Implementation of Knowledge Sharing and Pedagogy Genre in Essay Writing Learning

Rina Rosdiana, Stella Talitha, Ruyatul Hilal Mukhtar
Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pakuan
email: stella.talitha@unpak.ac.id

Abstract
The purpose of this research is to obtain an overview of the implementation of knowledge sharing in the pedagogy genre approach in essay writing learning by students of the Indonesian Language and Literature Education Study Program, Pakuan University. This research uses qualitative descriptive method. The text written is made based on sharing knowledge in groups of four people and text of an argumentative essay on literati in the form of an argumentative essay and is made independently by students. The result of this study is knowledge sharing among group members on the application of writing essays, namely at the stage of modeling and deconstructing texts, constructing texts in groups as a form of implementation 'tacit knowledge' to externalization 'producing construction products both jointly and independently. As in the concept of pedagogy genre, the text model as an example can be developed in the new writings of the student.

Keywords
knowledge sharing, pedagogy genre, guided constructing, self-constructing, argumentative essay

INTRODUCTION

Today society continues to undergo changes and developments. Science and technology are changing and developing rapidly in the era of the industrial revolution 4.0 including in education. To face the era of the industrial revolution 4.0, education is needed that can form creative, innovative, and competitive learning skills. This can be achieved, one of which is by optimizing the use of technology as an educational tool that is expected to be able to produce better output. Without exception, Indonesia also needs to improve the quality of graduates according to the world of work and the demands of digital technology (Suwandi, 2020); (Yilmaz, 2021).

Applying 21st century learning skills in language classrooms requires teachers and students to learn and adapt new knowledge and approaches during the teaching and learning process. 21st century skills do not focus on making learners memorize the knowledge imparted by the teacher, but on the formation of students to create and build knowledge, with the teacher playing the role of facilitator (Muhamad & Seng, 2022).

This includes learning writing skills. Learning to write is not just rote memorization, but on the mastery of skills. Writing is deeply shaped by culture and is a thought process. This activity is not just connecting words with words or sentences with sentences and using punctuation marks, but more than that, that is, being able to convey information and ideas clearly, find ideas, give meaning and pour them into a writing is not a simple thing. Like any other language skill, writing requires perseverance and a lot of practice.

For good writing, the student-writer must not only express a point of view but also need to give logical reasons, support ideas, and organize them. Therefore, one of the requirements in teaching writing language learners is to use techniques and strategies that can improve thinking skills (Rashtchi, 2019).

Language learners face considerable challenges to master writing skills. One of the sources of the problem is the inefficiency of students in expressing themselves. Generally, language learners do not know to verbally express ideas, organize thoughts, and write a subject. In writing classes, learners must not only be trained in writing mechanisms, but must also be taught how to use thinking skills. A person must be able to organize his thoughts in the development of his writing and make it accessible to others (Rashtchi, 2019).

Writing skills are productive writing activities. Writing activities are developed by pouring ideas and feelings that are in the mind into writing. This activity requires continuous practice to produce a good writing product. Since writing is a complex skill, it takes effort in practicing it because this skill in general is not an easy thing.

Pakuan University as part of higher education institutions seeks to realize a curriculum that can accommodate the demands of the MBKM curriculum, learning must provide challenges and opportunities for the development of creativity, capacity, personality, and student needs, as well as develop independence in seeking and finding knowledge through reality and field dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and their achievement. The study program curriculum can also provide dynamic experiential learning programs. Through the application of 21st century skills which include critical thinking, collaborative, creative, and communicative. It is necessary to develop a learning model that can implement these expectations.

In addition to the demands of 21st century proficiency, changes in learning approaches that refer to the text-based genre are also a concern. The four text-based stages as revealed by Emilia (2012: 24) include building context (building knowledge of the field), modeling (modelling), composing text together (joint construction), and compiling text independently (independent construction); Ministry of Education and Culture (2014). In learning that applies language to social functions with these four stages, novelty is needed not only in the form of material but also the use of technology in the learning process to support the implementation of innovative learning

The thing that concerns is the application of collaboration. In the concept of 21st Century skills, this collaboration skill is in line with the application of its joint construction or text-based learning/pedagogy genre. Joint construction is the implementation of collaboration in learning, both in learning that requires strategies in its implementation. Many platforms can be used for collaboration implementation activities in learning, especially in online learning, however, the presentation is still small in use in learning. Several forms of collaboration in online learning (blended learning).

