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Analyzing Students' Publication Skill with Blended Learning Model in Masters' Study Program of Physics Education

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Abstract

This study aims to evaluate the Blende Learning Model in the Physics Education Masters Study Program, Yogyakarta State University (YSU). The research method in this research is evaluation research with steps (1) defining the program; (2) forming an accurate team; (3) limiting resources and sub-systems; (4) making an evaluation list; and (5) carrying out the evaluation. Participants in this study were students who took the Physics Learning Innovation Practicum course and teachers at partner schools. The form of the evaluation carried out was to analyze the (1) role of the course on physics learning innovations in schools; (2) The role of the course on students' scientific publication abilities. The instruments used were documentation and questionnaires closed ended for students. The research team observed the implementation of lectures in partner schools. Then proceed with interviews with teachers and 46 students from Master of Science Education study program who take this course. Data analyses using descriptive quantitative method. The research results show that students have good scientific publication skills after taking the Learning Innovation course. The average value of aspects of basic understanding of scientific publications and strategies for writing articles is 3.47 (high), aspects of the strategy for downloading articles (3.45), and aspects of utilizing the reference manager application are 3.30 (high). Thus, it can be concluded that the learning innovation course gave positive results to students' scientific publication abilities.

Keywords: blended learning, publication skill, students' skill.

Introduction

The skills required in the scientific publication process are essential for success in science, but they are not always prioritized in postgraduate programs (Johnson, 2019). University research evaluation systems face the challenge of accommodating practice-based academic fields within an evaluative framework (Lewandowska & Kulczycki, 2022). It is because student evaluation has been the main focus in measuring the quality of teaching at colleges or universities (Feder, 2020). Even though student evaluations can produce biases that can affect the effectiveness of student decision-making (Grimes et al., 2017), it is necessary to do another evaluation model to provide more optimal evaluation results.

Policymakers rarely evaluate the implementation of specific courses at the University. The evaluation needed to be more comprehensive, starting from the curriculum, syllabus, lesson plans, classroom implementation and final assessment. In higher education, the principle of constructive alignment to design teaching and learning activities and assessment assignments are the underlying concepts in curriculum design and development to achieve the desired learning outcomes (Ali, 2018). The evaluation process at the University provides quality indicators at different levels and contexts where the evaluation results are analyzed systematically to provide helpful information about the performance of tertiary institutions and institutions that support the higher education system (Sila et al., 2018).

In Indonesia, there are several evaluation studies have been carried out, starting from the elementary school level to tertiary institutions. This research focuses on evaluation research in tertiary institutions. It follows the research umbrella roadmap of Yogyakarta State University (YSU) so that the results of this evaluation research can be used as material for consideration in policy making in the following academic year. The subjects that became the research sample were Physics Learning Innovation Practicum.

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The Physics Learning Innovation Practicum collaborated with several senior high school in Yogyakarta, Indonesia. The form of lectures is relatively different compared to other courses in the physics education master's program. Students who take this course develop an innovative learning product that several partner school. The results of implementing these innovative products are scientific papers. This paper will be published in international or national journals. The results of the publication of this scientific paper can be used as a graduation requirement for students who need it.

Even though this course explicitly has a positive impact on both students, partner schools and YSU, there still needs to be scientific research to prove this. No research has discussed the program's impact on physics learning innovations in schools, teacher responses, and students' scientific publication abilities. Therefore, it is necessary to carry out a study to evaluate the course programs to improve the program in the future. Besides that, It can explore suggestions or improvements for developing other programs in courses in the physics education master's program especially that used blended learning model.

Blended learning is a sequence of content blocks sequenced to create a learning experience. It is a manageable and viewable curriculum with a start and end. Professional learning, achieving learning objectives with the delivery of the most appropriate media and learning environment to ensure that participants learn through facilitator-led content directions while exerting some elements of control where, when, how fast, and so on. In addition to these formal learning experiences, blended learning includes incidents outside the standard curriculum. Designers who learn must remember that learning is eternal, happening around students (Hofmann, 2018).

Through a combination of face-to-face and online activities, blended learning can set up differential teaching in higher education (Boelens et al., 2018). Blended learning is a flexible approach in which the program includes a combination of different places and times. While learning is explained as an act of understanding or understanding something, etymologically, it can be concluded as a combination of practices from instructional learning activities (Kristanto et al., 2017). There are several parameters of blended learning such as learning objectives, types of content, types of pedagogic approaches, specific learning activities, technology resources and tools, and learning models (individual reflections, personal experiences, messages, socratic questions) (Hew & Cheung, 2015).

