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Integration of output-based science with the integrated twin tower paradigm in journal review lectures

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ABSTRACT

Integration of knowledge is an interesting phenomenon that has emerged amidst the rapid changes in Islamic religious higher education institutions in Indonesia, which have changed from a State Islamic Religious Institution to a State Islamic University (Universitas Islam Negeri/UIN). The implementation of the integration of knowledge at UIN Sunan Ampel Surabaya refers to the integrated twin-tower model. This study aims to describe the integration of knowledge based on outputs with the integrated twin tower paradigm in journal review lectures. This type of research is qualitative descriptive with the research location of the Science Education Study Program, FTK UINSA, in journal review lectures running in the even semester of the 2022/2023 academic year. Data was collected using documentation, field notes, and questionnaires. Data analysis techniques were carried out using data triangulation techniques, including data reduction, data presentation, and conclusion. The study results showed that lecture planning was carried out well in the semester learning design. Integrating knowledge based on outputs with the integrated twin tower paradigm in journal review lectures went well according to the achievement objectives in the semester learning plan and produced outputs in draft articles. The student's response to the lectures was positive, resulting in accurate understanding from the students regarding the topics of scientific articles and journals. The lectures had some obstacles but also produced many benefits.

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INTRODUCTION

The transformation of the State Islamic Institute (Institut Agama Islam Negeri/IAIN) or State Islamic College (Sekolah Tinggi Agama Islam Negeri/STAIN) into a State Islamic University (Universitas Islam Negeri/UIN) has changed the face of Islamic studies in Indonesia, which initially tended to be more concentrated on the study of Islamic "orthodoxy" towards the direction of Islamic "orthopraxy" by including practical studies of Islam in everyday life (Chalik & Muzakki, 2015). The increasing number of changes in Islamic Religious Higher Education Institutions in Indonesia, which have undergone changes from IAIN to UIN, has impacted an interesting phenomenon: the emergence of scientific integration (Sari & Amin, 2020). Integration can be interpreted as a specific

perspective or approach towards science that is unifying (Huda, 2017). Each UIN has various names for its scientific integration concept. Still, they all have the same core concept, namely, containing a unity of sources of knowledge between religious and general knowledge. Scientific integration in PTKI can be applied in education and teaching activities, research, and community service (Sumarni & Suprapto, 2022). Each PTKIN has a concept of scientific integration, as well as its approaches and characteristics. If these approaches are not implemented properly so that they are unable to provide a direct effect to obtain better results, then scientific integration can only act as knowledge (Fauzi et al., 2022).

The issuance of Presidential Regulation Number 65 of 2013 concerning the Change of the Sunan Ampel State Islamic Institute of Surabaya to the Sunan Ampel State Islamic University of Surabaya is legal evidence of the transformation of IAIN Sunan Ampel to the Sunan Ampel State Islamic University of Surabaya. With the transition of IAIN to UIN, UIN Sunan Ampel Surabaya is required to eliminate the dichotomous gap in the lecture process between Islamic science and religious and general science. In response to this challenge, UINSA applies the concept of integrated twin-tower scientific integration (Qulub, 2020). The institutional change of IAIN to UIN Sunan Ampel Surabaya was motivated by the interest in developing scientific integration. As an academic consequence of the institutional change, various scientific disciplines can be opened and organized within it (Muzakki, 2013).

As a form of realization of scientific integration, UIN Sunan Ampel Surabaya published a Scientific Integration Guidebook. In its implementation, the scientific integration of UIN Sunan Ampel Surabaya refers to the integrated twin tower model with an experiential learning paradigm containing three elements. Based on the scientific integration guide of UIN Sunan Ampel Surabaya, it is explained that the first element is the integration of tridharma, namely the integration model in the learning domain driven towards the research domain. The results are utilized in community service activities, which are then re-implemented into learning activities. The second element is integrating theory and field, which is realized through inquiry-based learning. The third element is the integration of cross-disciplinary sciences through transdisciplinary learning (*Panduan Integrasi Keilmuan UIN Sunan Ampel Surabaya*, 2021). The integration of science at UIN Sunan Ampel Surabaya uses the integrated twin towers paradigm, which contains three concepts for integration patterns.

