



## **The Effectiveness of a Textbook Based on Multicultural and Contextual Understanding as a Learning Material for Scientific Writing**

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A multicultural and contextual-based textbook is scientific writing learning material that presents multicultural and contextual-based language materials for Buddhist college students. This study aimed to describe the effectiveness of a multicultural and contextual understanding-based textbook in improving the scientific writing skills of Buddhist college students. The data collection was carried out by employing mixed methods of statistical analysis, interviews, observations, and document analysis. The research data were obtained by using test results or the products of students' writing skills. The research samples were 101 students of a Buddhist college in the Central Java Province, Indonesia. The study results revealed that a textbook based on multicultural and contextual understanding as learning material for scientific writing could effectively improve the scientific writing skills of Buddhist college students. The results of statistical analysis using the One-way ANOVA test showed  $F_{cal} > F_{table}$  ( $47.74 > 3.09$ ). Thus, there were significant differences in the ability to write scientific papers in the experimental group of students. These results indicated that a multicultural and contextual-based textbook as teaching material for scientific writing for students of Buddhist college was more effective than books that lecturers have used. It was later reinforced by the results of interviews with students and lecturers.

Keywords: textbook, scientific writing, multicultural based, contextual approach, writing

### **INTRODUCTION**

According to Nugraheni (2015), the Indonesian language has two essential values: a means of communication and state identity. The Indonesian language is one of the

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crucial subjects in a Buddhist college. Referring to Rahmawati et al. (2019) and Sujiono et al. (2022), the Indonesian language has become a compulsory subject in national education activities in Indonesia. Andayani & Gilang (2015) revealed that the existence of language as a behavioral subsystem is vital to developing learning patterns and conditioning the interest in learning Indonesian in authentic experiences. Indonesian language learning contributes to giving birth to a generation of devout, sensible, knowledgeable, and skilled people in the Indonesian language. One of the language skills that students must master is writing. Writing skills are very challenging and need to be mastered by students (Elfiyanto & Fukayama, 2021). Writing is one of the primary skills determining educational success (Tillema, 2012). Furthermore, Trang & Ang (2022) one of the main goals of language learning is to make students have the ability to write scientifically. Scientific writing is important as a medium for developing scientific professions. The ability to write scientifically in higher education has become one of the essential academic cultures.

However, students of the Buddhist college had difficulties writing scientific papers. The difficulties faced by students in writing papers were in the form of word choice errors, the use of standard grammar, effective sentences, references, and citations. The references used mainly were taken from blogs and Wikipedia. Student papers were lacking in the use of appropriate theoretical sources. Several studies have been conducted regarding students' difficulties in writing. Marzuki (2016) explained that, in initial observations, the average ability of students to write papers was still not good. Many errors were found in the papers, mainly regarding developing an unoriginal background. When writing a problem statement, students did not clearly state their purpose resulting in the emergence of information that was not related to the focus of the papers. Student papers were most difficult to read due to unclear wording. Ariyanti & Fitriana's research (2017) discovered that students' problems in writing essays were related to the use of grammar, cohesion, coherence, paragraphs, organization, diction, and spelling. As cited in Zaki & Yunus (2015), the difficulties experienced by students in academic writing are the lack of knowledge of the scientific papers writing style and the ineffectiveness of composition in the structures of ideas and language. Hidayat et al., (2019) reveal that academic writing is part of the effort to reach the peak of the national literacy program, which is currently far from expectations. Toba, Noor, & Sanu (2019) found that students experienced problems in writing regarding the content, organization, vocabulary, grammar, and mechanics. Research by Alostath (2021) found several challenges encountered by teachers in writing learning, such as a lack of vocabulary, low motivation, low grammatical competence, cohesion and coherence, and problems related to curriculum.

This situation was exacerbated by the unmet need for textbooks in scientific writing for students of the Buddhist college. When learning the Indonesian language, none of the textbooks used were written by lecturers from the Buddhist college. Language learning had been applying conventional methods making students less optimal in scientific writing. Learning by lecture methods, assignments, and discussions had an impact on the optimal ability of students as cited in the findings of Aghajani & Adloo (2018); Aliman et al., (2019); Ardani et al., (2016); Kasi et al., (2018); Sumarni et al., (2020). In

addition to all that, another problem in students being less active during learning was also found, meaning that lecturers still dominated the class. As a result, the implementation of learning became boring. Darmuki et al., (2018) mentioned that lecturers tend to dominate the learning process, making students passive and have abilities that do not match the expectations.

