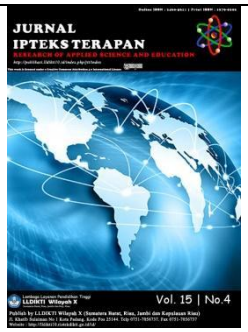

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APPLICATION OF THE TEAM BASED PROJECT MODEL ASSISTED FLIPPED CLASSROOM IN SCIENTIFIC WRITING AT UNIVERSITY

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ABSTRACT

Background : Higher Education Performance Indicators, the decision of the Minister of Education and culture number 754 / P / 2020 that there are two recommended learning methods, namely the Case learning method which reduces the Case based learning method and the Team Based Project which reduces the Project Based Learning method. **Method :** This research is motivated by the low writing skills of students and also the lack of strategies in teaching writing, especially writing scientific papers in the form of papers. Students have difficulty in using grammar, cohesion, coherence, paragraph organization, diction, and spelling errors. **Result :** The data and data sources in this study were students of the Department of Informatics Engineering Education, Faculty of Teacher Training and Education, Putra Indonesia University, Yptk Padang. The steps taken in this research are looking at the analysis of student needs, designing and implementing it in the learning process and evaluating the results of assignments. **Conclusion :** The findings in this research, students can conclude from the results that the application of the team based project model can improve students' abilities in writing scientific papers, especially papers.

Keywords : Team Based Project, assisted by Flipped Classroom, Writing Scientific Papers

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INTRODUCTION

Productive writing skills require healthy thinking skills about things that can be understood (Nuriyanti, Syaodih, and Iswara 2019). Currently, the writing learning process can be carried out using the project method in fulfilling Graduate Learning Outcomes (Almulla 2020). Through the Ministry of Education and Culture's policy on the KKNI MBKM 2020, the government promotes the Case method and Team Based Project methods in the learning process. Based on the Main Higher Education Performance Indicators, the decision of the Minister of Education and culture number 754 / P / 2020 that there are two recommended learning methods, namely the Case learning method which reduces the Case based learning method and the Team Based Project which reduces the Project Based Learning method. These two methods are believed to be able to encourage students to explore and interpret information to produce various forms of learning outcomes so that they are in accordance with the characteristics of practical courses, which are identical to research or project-based learning models. The use of technology in the 4.0 revolution era is a place to increase the effectiveness of the learning process. One of them can be in the form of Flipped Instruction which is part of Blended learning where the essence of Flip Instruction makes it easier for lecturers and students to work together both at home and in the classroom in order to facilitate the learning process, especially writing skills (Ayçiçek and Yelken 2018; Nwosisi 2016).

Learning Indonesian requires mastery of writing skills. Writing is one of the skills possessed by everyone because the writing process is a person's way of expressing ideas, ideas and opinions. For a student, writing is a non-negotiable necessity. One form of student writing in the last year is to produce a scientific paper in the form of a thesis, thesis, and dissertation. The ability to write that is informative, accurate, interesting, and concise is a valuable skill for researchers and good writing takes a lot of time, effort, practice, guidance, and patience. (Bahadoran et al. 2020).

There are several factors that affect students' writing skills, such as reading habits, student learning interests, writing strategies, interesting topics, length of teaching time and appropriate teaching techniques (Masdianti 2021). The ability to write that is informative, accurate, interesting, and concise is a valuable skill for researchers and good writing requires a lot of time, effort, practice, guidance, and patience (Bahadoran et al. 2020). Scientific writing has a set of implicit features that make it truly different from other genres. It has a set of characteristics inherent in scientific thought and expression. Scientific works can be recognized, both in terms of wording and structure. Scientific writing can be said as a kind of conceptual map, where the reader jumps from one marked concept to another. In a scholarly text, the experienced reader can follow the written path that lies before him, which is full of common landmarks (concepts). It also hinders

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their understanding and production by the layman, with a variety of specific terms used, which vary depending on the intended audience (Carrió-Pastor and Mestre-Mestre 2014).

