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Information Literacy: Writing Scientific Articles In Collegetall

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Abstract

Students tend to experience difficulties in writing scientific papers due to a low reading and writing literacy culture, less than optimal interaction with texts, students' tendency culture, less than optimal interaction with texts, students' tendency to copy other people's work and then claim it as their work, self-correction that is not carried out, and not knowing the phases in writing scientific work. This problem is based on poor information literacy skills. Information literacy is the most important part of the process of writing a scientific paper. This study aims to describe information literacy in writing scientific articles in tertiary institutions. The method used in this research is the descriptive method. The data used in this study are the obstacles faced by students in writing scientific articles. Data sources of information literacy were obtained by distributing questionnaires to students. The data analysis technique used is to calculate the percentage of problems in writing scientific articles and the sources of information literacy used. The next step is to group the results of the questionnaire into the data tabulation table. The results showed that the problems encountered in writing scientific papers in the form of articles were lack of understanding of how to write works well 63.5%, difficulty developing ideas 98.4%, difficulty writing introductory sections 97.6%, difficulties in conducting discussions 67.2 %. While the results of student information literacy sources were obtained from the Google application 57.2%, 19% were obtained through Google Scholar, 12.8% from books, and 11% from other sources.

Keywords: *Information literacy in writing scentifik papers*

Introduction

The importance of writing scientific papers for students is a way of learning to write in order to become better and used to it. In the process of writing scientific papers, there are many problems faced by students as novice writers, the problems in question can come from internal and external authors. This statement is in line with several research results that have been conducted by (Rahmiati, 2015) (Persadha, 2016) , (Yanti et al., 2018) (Rafli & Attas, 2019) , (Nirwana & Abd. Rahim Ruspa, 2020) , (Budhyani & Angendari, 2021) , and (Heriyudananta, 2021) the results of the research journal articles indicate that the ability to write student scientific papers is still relatively low because

students experience difficulties in compiling titles, formulating problems, developing content, not knowing the systematics of writing, and difficulties in finding references that are appropriate to the topic of research/scientific work. Writing scientific papers for students is an obligation that must be carried out in fulfilling the outcomes of the learning process. The output of the learning process can be in the form of research articles and study results. The development of the times has indeed changed everything that is traditional to be modern. The development of the times can make it easier for students to get information easily and quickly so that it requires information literacy skills so that the information obtained is in accordance with the needs of writing scientific papers. In compiling scientific papers, many students experience difficulties in obtaining relevant information which will be used as a reference source to support research activities and the process of writing scientific papers in the form of articles. In the process of writing scientific articles, students certainly need a variety of relevant sources to support the feasibility of scientific papers that will be submitted for publication. In strengthening and guaranteeing the feasibility of scientific articles to be completed, sources can be obtained from libraries and electronic sources. The use of sources in writing has several functions, such as forming the author's opinion on the topic, providing ideas about the topic, supporting the author's opinion, and functioning as a source of language. (Plaks & Gebril, 2012) .

Therefore the purpose of this study is to describe that information literacy is important in writing scientific articles for novice writers (students). In several tertiary institutions, especially in Indonesia, students in writing scientific papers have not been well equipped on understanding and using information for scientific writing properly so that the scientific work produced is not optimal. This statement is reinforced by the results of the training that has been carried out by (Dole et al., 2021) which states that students do not yet have adequate information literacy skills in compiling scientific papers. The benefits of information literacy in the learning process from elementary school to university, the benefits of literacy made by (Lien, 2020) can be used to formulate problems, use the information obtained, evaluate the information and interesting lessons learned. Not only that, the benefits of information literacy can be utilized in the implementation of a competency-based curriculum which requires students to utilize various sources of information in the learning process. The information literacy standards that must be owned according to (Wen & Shih, 2008) as follows 1) understand politeness networks, 2) protect intellectual property rights, 3) understand the importance of protecting information, 4) understand that computers are instructional tools, 5) utilize software tools and network resources, 6) perform system management and processing, 7) managing related systems and applications, 8) utilizing network resources in instructional activities, 9) utilizing interactive network resources, 10) utilizing network resources in remote instructions and activities (if such equipment is available). Information literacy in writing scientific articles is expected to make students know how to find information, and make good use of information in writing scientific articles.