The success of language learning in the Buddhist college in Indonesia cannot be separated from the existence of teaching materials. One form of teaching material is a textbook. Teaching materials play an essential role in realizing language learning success in the Buddhist college. Textbooks are a very important tool to condition the learning process to run effectively. Nation & Macalister (2010) provide the requirements for the preparation of textbooks, namely; (1) following the learning environment; (2) following the needs analysis of learners; (3) applying the principles of learning and teaching; (4) can be used as a reference for linguistic information; (5) the learning materials are aligned with classroom activities and following the class levels; (6) attractive and technically effective in its application; and (7) can be used to monitor students' learning development through the tests contained in it. As teaching materials, books are prepared to achieve the planned learning objectives. According to (Khalid, 2014) textbooks, for students, play an important role in supporting the achievement of learning goals. The majority of students prefer textbooks in printed form. The main reason is the ease of using printed textbooks, such as taking notes, highlighting, and finding certain parts of the material. As one of the teaching materials, books are instrumental in learning implementation. Books can be a good source of knowledge, skills, and attitudes Suwandi et al., (2017). Textbooks are needed in the language learning process to foster knowledge, skills, and positive attitudes. Students, as users, can acquire language knowledge and skills, as well as positive attitudes towards language.

There are findings relevant to the above subject matters in the research of Madjid et al., (2017). The results of their research indicated that the ability to write academic papers was a determinant of student success in carrying out essential processes in learning. Scientific writing skills are a competency that students must possess as prospective undergraduates. Based on the results of product assessment of each stage of scientific writing through contextual learning strategies, students' abilities in scientific writing had achieved the expected results. The students were considered to have been able to develop scientific writing concepts with good writing systematics. The mind map has already outlined the content of the discussion. The references being used in the academic writing were considered complete. Previous research also discussed the positive impact of social media use on improving the ability to write scientific papers. These studies Aghajani & Adloo (2018); Motallebzadeh et al., (2018); Shazali et al., (2019) found that the use of *Telegram*, *Instagram*, and other technological literacy applications could improve students' scientific writing skills. Compared to the research above, the present study focused on improving scientific writing skills by using a textbook for scientific writing based on multicultural understanding by applying a contextual approach to language learning.

Sato's research (2016) discussed the learning implementation by applying modern strategies involving approaches to popular hobbies mixed with classical experiential learning consisting of demonstration, observation, discussion, reflection, and repetitive experiences. The modern strategy approaches were carried out in high schools and universities in Japan. The results showed that students had a better understanding and enjoyment, more strategic games, and were more interested in modern board games. The application of modern strategies was most helpful in learning the game. The research findings of Tiarasari, et al., (2018) revealed the implementation of a contextual approach to improving expository writing skills. Applying a contextual approach could create active learning in knowledge construction, inquiry, discussion, acting, reflection, and assessment.

Research by Geerlings, Thijs, & Verkuyten (2019) reported that when the students from minority and majority ethnicities observed their teachers expressing positive cultural norms, there was a favorable interaction between students and teachers that had a significant positive effect on evaluation. Teachers who often emphasize multicultural norms in the classroom can reduce the occurrence of majority and minority group bias.

One of the studies related to textbooks that have been conducted was the research by Puspita et al. (2019) on the effectiveness of a poetry appreciation book in the application of character education in universities in Central Java province and the Special Region of Yogyakarta, Indonesia. The research findings reported that the poetry appreciation textbook in the application of character education contributed effectively to students' learning outcomes, especially to the implementation of noble values through literature.

Based on previous research, it was known that the use of textbooks based on multicultural understanding could increase the positive attitude of students with cultural diversities. Sholehudin et al. (2020) discovered that students and lecturers showed positive responses and attitudes toward using a multicultural-based short story appreciation textbook in the teaching of prose-fiction appreciation course. The multicultural-based short story appreciation textbook could motivate students to study a prose-fiction appreciation course. It was also more effective than the general textbooks previously used by lecturers to teach prose-fiction appreciation. Compared to the previous research mentioned above, the present study focused on the application of a textbook based on multicultural understanding involving a contextual approach in scientific writing learning for Buddhist college students in Indonesia. The difference in this study lied in the contextual approach by thoroughly implementing the seven components of contextual learning, namely constructivism, questioning, inquiry, learning community, modeling, reflection, and authentic assessment. Thus, the multicultural understanding in this research referred more to Buddhism.

