

PELATIHAN PENULISAN ARTIKEL ILMIAH  
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UNIVERSITAS NAHDLATUL ULAMA SURABAYA  
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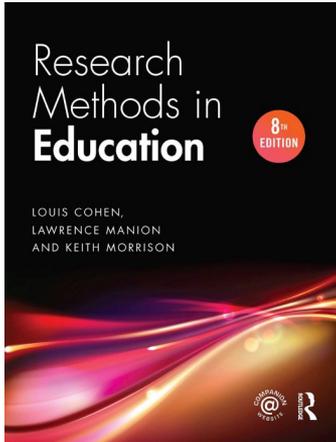
# Bagaimana Menulis Artikel Jurnal yang Berkualitas?

Sigit Purnama

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# Artikel yang berkualitas tentu bermula dari penelitian yang baik.



Qualitative,  
naturalistic and  
ethnographic  
research

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Historical and  
documentary  
research

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Internet surveys

Action research

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Surveys,  
longitudinal,  
cross-  
sectional and

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Case studies

Meta-  
analysis,  
systematic  
reviews and

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Experiments

Virtual worlds,  
social network  
software and  
netography in  
educational  
research



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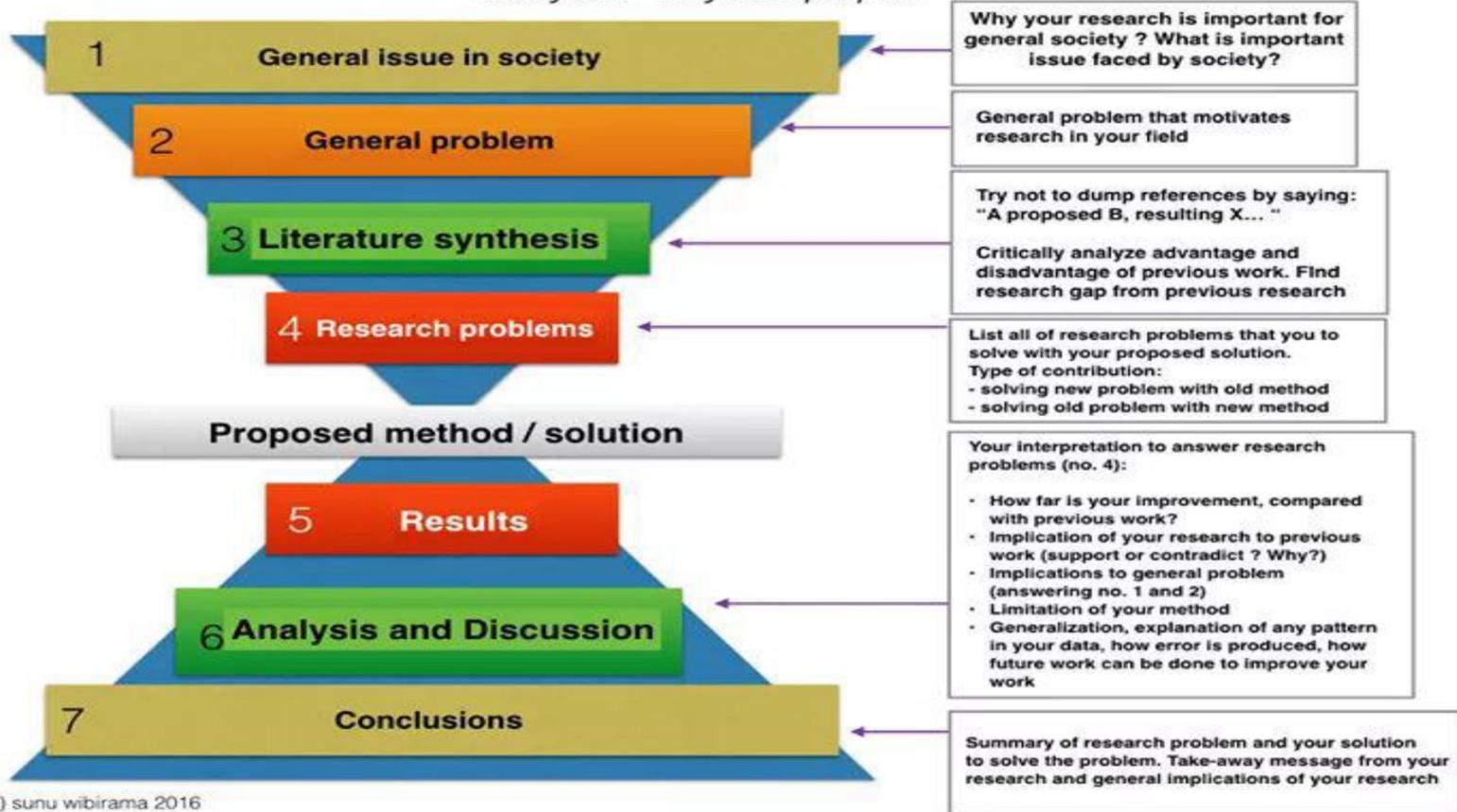
Hasil penelitian yang baik tentu tidak mudah,  
kadang tidak bisa cepat, butuh biaya, butuh  
tenaga, dst.

