predatory journals, only 0.27% behind Kazakhstan, which produces the greatest number of articles for predatory journals (Macháček & Srholec, 2022). In addition, UNESCO's 2020 data shows that Indonesia's ranking for the Human Development Index has declined. Among 12 Asian countries, Indonesia now ranks 12th behind Vietnam. A low quality of education has a major influence on the quality of students' journal articles (Petiška & Moldan, 2021), despite quality journal articles being very important for the competitiveness and quality of a university (Mbali, 2010). According to Makdori (2021), this situation is very perilous, because students can easily make spectacular claims without an adequate knowledge base.

In the digital era, some Indonesian student journals are less competitive. This contrasts with government efforts to improve the national language culture through MKWU to help meet the goals of higher education and the mandate of the 1945 Constitution. As a result, articles written by students may use language that is below normal academic standards. The number of lecturers able to support Indonesian language learning for improving student journal articles has reached 312,890 (National) and 263,554 (Ministry of Education and Culture). The number of universities in Indonesia, meanwhile, has reached 4,593 with a total of 8,483,213 students enrolled in 2020, so there is an extraordinary potential for increasing the quality of globally recognized publications, as described in the Free Learning Policy. The Independent Campus Program (MKBM) and the Decree of the Ministry of Education and Culture Number 754/P/2020 regarding the Main Performance Indicators of Higher Education (IKU PTN) represent efforts to improve the quality of graduates, lecturers, and curricula (PDDikti, 2020). These efforts have also been supported by most universities in requiring students to publish scientific articles as a condition of graduation. Unfortunately, these efforts have not been reflected in the quality of students' journal articles.

Students face difficulties in expressing fluent and correct Indonesian (Haiyudi & Art-In, 2021). Previous research has revealed that low-quality scientific writing in the world of education is due to various factors, such as students not being enthusiastic about learning languages, the difficulty of using grammar correctly, and a lack of speaking skills, especially when expressing opinions (Abrar et al., 2018; Azizah & Budiman, 2017; Purwanto, 2020). Students also lack an understanding of written language, such as when to use paragraphs and how to not write in a style that still carries the local dialect. Indeed, the local dialect is still used as the language of instruction at some universities.

One study found that students tend to use regional languages more frequently than the national language, so they find it difficult to write using the national language (Nyika, 2015). Cargill and O'Connor (2013) explained that writing skills are needed to support the quality of researchers' scientific articles. In this digital era, writing skills help writers to complete their writing assignments (Corrigan & Slomp, 2021). Other studies have mentioned how the quality of language learning, writing exercises, and a mastery of research methodology also need to be considered for improving the writing of scientific articles. According to Magulod Jr, Capulso, Tabiolo, Luza, and Ramada (2020), technology-based tools can also help ensure the quality of students' journal articles.

However, the above studies have not clearly established what kind of Indonesian language learning model could be used to improve the quality of university students' scientific articles. Previous studies have focused on understanding the implications of the research skills development framework (RSD) for student academic achievement, with their findings proving that success at the university level is closely related to the mastery of journal article writing (i.e., academic research). Research skills, understanding the Indonesian language, and keenness in research applications are needed to produce quality research in future (Hendriarto, Mursidi, Kalbuana, Aini, & Aslan, 2021).

It is therefore necessary to develop a research model for this, especially considering that scientific publications are currently a mandatory requirement for student graduation in Indonesia. Without knowing such a model, the Indonesian language cannot make a strong contribution to supporting the world of education.

Research Questions

Based on the above background to the research problem, this research proposes an Indonesian-language-learning model to improve the quality of journal articles written by undergraduate students by focusing on four influential variables, namely creative writing skills, quality of language learning, writing exercises, and methodological mastery. Thus, the research questions framed for the current study are:

1. Does the ability to write creatively have a positive effect on the quality of journal articles written by undergraduate students at the State Islamic University of Purwokerto?
2. Does the quality of language learning have a positive effect on the quality of journal articles written by undergraduate students at the State Islamic University of Purwokerto?
3. Does the intensity of writing exercises have a positive effect on the quality of journal articles written by undergraduate students at the State Islamic University of Purwokerto?
4. Does methodological mastery have a positive effect on the quality of journal articles written by undergraduate students at the State Islamic University of Purwokerto?
5. Do creative writing ability, quality of language learning, the intensity of practice, and methodological mastery together have a positive effect on the quality of journal articles written by undergraduate students at the State Islamic University of Purwokerto?