Research results by Ni'mah and Sari (2022) revealed that the curriculum with an integrated multidisciplinary twin towers paradigm has been initiated in a curriculum document designed by the PAI Study Program, UIN Sunan Ampel Surabaya. The PAI Study Program curriculum also refers to the government curriculum, namely the Independent Learning-Independent Campus (Merdeka Mengajar Kampus Merdeka/MBKM) curriculum. The PAI Study Program, UIN Sunan Ampel Surabaya, believes that the Twin Towers model multidisciplinary integrative curriculum is vital to be used as a foundation (Syafi'i et al., 2022). Research by Qulub (2020) shows that integrating astronomy and astronomy in the Astronomy Study Program is already apparent at the material level but has not yet been evident at the philosophical and learning strategy levels. The integrated Twin Towers paradigm needs to be used as a reference in the curriculum design of the Astronomy Study Program, and it should be implemented simultaneously at the material and learning method levels.

The prepared Semester Learning Plan (Rencana Pembelajaran Semester/RPS) can include the design. According to Qulub, the studies in the Astronomy Study Program are included in the category of Islamic development science, so they need to be strengthened with the Twin Towers paradigm. Other courses, such as science, technology, and astronomy, also need to be touched on by integrating Islamic science.

Journal Review is one of the courses in the Science Education Study Program, Faculty of Medicine, UIN Sunan Ampel Surabaya, which aims to analyze references from various sources, such as national and international journals, to enrich references and prepare students for writing proposals and theses. The reference topics discussed, especially in the Science Education theme, are mainly Biology Education. In this course, students are equipped with knowledge and skills on accessing national and international journals and research to be written into an article until submitting the article to one of the national journals. In this lecture, it is possible to carry out scientific integration. This is because, in the journal review lecture, the learning process involves utilizing the results of previous research or directly applying the theories learned in the field. The activities include searching for references, developing research instruments, and conducting research in schools. Research and articles created by students in the journal review course can be used in other courses, such as the Science Education research method, and in compiling a thesis proposal. This lecture also produces output as a draft of a research article that must be submitted. Based on the description above, a study was conducted to describe the integration of output-based science with the integrated twin tower paradigm in journal study lectures.

This related study is critical because scientific integration based on integrated twin towers as a characteristic of the scientific integration of UIN Sunan Ampel Surabaya should be applied holistically in the lecture process. Journal studies courses are fundamental to support student competence. This relates to other courses, such as science research methods and thesis preparation. Thus, it is necessary to translate output-based scientific integration following the integrated twin tower guidelines, especially in journal studies courses. This also supports the reality that little research has been done on implementing scientific integration with the integrated twin-tower paradigm in the lecture process, so research related to this needs to be optimized.

METHOD

This research is included in the descriptive qualitative research. Qualitative research, also known as natural or natural research, emphasizes the process and meaning that is not tested or measured precisely, where the data processed is descriptive. This type of research tries to describe a phenomenon that is felt and heard, which is then made into a narrative or descriptive statement (Strauss & Corbin, 2003). This study aims to describe the integration of output-based science with the integrated twin-tower paradigm in journal review lectures. The research was conducted in the Science Education Study Program, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya, in journal review lectures in the even semester of the 2022/2023 academic year. The study subjects were students of the Science Education Study Program, Class of 2020, who had taken journal review lectures.

Integrated twin tower scientific integration is applied to journal study lectures in the even semester of the 2022/2023 academic year, as many as one class with 30 students. The lecture process is carried out according to the RPS with 16 face-to-face meetings. The implementation of the integrated twin tower was carried out at the 7th meeting to the 16th meeting. There are two integrated twin tower CPLs selected, namely: (1) KK.A.7.1 is able to carry out research related to concepts/theories and their application in the field, and (2) KK.A.7.2 is able to conduct field research and conceptualize/theorize it into the development of concepts/theories. The two CPLs were chosen because they were considered to follow the direction of the objectives of the journal study lecture and follow the needs of the journal study students. To implement the integrated twin tower in journal studies lectures, students first learn the theory and then apply it in the field by conducting school research. Furthermore, students analyze research data and write it as a draft article.

