



Improving Essay Writing Skills with the Quantum Writer Learning Method in Facing the Destructive Era 4.0

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ABSTRACT

Learning essay writing skills is considered less interesting and boring for students so that students are less interested in learning essay writing skills. However, using interesting learning methods can be the solution. One of them is by using the quantum writer learning method. This research aims to improve students' learning of writing skills by using the quantum writer learning method for students. This research was conducted using literature review, by reading various articles, journals, and other publications related to the research topic. Article search is carried out using an accredited online database, namely Google Scholar. In the search for articles, the researcher limited the literature from 2014-2022. The keywords used are "*inysa'* writing skills", "quantum writer", "disruptive era 4.0". Based on the search results through Google Scholar using these keywords and after filtering by criteria, out of 20 articles found, only 12 articles are relevant. The results of this study are 1) The quantum writer learning method can be used as an alternative learning method, especially in learning essay writing skills because the two are interconnected. 2) To implement the quantum writer model to improve students' writing skills, there are stages that must be done by teachers. 3) Quantum writer learning method has a great influence on students' writing skills. 4) The level of students' writing ability using the quantum writer method is included in the category of good or quite effective.

INTRODUCTION

Language is a communication tool that aims to convey something or information, learn from each other, and to improve intellectual and literary knowledge. The learning of language skills learned by a student in learning Arabic includes four aspects, namely: *istima'* (listening), *kalaam* (speaking), *qiro'ah* (reading), and *kitaabah* (writing). These four language skills are closely related to each other and are taught to students systematically according to their stages of thinking, starting from listening, speaking,

reading, and finally, writing skills (Mukhlis, 2021). As one of the four language skills, writing has attracted the attention of many parties. Apart from the fact that writing skills can be used to measure a nation's literacy progress, it is also because writing has not been so cultivated, especially in Indonesia (Hernowo, 2018).

One of the important aspects learned in language skills is writing (Williams, 2012). Writing is one of the most important skills in human life. Writing activities are able to bring humans closer to their thoughts and feelings. Good writing skills will make it easier for a person to understand the meaning of the message conveyed through writing (O'Sullivan & Chambers, 2006). Writing is basically not just pouring the language of speech into writing but is a mechanism for outpouring ideas, ideas or knowledge that are written with the correct structure, coherence with *bai kantar* paragraphs, and free from mechanical errors such as spelling and punctuation (Hedgcock & Lefkowitz, 1992). In learning language skills, writing descriptions (essays) is one of the essays that must be mastered by students. Writing a description (essay) is one of the essays that requires the involvement of feelings that describe the author's thoughts (Voss & Wiley, 1997).

One of the reasons students are less interested in learning writing skills is because the method teachers use is less attractive to students, so students feel bored in learning writing skills, even more so in facing this disruptive era of 4.0. To overcome this problem, choosing the right method with the current conditions is the solution. The right learning method needs to be selected to facilitate the process of forming knowledge in students. A good learning method can lead students to achieve learning goals. Selection, planning, and application of appropriate learning methods will help the language learning process run. The learning model can be used as a viewpoint and starting point to understand all problems in the learning process (Mudana, 2019).

In accordance with the development of science and technology, several new learning methods have also emerged, which are breakthroughs for educational scientists. Based on these questions, the author must apply the quantum writing method in writing student essays. In the quantum writing method, there are four new techniques in writing, including 1) Flow writing technique using mind-maps. This writing technique is based on the process of liberation in conveying what you want to write; 2) Dynamic writing techniques using musical accompaniment; 3) Synergistic writing technique of quantum learning style, this technique empowers to be able to write based on the working process of the whole brain; 4) Super style accelerated learning writing technique, this technique is based on fast and fluent writing. From the four writing techniques in quantum writing that have been revealed, the most suitable technique to be applied to the learning process can be selected by applying quantum writing, which is carried out in an integrated manner (Purlilaiceu & Maryana, 2019).