Kalau Kita sudah memiliki hasil penelitian yang baik,  
kemudian bagaimana menuliskannya  
dalam bentuk artikel jurnal?

Kenali dulu dengan baik, apa itu artikel jurnal,  
bagaimana alur cerita (*storyline*) atau struktur artikel jurnal.

*Wabil khusus* **struktur artikel jurnal target.**

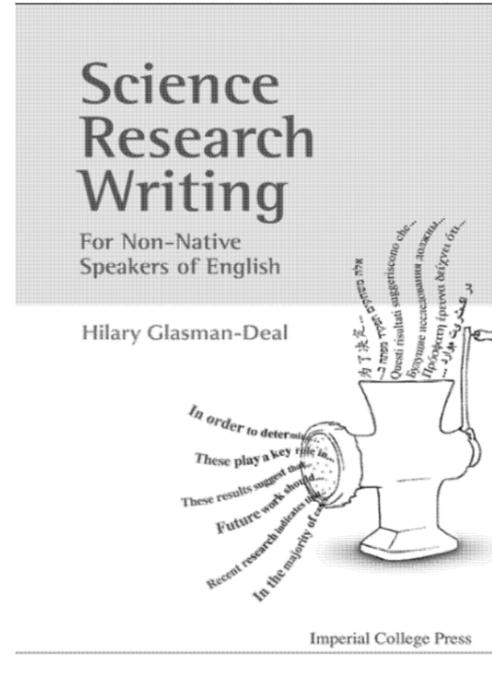
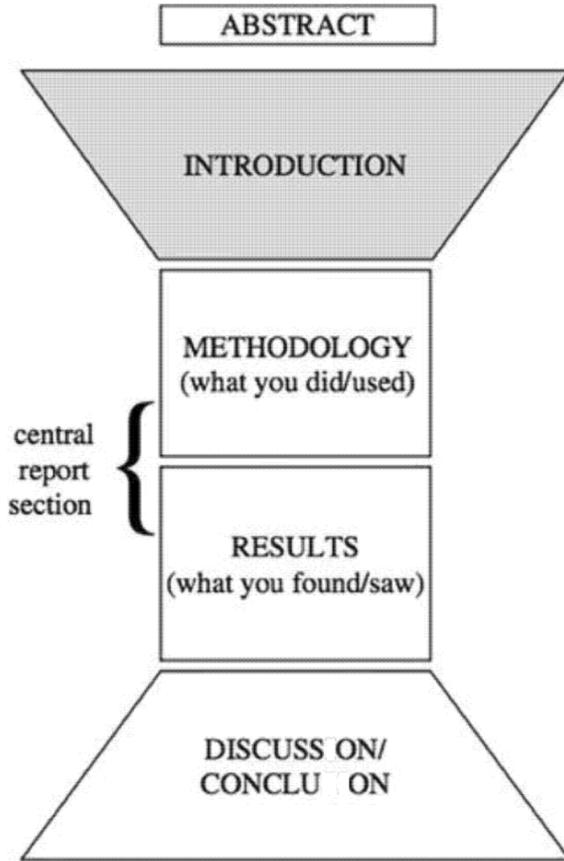
## Storyline of your paper



(c) sunu wibirama 2016



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H.Glasman-Deal, 2008



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- Judul Artikel

Carilah artikel-artikel

di jurnal-jurnal internasional atau nasional terakreditasi (S2)

yang sebidang dengan artikel Anda.

Kenali dengan baik, bagaimana author membuat judul!.