The results of the entire lecture process are then taken using data collection methods such as documentation, field notes and questionnaires. In journal review lectures, documentation is used to collect all supporting documents related to implementing output-based scientific integration with the integrated twin tower paradigm. Field notes are used to record observed things and also researcher interpretations. Meanwhile, the questionnaire was given to students of the 2020 intake who had taken journal review lectures to find out various opinions, suggestions, criticisms, comments and responses related to the entire lecture process that had been carried out. Data analysis was carried out using data triangulation techniques. The data obtained from documentation activities, field notes, and questionnaires are qualitative data that are then analyzed through three data processing activity flows, including data reduction, data presentation, and conclusion.

RESULTS AND DISCUSSION

Planning

The planning of output-based scientific integration with the integrated twin tower paradigm in journal study lectures is outlined in the RPS for the journal study course. This course is one of the course programs in the Science Education Study Program, FTK UIN Sunan Ampel Surabaya, taken by students in the sixth semester. The study materials or activities taught during sixteen face-to-face meetings include: (1) understanding, functions, and types of scientific journals; (2) searching for references in scientific journals; (3) understanding and types of articles; (4) format and systematics of scientific articles; (5) types and examples of educational research articles; (6) citations, bibliographies, plagiarism; (6) table and image structure; (7) designing research themes and instruments; (8) conducting research and writing scientific articles; (9) presentation of research results and article drafts; (10) submitting articles to national journals.

RPS documents that contain integrated twin-tower characteristics include integrated twin-tower CPLs. The CPLs listed can be selected according to the course's needs. The CPLs reflect the selected integrated twin-tower domain. Three integrated twin-tower domains can be chosen, including (1) integration of theory and field, (2) integration across disciplines, and (3) integration of tridharma. Scientific integration competencies are characterized through operational verbs as an integration work scheme that facilitates and simultaneously allows the preparation of achievement indicators through measurement and/or assessment work. There are nine levels of competence

characterized in operational verbs and derived into indicators. The nine operational verbs include: (1) level 1 recall; (2) level 2 interpret; (3) level 3 connect; (4) level 4 examine; (5) level 5 interpret; (6) level 6 combine; (7) level 7 conduct research; (8) level 8 solve problems; (9) level 9 manage, lead and develop research. The standard competency level of scientific integration for graduates of Diploma 4 or applied and undergraduate programs is level 6, and for graduates of master's programs is level 8. And for graduates of doctoral programs is level 9. The competency indicators are also given in the three domains of the integrated twin tower (namely, the realm of theory and field, the realm of cross-discipline, and the realm of tri dharma) each covering nine levels in its unique way.

The RPS document for the journal review course has included the integrated twin-tower CPL. The selected integrated twin tower domain is the realm of theory and field. The domain was chosen because it follows the journal study course where students conduct research in the field (school) to apply or test the theory learned in class. The level of competence considered appropriate and chosen is at level 7, namely conducting research related to concepts/theories and their application in the field. Thus, the RPS of the journal study course lists two integrated twin tower CPLs, namely: (1) KK.A.7.1 is able to conduct research related to concepts/theories and their application in the field; (2) KK.A.7.2 is able to conduct field research and its conceptualization/theory into the development of concepts/theories. The writing of the integrated twin tower CPLs means “KK is a special skill”; “A means integration in the realm of theory and field”; “7 means the 7th level”; and “no.1 is the first integrated twin tower CPL and no.2 is the second integrated twin tower CPL”.

Planning is the foundation of management activities to achieve specific goals effectively and efficiently (Bahrudin & Legiani, 2022). The RPS of a course is a learning process plan prepared for learning activities during one semester to meet the learning outcomes of graduates assigned to the course. The RPS is determined and developed by lecturers independently or together in a group of experts in a field of science and/or technology in a study program (Junaidi et al., 2020). The RPS of the journal study lecture contains various information related to learning planning which includes identity, CPL, CPMK, Sub-CPMK, final ability indicators, study materials, learning experiences, learning time, learning methods, forms of assessment, assessment criteria, and assessment weights, as well as a list of references. The RPS made by the lecturer has also been validated by a related lecturer and approved by the leadership (Head of Study Program and Head of Department). Based on this information, it can be seen that the RPS that the lecturer has prepared is good and follows the provisions. Thus, it can be said that the lecturer has carried out good lecture planning.

