

DEVELOPING ESSAY WRITING SKILLS IN WELCOMING THE INDUSTRIAL REVOLUTION 4.0 TO SUPPORT LITERACY POSITION INDONESIA NATION

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ABSTRACT

Not everyone likes to write. Posts that are popular with audiences are also various types. From light to heavy content, fiction and nonfiction types to writing that is more dominated by images such as "comic" (pictorial stories) or dialog filled text (text or drama scripts).

An issue that is dealt with in passing in a prose essay based on the author's personal point of view is called Essay. Essay writing requires writing skills with a mastery of content accompanied by opinions, of course using the right grammar. Language that is good and true and acceptable to readers becomes the most important part of writing skills. Therefore, writing as a supreme skill in the order of language skills becomes an indispensable thing in compiling an essay.

The purpose of this paper is to describe essay writing skills among students as an illustration of high-level skills in Indonesian. Descriptive qualitatively, the researcher will inform the reader of concrete forms of essay writing skills in terms of the suitability of the themes, main ideas / ideas, arguments, and writing / grammar used. Through a study that focuses on discussions around the 2030 SDGs (Sustainable Development Goals), the researcher knows the students' thoughts in the form of opinions that are aligned with the seventeen goals of the SDGs 2030 namely five objectives namely goals number 4, 5, 9, 11, and 16.

KEYWORDS: Essay writing, literacy position SDGs (Sustainable Development Goals)2030

INTRODUCTION

Encouraging students to always be enthusiastic about writing becomes the task of lecturers in the academic world. To get used to writing, it begins with a lot of reading. If someone already has a lot of reading results that are summarized in his memory, then to change it into written form will be easier. Of course, with a lot of practice accompanied by a penchant or a tendency towards the choice of activities in life.

Researchers are reminded of opinions (Godzich; 1994) that when the United States is aware of a decline in competitiveness, the curriculum solution is to require composing lessons at primary and secondary education levels. As it is known that reading lessons are intertwined with writing lessons. Writing lessons are not just placed in the corner of language subjects, but rather a separate subject that is integrated with all subjects. Writing skills are the basis for developing logic, systematic, researching, and creating skills. Some of what was conveyed by Godzich had a point and some of course it had to be adjusted to the conditions of the times. Among them what researchers mean is the mention of "subjects" which then turn into "fields of study" then change again in Indonesia with "K13 (Curriculum 2013)" to "themes and subthemes" in the integration of materials or teaching materials, and so on.

Writing an essay with the theme "The Role and Innovation of Indonesian Youth in Delivering SDGs 2030" begins with knowledge of the SDGs 2030. A global development agreement containing seventeen objectives that was officially adopted on 25 September 2015 at the UN Headquarters (United Nations). About 193 heads of state were present, including Indonesian Vice President Jusuf Kalla, at that time (2014-2019 period) also ratified the SDGs Agenda.

Different from its predecessor MDGs (Millennium Development Goals), SDGs are designed to involve all development actors, be it the Government, CSO (Civil Society Organization), the private sector, academics, and so on. Approximately 8.5 million citizens' votes worldwide also contribute to the SDGs Goals and Targets.

OBJECTIVES

This research focuses on developing essay writing skills. Through an event, writings in the form of student product essays from various representatives of tertiary institutions have been collected. The theme used as a limitation for writing this essay is "The Role and Innovation of Indonesian Youth in Creating SDGs 2030" with the sub-theme "Education, Social, Economic, Science and Applied".

Gathering various information which then finds a problem and then discusses it in passing is a skill that deserves to be appreciated. Therefore, the essays submitted in this event become an achievement in writing skills. Moreover, students have gone through the process of reading and understanding this information as knowledge so that they are able to convey it in their perspective. This is called learning. The existence of "the process of interaction between human beings (id-ego-super ego) with the surrounding environment that is personal, facts, concepts or theories. Here is the meaning of the interaction process, namely (1) the process of internalization within the learner, (2) is carried out actively by involving all five senses."

Seven essays were assessed by researchers as concrete manifestations of students' ability in the country to develop writing skills. The essays were written by representative students from colleges or universities namely: Tazkia Institute, Syarif Hidayatullah State Islamic University Jakarta, Bogor Agriculture Institute, Brawijaya University, and Padjajaran University Bandung.

RESEARCH METHODOLOGY

The methodology used is using qualitative research. Creswell revealed that, "you can approach research in two ways –through a quantitative study or a qualitative study- depending on the type of problem you need to research". The sentence explains that, one can conduct research in two ways, namely quantitative and qualitative, depending on the type of problem needed in research. Determining an approach to be used in a study must be in accordance with existing data. Each approach has a way of analyzing different data. Therefore, a researcher must choose the approach that will function properly.