Therefore, in honing scientific writing skills, learning techniques are needed that can help students improve their writing skills. One way to hone writing skills is the Team Based Project method. There are several studies from various countries that use the Team Based Project method in learning to write.

The first research used the Team Based Project method from South Africa where this method was used to train students to write reports about medical clinic programs in the country.

The results of this study found that there was critical reflection collected after the group academic writing project to understand how students faced the challenges of teamwork. Some of these challenges include expectations of being flexible and adaptive to the different and often conflicting identities of team members. Some of these challenges include expectations of being flexible and adaptive to the different and often conflicting identities of team members. In addition, learning using the Team Based Project method requires a constructive response to learning with different attitudes/behaviors, coordinating various activities through effective communication and good leadership (Angu 2007).

RESEARCH METHODS

This type of research is development research using the ADDIE Model. This model is the most frequently used framework in Instructional Design research. This model was chosen because it is more flexible than other models in that each step includes activities that can be adapted to the characteristics of the research (Nadiyah and Faaizah 2015); (Stapa and Mohammad 2019). The development of learning models through the ADDIE Model consists of five stages, namely Analysis which contains a preliminary stage in developing learning media by analyzing student needs through field observations or library studies (Almomen et al. 2016; Alodwan and Almosa 2018). The second stage is Design at this stage the development of learning media models includes the design of media products. The design phase of the learning media model includes components: identity, competency standards and basic competencies, subject matter, learning strategies, evaluation design, and source materials. Meanwhile, media product design includes important elements such as flow chart structures, story boards, and image or animation elements (Cheung 2016; Ngussa 2014). The third stage is Development. This stage is media production with a planned design. At this stage, assembling or assembling the various media elements needed into a unified whole media that is ready to be used (Durak and Ataizi 2016; Hanafi et al. 2020).

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The fourth stage is Implementation, which is the phase of preparing a learning environment by involving students. The general procedure associated with the Implementation phase is to prepare teachers and students. After completing the Implementation phase we should be able to move into a real learning environment where students can start building the new knowledge and skills needed to close performance gaps. The implementation phase shows the conclusion of the development activities and the end of the formative evaluation (Muruganantham 2015). The last stage is Evaluation. Evaluation of learning media by means of validation by material experts and media experts to determine the quality of the media that has been produced. In addition to expert validation, evaluation is also carried out in the form of trials by users. The media trial was carried out in three stages, namely individual trials, small group trials, and field trials (Branch 2009; Heinich et al. 2002; Stapa and Mohammad 2019; Usta and Güntepe 2017).

Based on the above review, this study developed the ADDIE model because it is easier to learn and the content is simple compared to other models. In addition, the development steps are structured systematically and interrelated, so it will be easy to use. Based on this, the researchers used the ADDIE development model in this research and development, because it has goals and characteristics that are in accordance with the research objectives. In addition, the framework at each stage is easy to understand.

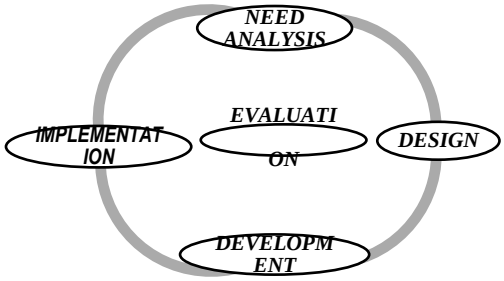

Figure 1. ADDIE . model flow

The chart above is the flow that is usually carried out in development research using the ADDIE model, but for more detail the flow of this research still adopts the ADDIE model research flow by experts but will be modified in more detail according to the needs of this research later. The flow of the implementation of research procedures by adapting the flow of the experts above can be seen from the following figure.