Applying quantum writing in learning to write descriptions (essays) makes students more active and enthusiastic in writing and brings students in a fun learning atmosphere (Voss & Wiley, 1997). The benefits of the quantum writing method in writing skills are expected so that a writer can find the most appropriate technique when writing to increase creativity and expand the writer's horizons or knowledge. During the writing process, the

writer activates memory and organizes thoughts. When the writer remembers something stored in his brain's memory, the writer slowly reveals what he has had before and communicates it to the reader through his writing. So, a writer must create the perfect environment when learning to write. A writer will be motivated and positive when writing if the environment or situation is well supported; that way, a writer will also learn the most suitable or sophisticated writing techniques so that the results of his writing will be better (Purlilaiceu & Maryana, 2019). So, quantum writing can increase creativity, which involves the totality of the self. During the writing process, a good or conducive environment indirectly helps and motivates the writers so that the results of their writing will be better. But most importantly, if the writer has a breadth of insight and a wealth of perspectives, then whatever is produced will be better than one that does not have a breadth of insight.

Based on the explanation above, we can see the role of the implementation of this quantum writing learning method in learning essay writing skills. (Purlilaiceu & Maryana, 2019) with the title "Application of the Quantum Writing Model in Improving Students' Argumentative Writing Skills" aims to create a pleasant learning atmosphere or situation and create a productive learning process and change the paradigm of teaching into learning, which is carried out by the classroom action research method shows that there is great potential for achievement or success Students in writing skills are good at using the quantum writer learning method.

The improvement of skills in using the quantum writer method in the research of (Pratiwi & Kartono, 2016) with the title "Improving Description Writing Skills Using Quantum Writing," which aims to improve description writing skills using quantum writing and describe the implementation of quantum writing In improving description writing skills, which is carried out using classroom action research, it shows that the use of quantum writing learning methods can improve description writing skills that have been proven on the average value of description writing skills.

The research by (Adnyana et al., 2017), with the title "The Influence of the Quantum Writing Method on Academic Writing Skills," aims to find out how the application of textbooks using the quantum method in learning academic writing, which was carried out by observation, interviews and questionnaires showed that the results of field tests significantly stated an increase in Learning achievement, and treatment in the form of the application of the quantum writing method have a very strong effect or very influential on students' writing ability.

Based on this description, the author aims to review various journal articles with research intent in order to provide a general view of the improvement and proper implementation of essay writing skills using the quantum writer method. This is important to know how the right steps are for all parties, both students and teachers, to be able to make good use of learning methods to be beneficial for themselves and their surroundings, especially in an effort to improve the quality of learning essay writing skills that are more effective in facing the destructive era 4.0.

RESEARCH METHODS

The research method uses literature review, which is one of the activities of searching or researching literature by reading various books, journals, and other publications related to the research topic to produce one article related to one topic or a certain issue (Marzali, 2016). Article search uses an accredited online database, namely Google Scholar or Google Scholar. In this case, the researcher limited the literature from 2014-2022. The keywords used are "essay writing skills", "quantum writer", and "disruptive era 4.0". Based on the search results through Google Scholar using these keywords and after filtering by criteria, out of 20 articles found, only 12 articles are relevant.