Researchers read one by one the essay and then examined it by benchmarking the categories in writing skills so that the desired standards were realized. Use assessment categories from the aspects of the suitability of themes, ideas, arguments, and writing (conformity with "General Guidelines for Indonesian Spelling").

The available data is in the form of essays totaling seven. These essays are of course categorized as targets or targets for sending student writings to events that are held, so that they are in accordance with the focus of research that will be reviewed by researchers in this paper.

The suitability of the theme in question is the topic in accordance with the themes and sub themes of the essay that have been determined and the suitability seen from the title and content of the essay. The second assessment category is in the form of "ideas", meaning that the presentation of ideas must be innovative supported by comprehensive data and facts. Then what is meant by the "argumentation" evaluation category is the suitability of the written description with the data referenced and the ability to analyze the data and formulate conclusions. Finally, the category of "writing order" evaluation means the neatness of type, layout / margins, number of pages, accuracy and clarity of expression, according to PUEBI (General Guidelines for Indonesian Spelling).

DISCUSSIONS AND SUGGESTION

Essay-written writings as a product of students from various tertiary educational institutions consist of seven titles namely "The Role of Students in Printing Excellence in Indonesian Education through Digital Literacy Culture", "Equitable Education in Indonesia through Pethahelix Collaboration to Achieve Advanced and Empowering Indonesia ", " Youth Creation Needs a Palace ", " Sexuality Education, the Main Gateway to Youth to Eliminate Sexual Violence in Women as an Effort to Realize the 5th SDGs ", " The Role of Youth

in Sustainable Development Planning through Active, Participatory and Competitive (APK) Concepts for Realization of the Eleventh Point of SDGs 2030, namely Sustainable Cities and Communities ", " The Effect of Character Education on Youth Morals in Indonesia in Achieving SDGs 2030 ", " Studentpreneur: Actualization of Entrepreneurship Learning through the Establishment of Business Incubators for Students for Achieving Economic Growth and Achievement in Indonesia Decent Work in Realizing SDGs 2030 ". Essay-written writings as a product of students from various tertiary educational institutions consist of seven titles namely "The Role of Students in Printing Excellence in Indonesian Education through Digital Literacy Culture", "Equitable Education in Indonesia through Pethahelix Collaboration to Achieve Advanced and Empowering Indonesia ", " Youth Creation Needs a Palace ", " Sexuality Education, the Main Gateway to Youth to Eliminate Sexual Violence in Women as an Effort to Realize the 5th SDGs ", " The Role of Youth in Sustainable Development Planning through Active, Participatory and Competitive (APK) Concepts for Realization of the Eleventh Point of SDGs 2030, namely Sustainable Cities and Communities ", " The Effect of Character Education on Youth Morals in Indonesia in Achieving SDGs 2030 ", " Studentpreneur: Actualization of Entrepreneurship Learning through the Establishment of Business Incubators for Students for Achieving Economic Growth and Achievement in Indonesia Decent Work in Realizing SDGs 2030 ".

All the titles of these writings refer to themes that are the limits in the writing of this essay. SDGs (Sustainable Development Goals) as a global development agreement also became the core of the content that was tried to be commented on and examined through the thoughts of students in the form of opinions from various college representatives who sent their essays.

Furthermore, the seventeen development objectives referred to in SDGs 2030 are:

1. Ending poverty in all forms everywhere.
2. End hunger, achieve better food and nutrition security and support sustainable agriculture
3. Ensuring a healthy life and supporting welfare for all ages
4. Ensuring inclusive and equal quality education, also supports lifelong learning opportunities for all
5. Achieve gender equality and empower all women and girls
6. Ensuring the availability and management of sustainable clean water and sanitation for all
7. Ensuring access to affordable, reliable, sustainable and modern energy for all
8. Supporting inclusive and sustainable economic growth, full and productive workforce and decent work for all
9. Build strong infrastructure, support inclusive and sustainable industrialization and foster innovation
10. Reducing inequality within and between countries
11. Build cities and settlements that are inclusive, safe, resilient and sustainable.
12. Ensuring sustainable consumption and production patterns
13. Take immediate action to combat climate change and its effects.
14. Conserve and sustainably utilize sea, ocean and maritime resources for sustainable development
15. Protect, restore and support sustainable use of terrestrial ecosystems, manage forests sustainably, fight desertification, and inhibit and reverse soil degradation and inhibit loss of biodiversity
16. Supporting a peaceful and inclusive society for sustainable development, providing access to justice for all and building effective, accountable and inclusive institutions at all levels.
17. Strengthen the size of implementation and revitalize global partnerships for sustainable development.