## **Literature Review**

### **The Nature of Textbooks**

The nature of textbooks is a key instrument of learning, either language materials prepared specifically by educational institutions or learning materials prepared by

educators Richards & Rodgers (2014); Cheng et al., (2011). Textbooks are learning materials that contain well-designed and carefully applied theory Oates (2014). According to Pingel (2010), the textbook is one of the indispensable learning instruments and can influence ideas related to national culture and cultural disputes. There are two processes involved in the textbook, namely *the initial process*, which includes collecting and selecting texts, and *the development process*, which includes deepening the material, addressing students' abilities, and developing and responding to inputs that include interpretation of exercises and assignments (Tomlinson, 2011). The textbook is essential for both lecturers and students in every learning process. In Indonesian language learning, the existence of textbooks is indispensable. By reading textbooks, students can get insights related to the learned materials. According to Richards & Rodgers (2014), references in the form of textbooks have several functions, namely to (1) arouse students' interest; (2) remind students of previous lesson materials; (3) inform students about the following materials to be discussed; (4) explain the content of the new learning materials; (5) associate ideas with students' understandings; (6) encourage students to think about the new contents; (7) help students obtain learning materials; (8) encourage students to practice the learning contents and take advantage of the relevant discussions; (9) convince students to know what to do; (10) allow students to check their learning progress; and (11) help students do better activities than before. In addition, Oates (2014) states that high-quality textbooks can support teachers in developing attractive and effective learning processes for students.

### **The Nature of Scientific Writing**

Writing is a productive language skill and one of the most complex to learn (Alostath, 2021). Coulmas (2003) defines writing as storing ideas, thoughts, and information by using varied codes and transferring them to the reader. Conceptually, writing a scientific paper describes the interactive communication between the author and the reader, in which the author presents the problems or issues in detail and scientifically to provide accurate information to the readers (Çandarlı et al., 2015). Madjid, et al. (2017) explain that scientific work is a written work that is carried out scientifically. Meanwhile, academic writing is a written work produced by considering the target audience, objectives, systematics, writing style, and the use of various scientific languages. Swales & Feak (2012) state that writing a paper should consider the target audience. Quoting Devici (2019), explaining the language used in writing scientific papers and presenting arguments is the essence of effective communication with readers.

The use of language in the writing of scientific papers follows strict requirements. Scientific paper writing is done precisely so that it is easy to read. To write a scientific paper, the author must understand the rules. Scientific paper writing uses short sentences and direct expressions (Charles, 2007). Papers are written by meeting the criteria of scientific writing. Accordingly, scientific writing has the following criteria; (1) has a structure or writing format that includes an introduction, discussion, and closing, (2) has clear reference sources as a reinforcement of ideas, (3) follows standard grammatical and punctuation rules; (4) contains themes that have a novelty (Bowker, 2007). Based

on the above explanation, it can be concluded that writing a paper must pay attention to scientific principles/rules.

As stated by Petrić & Czár (2003), academic writing consists of several stages, namely 1) pre-writing stage, 2) writing stage, and 3) post-writing stage. At the pre-writing stage, students plan their academic writing assignments, in which the teacher helps them to generate ideas. At the writing stage, students are expected to write a draft and revise it and then prepare a second draft. At the post-writing stage, students focus on the grammatical aspects, vocabulary, and logical presentation of ideas. Regarding the steps for writing scientific papers, Coffin et al. (2003) add other steps, namely reflecting and peer/tutor review. In writing a paper, students must consider several important aspects, including punctuation, vocabulary, structure, spelling, and paper characteristics (unity, support, cohesion, and coherence) (Alstath, 2021).

### **Multicultural Understanding-Based Learning**

Multicultural understanding-based learning upholds all forms of diversity in a multicultural society. It is highly relevant to be implemented in Indonesia, where the culture is diverse, consisting of various ethnic groups possessing their respective cultures. Additionally, Indonesia is a country struggling to help each other toward better national sovereignty (Iskandar & Marini, 2020). As cited in Sarah et al. (2019), the implementation of community learning in Indonesia maintains the nation's noble values, including togetherness, honesty, religious diversity, and others contained in the state constitution in the form of *Pancasila*. Komalasari (2012) explains 13 life values developed in Indonesia, including religion, tolerance, honesty, ethical behavior, hard work, discipline, creativity, independence, democracy, love for the homeland, respect for achievement, cooperation, and responsibility. Al-Baleki (2021) states that tolerance is one of life's most significant human values. In this regard, it is essential in multicultural learning.