Literature Review

• *Learning Model for Creative Writing*

A learning model is a systematic conceptual framework that can provide a precise description for implementing learning in order to help students achieve certain goals. Thus, with an emphasis on students, a learning model is a general description of the active learning process, and this can be influenced by students while remaining focused on specific goals (Yager, 1991). Ilyosovna (2020) explained that learning models can be used to shape curricula, long-term lesson plans, the design of learning materials, and guidance for learning in other environments. The learning model is an instructional framework based on learning theory with the aim of ensuring the success of the learning itself. There are four dimensions to a learning model, namely 1) the logical theoretical rationale used by its developers; 2) rationale about what and how students will learn for specific purposes; 3) the learning behavior required for the model to be implemented successfully; and 4) the learning environment needed to achieve the goals (Marzano, Pickering, & McTighe, 1993). According to Crawford, Saul, and Mathews (2005), the characteristics of a learning model are based on educational and learning theories and educational goals, and it can be used as guide for implementing learning and evaluating learning activities. The selection of a model is therefore strongly influenced by the nature of the material being studied, the desired competencies to be achieved, and the level of the students' abilities (McCarthy, 2016). There are four types of learning model, as discussed below.

First, an information-processing model emphasizes the processing of information in the brain as a student's mental activity. Such a model optimizes the reasoning and thinking power of students through problems presented by the teacher. Seven models subtypes can be included under this model, namely the inductive thinking model, the inquiry/investigation training model, the scientific inquiry model, the concept-achievement model, the cognitive-growth model, the advanced regulation/organization model, and the memory model.

Second, a personal model is oriented toward learner-centric self-development, so it requires the teacher to provide learning based on the interests, experiences, and mental development of the students. Third, the social interaction model focuses on the interaction process between individuals in a group, so it prioritizes the development of individual skills through interactions with other people. This is a behavioral model that encourages changes to the behavior of learners in line with the learning objectives, and it needs teachers to describe concrete and observable learning steps to facilitate the development of their students (Shell et al., 2010).

The creative writing learning model can be described as literary writing in a series of learning activities for critical and analytical thinking processes in order to boost the ability of students to trigger the imagination of their readers and therefore attract audiences (Hunt & Sampson, 1998). Creative writing is by nature imaginative, expressive, and appreciative, but good research and writing skills are needed to produce good creative writing. Although the creative writing learning model relies on the imagination, it is very important to combine it with research and scientific writing that will be of interest to readers and master the commonly used language (Boulter, 2004). Research in creative writing is more flexible, so readers can enjoy the writing that is presented. In contrast to scientific writing, which is more academic in nature and challenging for a layperson to understand, creative writing is much freer, because it relies more on the creativity and imagination of the author. For example, when describing an event, the writer is free to explore words and assemble them into beautiful sentences. To improve their word choice, though, writers must hone their creativity by reading and extending their horizons. The more literature that someone reads, the more insights that person will gain and the richer his or her vocabulary will become (Bailey & Bizzaro, 2017).

Research conducted by Tok and Kandemir (2015) assessed student achievement in terms of writing skills, writing disposition, and attitudes toward English subjects in downtown Denizli, Turkey. Another study implemented advances in mobile device technology and wireless communication and found that the inquiry-based learning model had a positive effect on students' cognitive load and learning achievements.

Researchers have also found that creative writing activities positively influence student achievement in writing (Hwang, Wu, Zhuang, & Huang, 2013). Dealing more deeply with the impact of professional development, the application of learning models in general and special education can increase the knowledge and skills of students, as well as their critical thinking skills (Bojanek, Raley, Shogren, & Lane, 2021). Recent studies into the four dimensions of student learning—namely constructive, critical, creativity, and collaboration—show that they have a significant effect on student learning outcomes (Supena, Darmuki, & Hariyadi, 2021). According to Nicholls (2009), the creative writing model for personal development represents a longer and more complex phase, and it becomes more complicated when writing is used in the most useful manner. This creative writing process can also be used for qualitative data research.

- ***The Influence of Creative Writing Ability on the Quality of Journal Articles***

The writing ability of everyone varies greatly, with it being influenced by several factors, such as physical condition, intelligence, strength, skills, and abilities. Without the right factors to support it, a person cannot write well. Creative writing activities can therefore significantly help gain the skills needed to use language effectively and creatively and be an effective writer (Temizkan, 2011). Writing is a form of indirect communication with other people, an effort to express a concept in the form of written language. Creative writing therefore presents a way to improve students' writing skills, because this activity requires students to express opinions, ideas, and imagination through written language (Pawliczak, 2015). As a language activity with writing as its medium, the connection between creative writing and academic writing skills exists in four areas: the writer as the deliverer of a message, the message or content of the writing, the channel or medium for writing, and the reader as the recipient of the message (Senel, 2018). According to Graves, Tuyay, and Green (2004), "a person is reluctant to write because he does not know what he is writing for, feels that he is not talented at writing and does not know how to write. Dislikes cannot be separated from the influence of the family and community environment, as well as writing learning experiences that are less motivating and stimulating."