## Checklist Judul Artikel yang Baik

No	Penyataan	Ya	Tidak
1	Judul artikel ringkas		
2	Judul artikel akurat		
3	Judul artikel informatif		
4	Judul memuat metode		
5	Judul memuat tujuan penelitian		
6	Judul memuat objek penelitian		
7	Judul berupa pernyataan atau pertanyaan yang menarik perhatian		
8	Judul terdiri dari 8-14 kata		

Sumber: Wibowo (2020), Wibirama (2020)

Contoh judul:

Embedding Effective Communication in Early Childhood Learning in  
Schools: Experience from Early Childhood Teachers

Knowledge dissemination among early childhood staff members: a  
promising pathway for professional learning

Does digital literacy influence students' online risk? Evidence from  
Covid-19

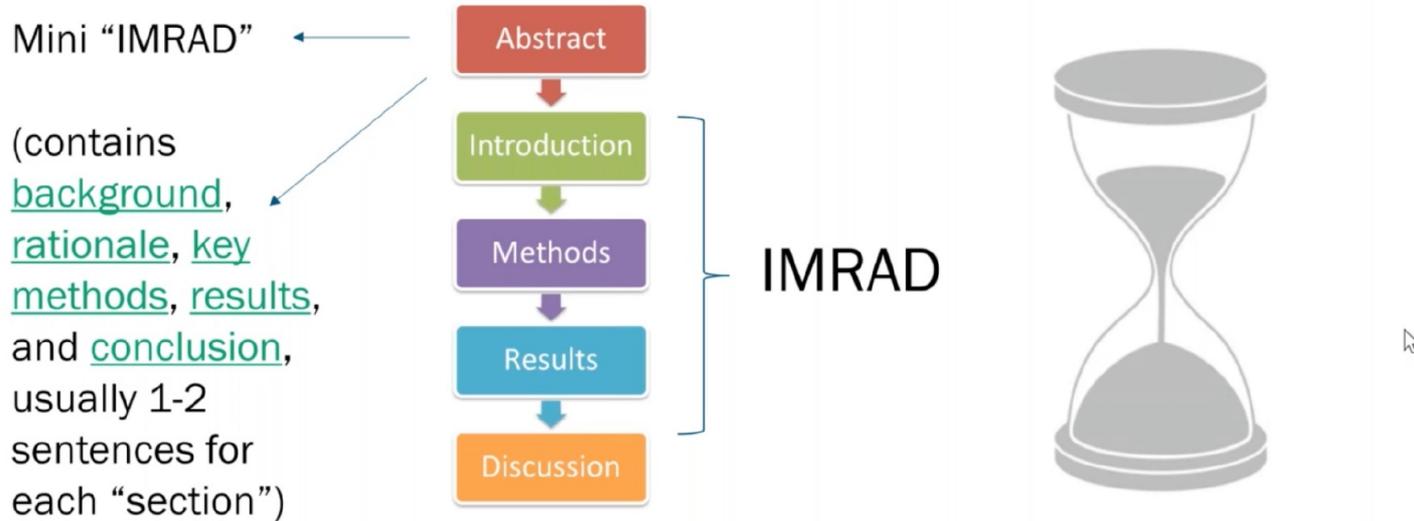
Do Parenting Styles and Religious Belief Influence Child Behavior  
Problem? The role of Digital Literacy

## Abstrak

- Artikel mini, bagian yang paling banyak dibaca setelah judul
- Penentu utama bagi pembaca untuk memutuskan membaca seluruh naskah
  - Editor dan reviewer paling suka membuat keputusan menerima artikel Anda berdasarkan seberapa baik dan menarik Anda menulis abstrak

# Writing Abstracts

- How to structure your **abstract** and **manuscript**



WILEY

# Abstrak terstruktur

## Abstract

Abstract set a maximum of 250 words, including keywords and article classification. The following points should always be featured:

Purpose –

Design/methods/approach –

Findings –

Research implications and limitations –

Practical implications –

Originality/value –

Keywords

Paper type

# Abstrak tidak terstruktur

## Abstrak

*Perdebatan dalam kajian perkembangan anak adalah faktor-faktor yang mempengaruhi perkembangan yaitu antara faktor genetik, hereditas atau faktor lingkungan. Dalam mengisi ruang diskusi dan perdebatan terkait kontroversi kedua faktor tersebut, Islam memberikan alternatif dengan konsep fitrah dalam Al-Qur'an. Penelitian ini bertujuan untuk mengungkap konsep fitrah anak menurut Ibnu Katsir dalam Tafsir Al-Qur'an al-'Azhim dan implikasi pedagogis konsep tersebut dalam pendidikan Islam anak usia dini. Penelitian ini menggunakan metode penelitian kualitatif dengan pendekatan deskriptif analitik. Data diambil melalui dokumen dan dianalisis menggunakan teknik analisis model Creswell. Hasil penelitian menunjukkan bahwa konsep fitrah manusia menurut Ibnu Katsir berdasar pada potensi bawaan yang bersifat baik yaitu fitrah tawheed atau agama yang lurus. Oleh karenanya pendidikan bertugas untuk menjaga fitrah tersebut sebagai agen eksternal yang positif dengan mengacu pada petunjuk Allah melalui wahyu dan teladan Rasul. Hal tersebut kemudian dimanifestasikan dalam aktivitas belajar melalui kegiatan observasi, literasi, modeling, reasoning. Dalam proses pendidikan maka upaya tersebut dapat dilakukan dengan menerapkan metode: 1) Hikmah, yang bisa dimaknai dengan literasi dan modeling, kegiatannya bisa berupa memorization dan recitation dengan pemodelan dari orang dewasa atau guru. 2) Mau'idhoh, metode oral transmission untuk menyampaikan pesan, reasoning, dan bahkan peringatan. 3). Bila diperlukan bisa menggunakan metode Jidal yang baik. Dengan demikian potensi Fitrah bertransformasi menjadi keharusan bagi manusia untuk memenuhi "janji primordial" nya kepada Allah. Terakhir, penelitian ini memberikan dasar praktik pedagogik berdasar konsep fitrah menurut Ibnu Katsir dalam pelaksanaan pendidikan Islam anak usia dini.*

Kata Kunci: *Fitrah, Tafsir, Ibnu Katsir, Pedagogis, Pendidikan Islam Anak Usia Dini*

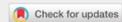


# Embedding Effective Communication in Early Childhood Learning in Schools: Experience from Early Childhood Teachers

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## ABSTRACT

This study aims to strengthen the empirical evidence by analyzing the communication process between early childhood education (ECE) teachers and children during the learning process. It also aims to explore how the process occurs and how children respond. This qualitative descriptive exploratory research utilizes the content analysis method. Purposive sampling was used to select five teachers, including the head teacher, and forty-seven children who participated in this study. Data was collected through semi-structured interviews and non-participant observations to explore communication practices in the teaching and learning process, from the teachers perspective. The results emphasizes the importance of bidirectional communication, tailored to individual children for optimal engagement. It also highlights the role of language use and non-verbal cues in effective pedagogy, while acknowledging the challenges of material relevance and language barriers. The study underscores the significance of multimodal pedagogy, and adaptive communication strategies to address disparities in children's engagement levels and language challenges. It advocates for the continuous refinement of pedagogical techniques to enhance effective communication between teachers and children, a crucial element for the overall improvement of early childhood education quality. Overall, the research provides valuable insights for both academic discourse and practical applications in early childhood education.

**KEYWORDS:** [Effective communication](#) [early childhood education \(ECE\)](#) [teacher-child interaction](#) [learning process](#)

## Menyusun Pendahuluan

Rumuskan pentingnya topik secara global yang ada di masyarakat

Rumuskan pentingnya topik penelitian untuk disiplin ilmu

Rumuskan pentingnya topik sebagai sebuah masalah yang harus dipecahkan

Rumuskan penelitian-penelitian terdahulu yang sudah ada (*Penelitian sebelumnya menyebutkan bahwa..., Studi tentang sejarah kebudayaan Islam menunjukkan pentingnya...*)

Jelaskan tentang hasil dari penelitian terdahulu

Identifikasi Kelemahan penelitian terdahulu

Identifikasi kesenjangan penelitian/*Gap Research* (*Namun demikian, masih belum banyak pembahasan tentang....*)

Rumuskan tujuan dan fokus penelitian

Tunjukkan urgensi dan kebaruan penelitian/*novelty* (*Penelitian ini memberikan penajaman pada..., Penelitian ini memberikan kontribusi pada pemahaman...*)



## Menetapkan pentingnya topik bagi dunia atau masyarakat

- X tersebar luas di ...
- X adalah mendasar untuk ...
- X adalah sarana utama dari .
- X adalah kontributor utama untuk .
- X adalah aspek penting dari .
- X sering diresepkan untuk .
- Pentingnya X tidak terbantahkan.
- X adalah salah satu komponen kunci dari Y.
- Xs adalah salah satu yang paling banyak digunakan.
- X dengan cepat menjadi instrumen kunci dalam ...
- X adalah spesies yang paling banyak didistribusikan.
- Xs telah muncul sebagai platform yang kuat untuk .