Race (2011) explains this multicultural perspective by highlighting the recognition of gender, ethnicity, and race, in addition to the desire for cultural diversity and internal cultural plurality. Aydin (2012) claims that if society tolerates multiculturalism, the community members will be more sensitive and respect the existing diversity, characteristics, and attributes. Learning based on multicultural understanding is the learning that always upholds cultural diversity by respecting and appreciating each other. Multicultural education teaches students to coexist regardless of the diversity of languages, religions, and cultures. Thus, students are given equal rights in learning and developing abilities (Ari & Stöckli, 2021). Quote opinion Harun et al. (2020) multicultural understanding-based learning is an effort to cultivate values and ways of life of mutual respect, sincerity, and tolerance for diversity. Learning should cover matters relating to tolerance, sociocultural differences, religion, the dangers of discrimination, conflict resolution and mediation, human rights, democracy, plurality, universal humanity, and conditioning to love peace and appreciate differences. Gorski (2010) argues that multicultural-based learning is designed to develop citizens in a

democratic society regarding the student's needs. Hence, it confirms the importance for students to respect diversity.

Multicultural-based learning presents tolerance among students. DomNwachukwu (2010) explains that multicultural education is seen as an effort to realize intercultural awareness and tolerance. Multicultural understanding-based learning aims to realize greater social equality in society Spiteri (2017). Multicultural education helps improve the transformation of textbooks to bring progress to students. Research by Cho & Park (2014) indicated that to support the transformative improvement of textbooks, it was necessary to systematize multicultural contents in curriculum and textbooks tailored to the learning objectives and students' development. Parlindungan et al. (2018) reveal that multicultural understanding is adapted to the learning objectives of each subject and student development. The diversity and multicultural perspectives represented in textbooks are essential for language learning and teaching. Multicultural-based learning is suitable for students. Beard's research (2016) showed that the cMET workshop strengthened students' awareness of multicultural education. Students turned out to have a high level of appreciation for multicultural learning. Multicultural-based learning seeks to achieve equitable education for students.

### **Contextual Approach**

Learning by applying a contextual approach leads students to actively struggle with knowledge in a real-life context. Johnson (2002); Reese (2022); Sucianti et al., (2019); Benerjee et al., (2019) state that considers that contextual learning allows learners to connect the content of the subjects with the context of everyday life to find meaning. Contextual learning focuses on providing experiences that stimulate the brain to find meaning. Davtyan (2019) defines contextual learning as a system that binds the brain's actions to form meaningful patterns. Medrich et al., (2003) describe that a contextual approach links knowledge and skills that learning focuses on into specific contexts, as well as helping to improve students' meaning and understanding. Vallori (2014) says that meaningful learning is when students can connect new concepts with pre-existing concepts. Learning that conditions students to produce broader knowledge that can be transferred or applied to real-world situations. The contextual approach has seven components, namely; (1) constructivism; (2) inquiry; (3) questioning; (4) learning community; (5) modeling; (6) reflection; and (7) authentic assessment. Contextual learning maximizes the role of lecturers in language learning. Crawford (2001) states that in contextual classrooms, the role of teachers is expanded to create a variety of learning experiences with a focus on understanding rather than memorizing. Referring to the above explanations, it can be synthesized that the contextual approach sets students to learn actively by connecting the contents of the material to real-life contexts. Students will find meaningful language learning by actively discovering knowledge, establishing knowledge, asking questions, studying in groups, observing learning models, engaging in reflection, and completing writing assignments as an authentic assessment. As cited in Jandaghi (2011), the assessment of student abilities is also part of the teacher's performance in learning.

## **METHOD**

The approach employed in this research was quantitative and qualitative mixed methods. Based on Creswell (2014), this research design was a convergent mixed method; namely, the quantitative and qualitative data collection was carried out in one phase. Data analysis was conducted separately and then subsequently compared or combined.

### **Data Collection Procedures**

#### *Quantitative*

The quantitative procedure being carried out using an experimental method was based on the theory by Johnson & Christensen. Experimental research is research designed to determine the causal relationship of treatment effects (Johnson & Christensen, 2014; 439). As stated by Neuman (2003) additionally, experimental research means changing one thing in a particular situation and then comparing the results with those that exist without any treatment. In this study, the experiment was conducted to examine the effectiveness of a textbook based on multicultural and contextual understanding as a learning material for scientific writing for students of the Buddhist college in Central Java.

Data collection was done quantitatively. The experimental procedures used in the research were the concept of Gall, Gall, & Borg (in Cohen et al., 2018), namely: (a) measuring the dependent variable, which in this case, measuring the validity of the instrument regarding the ability to write scientific papers, which included six components, namely; 1) the content or ideas presented, 2) the organization of text or writing, 3) the discourse of writing, 4) the use of spelling, 5) the grammar and sentence patterns, and 6) the choice of words and vocabulary; (b) determining the groups of the participant; (c) dividing the two research classes into two groups, i.e., the control group and the experimental group; (d) designing and giving treatment to the subject, where the control group is taught using a conventional textbook. The experimental group was taught by using a textbook for scientific writing based on a multicultural understanding with a predetermined contextual approach; and (e) measuring each group's independent variables, then comparing the results.