Writing ability is reflected in someone who expresses ideas through good and correct written language. An article basically consists of two things: the content that conveys what the author wants to express and the mechanical element of the essay, such as the use of spelling, words, sentences, and paragraphs. There are four purposes of creative writing, meanwhile, namely, to express oneself, to provide information to readers, to persuade readers, and to produce written works. Knowing the purpose of writing is very important because it is a job that requires time and thought with clear goals (Smith, 2005). Creative writing also brings various benefits, such as honing intelligence, fostering initiative and creativity, developing courage, and encouraging a willingness to collect information (Austen, 2005). Creative writing can be used as an intervention for improving learning conditions. This is why creative writing is understood as a form of personal expression.

As a pedagogical tool, creative writing offers an authentic experience, and for the publication of scientific articles, it helps develop motivation, engagement, and language use (Banegas & Lowe, 2021). The literature also reveals that the effectiveness of local wisdom-based teaching can improve students' creative writing skills (Santosa, Basuki, & Puspita, 2019), with one study finding that creative writing activities had a positive influence on students' reading, writing, and language skills. The improvement in attitudes toward language learning was quite significant through a moderate effect with a score of 0.39 and a 95% confidence interval (Babayigit, 2019). In addition, the experimental research conducted by Mansoor (2010) found that creative writing represents the best way to improve students' writing skills. Vocabulary-development and expression-development activities can be designed such that students learn to develop their vocabulary to improve their expressive skills and use lexical items in a good and correct syntactic structure. These gradual improvements in expression and vocabulary can in turn help hone their creative writing skills. Hence the hypothesis formed runs thus:

H1: Creative writing ability has a positive influence on the quality of undergraduate journal articles.

- ***The Influence of the Quality of Language Learning on the Quality of Journal Articles***

Quality of learning reflects the intensity and effectiveness of the exchange between teachers, students, the learning climate, and learning media in producing optimal learning outcomes in accordance with curricular demands. The quality of learning is reflected in the level of achievement for the initial learning objectives. Achieving learning objectives in the form of enhancing the knowledge, skills, and attitudes of students in the classroom helps them to reach optimal learning outcomes (Brown & Park, 2020). The quality of learning can be improved through six areas: 1) the behaviors of educators, such that their teaching skills show general characteristics related to knowledge and skills that manifest in the form of action; 2) student activities, because students pursue a variety of learning activities, both in the classroom and in extracurricular settings; 3) learning climate, which should include a conducive classroom atmosphere and a comfortable school

atmosphere; 4) quality learning materials in terms of their suitability for the desired learning objectives; 5) learning media to help create an active learning atmosphere and facilitate the interaction between students and teachers; 6) a learning system that shows its quality when a school has superior characteristics and specifically emphasizes its graduates (Scheffel, Drachsler, Stoyanov, & Specht, 2014).

Research problems that affect foreign language teachers and learners include 1) the procedures for identifying learning strategies, 2) the terminology and classification of strategies, 3) the effects of learner characteristics on strategy application, 4) the effects of culture and context on strategy application, 5) explicit and integrated strategy instructions, 6) the language of instruction, 7) transfer strategies for new tasks, and 8) models for language learning and instruction (Chamot, 2004). A language is a system of arbitrary verbal symbols used by the members of a community to communicate with each other based on a culture that identifies them.

Raising the quality of language learning involves improving various factors: First, the teacher and his or her skills and methods represents the most important factor in the learning process, because the teacher is the one who can promote optimal ways of learning. Thus, a good teacher employs effective teaching and always employs the most effective media tools for facilitating language learning. Language teaching in turn involves three disciplines: 1) linguistics, which provides information about language in general and specific languages; 2) psychology, which describes how people learn things; and 3) pedagogy, which guides educators in combining information and methods that are suitable for use in the classroom and will facilitate the process of teaching language skills to students (Gu, 2003). Hence, this can be stated hypothetically as:

H2: The quality of language learning has a positive influence on the quality of undergraduate journal articles

- ***The Effect of the Intensity of Writing Practice on the Quality of Journal Articles***

According to Parfitt and Hughes (2009), exercise intensity reflects the amount of physical energy expended while performing an activity, and this can be translated to the intensity of writing practices to ensure that they represent an effective exercise. Unfortunately, this is also not an easy thing to do, so combining existing approaches to really understand how hard a workout actually is may not be perfect. However, when intense writing exercises are carried out continuously, writing difficulties disappear by themselves. There are six keys to practicing writing effectively: 1) a mindset where writing becomes easy; 2) a strong will; 3) writing about what is known; 4) extensive reading; 5) regular writing practice, so writing skills continue to improve; and 6) patience in the writing process. The intensity of writing practices is very important, because intense practice makes writers more productive at producing good, tidy writing that conveys easy-to-understand information that will be useful to others who may need it. In research, intense creative writing exercises have been shown to help researchers work with participants, collect and analyze data, and communicate their findings (Gilbert & Macleroy, 2021).