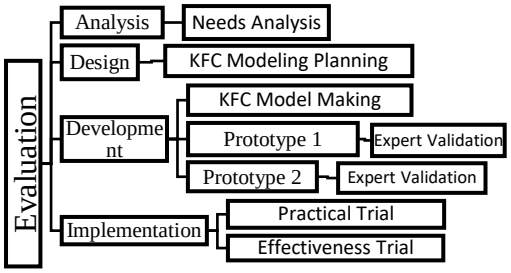

Figure 2. Research Procedure

RESULTS AND DISCUSSION

The stages, criteria and activities carried out in this study can be seen in the following table:

Stage	Activity Description	Activity
A Early Stage (Analysis	Analysis of various	Collect a variety of information

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	Phase)	problems (needs analysis). The results of this phase are used as the basis for making the initial design of the learning model prototype.	including: student conditions, curriculum and learning models that are being used
D	Design Stage (Design Phase)	The initial design stage of the KFC learning model	- Designing KFC model learning tools - Designing KFC model books - Designing a KFC model lecturer book - Designing a KFC model student book
D	Development stage (Development phase)	The development of the KFC learning model in writing scientific papers which will be tested in stages and revised based on the evaluation stage	Designing the KFC model in writing scientific papers Validity test Expert assessment (Prototype I) Expert validation (Prototype II)
I	Implementation stage (Implemented phase)	At the implementation stage, the prototype that has been designed and developed is implemented.	Students will be guided during the process of using the KFC learning model in writing scientific papers to use prototypes. All respondents are required to follow the instructions given in using the prototype to test its functionality. Final summative evaluation based on user results will determine the success of the prototype with appropriate learning outcomes. This feedback is very important to ensure Prototype functionality and field readiness.
E	Assessment stage (Evaluation phase)	Assessing whether users can use the KFC learning model product in writing this scientific paper in a practical way and the model is effective in achieving goals pembelajaran	Field trials to obtain practicality values (implementation, presentation, ease of use, and effectiveness (learning activities and learning outcomes)

Table 1. Data Source

The Team Based Project learning model assisted by Flipped Classroom in writing scientific papers that will be developed is intended for students of the Faculty of Teacher Training and Education UPI Yptk. The sample that will be the subject of this research trial consists of two classes, namely one class as the control class and one class as the experimental class. This study uses 4 instruments, namely the needs analysis instrument, the validity instrument; practical instruments; and instrument effectiveness. Each instrument consists of a type of instrument, where the needs analysis instrument consists of a questionnaire intended for students and interviews aimed at lecturers teaching writing.

The second is a validity instrument in the form of a questionnaire which aims to validate the KFC Model. The third is a practical instrument to test the practicality of a learning model in the form of a questionnaire aimed at material experts, lecturers and students. The last is an instrument to test the effectiveness of the learning model in the form of tests for students and

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observation sheets during the learning process for lecturers.

Analysis of KFC Model validity test data

The validity here is to test the feasibility of the developed learning media and test the suitability of the KFC model. The answer to the expert validation questionnaire uses a Likert scale where the measured variable is translated into an indicator variable. The Likert scale used is as follows.

Score	explanation
5	Strongly agree/always/very positive/very decent/very good/very motivating/very useful/very motivating
4	Agree/good/often/positive/appropriate/easy/worthy /useful/motivating
3	Doubtful/sometimes/sometimes/neutral/fairly agree/good enough/fairly appropriate/fairly easy/quite interesting/fairly feasible/fairly useful/sufficiently motivating
2	Disagree / almost never / negative / less agree / less good /kurang sesuai / less interesting / less understanding / less worthy / less useful / less motivating
1	Strongly disagree / very unfavorable / very unsuitable / very unattractive / very less understand / very less worthy / very less useful

Table 2. Likert Skala Scale rating categories

KFC Model Expert Validation Questionnaire Test. The results of the tabulation of each indicator are searched for their presentation with the formula used for data validity analysis as follows:

$$P = \frac{\sum score\ per\ item}{maximum\ score} \times 100\%$$

The validation criteria used in the research validation of the KFC Model are presented as follows:

No	Achievement level	Qualification	Explanation
1	81% – 100%	Very Good	Very feasible / very valid / does not need to be revised
2	61% – 80%	Good	Eligible / valid / does not need to be revised
3	41% – 60%	Pretty good	Eligible / valid / does not need to be revised
4	21% – 40%	Not good	Inappropriate / invalid / need to be revised
5	<20%	Not very good	Inappropriate / invalid / need to be revised

Table 3. Criteria for the validity of the KFC model expert questionnaire data

Under the condition

1. If the results of the analysis obtain criteria A (81% – 100%), then the KFC model has very good qualifications to be used in learning to write.
2. If the results of the analysis obtain criteria B (61%-80%), then the KFC model has good qualifications to be used in learning to write
3. If the analysis results obtain criteria C (41% – 60%) then the KFC model has good enough qualifications to be used in learning to write
4. If the results of the analysis obtain criteria D (21% – 40%) then the KFC model has poor qualifications to be used in learning to write.
5. If the results of the analysis obtain criteria E (<20%) then the KFC model has very poor qualifications to be used in learning to write.

After the validity test, the next is the inter-weigher reliability test is carried out to determine the level of appraisers between one appraiser and another. By using the ANOVA

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principle, the assessment data is entered into the following format.

Source	df	SS	MS
Treatment (students)	k-1	SST	SST/ (k-1)
Block (evaluator)	b-1	SSB	SSB(b-1)
Error	(k-1) (b-1)	SSE	SSE/(k-1) (b-1)
Total	kn-1	SS_{total}	

Table 4. Anova Format

In addition, reliability calculations will be carried out using the formula.

R11 = (MS students-MS mistake)/(MS students) = (SST-SSE)/(k-1 (k-1)(b-1)) SST/(k-1)

The results of the reliability calculation to be obtained are adjusted according to the following table:

No	Range	Category
1	$0,80 < R_{11} \leq 1,00$	Very high correlation
2	$0,60 < R_{11} \leq 0,80$	High correlation
3	$0,40 < R_{11} \leq 0,0$	Medium correlation
4	$0,20 < R_{11} \leq 0,40$	Low correlation
5	$R_{11} \leq 0,20$	Very low correlation

Table 5. Guilford Table

Analysis of KFC Model Practicality Test Data

The KFC learning model is categorized as practical if it meets the following indicators. The validator states that the KFC Model can be used with little or no revision which is called practical in theory. The results of the responses of lecturers and students gave a positive response which was shown from the results of the questionnaire that had been given. The data obtained from the questionnaires of lecturers and students were then analyzed using quantitative data to test the practicality of the product being developed. The collected practical data are then tabulated. The average presentation of each component is calculated using the following formula:

$$P = \frac{\sum score\ per\ item}{maximum\ score} \times 100\%$$

Giving and making decisions about the practicality of this KFC Model product will use the conversion level of achievement on a scale of five. The following are the criteria for assessing the questionnaire response data for lecturers and students :

No	Achievement level	Qualification	Explanation
1	81% – 100%	Very good	Very positive / very practical / does not need to be revised
2	61% – 80%	Well	Positive / practical / does not need to be revised
3	41% – 60%	Pretty good	Less positive / less practical / need to be revised
4	21% – 40%	Not good	Not positive/ impractical/ need revision
5	<20%	Not very good	Very not positive/very impractical/needs revision

Table 6. Criteria for assessing Lecturer and Student response questionnaire data

Under the condition

1. If the results of the analysis obtain criteria A (81% – 100%), then the KFC Model has very good qualifications to be used in learning to write.
2. If the results of the analysis obtain criteria B (61%-80%), then the KFC Model has good qualifications to be used in learning to write.
3. If the results of the analysis obtain criteria C (41% – 60%) then the KFC Model has a fairly good qualification to be used in learning to write.
4. If the results of the analysis obtain criteria D (21% – 40%) then the KFC

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model has poor qualifications to be used in learning to write.

5. If the results of the analysis obtain criteria E (<20%) then the KFC Model has very poor qualifications to be used in learning to write.

After the practicality test, then the reliability test, next is the inter-weigher reliability test is carried out to determine the level of assessment between one appraiser and another. By using the principles of ANOVA, the assessment data is entered into the following format.