#### *Qualitative*

The qualitative data collection procedure referred to the concepts of Cohen et al. (2018), namely; (1) in-depth interviews conducted with students and lecturers to obtain information about the application of a textbook for scientific writing based on a multicultural understanding with a contextual approach in learning to write scientific papers in Buddhist college; (2) observation by observing the process of learning to write scientific papers in Indonesian language learning at Buddhist college in Central Java; (3) document analysis was carried out by analyzing, reviewing, and studying documents in the form of student papers. The members of the research population are presented in Table 1 as follows.



Table 1  
Population framework

No	College Name	Gender	Number of Students
1	Sample group-1	Male	23
		Female	16
2	Sample group-2	Male	18
		Female	12
3	Sample group-3	Male	17
		Female	15

The samples of this study were part of the population taken from the Buddhist college in Indonesia.

**Data Analysis**

*Quantitative*

Data analysis used one-way ANOVA model testing. According to Creswell (2014), researchers can apply ANOVA (univariate analysis of variance) in experimental research designs. The One-way ANOVA model was selected to test the average/mean score of the experiments, where one factor contained three groups.

*Qualitative*

The qualitative data collection was carried out through interviews, observations, and documentation. Afterwards, the collected data were selected to obtain the most representative ones. Then, the researchers conducted data analysis to determine the conclusions. Data analysis was carried out in an interactive model data analysis developed by Miles and Huberman (1994), as presented in Chart 1 as follows

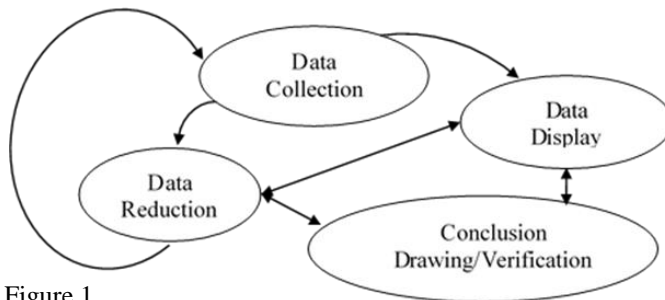


Figure 1  
Data analysis (Miles and Huberman, 1994)

**FINDINGS**

Based on the results of statistical tests, there was an increase in the ability to write scientific papers among students of the Buddhist college. It can be seen that the mean score of the post-test is higher than the pre-test. The following is the difference in the results of scientific writing skills before and after treatment in the control group 1.

Table 2  
Difference in the scores of skills of writing scientific papers in control group 1

Control 1	N	Min	Max	Mean
Pre-test	30	51.88	71.25	61.08
Post-test	30	61.25	86.25	70.88
		9.38	15.00	9.79

Based on table 2, it can be stated that the scientific writing skills test results showed that the lowest score difference was 9.38, and the highest was 15. Table 2 shows an increase in the mean score of 9.79. The pre-test and post-test results in control group 2 on the test of the ability to write scientific papers are as follows.

Table 3  
Difference in the scores of skills of writing scientific papers in control group 2

Control 2	N	Min	Max	Mean
Pre-test	32	50.00	71.25	61.41
Post-test	32	60.63	85.00	72.77
		10.63	13.75	11.37

Based on table 3, it can be stated that on the scientific writing skills test results in control group 2, the lowest score difference was 10.63, and the highest was 13.75. Table 3 shows an increase in the mean score by 11.37. Based on the test of the ability to write scientific papers, pre-test and post-test results in the experimental group were obtained as follows.

Table 4  
Difference in the scores of skills of writing scientific papers in experimental group

Experimental	N	Min	Max	Mean
Pre-test	39	52.50	73.13	61.62
Post-test	39	73.13	90.00	82.02
		20.63	16.87	20.40

Based on table 4, it can be stated that on the scientific writing skills test results in control group 2, the lowest score difference was 10.63, and the highest was 13.75. Table 3 shows an increase in the mean score by 11.37. Based on the test of the ability to write scientific papers, pre-test and post-test results in the experimental group were obtained as follows.

Based on the test results of the scientific paper writing skill, the lowest score difference in the experimental group was 20.63, and the highest was 16.87. Table 4 shows an increase in the mean score of 20.40.

### **Normality Test**

The data normality test in this study was conducted using the Liliefors test. The following are the results of the normality test of scientific writing skills.