Writing is an important skill for a successful academic career. When writing scientific papers, it is useful to combine real-world applications with a critical analysis of phenomena that exist in society (Cole, Inada, Smith, & Haaf, 2013). This study investigated the effects of a collaborative creative writing project aimed at forming identity and developing language proficiency. The findings revealed that through training collaboratively, creative writers could develop foreign language skills, competencies, and identity. In addition to the social and intrapersonal benefits, language writing exercises are beneficial for developing other areas, such as increasing self-confidence and class morale and using the strategies necessary for academic research (Feuer, 2011).

Creative writing exercises allow students to first enter into their feelings and then understand them by finding the "right" words to describe their ideas, with them experiencing that their "new story" makes sense at some level and provides meaning. This process of writing is therefore made possible by an internal and external dialogue that concretely facilitates the creation of meaning (Lengelle, Meijers, & Hughes, 2016). As Meyntjens (2021) understands it, the usefulness of writing exercises lies in how it resembles in many ways a word-association projective test, whereby through the initial disruption of associative activity, participants can access a large amount of subconscious content. In other words, "putting ideas into words" allows for work to be produced, but this ability ideally remains accessible for later writing endeavors. Hence, the third hypothesis of the study is stated as :

H3: he intensity of writing exercises has a positive influence on the quality of undergraduate journal articles.

- ***The Effect of Methodological Mastery on the Quality of Journal Articles***

Methodological mastery can be interpreted as having a clear idea about the methods for conducting research and achieving its goals. Research is a systematic endeavor to increase the body of knowledge about various phenomena. Research methodology is a science related to making observations in an integrated

manner through several systematic stages, so mastering it can help develop, and test the validity of, research findings. The nature of research means that researchers must develop research questions in a systematic manner and try to find answers to them in order to reach conclusions (Noor, 2008). Without a good mastery of research methodology, there will be a diminished chance of achieving the desired outcome for a study. Methodology is useful for mapping research work as a whole and giving credibility to its results, and it brings the following benefits: 1) facilitates the work of researchers in drawing conclusions; 2) helps overcome various limitations, such as time, cost, and manpower limitations; and 3) assures that the conclusions drawn by researchers can be trusted and used to solve problems.

More specifically, a literature review as part of research methodology provides an overview of relevant existing articles (Snyder, 2019). Research methodology also deals with quantitative, qualitative, and mixed-methods research; research approaches (confirmatory or exploratory); and data-collection methods that are commonly used in contemporary studies. A mastery of methodology helps develop collaborative research projects and build study designs that are compatible with identified research strengths (Turnbull, Chugh, & Luck, 2021).

A mastery of research methodology is not just about research methods but also considering the logic behind which methods to use in a research study. Indeed, the selection of a research method is sometimes a difficult step in the process of conducting scientific research. To master research methodology, a researcher must systematically understand the implementation process, which involves describing and illustrating data, abbreviating, and recapitulating it, and evaluating it. This stage in the research process always uses data-analysis techniques to process data to answer the research questions (Walker, 1997). The mastery of research methodology is reflected in the IMRAD method (i.e., introduction, method, results, and discussion), which is how research articles are mostly structured in reputable journals (Hua, Walsh, Glenny, & Worthington, 2018).

This study found that a poor mastery of research methodology resulted in a lack of good research by lecturers and students. Indeed, a student needs to master research methodology as a basis for applying research methods in academic-level research. With methodological mastery, cross-cultural research can contribute to theory development by identifying groups of people who do not seem to behave according to the existing theories and increasing the range of variables available for study in a particular case or phenomenon (Brislin, 1976). Hence, the fourth and the fifth hypotheses of this study can be framed as:

- H4: Methodological mastery has a positive influence on the quality of journal articles for undergraduate students.*
H5: Creative writing ability, quality of language learning, intensity of practice, and methodological mastery have a positive combined influence on the quality of undergraduate journal articles.

Method

— Research design

This research took a quantitative approach with a correlational design to connect various independent variables with the dependent variable. With the correlational approach, the effect of the dependent variables, both individually and in combination, on the dependent variable could be established. In this study, all these individual and combined effects were analyzed to test the formulated hypotheses.

— Instrument for data collection

This research used research instruments that were developed with reference to the theory and built within the theoretical framework. The instrument grid is presented in Table 1.

— Sampling and research procedure

The population for this research comprised all undergraduate students at the State Islamic University of Purwokerto who had written scientific articles for their study programs in religion, art, economics, humanities, health, education, social science, engineering, mathematics, natural sciences, and agriculture. The total number of students who had ever written a journal paper was 1,234, with most of them being enrolled in social science, engineering, economics, and education study programs. The research sample was selected using the proportional random sampling technique. The size for this was calculated using the Slavin formula, resulting in a sample of 185 participants.