No	Range	Category
1	0,80 <R11≤1,00	Very high correlation
2	0,60< R11≤0,80	High correlation
3	0,40<R11≤0,0	Medium correlation
4	0,20<R11≤0,40	Low correlation
5	R11≤0,20	Very low correlation

Table 7 . Guilford Tabel Table

Analysis of KFC Model effectiveness test data

The analysis of the effectiveness of the KFC model was carried out through experimental research with the type of Pretest – Posttest Control Group Design. The measuring instrument for this experimental research uses a pronunciation knowledge test in the form of a choice of accuracy between the images provided and the correct speech by the application system that has been provided in the application features section of the KFC model. Student completeness is measured based on individual mastery obtained by students. The formula used to assess the test is as follows:

$$\text{Final Score} = \frac{Earning\ score}{maximum\ score} \times 100\%$$

No	Achievement level	Qualification	Explanation
1	81% – 100%	Very good	Very positive / very effective / does not need to be revised
2	61% – 80%	Well	Positive / effective / does not need to be revised
3	41% – 60%	Pretty good	Less positive/ less effective/ need to be revised
4	21% – 40%	Not good	Not positive/ not effective/ need revision
5	<20%	Not very good	Very not positive/very ineffective/needs revision

Table 8. Criteria for the Effectiveness of the KFC Model

Before testing the effectiveness of the KFC Model, normality tests were carried out, homogeneity of variance tests for both groups of data, and hypothesis tests were carried out. An explanation of this is explained as follows:

1. Normality Test

The normality test that will be carried out in this study using the Kolmogorov – Smirnov test with the help of SPSS 21 software with a significance > 0.005 and the basis for making decisions are as follows:

a). If the significance value or probability value < 0.05, it is said that the data is not normally distributed. b). If the significance value or probability value > 0.05, it is said that the data is normally distributed

2. Homogeneity test

The homogeneity test that will be carried out in this study using SPSS 21 software with a significance > 0.05 and the basis for making decisions are as follows:

a. If the significance value or probability value is < 0.05, it is said

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that the variance of two or more data groups is not homogeneous

b. If the significance value or probability value is > 0.05, it is said that the variance of two or more data groups is homogeneous

3. Hypothesis test

The data analysis technique used to test the hypothesis is the t test which aims to determine whether the average student learning outcomes using the Automatic Speech Recognition Media Model in the experimental class have a significantly higher average value than the control class. The proposed hypothesis is:

$H_0 : \mu_1 \leq \mu_2$ atau $H_1 : \mu_1 > \mu_2$

By testing the hypothesis with the condition that Ho is accepted if t count ≤ ttable and H1 accepted if t count > t table

No	Statement	Yes	No
1	I think the Indonesian language course material is difficult to understand	7	3
2	I like to learn only with conventional methods	2	8
3	I've learned to use audio media	6	4
4	I've learned to use visual media	4	5
5	I've learned to use audio visual media	2	8
6	I have learned to use other media (audio, visual, or audio visual)	1	9
7	I am happy if Indonesian language lectures are presented using a variety of learning resources	8	2
8	I've seen lecture material visualized/shown through animation	3	7
9	I've seen lecture material visualized/shown through computer simulation	1	9
10	I think learning by using media that can show how things work is interesting for me	8	2
11	I think learning by using pictures is interesting for me	9	1
12	I think learning by using video media is interesting for me	9	1
13	I think learning by using media in more detail/real material is interesting to me	8	2

Table 9. Results of Questionnaire Analysis

Based on the researcher's analysis of the learning resources used by students, they still need to be evaluated and developed. Analysis of student characteristics in this study was carried out on aspects or individual qualities of students consisting of interests, attitudes, learning motivation, learning styles, thinking abilities, and initial abilities possessed by students. Analyzing aspects of interest, attitudes are used for consideration in compiling the level of difficulty of problems in the learning process. Analysis of learning motivation, learning style, thinking ability is used for consideration in designing presentations.