The process of information literacy includes students having to understand what information is needed, students can find ways to get information, students are looking for ways to get information, students are able to find information according to their needs, students are able to evaluate the information obtained and use it to solve problems wisely. The process of information literacy is very much needed in writing scientific articles. The phenomenon experienced by Indonesian students in writing scientific articles, students are only instructed to write articles but are not given the

power of information literacy so that scientific articles produced by students are only limited to fulfilling assignments or outcomes from courses. Information literacy standards that must be possessed by students in writing scientific articles are being able to utilize sources of information from various sources, assessing honestly and being able to protect the work of others, being able to apply software to access information, being able to construct and manage the information obtained. Based on the problems faced by students in writing scientific articles and the not yet maximal information literacy of students in writing scientific articles, this research aims to identify the importance of information literacy for students in writing scientific articles. The learning process, especially writing scientific articles, is very functional in turning information into new knowledge, this process will be even better if it is supported by good information literacy skills (Solihat & Rosinar, 2014) .

Information literacy has become increasingly important in academia since the 1970s which focused on personal skills in managing information (Maybee, 2006) . Information literacy is a high intellectual aptitude necessary for academic, professional and personal development and success (Shao & Purpur, 2016) . Today, information literacy is increasing, information literacy means the ability to know the need for information and the ability to identify, find, evaluate, and use information effectively to solve problems practically (Banik & Kumar, 2019) . Information literacy as a set of skills that is important for society in general and in particular for students with attention to authority that is built with conceptualization, information creation as a process, information has value, research as inquiry, and search as an exploration strategy (Aharony & Gazit , 2020 (Aharony & Gazit, 2020) Information literacy includes several things, namely standards regarding communication ethics, and having constructive skills in receiving, producing, and building information content from what has been found ((Juditha, 2019) Currently, how to get accurate information needs to be a very important activity, the acquisition and use of information will be determined to what extent a person is able to recognize information needs, the availability of information, the extent to which information is needed, and how to evaluate the information obtained ((Falahul Alam & Information Literacy, nd) . Information literacy is useful in the learning process from elementary to tertiary level.

The point is to formulate a problem, use the information obtained, evaluate the information and find lessons learned. Not only that, there are benefits of information literacy that can be utilized in the implementation of a content-based curriculum which requires students to utilize various sources of information in the learning process. (Lien, 2020). The process of information literacy, teaching to plan, carry out or find student information and evaluate information or knowledge obtained since sitting in elementary school so that it becomes a learning culture in using and increasing information literacy (Fauziah & Lestari, 2018) Academic writers often prohibit the structure of typical scientific articles, as well as various language proficiency issues such as sentence structure, punctuation, and use of vocabulary words. Academic writing styles tend to be concise and formal, and use technical language that targets a professional and educated audience (Rakedzon & Baram-Tsabari, 2017) . Writing proficiency in a given context is almost certainly based on some combination of context-specific skills, and more general writing skills (Oppenheimer et al., 2017) .

Scientific work is the result of scientific thinking about certain scientific disciplines which is arranged systematically, logically, correctly, holistically and responsibly by using good and correct language. Definition of scientific work (Zulmiyetri et al., 2019) who said that scientific writing is an idea that is expressed in the form of

scientific writing that goes through scientific procedures in an effort to share knowledge in the form of articles, papers, theses, theses and dissertations written by people who have expertise in a particular fields. It can be concluded that scientific work is a work written based on scientific studies in the form of thoughts, discoveries, concepts, findings resulting from the development of science and technology obtained through a series of scientific activities which include the stages of taking topics, gathering information which forms the basis of a problem, the information evaluation stage, the writing stage up to the editing stage so that it becomes a scientific work that is ready to be published to readers or ready to be disseminated to the public as. In general, the types of scientific papers are divided into 1) Papers are a type of scientific work written by discussing a single subject matter written with the aim of being presented nationally, 2) Journal articles on the results of research are scientific papers written with the aim of being published in journals or internationally , 3) the thesis is a scientific paper written to fulfill the graduation requirements for undergraduate education (bachelor), 4) the thesis is a scientific paper written to fulfill the requirements for completing an educational agreement, 5) the dissertation is a scientific paper written as a requirement for completion doctor of education (S3).