The primary research data were obtained by distributing the instrument to all the undergraduate students who had been randomly selected for the research sample. Based on the results of the validity and reliability tests, all of them were found to be suitable for use in hypothesis testing. Secondary data were sourced from the archive data of the State Islamic University of Purwokarya, but they were not used for hypothesis testing but rather to support the research findings.

Table 1. Research instrument grid

Variable	Dimension	Indicator	No Item
Creative writing skills	Creative writing concept	Creative writing comprehension	WA1
		Creative writing techniques	WA2
	Writing ideas	Ideas from reading	WA3
		Ideas from nature/phenomenon	WA4
	Writing strategy	Streak	WA5
		Jump	WA6
Language-Learning Quality	Language-learning method	Innovative method	TQ1
		Cooperative method	TQ2
	Language-learning media	Image media	TQ3
		Print media	TQ4
	Language-learning content	Content depth	TQ5
		Adapt to content	TQ6
	Language-learning evaluation	Evaluation in the middle of the activity	TQ7
		Final evaluation at end of the activity	TQ8
Intensity of writing practice	Spend some time practicing creative writing	Length of time to practice in the morning	TI1
		Length of time to practice during the day	TI2
		Length of time to practicing in the evening	TI3
	Intensity of practice every day	Number of practices	TI4
		The length of time practicing each day	TI5
	Intensity of training every week	Amount of practice each week	TI6
		Number of hours each week	TI7
Methodological mastery	Ability to fill gaps	Empirical gap	MA1
		Theoretical gap	MA2
	Ability to perform data mining	Primary data	MA3
		Secondary data	MA4
	Ability to analyze data	Quantitative data analysis	MA5
		Qualitative data analysis	MA6
	Ability to draw conclusions	Conclusion	MA7
		Research novelty	MA8
		Suggestions for future research	MA9
Quality of student journal articles	Abstract quality	Completeness of abstract content	AQ1
		Keywords	AQ2
	Initial part quality	Introduction	AQ3
		Research questions	AQ4
	The quality of the theory section	Grand theory	AQ5
		Middle theory	AQ6
		Operational theory	AQ7
	Methodological quality section	Determination of approach	AQ8
		Population and sample	AQ9
		Research data source	AQ10
		Research data analysis	AQ11
	Cover part quality	Conclusion	AQ12
		Recommendations	AQ13

Source: Relevant reading

— *Data analysis*

Data analysis was carried out in stages, starting with the first stage, namely the class assumption test, which includes the normality test, homogeneity test, linearity test, and multicollinearity test. The second stage was the bivariate test to test for direct relationships between the independent variables and the dependent variable. The third stage was a multivariate test involving the effect of more than one independent variable on the dependent variable. The bivariate test performed a simple regression test of one predictor with the results being analyzed in the form of the R and R² coefficients, the T statistic, and the significance value. The multivariate test, meanwhile, performed a multiple regression test involving all four independent variables simultaneously.

Results

Right at the outset, validity and reliability tests were conducted over the items of the questionnaire. Table 2 and Table 3 depict the results of these tests. According to the results of the instrument item validity test (Table 2), all instrument items were deemed valid because they had an R greater than 0.5 with a significance value less than 0.05. This means they measure what the researcher intended them to measure, so they were deemed appropriate for use in the research.

Table 2. Instrumental item validity test results

Item	R	R table	Sign.	Conclusion
WA1	0.814	0.1339	0.000	Valid
WA2	0.812	0.1339	0.000	Valid
WA3	0.799	0.1339	0.000	Valid
WA4	0.763	0.1339	0.000	Valid
WA5	0.812	0.1339	0.000	Valid
WA6	0.789	0.1339	0.000	Valid
TQ1	0.766	0.1339	0.000	Valid
TQ2	0.765	0.1339	0.000	Valid
TQ3	0.746	0.1339	0.000	Valid
TQ4	0.779	0.1339	0.000	Valid
TQ5	0.721	0.1339	0.000	Valid
TQ6	0.735	0.1339	0.000	Valid
TQ7	0.809	0.1339	0.000	Valid
TQ8	0.843	0.1339	0.000	Valid
TI1	0.878	0.1339	0.000	Valid
TI2	0.963	0.1339	0.000	Valid
TI3	0.885	0.1339	0.000	Valid
TI4	0.875	0.1339	0.000	Valid
TI5	0.820	0.1339	0.000	Valid
TI6	0.974	0.1339	0.000	Valid
TI7	0.780	0.1339	0.000	Valid
MA1	0.745	0.1339	0.000	Valid
MA2	0.862	0.1339	0.000	Valid
MA3	0.959	0.1339	0.000	Valid
MA4	0.872	0.1339	0.000	Valid
MA5	0.895	0.1339	0.000	Valid
MA6	0.807	0.1339	0.000	Valid
MA7	0.861	0.1339	0.000	Valid
MA8	0.766	0.1339	0.000	Valid
MA9	0.891	0.1339	0.000	Valid
AQ1	0.805	0.1339	0.000	Valid
AQ2	0.722	0.1339	0.000	Valid
AQ3	0.719	0.1339	0.000	Valid
AQ4	0.734	0.1339	0.000	Valid
AQ5	0.802	0.1339	0.000	Valid
AQ6	0.735	0.1339	0.000	Valid
AQ7	0.692	0.1339	0.000	Valid
AQ8	0.788	0.1339	0.000	Valid
AQ9	0.805	0.1339	0.000	Valid
AQ10	0.793	0.1339	0.000	Valid
AQ11	0.781	0.1339	0.000	Valid
AQ12	0.798	0.1339	0.000	Valid
AQ13	0.789	0.1339	0.000	Valid