## Menetapkan pentingnya topik untuk disiplin

- Salah satu aspek penting dari X adalah... X menarik karena...
- X adalah masalah klasik dalam .
- X adalah konsep sentral dalam .
- Perhatian utama dari X adalah .
- X adalah fitur dominan dari .
- X adalah sifat dasar dari .
- Xs adalah yang paling banyak diselidiki.
- Studi tentang X mewakili bidang yang berkembang.
- X adalah area yang semakin penting dalam...
- Konsep X dan Y adalah inti dari .
- X adalah inti dari pemahaman kita tentang .
- X menarik perhatian kritis yang cukup besar.
- Inti dari teori X adalah hipotesis Y.

## 1 Introduction

The Covid-19 pandemic has hampered various sectors of human life, and the government has implemented mass gathering restrictions and the health distancing policy to tighten the transmission (Favale et al., 2020; Elliston, 2020). In the educational field, managing students' learning activities has been transformed with distance learning using technology and the internet (Churiyah et al., 2020; Narmaditya et al., 2020). The adoption of online-based learning provides opportunities for students to enhance their competencies. This new learning activity potentially retains students time to simplify the overwhelming tasks in modern learning using the internet. The Internet allows students to communicate, entertain, and learn the recent news as well as obtaining information that drives different perspectives of knowledge.

Despite providing positives sides, the distance learning using the internet harms online risks for users primarily for children. The most drawback is the social isolation coupled with the lack of interaction between peers and teachers that promotes inadequate communication skills (Bokayev et al., 2021; Lemay et al., 2021). In fact, the relationship between teachers and students is crucial in determining learning motivation and educational success (Koutsoupidou, 2014; Muenks et al., 2018). Another disadvantage for online-based learning and the internet offers

students potential to cheat during examination, playing games, accessing harmful websites, chatting online during the lesson.

To deal with, having the ability to adopt technology is required for individuals or well-known as digital literacy ability (Phuapan et al., 2016). With the high digital literacy, it will obtain benefits for students to deal with online risks (Helsper and Smahel, 2020). Phuapan et al. (2016) noted that digital literacy is the most important skill in utilizing technology, a communication tool to access, organize, coordinate, estimate, and provide information in society. The aforementioned study by Tejedor et al. (2020) found the need to improve digital skills, especially communication, teaching, and methodology. The rationale behind this is that digital literacy can affect the output of learning outcomes on students academic achievement (Yustika and Iswati, 2020).

In addition to digital literacy, parental mediation also takes a great role in coping with online risks for their children (Livingstone et al., 2017). The fundamental rationale is that children tend to operate technological matters by observing from their parents. A positive parenting style and its principle are a form of parental mediation that can prevent children from being exposed to negative influences when conducting online activities. Parents also implement various mediation strategies, such as active co-use and interaction rules to reduce online risk (Rodríguez-de-Dios et al., 2018). A study from Lee (2013) documented that

parental mediation has an effect on reducing online risk but is not related to the addictive use of children.

This study proposes three main contributions. First, it enhances the literature of factors affecting online risks by providing some essential variables such as digital literacy, self-control, and the role of parental mediation that are missing in the preliminary literature. Second, the focus of studies in Indonesia is unique due to the significant change in e-learning use during the Covid-19 pandemic that potentially affects online shocks. Third, this study provides scientific information that can potentially be used by policymakers for certain purposes in students learning activities.

This article is presented as follows. Section 2 is a literature review that provides a general overview of digital literacy, parental mediation, and online risks. Section 3 outlines the method used in this study, followed by findings and discussion in section 4. The paper then provided discussion in Section 5 and followed by conclusion in Section 6.