Lecture Process

Integrating output-based science with the integrated twin tower paradigm in journal review lectures is implemented according to the plan, namely 16 face-to-face meetings according to the RPS. Activities during the 16 face-to-face meetings are described in Table 1.

In general, the journal study lecture can be seen in Table 1. In this lecture, students are taught to recognize various types of scientific journals, national and international, and how to find references from journals. Students are also required to know different kinds of research articles up to writing scientific articles. To write scientific articles, students need to understand the systematics of writing

articles, how to write references and prevent plagiarism by writing tables and figures. All of these theories are taught first before students practice writing articles.

Table 1. Journal review lecture process for the 2022/2023 academic year

Meeting	Date	Type	Information
1	9 March 2023	Lecture	Able to analyze the function and types of scientific journals and able to find references from scientific journals both nationally and internationally independently
2	16 March 2023	Lecture	Able to analyze examples of scientific articles based on their types by respecting the opinions and original findings of others
3	23 March 2023	Lecture	Able to analyze various types of educational research articles independently
4	30 March 2023	Lecture	Able to explain the format and systematics of scientific articles
5	6 April 2023	Lecture	Explain how to write citations and bibliographies and prevent plagiarism
6	13 April 2023	Lecture	Explain the structure of tables and images
7	20 April 2023	Lecture	Designing research themes in the field of science-biology education based on group interests independently
8	27 April 2023	Middle test	Written exam
9	4 May 2023	Independent work and guidance Lectures Lectures	Able to create research articles based on predetermined themes with full responsibility and independence
10	11 May 2023		
11	18 May 2023		
12	1 June 2023		
13	8 June 2023	Independent work, guidance, reporting	Presenting the results of written research articles that have been created by respecting the opinions and original findings of others and carrying out evaluations and revisions based on the input obtained.
14	15 June 2023	Independent work and guidance	
15	22 June 2023		Able to submit articles that have been created and monitor and report the development of articles until they are published
16	22 June 2023	Final test	Export of submitted draft articles

Theoretical material is taught at the initial meeting until the mid-term exam. After that, students form research groups and determine the research theme. Students conduct research at school by preparing research instruments in advance. Research instruments are discussed under the guidance of the lecturer and revised before being used to collect data. The research themes taken are under the interests of students and will later be planned by them to be researched during the thesis. The data from this research can be considered pre-research data for the thesis. This has been deliberately intended to make it easier for students to speed up their thesis process. Therefore, this journal review course overlaps or is closely related to the Science Education research methodology course.

Output Results

CPLs integrated twin tower in journal review lectures have been achieved as evidenced by the output results in draft articles. There are two integrated twin tower SLOs, namely: 1) KK.A.7.1 is able to carry out research related to concepts/theories and their application in the field; (2) KK.A.7.2 is able to conduct field research and conceptualize/theorize it into the development of

concepts/theories. Students have implemented these CPLs from the 7th meeting to the 16th meeting. The implementation process begins with designing research themes, developing research instruments, conducting fieldwork in schools, analyzing the collected data, and presenting the findings as draft research articles. The output of this lecture is a draft research article. If they have succeeded in integrating theory and field, outputs will be produced. However, if they cannot produce an output as a draft article, it can mean that students have not completed the integration of theory and the field.

Journal review lectures produce outcomes in the form of draft research articles. Thus, the integrated twin tower CPLs in journal study lectures can be successfully achieved. In the 2022/2023 academic year, journal study lectures produced 14 draft articles, but 4 were not submitted. These results show that there are still many shortcomings in implementing output-based scientific integration with the integrated twin tower paradigm in journal studies lectures in the 2022/2023 academic year. The lack of success is because none of the draft articles have been published. Students do not monitor the submission process, so the draft article is not published successfully.