Table 5  
Normality test results

Variable	N	$L_o$	$L_t$	Test
Control group 1	30	0.1318	0.1610	Normal
Control group 2	32	0.1011	0.1566	Normal
Experimental group	39	0.1095	0.1419	Normal

Based on table 5, it can be explained on the normality test results in control group 1, the  $L_o$  value was 0.1318, while the  $L_t$  ( $n=30$  and  $\alpha=0.05$ ) was 0.1610. These results indicated that  $L_o < L_t$ . Thus,  $H_o$  was accepted, and the data in control group 1 could be concluded to be normally distributed. Based on the normality test results in control group 2, the  $L_o$  value was 0.1011, with  $n=32$  and a significance level of 0.05, the  $L_t$  value was 0.1566. The results showed that  $L_o < L_t$ . Thus,  $H_o$  was accepted. In conclusion, the data in control group 2 were distributed normally. Based on the normality test results of scientific paper writing skills in the experimental group, the  $L_o$  value was 0.1095, while the  $L_t$  ( $n = 39$  and  $\alpha = 0.05$ ) was 0.1419. These results indicated that  $L_o < L_t$ . Thus,  $H_o$  was accepted. The conclusion is that the data of the experimental group were distributed normally.

#### Homogeneity Test

The homogeneity test was carried out using Bartlett's test. The following are the results of the normality test of scientific writing skills.

Table 6  
Homogeneity test results for the experimental and control group 1

Sample	dk	1/(dk)	$S_i^2$	$\log S_i^2$	(dk) $\log S_i^2$
1	38	1.31	20.36	1.3088	49.7336
2	29	0.03	27.69	1.4423	41.8274
Total	67	1.34			91.5609

Based on table 6, it can be stated that on the data homogeneity test results, the value of scientific paper writing skills in the experimental and control group 1 was  $\chi^2 = 0.7854$ . And the value of  $\chi^2_{table}$ , if  $\alpha = 0.05$  from the distribution table of the Chi-square distribution list with  $dk = 1$ , was  $\chi^2_{0.95(1)} = 3.841$ . Based on these results, it can be concluded that  $\chi^2_{cal} \leq \chi^2_{table}$  ( $0.7854 \leq 3.841$ ), which means that  $H_o$  was accepted with a significance level of 0.05, indicating that the data of both samples were homogeneous.

Table 7  
Homogeneity test results for the experimental and control group 2

Sample	dk	1/(dk)	$S_i^2$	$\log S_i^2$	(dk) $\log S_i^2$
1	38	0.03	20.36	1.3088	49.7336
2	31	0.03	32.89	1.5171	47.0290
Total	69	0.06			96.7625

Based on table 7, it can be described that on the homogeneity test results, the value of scientific paper writing skills in the experimental and control group 2, the value of  $\chi^2 = 1.9766$ , was obtained. And the value of  $\chi^2_{table}$ , if  $\alpha = 0.05$  from the distribution table of

the Chi-square distribution list with  $dk = 1$ , was  $\chi^2_{0.95(1)} = 3.841$ . Based on the above calculations, it can be concluded that  $\chi^2_{cal} \leq \chi^2_{table}$  ( $1.9766 \leq 3.841$ ), which means that  $H_0$  was accepted with a significance level of 0.05, indicating that the data of both samples were homogeneous.

Table 8

Homogeneity test results of the experimental group and the combined control group 1 and 2

Sample	dk	1/(dk)	$S_i^2$	$\log S_i^2$	$(dk) \log S_i^2$
1	38	0.03	20.36	1.3088	49.7336
2	61	0.02	30.79	1.4884	90.7930
Total	99	0.04			140.5265

Based on table 8, it can be seen that the homogeneity test results showed the value of scientific paper writing skills in the experimental group, and the combined control groups 1 & 2 was  $\chi^2 = 1.9281$ . And the value of  $\chi^2_{table}$ , if  $\alpha = 0.05$  from the distribution table of the Chi-square distribution list with  $dk = 1$ , was  $\chi^2_{0.95(1)} = 3.841$ . Based on these results, it can be concluded that  $\chi^2_{cal} \leq \chi^2_{table}$  ( $1.9281 \leq 3.841$ ), which means that  $H_0$  was accepted with a significance level of 0.05, indicating that the data of both samples were homogeneous.

After examining the data by testing the analytical prerequisites, namely the normality and homogeneity tests, the data were declared normally distributed and came from the homogeneous variance. Afterward, the researchers analyzed the data using the one-way ANOVA test. The statistical tests using the one-way ANOVA test are presented in the following table.