No	Journal Name/ Author/ Year	Research Title	Research Objectives	Research Methods	Research Results
1	Journal of Language and Art Education/ I Gusti Agung Made Madana/ 2019	Learning to Write Descriptive Essays Through the Implementation of the Quantum Learning Model in Class X Students of SMKN (State Vocational High School) 1 ABANG	Knowing the implementation, student response and obstacles faced by teachers in implementing the quantum learning model in descriptive writing learning for grade X students of SMKN (State Vocational High School) 1 Abang	Using a qualitative approach. The data collection methods used are observation methods, interviews, document recording and questionnaires.	(1) the implementation of the quantum learning model in descriptive writing learning (2) the students' response to the implementation of the quantum learning model in descriptive writing learning (3) the obstacles faced by teachers in the implementation of the quantum learning model in the descriptive writing learning of class X students of SMKN (State Vocational High School) 1 Abang.
2	Review of the Education Encyclopedia/ Mukhlis/ 2021	Efforts to Improve Narrative Writing Ability through the Quantum Writing Method in UPT Class V Students. SDN (Public Elementary School) 04 SARUASO	Improving narrative essay writing skills for grade V students at UPT. SDN (Public Elementary School) 04 Saruaso through the quantum writing learning method	Using classroom action research with the Kemmis and McTaggart model.	There are efforts to improve narrative essay writing skills using the quantum writing method with learning stages such as: delivery of material by the teacher, preparation for writing, making drafts/outline of essays, sharing writing results with friends, correcting writing errors, editing writing results, rewriting essays, and teachers and students

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						evaluating the narrative essays that have been produced
3	Thesis/ Egi Safitri/ 2017	The Effect of the Application of the Quantum Writing Method in Learning to Write Narrative Essays for Grade V Students of SD (Elementary School) Inpres Bangkala II, Manggala District, Makassar City	Knowing the influence of the Quantum Writing method on the narrative essay writing skills of grade V students of SD (Elementary School) Inpres Bangkala II Makassar City for the 2016/2017 Academic Year	Using an experimental method, namely the type of true experimental (posttest only control design) involving a population of 69 students. The sample consisted of 35 students in the control class and 34 students in the experimental class.	The difference between the average grades of students. In the control class students without using the Quantum Writing method obtained an average score of 70.20. In the experimental class students using the Quantum Writing method, they obtained an average score of 82.02, which means that they have met the KKM standards.	
4	Thesis/ Hernowo/ 2018	Jati Improvement of Personal Experience Writing Skills through Quantum Writing Approach in Grade VII B Students of SMP (Junior High School) Muhammadiyah 1 Sragen Academic Year 2017/2018	Describe the improvement of the quality of the process and learning outcomes of personal experience writing skills in grade VII B SMP (Junior High School) Muhammadiyah 1 Sragen through the quantum writing approach	Using the Classroom Action Research (PTK) method. The subject of this study is 32 students in grade VII B SMP (Junior High School) Muhammadiyah 1 Sragen	1) The application of the quantum writing approach can improve the quality of the learning process of writing students' personal experiences. This can be seen from: a) The improvement in the quality of teacher activities is shown by a score of 27.5 in the first cycle to 34 in the second cycle; b) The improvement in the quality of student activities is shown by a score of 29 in the first cycle to 32 in the second cycle; 2) Learning with the Quantum Writing approach can improve students' personal experience writing skills. This increase can be seen from the average score of students' writing results in the pre-cycle of 69.28, increased in the first	