Based on the description above, it can be concluded that the weakness of this lecture is that there are too many draft articles produced by students, so lecturers are too complex to monitor the progress of articles submitted individually. However, the large number of groups formed is not arbitrary; it aims to create research groups in accordance with their respective interests. This is because students conduct research at school in journal review lectures, hoping that it can be continued for further research during their thesis. Thus, the results of research in journal review lectures can be used as pre-thesis research. This benefit is intensely felt by students who have research experience and use the results of this research as pre-thesis research. According to Kirom (2019), every student must master the ability to write scientific articles because they can be applied to various academic assignments or as initial practice when compiling final assignments or theses.

Journal review lectures were also conducted in the 2021/2022 academic year. The acquisition of draft articles in that year resulted in six articles. Among them, three articles were successfully published in national journals. The article publication succeeded because students communicated continuously and were guided even though the lecture period had ended. This shows that students have high motivation until the article is published. Meanwhile, the cause of the failure of several draft articles that have not been published is that after the lecture period ended, students did not contact the lecturer to communicate the continuation of the submitted article. The lecturer had difficulty controlling the development of the unreported draft article.

Student response

After implementing output-based scientific integration with the integrated twin tower paradigm in journal study lectures, students were given a questionnaire to find out their responses and opinions regarding the implementation of the lectures that had been carried out. Based on the results of the response questionnaire, it is known that students' understanding of the meaning and function of scientific journals after taking journal study lectures can be seen in Figure 1.

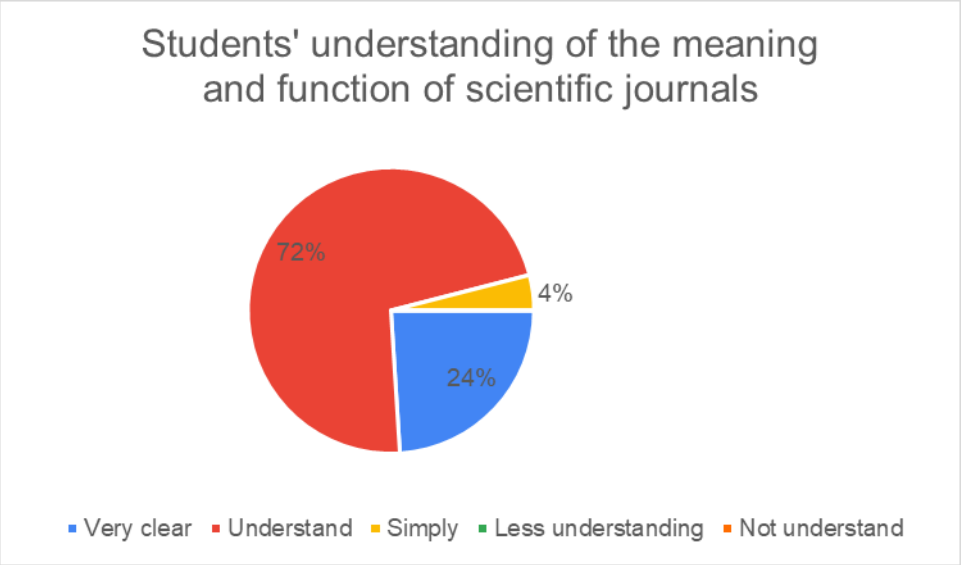

Figure 1. Students' understanding of the meaning and function of scientific journals

After taking the journal study course, students can understand the meaning and function of scientific journals as evidenced by 72% stating that they know the meaning and function of scientific journals. Meanwhile, the remaining 24%, said they understood very well and 4% were sufficient. Some of them stated that scientific journals are a means of scientific publication containing specific research findings, as a reference source for conducting further research, and as a means of disseminating knowledge from research results. One student also stated that a scientific journal is a media publication containing scientific articles written by researchers and academics published in print or online.

In the journal study course, students are taught about the various types of scientific journals and how to access them. The results of the response questionnaire show the students' understanding after the lecture, as shown in Figure 2.