Seventeen of the above objectives, among the essays that researchers have assessed have a direct relationship with the five objectives namely objectives number 4, 5, 9, 11, and 16. Four essay titles that have relevance to SDGs 2030 number 4 namely "The Role of Students in Creating Excellence Indonesian Education through Digital Literacy Culture", "Equitable Distribution of Indonesian Education Through Pethahelix Collaboration to Realize Advanced and Empowering Indonesia", "The Effect of Character

Education on Youth Morals in Indonesia in Achieving SDGs 2030", and "Studentpreneur: Actualization Entrepreneurship Learning Through the Establishment of Business Incubators for Students for Achieving Economic Growth and Decent Work in Achieving SDGs 2030 ".

The fourth aim of SDGs 2030 is to ensure that inclusive and equal quality education also supports lifelong learning opportunities for all. This is in line with the Constitution of the Republic of Indonesia in the opening section about one of the goals of our country which is to educate the nation's life. In other words, the learning opportunities provided by the Indonesian government to its citizens are natural (compulsory nine-year compulsory education) or equivalent to graduating from junior high school with various facilities such as scholarships or free tuition fees for students who excel and study at public schools in the DKI Jakarta area. For example, is a concrete form to actualize the achievement of the country's goals.

In addition, talking about education and learning, that in the 21st century with the alignment of the industrial revolution 4.0, in the Indonesian Language Learning Models and Techniques book stated about "the learning and innovation skills needed in 21st century learning include 4C, namely (1) Creativity & Innovation (creativity and innovation), (2) critical thinking & problem solving (critical thinking and problem solving), and (3) communication & collaboration." In line with these opinions, uttered by Rahmat that, "in the macro scale of the community carries out education for social regeneration, namely the transfer of cultural property and the preservation of the noble values of a generation to the younger generation in people's lives, so that in a broad sense social change and stability in the community take place well and together." Further said by Rahmat namely education has an important role in the process of be Learn students to improve intelligence and skills, enhance character, strengthen personality, and strengthen the spirit of nationalism and love for the country. So, the students who sent their essays in this event tried creatively to think about various phenomena in this country and see from their perspective by describing as critically as possible so that they could offer solutions to the nation's problems from their glasses. All of that is manifested in essay-shaped writing that accumulates the competence of writing skills through words or sentences that are strung together to be communicated. As disclosed by James C, Raymond that "writing is more than a medium of communication. It is a way of remembering and a way of thinking as well." That mean is writing's more than just a communication medium. Writing is a good way to remember and think.

Then, the two titles whose studies are directly related to the goal of SDGs 2030 number 9 are "Youth Creation Needed by the Palace" and "The Role of Youth in Sustainable Development Planning Through Active, Participatory and Competitive Concepts (APKs) For the Realization of the Eleventh SDGs 2030 namely Sustainable Cities and Communities ". In the second title it is directly related to the number eleven SDGs 2030. While the sixteenth goal of SDGs 2030 is contained in an essay entitled "Youth Creation in Need of a Palace" and "Sexuality Education, the Main Gate of Youth to Eliminate Sexual Violence in Women as an Effort to Realize the 5th SDGs". The title of this essay also seeks to explore the fifth goal of the SDGs 2030, which is achieving gender equality and empowering all women and girls.

Tracing and monitoring previous studies on writing skills, especially writing essays, have been done by previous researchers. However, a significant difference is certainly a distinguishing feature of this paper from previous studies. Available in the 2007 Educationist Journal volume 1. Among them is entitled "Development of Language Creativity in Essay Writing" by Siti Maryam from Suryakencana University (UNSUR), Cianjur. The results of his research include the use of inquiry-based creative writing learning models (IPSI). Indirectly, the IPSI learning model has trained students' social attitudes. Prepare students for wider social life. In the IPSI learning model, language potential that has a central role in intellectual, emotional, and social development is functioned. While this paper describes the essay writing skills of students from various tertiary institutions represented by seven essays with a focus on content on the theme of SDGs 2030.