Writing scientific articles in tertiary institutions is a way that students and lecturers can do in an effort to share experiences, knowledge and new information with readers. Scientific articles are summaries of complete research reports from theses, theses and dissertations (Rosmiati, 2017) A scientific article is something that is designed to be included in a journal or book containing a number of related articles that are made according to the rules of writing scientific papers (Pratomo AW, 2018) .

The characteristics of scientific work in general according to (Pratomo AW, 2018) 1) the contents of scientific articles are facts, not opinions, 2) are informative in nature which provide information based on existing facts or events and the information can be accounted for, 3) scientific articles have opinions from the author's thoughts however, his thoughts are filled with valid data and facts written in articles, 4) article writing is of course very systematic so that the information available can be accepted by the wider community, 5) articles use formal and standard language so that the language of the article can be easily understood and felt, and contains.

Method

The method used in this research is a qualitative descriptive method (Sugiyono, 2016). This method is used to describe student information literacy in writing scientific papers in tertiary institutions. The data in this study are in the form of phenomena experienced by students in writing scientific papers obtained from the distribution of problem questionnaires that hinder the process of writing scientific papers. While information literacy is obtained from the analysis of scientific work produced by students obtained from Google, Google Scholar, books and other sources by distributing questionnaires. Data analysis techniques include a very important part in conducting research so that the data obtained is really valid data. There are several stages that will be carried out in conducting data analysis, namely, 1) the stage of examining the questionnaire data that has been distributed 2) the stage of calculating the percentage of questionnaire answers . The final stage that will be carried out in this study is the stage of grouping the results of the questionnaire into data tabulation tables.

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Results

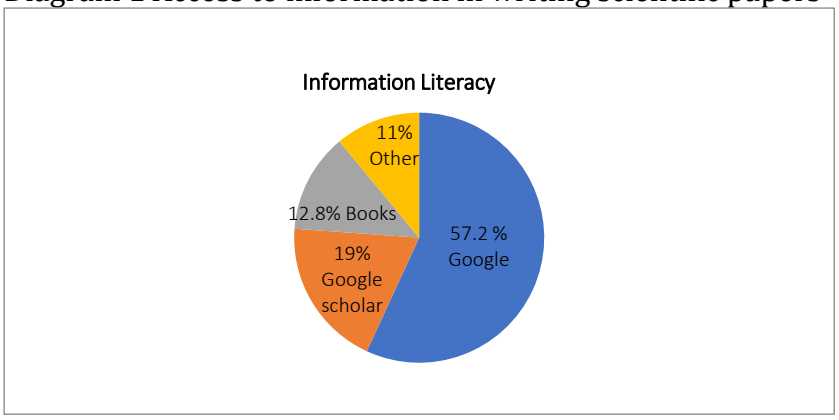
Based on research conducted, obtained results of study about problems experienced by students in writing articles in science journals in college high.

Table 1 Problems Faced In Writing Scientific Paper

No	Problems Faced _ In Writing Work Scientific	Percentages
1	Lack of understanding of how to write scientific papers properly	63.5%
2	Difficulty developing ideas	98.4%
3	Difficulty Writing an introduction	97.6%
4	Results and discussion of research problems	67.2%

Student information literacy Based on the data presented above, there will be a discussion on information literacy in writing scientific articles in tertiary institutions. After conducting research and data collection, research data was obtained regarding the problems that students always have experience in writing scientific papers, especially scientific articles. The problems found in this study are 4 problems that often occur in the process of writing scientific papers experienced by students. Meanwhile, judging from the sources of information, students use Google applications, Google Scholar, books and other sources.