This collaborative activity can be implemented in language learning (Indonesia), namely in the second stage of pedagogy genre, the stage of joining construction or constructing texts together. The realization is in the grouping during class discussions. Proper organization or management is needed so that the activity of constructing this common text is even, fair and effective. This is important because often group

discussion activities do not accommodate group ideas equally and constructively. It needs understanding and application of knowledge sharing. Knowledge sharing is the process of sharing information with each other within the framework of trust between group members and reusing this information with the help of this sharing understanding, students can access various learning resources and create a collaborative learning environment. Knowledge sharing can be applied in language learning, namely at the joint construction stage in the application of pedagogy genre learning. This is what will be revealed in this study.

The purpose of this study is to obtain an overview of the implementation of knowledge sharing in the pedagogy genre approach in essay writing learning for students of the Indonesian Language and Literature Education Study Program and the development of ideas in writing essays for students of the Indonesian Language and Literature Education Study Program as a product of knowledge sharing on the pedagogy genre approach .

The benefits of this research are: 1) obtaining an applied model of knowledge sharing (knowledge sharing) in a pedagogy genre approach, especially in writing essays in the Indonesian Language and Literature Education Study Program, 2) the results of this research can contribute to the learning of writing skills. Developing product documents for learning essay writing skills, both products at the stage of compiling texts together (joint construction) and compose text independently based on blended learning.

METHOD

This study uses qualitative descriptive research because, as stated, this study aims to explore applied forms of knowledge sharing at the stage of guided constructing to independent constructing. Students of Indonesian language education build texts based on text modeling and reveal the development of ideas in the stage of constructing and constructing independently on argumentative essay texts based on modeling texts from essay texts in newspapers as references for authentic learning resources. Types of authentic materials such as audio, visual, and printed materials, while other forms are factual news in newspapers (Setyowati & Sukmawan, 2021). In this study, the choice of authentic material is essay texts from printed and online newspaper publications (Republika and Kompas). In addition, it looks at the development of ideas in texts both on guided and independent constructs that correspond to examples of text models as an applied approach to pedagogy genre.

This research data is in the form of knowledge sharing activities in the application of guided constructing in writing essays for 4th semester students in writing skills development courses. Data in the form of knowledge sharing process and compiling argumentative essay texts and student texts 10 essay text data from knowledge sharing (in the learning process) and 20 essay text data on constructing independently. Analyzing is based on the accuracy of the writing of the essay and the development of its ideas according to the model of the text.

RESULTS AND DISCUSSION
Result

As explained earlier, the learning process of sharing knowledge is at the tacit knowledge stage. At this stage, the activities carried out are: 1) students interpret concepts about essays from various literature (print, audio-visual (you tube), and print media from the Republika newspaper as a text model and Student Worksheets as a guide to carry out knowledge sharing; 2) students brainstorm ideas about model texts connected with understood theories about essays; 3) Students deconstruct texts starting from their ideas and development techniques his ideas and documenting his findings in the MFI. It is at this time that knowledge sharing occurs. In the stage of guided constructing occurs in this activity. This is in accordance with the stages of joint construction as revealed by Dirgeyasa (2018: xxi) In this step the learner begins to practice writing activities; modify and change the given text. At this step learners remain guided before they become independent writers.

Next, students in groups of 4 expressed their opinions; 4) Write down the main ideas according to the text model with other themes. 5) Expressing his knowledge of the new theme and writing down his ideas according to the previous text model; 7) develop the text in paragraphs according to the developed idea; 8) conduct class presentations to obtain feedback from other groups as part of knowledge sharing; 9) After a group of students understand the concept of the essay and develop a new essay text based on the group, the stage of pedagogy genre is to construct the text independently. Students are tasked with writing essays based on references from a variety of sources. The essay created is an argumentative essay.