Based on the elaboration conveyed, a study was carried out with the title Evaluation of the Physics Learning Innovation Practicum Lecture Program in the Physics Education Master's Program. This research can give birth to policy suggestions for improvement, A development or implementation of course programs in the physics education master's program at Yogyakarta State University.

Method

Research Design

The type of research in this research is evaluation research. Evaluation research is an assessment used to evaluate the implementation of projects, programs, and policies (Harimurti et al., 2023). The output is the result of an evaluation analysis of the physics learning innovation practicum course program, the program's role in physics learning innovations in schools, the program's part in students' scientific publication abilities, the program's role in the cooperation of YSU with senior high school partners, teachers' responses, and recommendations for program improvement in next semester. There are five (5) stages of the evaluation research procedure in this study according to (Ambiyar & Muharika, 2019), (1) Defining the program; (2) Obtaining accurate data from the team; (3) Limiting the resources used and the evaluated subsystems; (4) Making an evaluation list; and (5) Evaluation.

Stage 1, the author obtained the definition of the Physics Learning Innovation Practicum course program. In the second stage, the author forms a team that can provide accurate information about the implemented program. The team that has been formed consists of lecturers in charge of the course, research students, students participating in the course program and teachers from partner schools where the program is implemented. In the third stage, the author analyzes the planned lecture activities in the syllabus and course descriptions. The results of the analysis are used to limit the programs that are evaluated. The program is then limited to preparing, implementing, and evaluating innovative products in partner schools. In stage 4, the author compiles a list of evaluation plans already contained in the problem formulation and research systematics section. In stage 5, the author analyzes the results of the questionnaire done by the participants.

Population and Sample/ Study Group/ Participants

This research was conducted at Yogyakarta State University and Senior High School, which have become partners in implementing the Physics Learning Innovation Practicum course. The time for implementation is in May – June 2022. The subjects in this study include physics education master's students who have taken and are currently taking this course. There are 46 students from Master of Science Education study program participated in this study. They are

master's program students in their second year of college at Faculty Mathematics and Natural Science, Yogyakarta State University. Data collection methods that will be used include documentation and surveys. Documentation is carried out to reveal the syllabus for physics learning innovation practicum courses.

Data Collection

The instrument used to measure students' publication ability is in the form of a questionnaire. The aspects measured include (1) a basic understanding of scientific publications; (2) an article download strategy; (3) an article writing strategy; and (4) utilization of reference manager applications. This aspect was obtained based on the results of a synthesis of several literatures (Barroga & Mitoma, 2019; Iftanti, 2016; Ondrusek, 2012). In detail, the questionnaire items can be seen in the Table 1. The assessment scale is 1-4 following the scoring guidelines based on (Valdez & Bungihan, 2019) where the scoring results are shown in Table 2

Data Analysis

The author analyzes the number of student scientific articles published after attending the lectures. The survey was conducted to determine students' perceptions of lecture implementation, materials and forms of evaluation or assessment. The survey was carried out using a questionnaire instrument that was given to students. The results of the questionnaire survey were analyzed in a quantitative descriptive manner. This technique is done by calculating the average percentage of asked or measured aspects.

Table 1: Item Questionnaire.

Aspect	*Item*	*Statement*
Basic understanding of scientific publications	1	This course helps you identify reputable international journals
	2	This course helps you identify indexed international journals
	3	This course will help you identify accredited national journals
	4	After taking this course, you understand the urgency of scientific publications
Strategy for downloading academic papers	5	After taking this course, you will better understand how to find an indexed article in a national or international journal.
	6	This course helps you download themes from journals via Google Scholar
	7	This course helps you to download an academic paper from open-access journals without violating the rules/norms in accessing journals.
Strategies for writing academic papers	8	This course helps you in writing academic papers according to the style of the intended journal environment.
	9	This course helps you understand how to write an abstract well.
	10	This course helps you understand how to write a good introduction/background.
	11	This course helps you understand how to write a good research methodology.
	12	This course helps you understand how to present research results well.
Utilization of reference manager applications	13	This course helps you discuss the research results found
	14	This course helps you write conclusions from the research conducted.
	15	This course helps you cite academic papers as references according to the style of the journal's environment using the application.
	16	This course helps you compile a list of references that are referred to according to the style of the journal's environment using the application

Findings

There were 45 students involved in this study, with details of one student from semester 1, 10 students from semester 2, and 34 students from semester 3. This study measured students' scientific publication abilities after lectures using the Blended Learning model. Forty-five students filled out this questionnaire. Table 2 shows the results of students' publication skills after taking the learning innovation course with the Blended learning model.