Diagram 1 Access to information in writing scientific papers



Discussion

Information literacy to understand how to write good scientific papers

The problem of how to write scientific papers in tertiary institutions should no longer occur among university students because early-level students have been introduced to writing scientific papers for various academic purposes. However, this is different from the problems that occur in writing good scientific articles. Basically how to write a good scientific article is a scientific article that is written based on the results of research, results of studies, results of thinking carried out with scientific procedures that follow the rhetorical style of journal writing designated as a forum for scientific publications. Therefore, the importance of information literacy that must be possessed by writers to obtain information in the journal in question in completing scientific articles as output from the courses taught. From the results of the research presented in table 1 it shows that 63.5% of students are still having trouble understanding how to write a good scientific article. Solutions to these problems can be provided by increasing students' information literacy skills in order to obtain information about how to write

good and correct scientific papers. Part of information literacy that students are expected to be able to find and select information that is relevant to the topic of the scientific article being written. With high information literacy skills, it can make it easier for students to know how to write scientific papers well from a variety of sources. The higher the information literacy possessed by students, the higher the quality of the work produced. The results of this study are in line with research conducted by (Buwono & Dewantara, 2020) with the results that 91% of students have internet media literacy which students use to download references used to support lecture activities.

The digital era can make it easier for students to obtain information to write scientific papers. From some of the results of research conducted previously, it shows that information literacy is very important for students to have as academics. One way that can be done to improve information literacy for students is by carrying out the process of learning to write information-based scientific papers. Good writing is scientifically produced work that is disseminated and provides benefits to society. The steps that students can take in sharing knowledge are to utilize digital so that there is a good cycle between digital literacy and the process of writing scientific papers.

Sources of information that students can obtain are by utilizing Google 57.2%, Google Scholar 19%, books 12.8% and other sources 11%. as a digital library to obtain information related to scientific papers being written. Digital libraries are libraries that can be accessed by the world community for various purposes. Providing information through digital libraries and using them is the most user-friendly application in academic writing (Twidale et al., 2008). Technological developments can encourage new innovations in data storage that can be done on the web so that more and more digital libraries are emerging as academic libraries around the world which can make it easier for students to get information in writing scientific papers (Yang & Li , 2016)

Information Literacy To Develop Ideas In Writing Scientific Articles

The idea in a scientific work is the most important part that can distinguish the authenticity of the scientific work produced. From the results of the research that has been done, it was found that 98.4% of students had difficulty developing ideas for writing scientific articles. Information literacy in the development of ideas greatly influences the extent of information obtained. Ideas can be obtained from the strategies used by the author in obtaining the right information for writing scientific articles. The efforts that can be made by the author in obtaining and developing ideas in scientific writing articles can apply steps from the research results conducted by finding sources of information in the form of printed books, online books, and online journals (Harahap et al. , 2020 (Harahap et al., 2020) . Sources of information used by students in writing scientific articles in tertiary institutions, 19% of students use Google Scholar to find information that is considered relevant to the process of writing scientific articles. The source of the information used is younger and more accurate in finding articles from previous research with a variety of quality sources. In the Google Scholar application, *students* can find various information related to the topic of written scientific work which can be in the form of books or research results.

The results of the research are in line with the results of the research conducted by (Sianipar, 2018) stating that information literacy is very closely related to the ability to write articles because it can help understand in depth to keep up with developments in science, technology and art, as well as demands for change in local and national life. and globally. In developing ideas for scientific writing, students are expected to have basic information literacy skills, namely students are expected to have strategies to

obtain the right information to develop ideas in writing scientific papers. One way that writers can do this in developing ideas in writing scientific papers is what has been done (Dole et al., 2021) which reveals that the academic community which includes students must have the competence to search for information evaluate the information found, and how to do it. use the information obtained to develop ideas in a scientific article in college. Information literacy in tertiary institutions is needed to develop students' potential through academic writing in the form of research articles and studies. Each course contracted by students can certainly produce scientific articles from the lecture process. As an output from the lecture process, scientific articles produced by students can be used as training materials for students to write other scientific works, especially in developing ideas for a scientific work. An information literacy culture in tertiary institutions can be carried out by assigning students, optimizing library functions, literacy-based learning processes, and conducting literacy training (Hasnadi, 2019) . The process of writing scientific articles will be of good quality with good information literacy possessed by students in academic writing activities.