The next knowledge sharing process is the explicit stage. In stage 2, the resulting product is in the form of a document. The basis of the theory is as revealed by Tung (2018: 60). The transfer of explicit knowledge to explicit knowledge is done by a process of combination with sorting activities, adding, categorizing, and selecting best practice categories. Students create texts independently on independently constructing at the stage of pedagogy genre. The product is in the form of essay texts from twenty students in printed form. After this stage, the knowledge sharing stage then moves to the explicit stage to tacit. Tung (2018:60) further reveals that the transfer of explicit knowledge to tacit knowledge is carried out by the process of internalizing knowledge. This internalization is expected to occur in students' new knowledge.

Based on the presentation of the knowledge sharing process in the stages of pedagogy genre, the author describes with the following visualization.
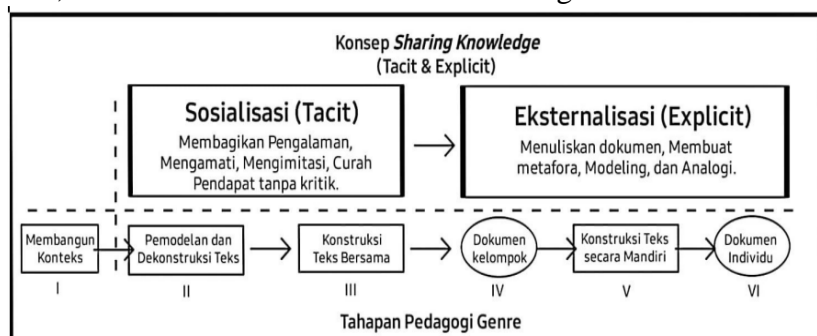

Figure 1. Combination of Knowledge Sharing in Pedagogy Genre

Based on the concept of knowledge sharing that knowledge begins with silent knowledge (tacit) that exists in the individual. The knowledge is shared in joint constructing activities in joint construction. The third stage of pedagogy of the genre. In the concept of sharing knowledge from socialization knowledge (tacit) then to the externalization stage (explicit knowledge). This knowledge is already a document or work written in a document based on the knowledge of tacit in the group.

Discussion

The process of writing with knowledge sharing on the joint constructtion requires text as a model as a stage of pedagogy genre. The following is presented with an example of writing quoted from the mass media (newspaper, Kompas, Tuesday, October 8, 2021 with the title "How to Send Whatsapp Messages Without Having to Save a Number" Here is the script.

Figure 2. First Text Model

The following is the text that becomes a text model in learning with the title "How to Send Whatsapp messages Without Having to Save a Number"

"How to Send Whatsapp Messages Without Having to Save a Number"

Usually, if you want to communicate through the Whatsapp application, we have to add the number of the person you want to contact to the contact list on the phone. However, it turns out that ad events send messages via Whatsapp without having to save their contacts.

Quoting from Android Police, there is no way that this can be done.

Using Wa.me links

This method is indeed recommended by Whatsapp and is inside the application's FAQ. To use this way, you can simply open a browser on your phone and enter your wa.me. After that proceed to type the intended phone number. For example, https://wa.me/1234567890. Then, press enter and you can send the message right away.

Using third-party apps

Don't understand or feel bothered to use the method above? Don't worry, because the App Store and Goggle Play have third-party apps that can help users do this method.

Applications that can be used, for example Click to Chat on Android. The method is easy, just enter the country code along with the phone number, and followed by writing the message.

Using App Tricks

There is a fairly easy trick, but unfortunately it only applies to the Android 9 Pie and Android 10 operating systems and only applies to Pixel and Android One phones. To do this, enter the destination number into the address bar on Google (not in the Chrome application).