Students' publication ability after taking the learning innovation course with the Blended learning model is high. Two aspects get higher scores than other aspects, namely basic knowledge of scientific publications and strategies for writing scientific articles, each of which gets an average score of 3.47 with high criteria. The highest item in the essential knowledge aspect of scientific publications is at number 3, "*where this course helps you identify accredited national journals*" (average 3.58, SD 0.62, very high). The lowest item obtained in this aspect is number 2, "where this course helps you identify indexed international journals". Despite obtaining the lowest average value, item number 2 has an average value of 3.33 with an SD of 0.71 in the high category.

Table 2: Level of Students' Publication Skill

Range	*Level*
0 – .49	Very low
.50 – 1.49	Low
1.50 – 2.49	Average
2.50 – 3.49	High
3.50 – 4.00	Very high

The average score for the article downloads strategy aspect is 3.45 (SD=0.65) in the high category. The highest item is obtained at number 6, where this course helps students find out how to download articles from journals via Google Scholar (mean = 3.56, SD = 0.62) very high category. At the same time, the lowest item is obtained at number 7, where this course helps students to download articles from open-access journals without violating the rules/norms in accessing journals. Despite obtaining the lowest score, item 7 is in the high category (mean = 3.33, SD = 0.71).

In the high category, the average score on the article writing strategy aspect is 3.47 (SD=0.67). The highest items were obtained in numbers 13 and 14. Item 13 shows that this course helps students discuss research results found (mean = 3.51, SD = 0.66) in a very high category. Item 14 shows that this course helps students write conclusions from the research (mean = 3.51, SD = 0.66). In contrast, the lowest item is obtained at number 9, "where this course helps you understand how to write abstracts well". Despite obtaining the lowest score, item 9 is in the hig***h category (mean = 3.42, SD = 0.69).***

The average score for the article downloads strategy aspect is 3.45 (SD=0.65) in the high category. The highest item is obtained at number 6, where "this course helps you compile a list of references to be referred according to the style of the journal's enclosure using the application" (mean = 3.56, SD

Aspect	*Item*	*Mean*	*Category*	*Mean of Aspect*	*Category*
Basic understanding of scientific publications	1	3.42	High	3.47	High
	2	3.33	High		
	3	3.58	Very high		
	4	3.56	Very high		
Strategy for downloading academic papers	5	3.47	High	3.45	High
	6	3.56	Very high		
	7	3.33	High		
Strategies for writing academic papers	8	3.49	High	3.47	High
	9	3.42	High		
	10	3.44	High		
	11	3.47	High		
	12	3.44	High		
	13	3.51	Very high		
	14	3.51	Very highz		
Utilization of reference manager applications	15	3.29	High	3.30	High
	16	3.31	High		

= 0.62) very high category. While the lowest item is obtained at number 7, where "this course helps students to download articles from open access journals without violating the rules/ norms in accessing journals". Despite obtaining the lowest score, item 7 is in the high category (mean = 3.33, SD = 0.71).

The average score on the utilization of the reference manager application is 3.30 (SD=0.69) in the high category. The highest item is obtained at number 16, where "this course helps students find out how to download articles from journals via Google Scholar" (mean = 3.31, SD = 0.70) very high category. While the lowest item is obtained at number 15, where "this course helps you cite articles as references according to the style of the journal's enclosure using the application". Despite obtaining the lowest score, item 15 is in the high category (mean = 3.29, SD = 0.69). Based on the results of data analysis, scientific publication ability is at a high level, with the average of all items being 3.45 (SD=0.67). Thus, applying the blended learning model in the learning innovation course gave positive results for students' publication abilities.

Discussion

Since ancient times, published writing was used as the official means of communicating with all kinds of people (Behzadi, 2020). Publication is not the end of a scientific process. Publication is the beginning of knowledge. A good scholarly work will feature many quotations and result in lengthy discussions. Publications can also be the reason someone gets an invitation to a seminar or scientific speech. It is part of one's academic and scientific edifice (Lo, 2022). In addition, research activities and knowledge production are very important for growth and knowledge society (Rojas, 2020). Publishing new knowledge results in peer-reviewed journals with high impact factors is one way to measure one's professional growth.