In the reliability test, the obtained Cronbach Alpha coefficients were all greater than 0.6, so all variables were deemed reliable (Table 3). This means that when an instrument is applied to different subjects, even in different places and at different times, the results will remain consistent.

Table 3. Reliability Test

No	Variable	Cronbach's Alpha	Critical Value	Description
1	Creative writing skills	0.677	0.6	Reliable
2	Quality of language learning	0.731	0.6	Reliable
3	Methodological mastery	0.699	0.6	Reliable
4	Exercise intensity	0.759	0.6	Reliable
5	Journal article quality	0.921	0.6	Reliable

Subsequently, a normality assumption test (Kolmogorov-Smirnov test) was conducted. Table 4 shows that all significance values for the normality model are greater than 0.05, so it can be concluded that the normality assumption is met.

Table 4. Kolmogorov-Smirnov test: One-sample normality test results

Variable	Kolmogorov Smirnov Z	Sign.	Description
X ₁	26.876	0.078	Normal
X ₂	35.324	0.085	Normal
X ₃	31.200	0.455	Normal
X ₄	40.070	0.266	Normal
Y	57.210	0.435	Normal

Table 5 shows the linearity assumption test results, such that all significance values for the linear model are less than 0.05, so it can be said that the linearity assumption of the structural model has been met.

Table 5. Linearity assumption test results

Variable	F	Sign.	Description
x1 => y	8.821	0.000	Linier
x2 => y	103.804	0.000	Linier
X3 => y	32.152	0.000	Linier
X4 => y	23.680	0.003	Linier

To check the heteroscedasticity of the variables, Figure 3 shows that the dots are spread randomly and do not form a clear pattern, with them being spread both above and below the Y axis, so there was no heteroscedasticity.

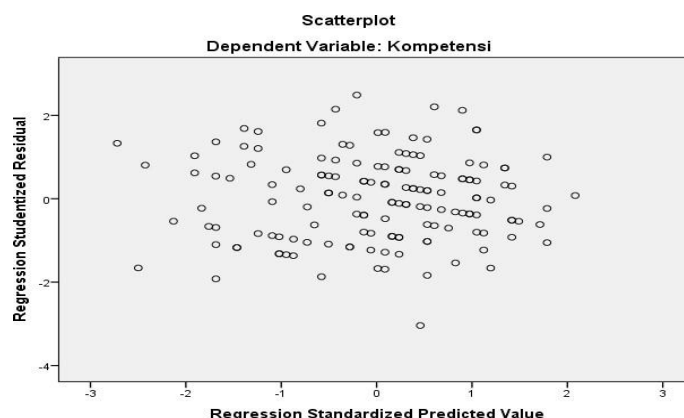


Figure 3. Heteroscedasticity test results

Finally, a multicollinearity test was conducted to determine whether there were any significant relationships between the independent variables. The prerequisite was that no relationship should have a value greater than 0.6. Table 6 presents the test results.

Table 6. Multicollinearity test results

	X1 (WA)	X2 (TQ)	X3 (TI)	X4 (MA)
X1 (WA)	1	0.558	0.557	0.575
X2 (TQ)		1	0.581	0.469
X3 (TI)			1	0.491
X4 (MA)				1

Source: Primary data analysis results processed in 2021

The multicollinearity test (Table 6) reveal that all test results were below 0.6, so multicollinearity was not a problem in this study. In other words, all the variables are independent of each other, so they can be used simultaneously to predict the dependent variable.

Hypothesis Testing

The results of the hypothesis (1 to 4) are shown in Table 7.

Table 7. Direct individual influence

Effect of	R	R ²	T	P sign.
X ₁ -Y	0.608	0.370	10.366	0.000
X ₂ -Y	0.914	0.836	30.534	0.000
X ₃ -Y	0.787	0.619	17.229	0.000
X ₄ -Y	0.779	0.606	16.790	0.001

Source: results of primary data analysis 2021 (summarized)

H₁: The ability to write creatively has a positive influence on the quality of journal articles for undergraduate students at the State Islamic University of Purwokerto.