Then, dial that number longer than usual. After that, a new option will appear to call the number. You can choose the Whatsapp application. Happy messaging. (Source: Kompas, Selaa, 8 October 2021)

In the text above the approach stages are modeling and deconstructing the text. Students reveal the main idea and students make texts based on these models in their groups Through MFIs, students make texts together. An example of a student text is as follows.
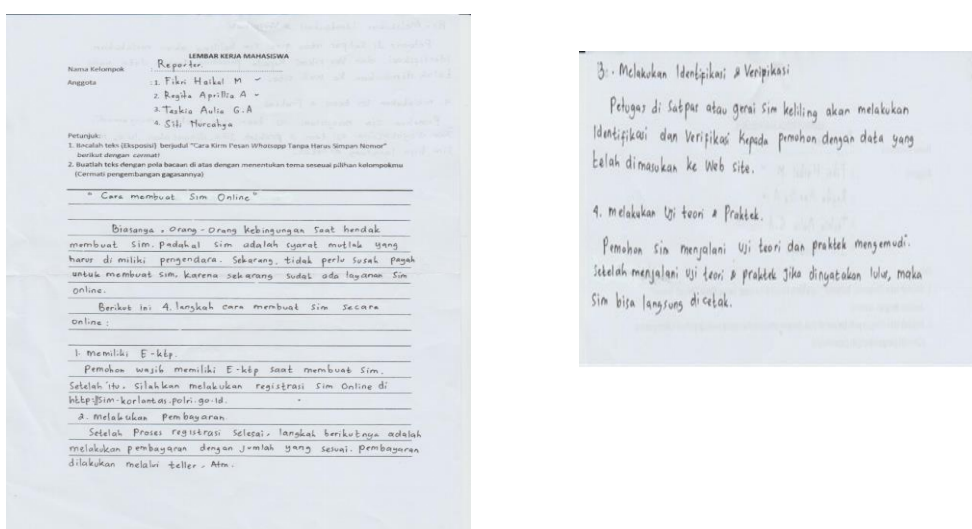
Figure 3. Product Text on Guided Constructing

The results of knowledge sharing at the stage of constructing texts in a guided manner, joint construction (Kartika-Ningsih & Rose, 2021) or collaboratively made by students are as follows.

The title of the sample text: How to Send Whatsapp messages Without Having to Save the Number and Title created by students as follows. /How to Create an On Line SIM"/.

In the introductory paragraph of the sample text. Selected topics about whatsapp application. /Usually, if you want to communicate through the Whatsapp application, we must add the number of the person you want to contact to the contact list on the phone. However, it turns out that ad events send messages via Whatsapp without having to save their contacts. (Compass)/

This introduction is patterned as follows. Explore the topic of how to make an online SIM. /Usually, people are confused when they want to make a driver's license. In fact, a driver's license is an absolute requirement that motorists must have. Now, there is no need to struggle to make a SIM, because now there is an online SIM service./Then in the example sentence as follows./Quoting from Android Police, there are three ways that this can be done/ The sentence made by students is as follows./ Here are 4 steps on how

to make a SIM online:/ Then this Paragraph develops internally on ways to create an on-line SIM/./**Using Wa.me/ Links** The sentence is a subheading. Which is then presented with the following paragraphs./

The following paragraph is an excerpt/This method is indeed recommended by Whatsapp and is in the FAQ of the application. To use this way, you can simply open a browser on your phone and enter your wa.me. After that proceed to type the intended phone number. For example, https://wa.me/1234567890. Then, hit enter and you can send a message right away./

Student writing products are as follows./Have an E-KTP**/**Applicants are required to have an E-KTP when making a driver's license. After that, please register SIM On Line at http://sim.korlantas.polri.go.id./**Make** a payment/After the registration process is complete, the next step is to make a payment with the appropriate amount the payment is made through a teller, ATM./**Using a third-party application/**Don't understand or feel bothered using the method above? Don't worry, because the App Store and Goggle Play have third-party apps that can help users do this method./

In the next paragraph/Applications that can be used, for example Click to Chat on Android. It's easy, just enter the country code along with the phone number, and follow the message./

The following writings made by students./**Conducting Identification and Verification** / Officers at Satpas or mobile SIM outlets will identify and verify the applicant with the data that has been entered into the web site./