Table 9

Summary of variance analysis

Source	JK	dk	RK	$F_{obs}$	$F_{\alpha}$	P
Group	2529.224	2	1264.612	47.74	3.09	< 0.05
Error	2596.093	98	26.491	-	-	-
Total	5125.317	100	-	-	-	-

Based on Table 9, data analysis using one-way ANOVA test resulted in the critical region:  $DK = \{F \mid F > 3.09\}$ ,  $F_{cal} > F_{table}$  ( $47.74 > 3.09$ ). In conclusion, there were differences in students' scientific paper writing skills in the experimental group and students in control groups 1 and 2. Using a textbook for scientific writing based on a multicultural understanding with a contextual approach could effectively improve the scientific writing skills of Buddhist college students.

To find out the responses from textbook users (students and lecturers) and policymakers about the textbook for scientific writing based on multicultural understanding, researchers conducted observations on language learning, carried out interviews, analyzed documents, explored information related to responses from research samples, and analyzed the textbook used in language learning. The researchers obtained the following data based on the observations, interviews, and responses from research samples.

### Student Responses

The results of the interview with RG as a student were as follows.

*Applying a textbook for scientific writing based on multicultural understanding is very helpful for students learning the Indonesian language, especially in writing multicultural papers. For students of Buddhist college, the textbook is handy in writing papers. Attachments in the textbook for scientific writing based on multicultural understanding make it easier for students to write papers based on multicultural understanding. Students urgently need a textbook to write scientific papers based on multicultural understanding.*

The results of the interview with TV show the following results.

*Scientific writing textbook based on a multicultural understanding with a contextual approach assists students in writing papers on multiculturalism. During the learning process, students become better at writing papers. Students become more active in learning the Indonesian language through class discussions. Students take part in learning with pleasure.*

PA, a student at a Buddhist college in Indonesia, responded as follows.

*The materials in the textbook for scientific writing based on multicultural understanding are very beneficial for students like me because they contain scientific work materials such as how to write scientific papers.*

DT, a student at a Buddhist college in Indonesia, gave the following response.

*A textbook for scientific writing based on a multicultural understanding with a contextual approach for Buddhist college students is one of the best books I have ever read. It is beneficial for us, especially students who often get assignments in scientific papers writing. In addition, we can use this book as a guide for writing better scientific papers.*

### Lecturer Responses

SDT, as a lecturer of language learning at a Buddhist college, responded to a scientific writing textbook based on multicultural understanding as follows.

*Indonesian language learning materials have been completely covered in this textbook; there are examples in spelling and writing and customized written grammar procedures. The assessment matrix has also been listed in the textbook, and complex exercises cover the materials. This textbook is very helpful for lecturers and students in learning to write scientific papers.*

SNT, as a lecturer in language learning at a Buddhist college in Indonesia, responded as follows.

*The scientific writing textbook based on multicultural understanding has met the feasibility of aspects of language, content, graphics, and readability. The language used already uses good and correct scientific writing. The contents follow the learning achievements of the Indonesian language course in the Buddhist college. The graphics within the textbook are generally good and can motivate students to*

*learn. Likewise, the aspect of language mainly follows the level of student development.*

### **Policy Maker Responses**

The response from HS, as the head of the Buddhist college, was as follows.

*Textbook for scientific writing based on multicultural understanding is reliable and highly relevant for use in the Buddhist college.*

As the head of a Buddhist college, MJ gave the following response.

*The materials presented in the scientific writing textbook based on multicultural understanding are very helpful for students learning the Indonesian language and optimizing their scientific writing skills. The presentation of materials in the textbook is loaded with Buddhist and multicultural teachings.*

### **DISCUSSION**

The calculation results presented in all the tables above indicated that the scientific paper writing skills in the experimental group were better than those of the control group. The average pre-test score of the experimental group was 61.62. Meanwhile, the average in control group 1 was 61.08, and in control group 2 was 61.41. By comparing the post-test results, it was found that the writing skills of the experimental group were much better, considering that the average pre-test score of control group 1 was 61.08, while the post-test was 70.88. Thus, there was an increase in the score of 9.79. The average pre-test score of control group 2 was 61.41, and the average post-test score was 72.77; there was an increase of 11.37. The average pre-test score of the experimental group was 61.62, while the average post-test score was 82.02; there was an increase of 20.40. Based on the results of data analysis using the *One-way ANOVA*, it was known that the critical area was:  $DK = \{F | F > 3.09\}$ ;  $F_{score} > F_{table} (47.74 > 3.09)$ . It proved that the textbook for scientific papers writing based on multicultural understanding was more effective in improving the skills of writing scientific papers for Buddhist college students.