The results of the first hypothesis test, as summarized in Table 7, reveal that the variable for creative writing ability influences the quality of student journal articles with an R of 0.608 and an R² of 0.370 with a T of 10.366 and a significance of 0.000 (<0.05), so it can be concluded that creative writing ability does indeed have a significant positive influence on the quality of journal articles for undergraduate students at the State Islamic University of Purwokerto. The coefficient of determination (adjusted R square) obtained was 0.370, meaning that creative writing ability was responsible for 37% of the variation in the quality of journal articles for undergraduate students at the State Islamic University of Purwokerto, with the remaining 63.0% being due to other factors, some of which may not be included in this research.

H₂: The quality of language learning has a positive influence on the quality of journal articles for undergraduate students at the State Islamic University of Purwokerto.

The regression results reveal an R of 0.914 and a R² of 0.836 with a T of 30.534 and a significance of 0.000 (<0.05), so the quality of language learning does indeed have a positive influence on the quality of journal articles for undergraduate students at the State Islamic University of Purwokerto. The coefficient of determination (adjusted R square) obtained was 0.836, meaning that the quality of language learning was responsible for 83.6% of the variation in the quality of journal articles for undergraduate students at the State Islamic University of Purwokerto, with the remaining 16.4% being due to other variables, some of which may not be included in this research.

H₃: The intensity of writing exercises has a positive influence on the quality of journal articles for undergraduate students at the State Islamic University of Purwokerto.

For this hypothesis, the results reveal an R of 0.787 and an R² of 0.619 with a T of 17,229 and a significance of 0.000 (<0.05), so it can be concluded that the intensity of writing exercises does indeed have a positive and significant effect on the quality of journal articles for undergraduate students at the State Islamic University of Purwokerto. The coefficient of determination (adjusted R square) obtained was 0.619, meaning that the intensity of writing practices explained 61.9% of the variation in the quality of journal articles for undergraduate students at the State Islamic University of Purwokerto, with the remaining 38.1% being due to other variables that may or may not be considered in this research.

H₄: Methodological mastery has a positive influence on the quality of journal articles for undergraduate students at the State Islamic University of Purwokerto.

The regression results for Hypothesis 4 reveal an R of 0.779 and a R² of 0.606 with a T of 16.790 and a significance of 0.001 (<0.05), so methodological mastery does indeed have a positive and significant effect on the quality of journal articles for undergraduate students at the State Islamic University of Purwokerto. The coefficient of determination (adjusted R square) obtained was 0.606, meaning that the methodological mastery variable explained 60.6% of the variation in the quality of journal articles for undergraduate students at the State Islamic University of Purwokerto, with the remaining 39.4% being due to other variables, some of which may not be included in this research.

H₅: Creative writing ability, the quality of language learning, intensity of practice, and methodological mastery have a combined positive influence on the quality of journal articles for undergraduate students at the State Islamic University of Purwokerto.

Table 8. Combined effect test results

Mode.	R	R ²	R2 Adjusted	Standard Error
Rx _{1,2,3,4y}	0.926	0.858	0.855	2.190

Table 8 shows the results of the H5 testing and reveals R of 0.926 and an R² of 0.858. The coefficient of determination (adjusted R square) obtained was 0.858, meaning that the considered independent variables in combination explain 85.8% of the variation in the quality of journal articles for undergraduate students at the State Islamic University of Purwokerto, with the remaining 14.2% being due to other variables not considered in this study.

Table 9. F regression coefficient

Model	SS	Df	MS Square	F	Sign.
1 Regression	5207.176	4	1301.794	271.332	.000 ^b
Residual	863.603	180	4.798		
Total	6070.778	184			

a. dependent variable: article quality (AQ)

b. predictor: (Constant), MA, WA, TQ, TI

Source: 2021 primary data analysis results

Table 9 shows that for the analyzed model, the F coefficient was 271.332 with a significance of 0.000 (< 0.05), confirming that the model is able to predict the quality of journal articles for undergraduate students at the State Islamic University of Purwokerto.

The resulting regression line based on the T-test results in Table 10 is as follows: Y

$$= 1,157 + 0,185X_1 + 1,226X_2 - 0,026X_3 + 0,214X_4 + e$$

Table 10. T-Test results for multivariate regression analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.157	1.725		.671	.503
	TotalWA	.185	.059	.111	3.157	.002
	total_TQ	1.226	.076	.741	16.042	.000
	TOTAL_TI	-.026	.377	-.015	-.070	.945
	Total_MA	.214	.286	.160	.749	.455

a. Dependent Variable: Total_AQ

Source: 2021 primary data analysis results

Discussion

• The Effect of Creative Writing Ability on the Quality of Journal Articles

The effect of creative writing ability on the quality of journal articles is affected by an interest in reading and listening to various scientific discussions. Creative writing skills cannot be separated from learning to read and listen, so listening and reading activities should be the first step in any effort to develop creative writing skills. Indeed, reading and listening can strengthen students' ability to understand the meaning conveyed in written form. Students are trained to remember, find information that is not yet known, and arrange words and terms to express it. Through creative writing skills, students can convey the results of their readings and observations in a scientific article. The ability to speak Indonesian productively leads to being able to produce meaningful speech in written form, so it will be easy to understand. Students can then disseminate every visible and interesting phenomenon by communicating them to other people.