Information literacy in writing the introductory section

The introductory section in writing scientific work is a part that can display the novelty of the research to be carried out. The introductory part of a scientific article is the part that readers will read after the abstract. Writing the introductory part is the author's attempt to convince the reader that the research being conducted is important and up to date. In writing the introductory part of information literacy students are needed to help find information that is appropriate for the research topic to be carried out. Information literacy can make it easier for students to find gaps in research results that have been done before. From the results of the study it was found that 97.6% of students had difficulty writing the introductory part of scientific journal articles. To overcome the difficulty of writing the introductory part, students must have good information literacy so that students can write the information obtained into scientific writing. Students are expected to have information literacy to connect old knowledge with new knowledge, old concepts with new concepts, or between concepts. Information literacy in writing the introductory part can help students to be able to organize the information that has been obtained, information literacy can also help students to reflect on the information that has been obtained from various sources. Information literacy can help students determine, evaluate and use the information obtained in writing the introduction. The first paragraph in the introductory part of the article plays an important role because in that part the writer must state the research problem (Darmalaksana, 2020) .

The results of research conducted by (Arsyad et al., 2016) can apply 7 citation functions as follows, support research topics or titles, help define key or important terms, support statements about research problems, indicate information gaps in the literature, assess negatively or criticizing opinions or previous research results that support information from the literature or previous results (Oktapiani et al., 2021) . The steps that can be applied in writing the introductory sections of research journal articles can follow the results of research that has been carried out by (Sari, 2017), namely conveying background knowledge, explaining research fields, justifying research activities, and presenting research activities .

Information literacy in writing discussion sections

The discussion section is the discussion section between the research findings and the results of previous studies. The discussion section is a very important part of the entire scientific article written. From the results of the study it is known that 67.2% of the discussion section is still in the form of presentation of findings only. In the discussion section, researchers are expected to be able to explain the findings in depth and discuss them with the findings of previous studies. To overcome this problem, information literacy has a very important role in helping students write discussion sections by discussing information that has been obtained from various sources. In conducting discussions, students can use the Google Scholar application to find out the results of research that has been done before.

The quality of the results and discussion sections of research journal articles determines whether the quality of the resulting articles is accepted or not for publication in journals, therefore the author must carefully write the results and discussion sections according to the needs of the intended journal of publication (Atmaja , 2016) Google scholar presents various research (Atmaja, 2016) , and the results of the study in the form of articles and books. In writing the discussion section there is a rhetorical style that can be applied to make it easier for writers to conduct discussions based on the results of research that has been conducted by (Yanita, 2016) (Yanita, 2016) the rhetorical structure of CAN journal articles in the field . language teaching discovers the structure of information about research, statements about research results, explanations of research results, illustrations to support explanations of research results, statements about unexpected research results, use of references from previous research, interpretation of researchers as implementation of research findings, and suggestions of researchers as implementation from research results. The characteristics of the discussion rubric of AJP Indonesia in the field of social sciences and humanities only have 3 stages, namely: stage 1 (research background), stage 2 (research findings) and stage 5 (explanation of research results) (Arsyad & Arono (Arsyad & Arono (Arsyad & Arono, 2016) Information literacy in the written discussion section can provide convenience to students in building arguments from research results by collaborating information obtained from previous research results to find or interpret research results .

Conclusion

Based on the results and discussion previously described, it can be concluded that the importance of information literacy in writing scientific papers in tertiary institutions. Information literacy can help students know how to write scientific articles well, information literacy can help students to develop ideas well, information literacy can help students to start writing introductory sections with the information obtained, information literacy can make it easier for students to discuss the results that have been found with the information obtained, information literacy can be used for the process of writing all sections of scientific articles. Students must have skills in managing information so that they can provide convenience to students in carrying out activities of writing scientific articles as the output of the courses required by the lecturers of the course. The lecture process if carried out by utilizing information literacy will increase students' global knowledge. Literacy is important for every student to have because students are certainly inseparable from academic writing activities. The better information literacy students have, the wiser students will be in choosing and determining topics for scientific writing. Therefore it is recommended for all students

and lecturers to always carry out lectures based on information literacy, especially for scientific paper writing courses.

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