					cycle to 73.16 and in the second cycle increased again to 79.59.
5	Thesis/ Suhendra, Aprialdo, Supriyadi, Lidyawati, and Yenni/ 2021	The Effect of Qualitativa-Based Quantum Writing Learning Model on the Ability of Lecture Texts of Class XI TPL SMK (Vocational High School) YP Gajah Mada Palembang Students	Describe the effect of Qualitativa-Based Quantum Writing learning model on the ability to write lecture texts for students in class XI TPL SMK (Vocational High School) YP Gajah Mada Palembang	Using a pseudo-experimental method with a nonquivalent control group design.	There was a difference in test results between experimental classes, the average score of the initial test was 61.70 which increased to 80.93 in the final test. Meanwhile, the control class, the average score of the initial test was 55.96 and increased to 63.96 in the final test. This shows that there is a significant influence on the ability to write lecture texts in grade XI TPL SMK (Vocational High School) YP Gajah Mada Palembang students
6	Journal of German Language Education/ Novi Mujayanti/ 2014	Application of Quantum Writing Method for Simple Paragraph Writing Skills in German for Grade XI IPS 2 State High School 3 Kediri Students	Describe the application of the Quantum Writing method in the German paragraph writing skills of grade XI students	Types of descriptive qualitative research. And use literature studies	The application of the Quantum Writing method for simple paragraph writing skills of students in grade XI IPS 2 SMA Negeri 3 Kediri is very suitable to be used as an alternative learning model in learning German, especially for simple paragraph writing skills.
7	ICIS Proceedings 2021/ Purlilaiceu, and Dede Maryana/ 2019	Application of Quantum Writing Model in Improving Students' Argument Writing Skills	Creating a pleasant learning atmosphere or situation and creating a productive learning process and changing the paradigm of teaching into learning.	Using the classroom action research method. Data collection techniques are carried out through observation.	The recapitulation of data or scores of grade XI Science 3 students in writing exposition essays using the quantum writing model in the first cycle obtained an average score of 74 and the second cycle obtained an average score of 79, with the KKM determined by the basic competency of writing exposition essays which was 78.

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					So, the target of achieving the goal of writing exposition essay skills is 90% achieved or successful, meaning that students are able to write well.
8	Pendas: Scientific Journal of Basic Education/ Muh Husein Arifin/ 2018	Application of the Quantum Writer Model to Improve Narrative Writing Skills in Elementary Schools (PTK Class V SDN Cangkuang 01 Rancaekek District, Bandung Regency)	Improving students' learning activities and abilities in learning narrative writing skills in Indonesian learning	Using Classroom Action Research (PTK).	The ability to learn to write narratives in class V at SD Negeri Cangkuang 01 with the quantum writer model, namely the average score obtained in the first cycle was 67.52, the second cycle was 74.87 and in the third cycle was 77.70. So, learning to write a narrative with the quantum writer model can improve students' ability to write a narrative
9	Didaktika Indria/ Pratiwi, and Rukayah/ 2016	Dwija Yuliana Kartono, Using Quantum Learning	(1) Improving description writing skills using Quantum Writing and (2) describing the implementation of Quantum Writing in improving the description writing skills of grade IV students of SD Negeri Banaran 04 Grogol, Sukoharjo for the 2015/2016 school year	This research is in the form of Classroom Action Research (PTK)	The average score of the student's description writing skill in the pre-cycle was 61.9 with a class completion percentage of 30%. In the first cycle, the average class score increased to 70.1 with a percentage of 63.33%. In cycle II, the average grade of the class increased to 75.83 with a percentage of 83.33%. So, using Quantum Writing can improve the description writing skills of grade IV students of SD Negeri Banaran 04, Grogol District, Sukoharjo Regency for the 2015/2016 school year.
10	Undergraduate thesis, UNIMED/ Salmi Hikma Rambe/ 2014	The Effect of the Use of Quantum Writing Techniques on the Ability to	Describe the effect of the use of Quantum Writing technique on the ability to write	Using the experimental method with the One Group Pre-	From the data processing, based on the normality test, the pre-test and post-test results were declared