Based on the study results, there were several critical things found by the researchers. *First*, the textbook based on multicultural and contextual understanding could effectively be used as a learning material for scientific writing for students of the Buddhist college. Students could improve their skills in writing scientific papers and be actively involved in language learning. Faradillah et al. (2019) argue that learning implementation must provide opportunities for students to develop their skills. Furthermore, Darmuki et al. (2018) argue that to improve learning achievement, students must actively participate in learning so that the learning process must be student-centered. To this end, lecturers must be creative in realizing student-centered learning. Students' activeness in the learning process is useful to improve their skills in writing scientific papers. Discussions among students in study groups have an impact on improving students' scientific writing skills as cited in the research by Kusumaningrum et al., (2019); Marni et al., (2019). Language learning using the textbook based on multicultural understanding made learning effective, made it easier for lecturers to present materials, and made it easier for students to write scientific papers. The textbook

being used was equipped with Buddhist and multicultural teaching materials, compared to the books previously used by lecturers in language learning at Buddhist college. Sholehudin et al., (2020) found that using a multicultural-based short story appreciation textbook could increase the student and lecturer motivation, realize active learning, and a multicultural understanding. It was also in line with Lau et al. (2018), who stated that textbook offers essential benefits in implementing learning, especially for conventional classes. Additionally, Puspita et al., (2019) revealed that lecturers must understand the use of textbooks in determining the scope, criteria, and activities in learning.

*Second*, learning by employing the textbook based on multicultural and contextual understanding made Buddhist college students actively generate ideas in writing scientific papers. The achievement of learning success is determined by lecturers, students, and the learning methods used (Darmuki, et al. 2018). With the textbook, the students were facilitated in composing their papers. Some advantages of applying contextual approaches in writing learning included: (1) involving participants in writing activities; (2) increasing students' motivation to participate in writing classes actively; (3) assisting students in composing their writings; (4) helping students solve their problems; (5) providing a way for students to discuss; (6) helping students summarize and reflect on the learning process (Satriani et al., 2012). Research conducted by Benerjee et al. (2019) revealed that implementing the contextual approach emphasized group activities, thereby conditioning students to learn from each other. As a result, they were trained to solve problems, were prepared to be active in learning, and had learning motivation.

*Third*, using a scientific writing textbook based on a multicultural understanding with a contextual approach effectively improved Buddhist college students' scientific paper writing skills. The contextual approach was considered more effective than the conventional. The research results by Wahyuni et al. (2018) confirmed that a contextual approach could improve students' learning activities and independence in interacting with each other so that they were not entirely dependent on lecturers. As per the research by Abdullah (2019), teachers could also apply communicative and contextual approaches to improve learning outcomes in language lessons. Banerjee et al. (2019) discovered that a contextual approach helped students connect their knowledge and skill applications. Likewise, student learning experiences had an impact on writing skills. In addition, Lok (2014); Ahmadi et al., (2019) revealed that the integration of fine arts had a significant impact on improving students' writing skills and learning motivation.

*Fourth*, the textbook based on multicultural and contextual understanding effectively led the Buddhist college students to develop mutual respect, friendship, and caring. It was in line with Hawa et al., (2019). They corroborated that applying a contextual approach to learning could foster several student characteristics, such as respecting others, being responsible, honest, friendly, caring, fair, and serving each other. Accordingly, Saleemad (2022) mentioned five characteristics of leaders in a multicultural context, namely; tenderness, fairness, flexibility, tolerance, and relationships among learners. In their research, Heerden & Bharuthram (2021) confirmed that when students knew each

other well, they would feel comfortable and enjoy learning from each other, making they could discuss openly. Al-Baleki (2021) revealed the importance of tolerance and intellectual convergence amid diversity, as tolerance was considered one of the most crucial things to support the entire community facing modern society's challenges. Multicultural understanding-based learning realized equitable learning for Buddhist college students in Indonesia. These findings were in line with research by Zamroni et al. (2019), which discussed multicultural education oriented towards providing equal and non-discriminatory education to all students.

### **CONCLUSION**

The present research provided knowledge about the importance of scientific paper writing skills for students. Textbooks are indispensable for realizing the achievement of learning objectives. The results revealed that a textbook for scientific paper writing based on a multicultural understanding with a contextual approach was effectively applied in scientific writing learning. In this regard, the Buddhist college students were more optimal in their paper writing skills. Using a textbook made it easier for lecturers to deliver materials and could ease learners' writing of scientific papers. Likewise, the students were actively engaged in constructing ideas in writing. The implementation of learning based on multicultural understanding conditioned students to develop tolerance, friendship, care, and realize equitable education for all learners who had a diversity of cultures, languages, ethnicities, and religions.

This research had a limitation in the form of a focus of discussion, which was only on the skills of scientific paper writing as one of the language skills. Therefore, future studies are recommended to conduct a broader investigation on various language skills such as listening, reading, speaking, and viewing. By engaging many variables of language skills, future research is expected to improve learning quality and students' language skills.

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