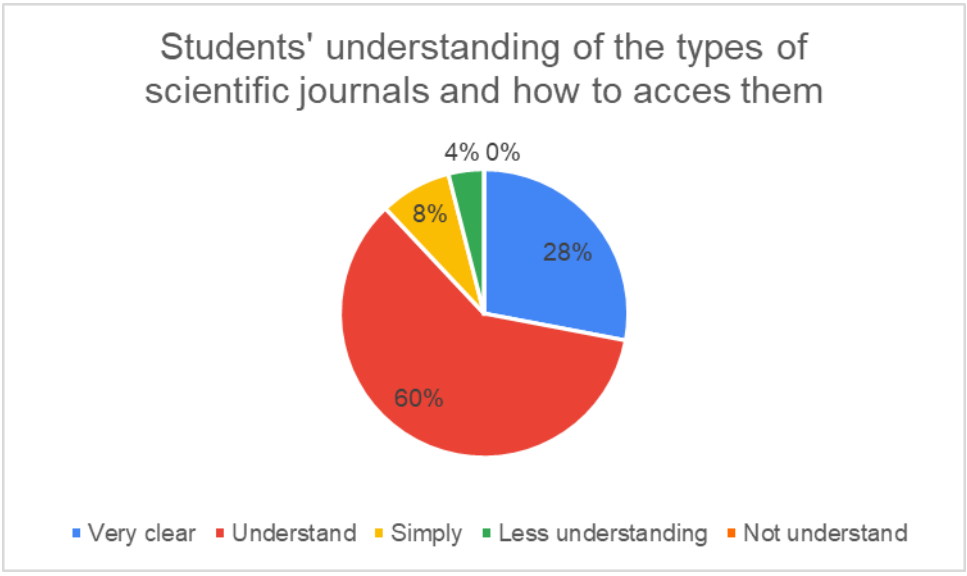

Figure 2. Students' understanding of the types of scientific journals and how to access them.

Students' understanding of the types of journals and how to access them after implementing the journal review lectures showed that most understood with a percentage of 60%, and some even understood very well at 28%. However, some students still did not understand at 4% and sufficient understanding at 8%. Those who stated that they understood reasoned that in the process of the journal review lecture, they had to look for several scientific journals to submit the scientific work that had been made so that through this process, they also understood the types of scientific journals and how to access them.

Some others expressed understanding through the lecturer explaining the material and then practicing it independently. Students' understanding of the types of scientific articles and their writing systematics after taking the journal review lecture is shown in Figure 3.

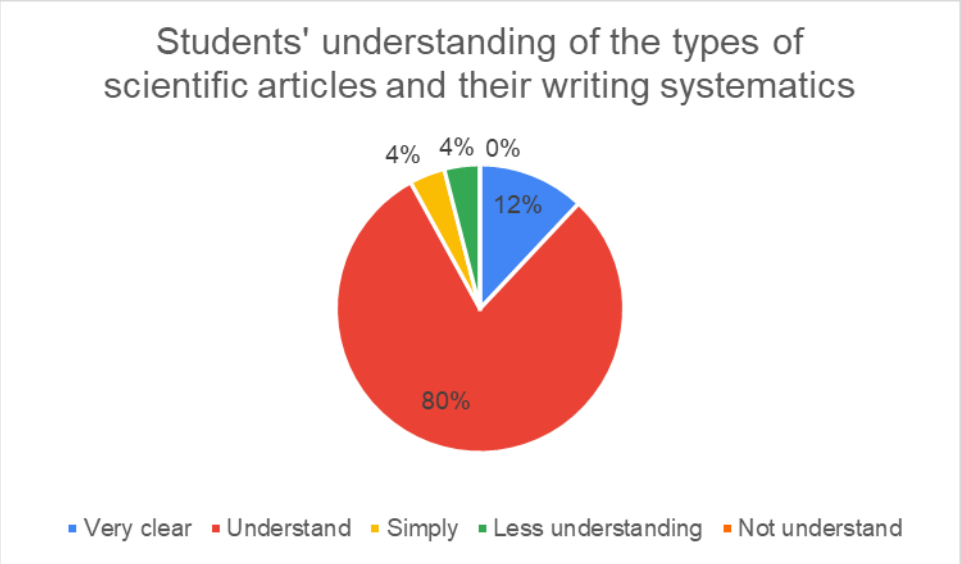

Figure 3. Students' understanding of the types of scientific articles and their writing systematics

Based on Figure 3, it is known that after taking the journal study course, students understand the types of scientific articles and their writing systematics by stating that they understand 80%, very understand 12%, sufficient 4%, and less understand 4%. They said that understanding this topic was because the output of the journal study course was being able to write scientific articles where they practiced writing research articles by determining specific issues arranged according to the systematics of writing scientific articles. In addition, they also stated that they received detailed materials and explanations from the lecturer. However, students who indicated that they understood sufficiently and did not understand were less understanding of the systematics of writing scientific articles.