	Write Descriptive Paragraphs by Class X Students of SMAN 2 Sungai Kanan Academic Year 2013/2014	description paragraphs by students of class X of SMA Negeri 2 Sungai Kanan in the 2013/2014 academic year	test Post-test Design research design model	to be normally distributed. Then, based on the homogeneity test, it was stated that the sample came from a homogeneous population. So, it is known that t_0 is 7.09. Furthermore, t_0 was consulted with the t-table at a significance level of 5% with $dk = n - 1 = 30 - 1 = 29$ obtaining a significance level of 5% of 1.658. So, it can be known $t_0 > t_{table}$, which is $7.09 > 1.66$. Thus H_0 (null hypothesis) is rejected, and H_a (alternative hypothesis) is accepted. So, there is an Effect of the Use of Quantum Writing Technique on the Ability to Write Description Paragraphs by Class X Students of SMA Negeri 2 Sungai Kanan Academic Year 2013/2014	
1 1	Doctoral Dissertation of Sriwijaya University/ Putri, Indrawati, and Supriyadi/ 2019	The Effect of the Quantum Writing Model on the Ability to Write Descriptive Texts of Grade VII Students of Srijaya State Junior High School, Palembang	To determine the influence of the quantum writing model on the ability to write description texts of grade VII students at Srijaya State Junior High School, Palembang	Using pseudo-experimental methods	There was a difference in test results between the experimental class and the control class. The average test score of the experimental class of 61.63 increased to 80.70 in the final test. The average score of the initial control class of 50.56 increased to 63.41 in the final test. The results of data analysis with t-test showed that $t \text{ count} = 9.691 > t \text{ table} = 2.007$ with df_{52} at a significant level of 95% ($\alpha = 0.025$). This shows that there is a significant influence

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					on the ability to write description texts of grade VII students at Srijaya State Junior High School Palembang.
1 2	Undergraduate thesis, UNIMED/ Hotmarito Nainggolan/ 2014	The Effect of the Quantum Writing Learning Model on the Ability to Write Narrative Essays for Grade XI Students of SMKN 1 Lintongnihuta Academic Year 2013/2014	Describe the influence of the quantum writing learning model on the ability to write narrative essays by grade XI students of SMK Negeri 1 Lintongnihuta Academic Year 2013/2014	Using an experimental method, namely comparing two classes.	From the distribution of the data obtained, it is known that class X1 has an average of 79.3 with a standard deviation of 8.87, while class X2 has an average of 65.9 with a standard deviation of 8.45. Based on the calculation of the normality test, it is known that on X1 the price of L_0 (L_{cal}) = 0.1406 and L_t (L_{table}) = 0.161 is obtained. It turns out that the $L_{cal} < L_{table}$ is $0.1406 < 0.161$. This proves by proving that the learning model of quantum writing is normally distributed. At X2, the price of L_0 (L_{cal}) = 0.1510 and L_t (L_{table}) = 0.161 is obtained. It turns out that the $L_{cal} < L_{table}$ is $0.1510 < 0.161$. This proves by using a normally distributed conventional learning model. So, the quantum writing learning model is more influential than the conventional learning model in improving the ability to write narrative essays by grade XI students of SMK Negeri 1 Lintongnihuta in the 2013/2014 academic year
1 3	Diploma thesis, State University of Malang/ Mella Dwi Pangesti/ 2016	Application of the quantum writing model to improve the ability to write	to describe the application of the Quantum Writing model to improve the ability to write	Using a qualitative approach with a descriptive	Learning to write a description essay using the Quantum Writing model has stages that make it

		descriptive essays for grade IVA students of SDN Martopuro 1, Purwosari District, Pasuruan Regency/Mella Dwi Pengestu	descriptive essays for grade IVA students of SDN Martopuro 1, Purwosari District, Pasuruan Regency and to describe the improvement of the ability to write descriptive essays for grade IVA students of SDN Martopuro 1, Purwosari District, Pasuruan Regency after the application of the Quantum Writing model	qualitative type. This study uses the Classroom Action Research (PTK) design.	easier for students. These stages are (a) preparation stage, (b) rough draft stage, (c) sharing stage, (d) revision stage, (e) editing stage, (f) rewriting stage, and (g) evaluation stage. Teachers must master and apply innovative learning in writing essays so that students become enthusiastic, active and motivated.
1 4	Undergraduate thesis, IAIN Ponorogo/ Singgih Satrio Wibowo/ 2020	The Relevance of Mahmud Yunus's Islamic Education Thought to Islamic Education in the 4.0 Era	Relevance of Mahmud Yunus's Islamic education thinking with Islamic education in the 4.0 era (demands of life patterns in the era of the industrial revolution 4.0).	Using the library research method.	relevance about the concept of Islamic education thinking still has relevance to Islamic education in the 4.0 era (demands of life patterns in the era of the industrial revolution 4.0)
1 5	Humanities Mosaic/ Ida Bagus Artha Adnyana and Kadek Dwi Cahay Adnyana/ 2017	The Effect of the Quantum Writing Method on Academic Writing Skills	To find out how the application of textbooks using quantum methods in learning academic writing in vocational education of S1-Applied Polytechnic Bali	The collection of research data was carried out by observation, interviews, and questionnaires to 105 students of the D-4 International Business Management and Informatics Management Study Program in the second semester of the 2015/2016 academic year, and then analyzed with the Mann-	85.81% of respondents said that the textbooks developed are very feasible to support the learning process of academic writing. The results of the field test also significantly showed an increase in learning achievement. Mann-Whitney U = 2,027.5, n1 = 53, n2 = 52, p < 0.05, r = 0.41 students in elementary school are shown by the achievement of the highest difference of 23.2 and the lowest difference of 1.76