A high rejection rate for a new article can lead to discouragement for writers including students. This can potentially reduce their enthusiasm for publishing their writing thereby hindering their potential for professional growth (Berg, 2015). Failure to meet the publication standards of various reputable journals can cause the morale of the authors to decline and even allow plagiarism or attempted publication in questionable journals (Shoko, 2021). Even, there are three things that need to be understood in analyzing the content of a journal including tools, applications, and purposes(Chen, 2019). Journals have selling points and uniqueness that are conveyed in the environment and objectives so that it is expected to attract readers to publish in the journal (Wood, 2018). Then, Students not only need to understand the publication process and the possibility of being rejected by a journal.

Student also need to understand how different publication processes are assessed and measured. This process involves applying a realistic view, skills to assess and select journals appropriately according to the research and the intended audience (Merga, 2019). Great training for novice writers to be able to publish research results in various high-ranking international journals. The problem faced by students is not the inability to carry out good research but the inability to modify the results of research work or dissertations/thesis into scientific works that are published in good quality journals (Dehal, 2018). Therefore, it is necessary to prepare several main aspects including instructors, training participants, training time to what type of training is most effective for students (Cargill et al., 2014). There is a very big role for various stakeholders to be involved collaboratively in student publications. Stakeholders need to synergize interactive and high-quality multimedia content (Long, 2018). One of the programs that can be carried out is the application of ICT-based learning. The application of ICT literacy skills can have a significant influence on one's ability or publication output. ICT capabilities can also be applied in various fields of academic publications (Amuche, 2020). In this study, the program hold is using blended learning model in Learning at Science Magister Students.

Blended learning has a positive effect on the level of student satisfaction. This finding is similar to (Kang & Kim, 2020) that participants' learning satisfaction and perceived benefits of blended learning seem to be higher than traditional face-to-face learning. The learning format includes new pedagogical concepts such as blended learning, and the latest technology allows for increased participant satisfaction (Vavasseur et al., 2020). In addition, blended learning positively impacts student satisfaction and performance in tertiary institutions (Zeqiri et al., 2020).

Blended learning also positively impacts the participants' enthusiasm for learning. In line with (Wong et al., 2020) shows that the use of blended learning in learning can motivate participants to learn. Specifically, in higher education, blended learning can significantly improve mood, motivation and satisfaction compared to traditional teaching (Lozano-Lozano et al., 2020). In a blended learning environment, academic performance, level of learning motivation, attitudes and self-efficacy, and student learning behavior in tertiary institutions were better than in a learning environment without blended learning (Zhang et al., 2020). Through a combination of face-to-face and online activities, blended learning can set up differential teaching in higher education. Blended learning is a flexible approach in that the program

includes a combination of different places and times that can be used for learning. While learning is explained as the act of understanding or comprehending something, etymologically, it can be summed up as a combination of the practice of instructional learning activities.

Conclusion

The results of the data analysis show that evaluating the application of learning innovation courses using the Blended learning model gives positive results on students' scientific publication abilities. The aspect with the most favourable results was basic knowledge of scientific publications. This condition is undoubtedly very important for students, especially postgraduate students, who must be able to publish research results in the form of articles in journals. In addition, the ability to publish research results is also an essential ability for students to have in the 21st century. Overall, the evaluation carried out in the learning innovation course has shown promising results, so this course can continue to be developed with various learning models to obtain even better results.

Suggestion

The recommendation for further research is to implement a comprehensive program, in the form of intensive training. Training or workshops are conducted so that students are able to publish a scientific paper. Training can be done with the Blended Learning model. The students were first taught the theory of scientific publications. After understanding the theory of scientific publications, students are taught to determine renewable research topics. The topic of this research is then adjusted to the journal that is the target. Students are then taught to write according to the journal template. They are guided to write starting from the introduction, determining the title, to using the reference manager application in making references.

Limitation

The limitation in this study is the application of the blended learning model which is limited to several students. In addition, the application of this model is only limited to one course with a limited semester of lecture period. This has the potential to reduce the effectiveness of the blended learning model in improving students' scientific publication abilities.

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