During the journal study course, students experienced different challenges and obstacles. Through the results of the questionnaire, students revealed the obstacles faced during the journal study course including (1) obstacles in compiling research instruments, (2) obstacles in managing time; (3) difficulties in finding a research location, (4) difficulty finding research ideas or topics; (5) obstacles in finding references, especially relevant new theories; (6) confusion in determining how to analyze data; (7) group members who are less able to coordinate; (8) obstacles in paraphrasing so that Turnitin is relatively high; (9) some several terms or platforms are not well understood when

submitting; (10) it is difficult to determine a journal as a place to submit with free or low costs. Other studies have also found that students experience obstacles in conducting or writing research articles.

Research results Hernawan et al. (2023) revealed that students experienced difficulties in determining the title of the article because it was challenging to decide on the variables in the title (23.2%), difficult to find references (19.9%), and some answered that it was difficult to determine or arrange words (46.6%). Students' difficulties were also found in writing research articles distinguishing methodology, approaches, techniques, and research methods as much as 73.5%. Other research conducted by Nisa et al., (2023) found that 85.53% of students do not understand enough about writing scientific articles in the IMRAD aspect or introduction, methods, results and discussion, and conclusions. According to student perceptions, starting a research objective and approach and creating a research gap is the most challenging part.

Integration of output-based science with the integrated twin tower paradigm carried out in journal review lectures refers to the integrated twin tower CPL, namely KK.A.7.1 (Able to carry out research related to concepts/theories and their application in the field) and KK.A.7.2 (Able to carry out field research and its conceptualization/theory into the development of concepts/theories). From the two CPLs, in journal review lectures, students conduct research whose results are written in articles and then submitted to scientific journals. The activities carried out by students certainly gain many benefits. Some of the benefits that have been felt by students with the integration of output-based science in journal review courses include; (1) being able to find out the level of accreditation of scientific journals and how to access them; (2) increasing the ability to find references for both national and international journals; (3) getting better provisions for compiling a thesis because research in journal review lectures can be used as pre-research; (4) opening the way to conduct thesis research at the same school; (5) expanding relations with schools where research is conducted and can provide an overview of the school environment; (6) knowing the steps for making good and correct scientific papers; (7) increasing insight in identifying a problem and understanding real educational problems in the school environment; (8) having actual experience of the situation when collecting data and what needs to be prepared; (9) being able to learn to process data; (10) having the skills to write scientific articles according to systematics; (11) being more proficient in using reference management applications; (12) knowing how to submit articles and the flow until they are published.

The benefits of scientific article writing assignments obtained by students according to research Atin et al. (2023) are that students are able to find references from various sources, want to ask lecturers or friends when there is something they do not understand, increase self-confidence and are motivated to write articles and build good cooperation between group members. Writing scientific papers can develop reading skills, improve data collection skills, can be used as references for further research, and enhance understanding of science (Salim, 2023).

CONCLUSION

The study concludes that integrating output-based science with the integrated twin tower paradigm in journal review lectures is well-planned in the RPS. The integration of output-based science with the integrated twin tower paradigm in journal review lectures went well according to the scheduled achievement objectives in the RPS. The outputs produced were fourteen draft scientific

articles in the 2022/2023 academic year and six draft articles in the 2021/2022 academic year with three articles successfully published.

The student response to the implementation of the integration of output-based science with the integrated twin tower paradigm in journal review lectures was good as evidenced by: (1) 72% of students understood the concept and function of scientific journals and 24% understood very well; (2) 60% of students understood the types of journals and how to access them and 28% understood very well; and (3) 80% of students understood the types of scientific articles and their writing systematics and 12% understood very well. Based on the response questionnaire, students also revealed obstacles in conducting research, writing and submitting articles. However, students also gained many real benefits after taking the course.

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