Development in examples/writing models/**Using Application Tricks/**

In this paragraph/There is a fairly easy trick, but unfortunately it only applies to the Android 9 Pie and Android 10 operating systems and only applies to Pixel and Android One phones. To do this, enter the destination number into the address bar on Google (not on the Chrome application)./Then, press that number longer than usual. After that, a new option will appear to call the number. You can choose the Whatsapp application. Happy messaging./

The following student writings./**Conducting Theory and Practice Tests/**Sim applicants undergo theoretical and practical driving tests. After undergoing theoretical and practical tests if passed, the driver's license can be printed immediately. /(source: FH M. and RA, PBS Indonesia, Unpak 2021) This writing product is based on guided constructing activities. At this stage, the teacher arranges the learner's activities to write argumentative essay texts and the learner arranges argumentative written texts in groups with the support of the teacher.   (Zhang & Zhang, 2021)

In the example above, it appears that students create texts based on the original manuscript. The next example of practice is in an argumentative essay on literature. Presented an example of an essay model with the nickname /"M Kasim, the Father of Indonesian Short Stories and an essay entitled "Indonesian Man Named Ajip Rosidi". Then the learner constructs the text independently. (Zhang & Zhang, 2021)

The structure of the essay text is the opening, Core, and closing. The following is an example of students constructing independently. Here are some examples of the snippets. In the first paragraph of the text entitled "M. Kasim, the Father of Indonesian Short Stories"/Usually people who quarrel will not help but let go of their voices and say scrambling for it by not caring about the dot comma. In this story an argument ended with a great fight, has taken place in a whisper only/The next paragraph/The quote is the

opening of a short (funny) story by Muhamad Kasim Dalimunte or better known by the pen name M. kasim entitled "Quarreling Whispers". The author of short stories and novels during the Balai Pustaka era was born in Muara Sipongi, West Sumatra, 1886./

The beginning of this essay was written by students, for example, the essay entitled "Young Literati who is loved by Many Audiences" written by students (NNH) begins by quoting from a snippet of Fiersa Bestari / "do you know why God created darkness? So that we are grateful for the beauty of the twinkling stars. Believe me, even when your life is dark, there will always be light that helps you find a way out. All you need to do is pray and learn to be sincere" one of the quotations taken from the book 11:11 by Fiersa Besari/

In the opening paragraph/ Fiersa Besari or commonly known as "Dude". A writer, musician who was born in the city of Bandung on March 03, 1984. He graduated from STBA Yapari ABA Bandung.A man who until now is loved by Indonesian youth because of his work and the experience of finding identity that he poured into a writing./. Here's a snippet of the visualization.

Figure 4. Excerpts Constructing Text Independently

In another essay the NTM's work seems to be poking with the similarity of the model with the title/" Behind "A Piece of Dusk for My Girlfriend"./I sent this piece of twilight to you Alina, in a tightly sealed envelope from afar because I wanted to give you something more than just words already too many words in this world Alina, and words turned out to be nothing I will not add to the already countless words in the history of human culture for what words are pointless and always pointless/. This quote was written by a student because they saw the text that became a model. The original author's way of speaking was developed by students according to the text model. This is also evident in the opening part of his essay.

In the opening paragraph it is expressed as follows /The quote above is a piece of a short story entitled "a piece of twilight for my girlfriend". Literary lovers and connoisseurs may be familiar with the short story who thought that behind this unique and fascinating short story was written by someone who loves literature so much / The author behind this short story piece of twilight for my girlfriend is Seno Gumira Adjidarma or known by literature lovers as SGA. Seno has a pseudonym that is Mirasato, a short storyist, essayist, journalist, and also a theater worker, Seno was born in Boston, United States on June 19, 1958.

Essay data made by students in general already meets the requirements for writing an essay (argumentative), it's just that in student essay writing, the use of language errors is still found. But not too much and not too disturbing from the meaning of the essay he wrote.

The data above shows the application of modeling, guided constructing, and self-constructing. Based on visualizations regarding knowledge sharing and pedagogy genre, it can be revealed that tacit knowledge is at the stage of modeling and guiding constructing, while explicit knowledge is contained in its documentation and new understanding for students as tacit knowledge later.