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				Whitney U- test	
1 6	Parole (Journal of Indonesian Language and Literature Education)/ Ani Setiani, Wikanengsih, and Aurelia Sakti Yani/ 2020	Application of Quantum Writing Method to Improve Poetry Writing Ability in Class X TP2 SMK KB PUSDIKPAL	Increasing creativity, motivation and poetry writing ability in grade X students by using the Quantum Writing Method	Using the Classroom Action Research design	The application of the Quantum Writing learning method to grade X students of TP2 SMK KB Puskdikpal can improve learning to write poetry. The average score of cycle 1 students in writing poetry with the Quantum Writer method after getting an action of 69.5 or in the sufficient category. The average score of the second cycle students in writing poetry with the Quantum Writer method after receiving action is 85.05 or in the good category. The results of the study showed that the score obtained included high criteria.
1 7	UNIGA Education Journal/ Nurhayati/ 2017	The Effect of the Use of Quantum Writing Method on Students' Writing Ability in Indonesian Subjects (Experimental Study in Grade 1 MI Assibyan Singajaya)	to find out the results of students' writing skills without using the Quantum Writing method in class 1A in the Indonesian subject at MI Assibyan Singajaya, by using the Quantum Writing method in class 1B in the Indonesian subject at MI Assibyan Singajaya	Using the Experiment method to compare the results of writing skills between two groups, namely in the experimental class and in the control class.	Showing the results of students' writing skills without using the Quantum Writing method showed that the qualifications were less effective. Based on the calculation value is 67.52. Compared to the results of the writing ability of students who use the Quantum Writing method, it shows that the cukup qualification is effective with a result of 75.94. This figure shows that the Quantum Writing method has a great influence on students' writing ability.
1 8	Undergraduate thesis, UNIMED/ Anisah Kartika Putri/ 2016	The Effect of Quantum Writing Method on the Ability to Write Descriptive Texts	To find out whether the learning outcomes of students taught using the Quantum	The population of this study is all grade VII students,	The average result of the Pre-test was 65.83. while the average in the Post-test was 81.11. The