The lecturers of Indonesian courses play an important role in developing students' creative writing skills, because the language of instruction for creative writing is Indonesian, which may then be translated into a foreign language for publication in international journals. The Indonesian language course is delivered to students as a form of personality development, so they will be ready to join an educated society that is proficient in Indonesian, both in writing and orally. Lecturers therefore use language as a tool for developing science and technology in the students' learning processes. It could be said that lecturers are a powerful determinant of the creative writing skills that will support the ability to write journal articles that are creative and interesting while being easily understood by readers.

- ***The Influence of the Quality of Language Learning on the Quality of Journal Articles***

The quality of language learning is very dependent on the instructor, although to improve it, it is also necessary to increase the interest and enthusiasm of students. Lecturers need to use various media as tools in learning, because this can help students concretize abstract notions that are difficult to understand. A conducive classroom atmosphere with easy-to-understand learning materials can also encourage students to be active in learning. In the digital era, learning media have become very diverse and better able to support a learning atmosphere that is of interest to students. Lecturers also need to be more innovative and less authoritarian to improve the quality of language learning. The most important thing is to create a system of three-way communication, so there is interaction between lecturers and students, students and lecturers, and students and other students.

The results of this study indicate that when the quality of language learning increases, the quality of journal articles produced by students also increases. The quality of language learning is determined by the methods used by the lecturers, the core content, the evaluation methods used, and the various forms of mentoring by lecturers. When all aspects of a learning process are developed carefully, the outcomes in the form of things like a student's ability for writing research papers will be better.

- ***The Effect of Writing Exercise Intensity on the Quality of Journal Articles***

The intensity of writing exercises can contribute strongly to the quality of journal articles if it is supported by a consistent commitment from students to practice writing. Indeed, the quality of journal articles will not improve after just one or two writing exercises—it is necessary to continuously learn new qualified knowledge and insights.

Exercise intensity is indicated by the frequency at which exercises are performed by undergraduate students, both individually and in groups. If students can practice writing even without individual or group assignments, the quality of writing for journal articles will still of course improve. This may be even more effective when undergraduate students can practice by submitting their journal manuscripts to reputable indexed journals, because they may get many opportunities to revise their manuscripts, which ultimately adds to their experience and improves their ability to write journal articles.

- ***The Influence of Methodological Mastery on the Quality of Journal Articles***

The influence of methodological mastery on the quality of journal articles depends on support in the form of methodological training by universities or other parties. Without such intensive methodological training, it is difficult to master research methodology. A basic course on research methods is not enough, so students should receive more in-depth methodological training to enable them to understand the correct use of methods for different types of research.

Based on the discussion that the researchers have put forward, learning the Indonesian language not only serves a function as the official state language and a tool for developing culture, science, and technology—it also serves as a learning tool that contributes to efforts to improve the quality of education and student journal articles. Of the four variables analyzed, the variable that contributes most is the quality of language learning, followed by the intensity of exercise. The variable with the smallest contribution was creative writing ability. Based on the knowledge that the quality of language learning makes the greatest contribution to the quality of journal articles for undergraduate students at the State Islamic University of Purwokerto, lecturers, department heads, and deans should encourage their students to develop their skills in using the Indonesian language and pursue intense practice. This research is novel because previous studies have focused on Indonesian language learning in relation to planning and implementing national development according to the interests of the government and the general world of education.

Conclusion

Based on the results of the data analysis and discussion, it can be concluded that creative writing ability, quality of language learning, intensity of exercise, and methodological mastery all have a positive influence on the quality of journal articles for undergraduate students at the State Islamic University of Purwokerto, both individually and in combination. The most important determinants were found to be the quality of language learning and the intensity of practice. This study is novel in identifying various variables that can predict the quality of journal articles for undergraduate students at the State Islamic University of Purwokerto, something that has never been presented by previous studies. Future researchers could build on this research by examining in depth other factors that may affect the quality of students' journal articles, such as the ability to paraphrase and the ability to write effectively.

What is clear, however, is that creative writing, language learning, intense writing exercises, and methodological mastery are effective determinants of the quality of research articles, so effective Indonesian language learning must be prioritized, otherwise the benefits of the other factors will be diminished. In future, the Indonesian Language Proficiency Test (UKB) for lecturers and students will be very important. This test is organized by the UKBI Development Agency as regulated by Ministry of National Education Decree No. 152/U/2003 in combination with Ministry of Education and Culture Regulation Number 70 of 2016 concerning Indonesian Language Proficiency Standards.

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