CONCLUSION

Today's learning demands the implementation of collaborative learning activities. The collaborative form is embodied in the concept of expressing ideas through knowledge sharing among group members on the application of language learning (writing essays), namely at the stages of modeling and deconstructing texts, constructing texts in groups (as a form of implementation of socialization of 'tacit knowledge' to externalization 'producing construction products both jointly and independently.

Through applied knowledge sharing and pedagogy genre, the process and results of writing student essays can be trained. As in the concept of genre pedgogi that the text model that is an example can be developed in the student's new writing in expressing his ideas. This is a form of affirmation in the application of knowledge sharing and pedagogy genre with its stages in language learning.

REFERENCES

Abualoush, S., Obeidat, A. M., Aljawarneh, N. M., Al-Qudah, S., & Bataineh, K. (2022). The effect of knowledge sharing on the relationship between empowerment, service innovative behavior and entrepreneurship. *International Journal of Data and Network Science*, *6*(2), 419–428. https://doi.org/10.5267/j.ijdns.2021.12.012

Dirgeyasa, I Wy. 2018. CollegeAcademic Writing: A Genre-Based Persfective. Jakarta: PrenadaMedia Group.

Emilia, Emi. 2012. Pendekatan Genre Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru. Bandung: Rizki Press. Hamalik, Oemar. 2008. Perencanaan Bahan ajar Berdasarkan Pendekatan Sistem. Bandung: Penerbit Bumi Aksara.

Hermansson, C., Jonsson, B., Levlin, M., Lindhé, A., Lundgren, B., & Norlund Shaswar, A. (2019). The (non)effect of Joint Construction in a genre-based approach to teaching writing. *Journal of Educational Research*, *112*(4), 483–494. https://doi.org/10.1080/00220671.2018.1563038

Kartika-Ningsih, H., & Rose, D. (2021). Intermodality and Multilingual Re-Instantiation: Joint Construction in Bilingual Genre Pedagogy. *Ikala*, *26*(1), 185–205. https://doi.org/10.17533/udea.ikala.v26n01a07

Muhamad, M., & Seng, G. H. (2022). Issues in the Implementation of 21st Century Learning Skills in Malaysian ESL Classrooms. *Asian Journal of University Education*, *18*(4), 1093–1104. https://doi.org/10.24191/ajue.v18i4.20040

Purba, R. (2020). *Using Genre-based Approach to Overcome Students ' Difficulties in Writing*. *7*(4), 464–470. https://doi.org/10.20448/journal.509.2020.74.464.470

Rashtchi, M. (2019). Scaffolding argumentative essay writing via reader-response

approach: a case study. *Asian-Pacific Journal of Second and Foreign Language Education*, *4*(1), 12. https://doi.org/10.1186/s40862-019-0078-2

Setyowati, L., & Sukmawan, S. (2021). News as authentic materials to improve essay writing in a hybrid learning setting. *Studies in English Language and Education*, *8*(3), 1194–1208. https://doi.org/10.24815/siele.v8i3.19851

Suwandi, S. (2020). Pengembangan Kurikulum Program Studi Pendidikan Bahasa (dan Sastra) Indonesia yang Responsif terhadap Kebijakan Merdeka Belajar-Kampus Merdeka dan Kebutuhan Pembelajaran Abad ke-21. *Seminar Nasional Pendidikan Bahasa Dan Sastra*, *1*(1), 1–12. https://ejournal.unib.ac.id/index.php/semiba/article/view/13356

Tung, Khoe Yao. 2018. Memahami Knowledge Management. Jakarta: Indeks.

Yilmaz, A. (2021). The Effect of Technology Integration in Education on Prospective Teachers' Critical and Creative Thinking, Multidimensional 21st Century Skills and Academic Achievements. *Participatory Educational Research*, *8*(2), 163–199. https://doi.org/10.17275/per.21.35.8.2

Zhang, T., & Zhang, L. J. (2021). Taking Stock of a Genre-Based Pedagogy: Sustaining the Development of EFL Students' Knowledge of the Elements in Argumentation and Writing Improvement. *Sustainability*, *13*(21), 11616. https://doi.org/10.3390/su132111616