## Menyusun Metode

- Jelaskan metode penelitian yang digunakan sebelumnya
- Berikan alasan alasan mengapa suatu metode diadopsi atau ditolak
- Tunjukkan bahwa artikel anda menggunakan metode yang sudah mapan
  - Jelaskan cara pemilihan dan karakteristik sampel
    - Jelaskan Proses Pengambilan Data
  - Jelaskan Prosedur Pengolahan dan Analisis Data

### 3 Methodology

#### 3.1. Design and data

This research involved a quantitative approach with the cross-sectional survey of selected elementary schools in Yogyakarta of Indonesia. The underlying rationale is that Yogyakarta is well-known as an educational city in Indonesia. To understand students' online risks (OR), we incorporated several variables including, digital literacy (DL) and parental mediation (PM), with self-control (SC) as intervening variables (see [Figure 1](#)). The data in this survey was gathered from online questionnaires using Google form apps distributed to the voluntary respondents. This research was conducted during September and December 2020. This research was administered to approximately 300 responses and found only 90.67 percent completed questionnaires that can be used for further analysis. The voluntary respondents were asked for their anonymity, and Universitas Islam Negeri Sunan Kalijaga performed the ethical issues in this study.

#### 3.2. Variable measurement

We adopted a survey method to gather the data and estimated the provided hypothesis with a structured questionnaire. The questionnaires

## Menyusun Hasil Penelitian/Results

- Jelaskan kembali tujuan atau prosedur penelitian
- Highlighting hasil yang menarik atau mengejutkan
  - Ringkas hasil penelitian secara jelas

## Menyusun Diskusi/Pembahasan

- Membuat paragraf pembuka dengan mengacu pada literatur sebelumnya atau tujuan penelitian (Beberapa studi sebelumnya menunjukkan bahwa..., Seperti yang disebutkan dalam literature review...)
- Menguraikan kembali hasil atau salah satu dari beberapa hasil (Hasil penelitian ini menunjukkan bahwa...)
  - Menunjukkan hasil yang tidak terduga (This findings was unexpected and suggest that...)
- Membandingkan hasil: mendukung temuan sebelumnya (This findings is consistent with that of Smith (2000) who...)

## Menyusun Diskusi/Pembahasan

- Memberikan penjelasan dari temuan
  - Menyarankan interpretasi yang hati-hati dari temuan
- Memperhatikan implikasi dari temuan (these findings may help us to understand...)
  - Memberikan saran untuk penelitian selanjutnya

## 5 Discussions

The first set of hypotheses aimed to examine the relationship between digital literacy and online risk in children. This study confirmed preliminary findings by [Deursen et al. \(2015\)](#); [Helsper et al. \(2019\)](#), which revealed that digital literacy skills in children can affect online risks such as bullying, aggression and hatred, sexual harassment, hacking, vulnerability, victimhood, and resilience, and addiction to the internet. The result is also relevant to previous work by [Cosma et al. \(2020\)](#); [Keles et al. \(2019\)](#); [Machimbarrena et al. \(2018\)](#), which noted digital literacy can provide direction in exploring and using the internet with good digital literacy skills will provide security and minimize online crime that is currently happening. Indeed, [White \(2017\)](#) revealed that digital literacy is the literacy ability to discover, evaluate, utilize, share and utilize information technology and the internet. Digital literacy is crucial to be implemented in the context of Indonesia, especially during the Covid-19 pandemic, where learning activities are carried out using educational technology and the internet. However, parents must also be involved considering those who during the Covid-19 period intensely accompanied their children. Moreover, collaboration between teachers and parents of students is needed so that digital literacy is effective and has a positive effect on students.

With respect to the first question, digital literacy can promote students' self-control. This finding supports some previous studies by [Higgins et al. \(2014\)](#); [Nodeland and Morris \(2018\)](#), which stated that digital

## Menyusun Kesimpulan

- Memulai paragraf dengan tujuan penelitian
- Menyarankan implikasi hasil penelitian untuk bidang pengetahuan
- Menjelaskan pentingnya temuan atau kontribusi penelitian
  - Menjelaskan keterbatasan penelitian
- Mengakui batasan saat menyatakan temuan atau kontribusi
  - Membuat rekomendasi untuk penelitian yang akan datang
- Membuat rekomendasi secara praktis maupun untuk kebijakan