Next is listed in Lectura Journal: Journal of Education, Vol 9, No. 1, February 2018 written by M. Fadhly Farhy Abbas and Herdi entitled "Analysis of the Essence of Argumentative Essay Writing (5th Semester Student English Education Study Program, FKIP UNILAK) 2017/2018 Academic Year ". The research aims to analyze the ability of students to write argumentative essays used as evaluation material for Academic Writing courses. Using quantitative methods and obtained an average value of students is 78.1

RESULT

The expected results in this study certainly want to get a concrete picture of essay writing skills among students from various tertiary institutions. The figures that appear are the results of the assessment of researchers in which each aspect of the assessment is limited by the value or maximum points. Aspect compatibility of the theme is worth a maximum of 20 points. The idea aspect is worth a maximum of 30 points. The argumentation aspect is worth a maximum of 30 points, and the writing aspect is worth a maximum of 20 points.

The following are the results of the evaluation of the seven essays which are described in tabular form according to the category aspects of assessment.

No	Essay title	from college	Assesment Aspects				Total score
			1	2	3	4	
1	The Role of Students in Printing Excellence Indonesian Education Through Digital Literacy Culture	UIN Syarif Hidayatullah Jakarta	20	24	27	13	84
2	Equitable Education in Indonesia Through "Pethahelix Collaboration" to Achieve Advanced and Empowering Indonesia	Institut Tazkia	20	26	25	18	89
3	Youth Creations Need a Palace	UIN Syarif Hidayatullah Jakarta	20	17	24	9	70
4	Sexuality Education, the Main Gateway for Youth to Eliminate Sexual Violence in Women as an Effort to Realize the 5th SDGs	Institut Pertanian Bogor	20	15	25	11	71
5	The Role of Youth in Sustainable Development Planning Through Active, Participatory and Competitive Concepts (APK) for the Realization of Eleventh Point SDGs 2030 is Sustainable Cities and Communities	Universitas Brawijaya	20	14	26	10	70
6	The Effect of Character Education on Youth Morals in Indonesia in Achieving SDGs 2030	Universitas Brawijaya	19	10	24	12	65
7	Studentpreneur: Actualization of Entrepreneurship Learning Through the Establishment of a Business Incubator for Students to Achieve Economic Growth and Decent Work in Achieving SDGs 2030	Universitas Padjajaran	20	25	25	16	86
The highest score on the title essay number 2 = 89							

INFORMATION:

1. Suitability of the theme
2. The idea
3. Arguments
4. Writing procedures

The suitability of the theme of the essays submitted has a high level of conformity, except for the one with a little less value, namely in the essay entitled "The Effect of Character Education on Moral Youth in Indonesia in Achieving SDGs 2030". The author of the essay has stated that his moral youth has been declining over the years, without reinforced by concrete evidence or just opinion who then "as if to blame" or lead to the cause of the moral crisis is the younger generation, whereas the title is to describe how the influence of character education on morals young man. This is stated in the third paragraph of the essay written by students from Universitas Brawijaya.

The highest aspect of "idea" is worth 26 with the title "Equitable Education in Indonesia Through Pethahelix Collaboration "to Realize Advanced and Empowering Indonesia. The essay writer begins by explaining the background reasons for the condition of underdevelopment in the field of education of Indonesian society which is in the seventh position at the ASEAN level. A score of 0.622 as the latest data released by Human Development Reports in 2017 provides the basis for examining three main issues that hamper development in education, including access, quality, and equity. The idea given by the essay writer is to bring up the concept of "PENTAHHELIX". These three problems can be comprehensively solved and corrected through the concept of mutually beneficial collaboration between one another in welcoming the 21st century. The concept was called pentahelix or ABCGM by involving 5 parties consisting of academics (A), entrepreneurs (B), communities (C), government (G) and media (M).

The highest aspect of "argumentation" valuation is 26 with the essay title "The Role of Youth in Sustainable Development Planning Through Active, Participatory and Competitive Concepts (APK) for the Realization of Eleventh Point SDGs 2030". Heri Febriansyah began the essay with an explanation of the current population conditions namely the demographic bonus period, where the productive age is far more than the unproductive age. Argumentative urging reasons were expressed regarding the readiness of the community in facing a more modern life which had to be built early on, so that Indonesian people would not always rely on the state in meeting the needs of life.

The highest aspect of "writing" is 18 and the lowest is nine with the essay entitled "Youth Creation Needed by the Palace". The part that highlights the major in this case includes the number of sentences in the first paragraph in this essay that is still lacking, because it is only one sentence long. Likewise in the second paragraph. Then there is "pleonasm" in the first five paragraph sentences, namely "many young women". It should be "just a lot of young people" or "young people". So, don't translate words that have multiple meanings.

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