	by Grade VII Students of SMPN 35 Medan Academic Year 2015/2016	Writing Method are higher than the learning outcomes of students taught without using the Quantum Writing method and the percentage increase in student learning outcomes taught by the Quantum Writing method in the subject of writing descriptive texts	and the sample is class VII-3 SMP Negeri 35 Medan. The research sample was taken by random sampling as many as one class with a total of 36 students	results of the t-test analysis were obtained $t_{count} = 8.93$ while $t_{table} = 2.30$. This means that the $t_{count} > t_{table}$, thus the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This proves that the Quantum Writing method has a positive effect on the ability to write descriptive texts	
1 9	In Proceedings of the IAHN-TP National Seminar Palangka Raya / Handayani and Muliastri/ 2020	Disruptive Era Learning Towards the Society 5.0 Era (Basic Education Perspective Review)	Analyzing the essence of learning in the disruptive era towards society 5.0 from the perspective of basic education	Using an approach through a review of a number of literature materials, national education policy documents, publication of research results and opinions of world leaders	This research shows the need to increase the role of technology in the industrial revolution 4.0 to build a more prosperous and civilized human life order, as shown in the 5.0 society model. Especially for the Indonesian people, it is necessary to adjust relevant learning patterns, so that they are ready to enter the era of the industrial revolution 4.0 and society 5.0. From the perspective of basic education, education reform policies in the eight national education standards need to be strengthened in their implementation
2 0	Jalabahasa/ Hamidulloh Ibda/ 2020	New Literacy Indonesian Language Learning in Higher Education in Answering the Challenges of the Industrial Revolution 4.0 Era	Describe Indonesian learning with a new literacy perspective.	Using a descriptive qualitative approach with a literature study method	Learning Indonesian in universities with a new literacy perspective is very strategic to answer the challenges of the Industrial Revolution 4.0. The implementation of literacy can be done by strengthening data literacy, technological literacy, and human literacy, which is carried out by utilizing ICT, the

Indonesian Online
Learning System
(SDPA),
hybrid/blended
learning or online,
special units of
university life-long
learning that
specifically provide
life-long learning
services, distance
learning with the use
of technology.

DISCUSSION

Based on the search of journals or articles that we have done, there are several kinds of results related to improving essay writing skills with the quantum writer learning method in facing the disruptive era 4.0. The existence of the quantum writer learning method can be an alternative learning method to improve the learning of essay writing skills in the face of the destructive era 4.0.

The results of the research conducted by (Mukhlis, 2021) show that there are stages teachers must take in using and implementing the quantum writer model to improve students' writing skills. This aligns with the results of previous research conducted by (Mudana, 2019; Pengesti, 2016).

The results of research conducted by (Arifin, 2018; Nurhayati, 2017; Pratiwi & Kartono, 2016; Putri, 2016) show that learning writing skills with the quantum writer model can improve students' abilities and there is a significant influence even though there are some students who are still not compatible with the quantum writer model.

The results of the research conducted by (Nurhayati, 2017) show that using the quantum writing method influences a person's writing ability. This is in line with the research conducted by (Rambe, 2014), which showed a normal distribution in students' post-test scores and pretest scores. As for the (Putri, 2016) study, there is no mention of the real results of improving a person's ability because they did not conduct experiments.

The results of the research that has been carried out by Nurhayati (2017), showing that the level of students' writing ability using Quantum Writing showed that the qualification for Cukuf was effective with a result of 75.94. Meanwhile according to Delis and Monika (2021), the level of students' writing ability with the method Quantum Writer after receiving action is 85.05 or in the good category. Writing skills essay by using learning methods Quantum Writer has a positive and significant effect in dealing with The Destructive Era 4.0. So, quantum writer learning methods in dealing with Destructive Era 4.0 greatly affect the ability to write skills essays for students. From these two opinions, it can be said that students' writing ability using the Quantum Writer has the same category, namely the good or quite effective category.

CONCLUSION

After observing, studying, and sorting several journal articles, conclusions can be drawn about improving essay writing skills with the quantum writer learning method in the face of the destructive era 4.0, namely 1) The quantum writer learning method can be used as an alternative learning method, especially in learning essay writing skills Because the two are interconnected. 2) To implement the quantum writer model to improve students' writing skills, there are stages that teachers must carry out. 3) The quantum writer learning method greatly influences students' writing skills. 4) The level of students' writing ability using the quantum writer method falls into the category of good or quite effective categories. From the results of this study, it is hoped that future researchers will be able to see the results of improving essay writing skills, especially from applying this quantum writer learning method, so that both can be used optimally in learning essay writing skills.

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