## 6 Conclusions

The main objective of this study was to determine the main factors that can affect digital literacy and online risk in children in Indonesia during the Covid-19 pandemic. We proposed several hypotheses, of which four were accepted. The findings showed that digital literacy positively affects online risk and students' self-control. However, parental mediation can explain students' online risks, but it failed in determining students' self-control. Then, self-control has a positive influence on online risk in children. Finally, our findings confirm that digital literacy can affect online risk in children behaving in the cyber world. The findings pointed out that some children had low self-control, which resulted in a high online risk for children. This is important, given the ever-growing development of technology, children can freely access the internet anywhere and wherever they are. If this is left alone, children will tend to depend on the internet, and sometimes even children become victims of cyber-kidnapping and cyber-bullying. In the context of the Covid-19 pandemic in Indonesia, both children, parents, and teachers should provide positive support and direction to children using the internet, one of which is the parenting mediation strategy. This finding is an entry point for stakeholders to pay more attention to internet use in children to feel the importance of digital literacy and self-control skills in online behavior. The limitation of this study is that respondents from the study came from elementary school students. Further, scholars need to incorporate various levels of education such as Junior High School, Senior High School, and Higher Education so that digital literacy skills and their impact on online risk can be known in detail. Forthcoming researchers also need to include variables in the form of digital devices and several similar variables to find out the main factors of digital literacy skills in high students or college students.

Memulai paragraf dengan tujuan penelitian

Menyarankan implikasi hasil penelitian untuk bidang pengetahuan

Menjelaskan pentingnya temuan atau kontribusi penelitian

Menjelaskan keterbatasan penelitian

Membuat rekomendasi untuk penelitian yang akan datang



## Menyusun Referensi

- Harga mati mengikuti *author guidelines* dari jurnal yang dituju, (model APA, Chicago, Harvard, IEEE, ASA, dll).
- Gunakan *reference management software* (Mendeley, EndNote, dan Zotero)
- Gunakan referensi terbaru, kecuali referensi teori baku yang belum diperbaharui.
- Penulisan *citation* (kutipan) dari tahun terlama ke tahun terbaru, agar terlihat kebaruan serta perkembangan teori yang dirujuk.

## 2 Literature review

### 2.1. Digital literacy (DL) and online risk (OR)

Academics and policymakers believe that digital literacy needs to be embedded within the educational curriculum. The concept of digital literacy is central for students primarily during the Covid-19 pandemic. The distance education approach drives easy access and convenience of learning opportunities. List (2019) defined digital literacy as the capability to gain an understanding from resources in the computer and the internet. Some scholars asserted that digital literacy is closely linked with cognitive abilities (Traxler and Lally, 2016; Mishra et al., 2017). In addition to learning involvement, online learning activities also enables students to engaging in social media, playing games, and listening to music. According to Higgins et al. (2014), insufficient digital literacy causes low self-control that can lead to deviations in the cyber-world. Low digital literacy skills can also result in children becoming addicted to using gadgets (Bahrainian et al., 2014; Helsper et al., 2019). From a psychological perspective, digital literacy can indicate online behavior in children, including in terms of self-control (Deursen et al., 2015). Digital literacy can affect children's self-control that makes children know their responsibilities when, where, and for how long they can access online learning independently (Wang et al., 2013). A preliminary study by Mohammadyari and Singh (2015) noted that an individual's digital literacy level can affect students' performance in facilitating the use of e-learning and reducing the negative impact from online activities. Thus, a hypothesis is presented as follows:

- H1. Digital literacy positively affects students' online risks
- H2. Digital literacy positively affects students' self-control

### 2.3. Self-control (SC)

Self-control is a central function of self and an important key to success in life (Schneider et al., 2019). Self-control is the first indicator used in predicting crime or similar actions and this is contemporary (Mesch and Dodel, 2018). A previous study mentioned that insufficient self-control can be explained by the lack parental mediation (Deng and Zhang, 1998). Furthermore, Duckworth et al. (2014) self-control also can be used as an indicator of the success of communication skills in children (Eisenberg and Sulik, 2015). Thus, good self-control abilities in children will determine children's attitudes. As technological advancement, sharing information and online communication are fundamental to people of all ages, including children, so that self-control is not only needed when children face situations directly in the real world, but also in terms of behaving online (Nodeland and Morris, 2018). Several preliminary scholars noted that children who have low self-control can lead to addiction to accessing the internet (Helsper et al., 2019), accessing pornographic content (Leukfeldt et al., 2013), the emergence of violence in the form of cyber-bullying (Gillespie, 2007), sexual harassment (Ramsey et al., 2016). In addition, children's health declines because children are in a zone of constantly accessing the internet (Duckworth et al., 2014). Other literature has shown that crime and bad behavior online in children can affect peers, both online and of ine (McCuddy and Vogel, 2014; Shin and Lwin, 2017). Therefore, the hypothesis presented is as follows.

- H5. Self-control positively influences Online Risk

## 3 Methodology

### 3.1. Design and data

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