Based on the results of the analysis of student characteristics, data obtained that students have been able to express opinions and speak well but still do not understand the importance of learning to write scientific papers. Analysis of student cognitive development was carried out by interviewing several students. The interviews conducted were unstructured interviews, namely interviews conducted without using an interview guide but developing based on the respondent's answers so that they were able to extract deeper information. Interviews were conducted to determine students' understanding of learning to write scientific papers.

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Learning Syllabus

The learning syllabus contains a series of activities that must be achieved before the implementation of learning. The learning syllabus discusses the identity of learning, describes the learning outcomes that must be achieved by students. Besides that, the learning syllabus also includes the final abilities expected of students at each meeting, teaching materials, methods/ approaches, time, learning experiences, learning media/resources, evaluations and reference lists.

SAP Implementation Observation

This observation is focused on seeing whether the learning is carried out in accordance with the SAP design and seeing the obstacles faced. The data from the observation of the implementation of SAP can be seen in the following table:

Meeting	Score	Average	Category
1	96	87.27	Very practical
2	94	85.45	Very practical
3	96	87.27	Very practical
4	98	89.09	Very practical
5	96	87.27	Very practical

Table 10. Observation Results of SAP Implementation

Based on the table above regarding the observation of the implementation of the SAP one-to-one evaluation, it can be concluded that the implementation of SAP at the first meeting was 87.27 with a very effective category, the implementation of SAP at the second meeting was 85.45 with a very effective category, the implementation of SAP at the third meeting was 87.27 with very effective category, implementation of SAP at meeting IV was 89.09 with very effective category, implementation of SAP at meeting V was 87.27 with very effective category, this shows that the SAP made was implemented well.

Assessment of Scientific Writing Learning Skills

The data processing of the evaluation of the multimedia e-Module learning process can be seen in the following table.

	Rating Indicator	Meeting Average					Average	Category
		1	2	3	4	5		
1	Pay attention to the lecturer's explanation	75	75	80	80	75	77	High
2	Question and answer	70	85	80	80	75	78	High
3	observing reading	70	90	80	90	79	81.8	Very high
4	Writing to do something	80	90	90	87	86	86.6	Very high
5	Revising learning outcomes	90	97	98	75	90	90	Very high
6	Clearing up misunderstandings	90	95	86	75	90	87.2	Very high
Amount		79	89	86	81	83	83.4	Very high
Average		79.2	88.7	85.7	81.2	82.5	83.43	Very high

Table 11. Assessment of the Learning Process

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Based on the table above, it can be explained that the assessment of the learning process using the e-Module multimedia one-to-one evaluation test for each assessment indicator is in the range of 70% to 90% which can be interpreted in the high and very high categories. The average rating at the first meeting is 79.2 with a very high category, the average rating at the second meeting is 88.7 with a very high category, the average rating at the third meeting is 85.7 with a very high category, the average rating The average at the fourth meeting was 81.2 in the very high category, the average rating at the fifth meeting was 82.5 in the very high category, the average rating from the whole was 83.43 in the very high category. From the description above, it can be concluded that when the learning process takes place, student activities are very good at understanding the developed multimedia e-modules. The assessment for each activity is described as follows, 1) on paying attention to the lecturer's explanation, an average score of 77% is obtained in the high category, 2) in the question and answer session, an average score of 78% is obtained in the high category, 3) on observing the reading obtained an average value of 81.8% with a very high category, 4) on writing to do something obtained an average value of 86.6% with a very high category, 5) on revising learning outcomes obtained an average value of 90% with a very high category. high, 6) in correcting misunderstandings, an average score of 87.2% was obtained in the very high category.

CONCLUSION

The application of the Team Based Project learning model assisted by Flipp Classroom in writing scientific papers, especially writing papers, has a positive impact by looking at the needs of students. So that the assignments given in groups can improve students' quality results in writing papers, this is evidenced by increased scores. This research was carried out on students majoring in Informatics Engineering Education, Faculty of Educational Sciences who took courses in writing scientific papers.

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