



Exploring activities, challenges, solutions, and skills of the Indonesian English professors in writing scholarly English articles in light of bloom's digital taxonomy

Dedi Turmudi^{a,*}, Yazid Basthomi^b, Amirudin Latif^b, Muhamad Nova^{c,†}

^a *ELT & TESOL, English Department, FKIP, Universitas Muhammadiyah Metro, Lampung 34111, Indonesia*

^b *EAP, English Department, Faculty of Letters, Universitas Negeri Malang, East Java 65114, Indonesia*

^c *ESP, Tour and Travel Operation, Tourism Department, Politeknik Negeri Bali, Bali 80364, Indonesia*

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Abstract

Indonesian English Professors' (IEPs) phenomena in experiencing writing English articles for publication has low attention by researchers. This article discusses a pilot study exploring the activities, challenges, solutions, and skills of the IEPs in writing English articles for publication in the light of Bloom's Digital Taxonomy (BDT). The objectives are (1) to explore activity types, challenge types, solution types, and skill types; and (2) to cluster those types in light of the BDT. Three IEPs of ten accessible Indonesian higher education professors (IHEPs) from state and private universities in Indonesia participated using a purposive sampling technique and ethical clearance. The study employed mixed methods research with exploratory sequential design. The instruments were questionnaires in Google Forms and in-depth interviews, analyzed through criteria content analysis (CCA), triangulation, and member checking. The results show that (1) the tested instruments are reliable for gaining the expected data from the target respondents for further study; and (2) the analyzed data reflected the expected mini findings to cognitive, affective, and psychomotor (CAP) of the BDT in the level of low order to the high order of CAP. Further studies with a more considerable number of participants are essential to gain more solid findings.

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* Corresponding author.

E-mail address: tdeditur@gmail.com (D. Turmudi).

† Co-first authors.

E-mail address: ybasthomi@um.ac.id (Y. Basthomi).

Introduction

Recent studies have indicated less attention to Indonesian English Professors (IEPs) in writing English articles for publication. In fact, writing English articles has become a global duty of higher education teachers and been a challenge for developing countries (Salager-Meyer, 2008) including Indonesia. A prior study reported that writing for publication has dominated academics' professional lives everywhere (Turmudi, 2020). However, few studies have reported empirical evidence of activities, challenges, solutions or tips (pre-, during, and post-writing), and skills (primary or soft skills and support skills). Most studies focused on other variables, such as design, participants, instruments, and data collection and analysis.

Previous studies have revealed empirical evidence in various variables and specific focuses when addressing "writing articles for publication." For example, recent studies reported on writing for international publications with variables, perceptions and practices regarding marginalization (Khuder & Petrić, 2023). This study did not explore variables in the current study, and thus, the gaps are open to fill. However, the subject was academics in higher education. Other scholars reported genre-based academic writing and HOTs (Wardhana, 2022). However, it is academic writing (in general), not scholarly writing, with participants of undergraduate students in a state university in Bengkulu. Thus, the variables, design (mixed method), participants (52 language education), and data analysis (Manova and thematic) are in contrast to the current study. Before this study, they reported variables of self-regulated strategies in writing skills with different uses and effects on writing achievement (Umamah et al., 2022). Nevertheless, the study exhibits EFL university students in a private university in Malang, Indonesia, among ten universities in this city. Thus, the variable, design (survey study), instrument (questionnaire), participants (58 EFL students), and data analysis (one-way Anova) are discrepancies for the current study. Similarly, a study informed variables of writing proficiency, self-regulated learning and socio-demographic factors (Nikcevic-Milkovic et al., 2022). Nonetheless, the study is limited to EFL education teachers in a university in Croatia. Hence, the variables, design (quantitative), instruments (Essays and questionnaires), and 104 EFL participants are unequal. Four studies previously reported achievement motivation variables and state anxiety toward creative

writing (Wang, 2021). However, the study is limited to an English class of freshmen at a public university in Northern, Taiwan, with 71 participants. Hence, it is clear that the variables, design (survey), instruments (a story-writing task, the questionnaire and the state anxiety), participants (71 students), and data analysis (descriptive analysis of Shapiro-Wilk test and multiple regression) are a contrast to the current study. A study also reports motivation variables in L2 collaborative writing and what factors shape their motivation (Chen, 2021). However, the study happens in a reading and writing course with 20 intermediate-level intensive English programs (IEP) in the USA. Hence, it is clear that the study exhibits other variables, design (a case study), participants (20 Arabic, Japanese, and Chinese) and instruments (recording of pair talk, interviews and reflective journal), data analysis (real-life case study methodology) than the current study. In brief, those studies generally exhibit writing but not writing for publication or English for research publication purposes (Khuder & Petric, 2023).

This situation is somewhat disheartening vis-à-vis the fact that publishing articles is obligatory for them (Wiryan, 2014), which needs serious attention (Donovan, 2018; Gillum & Mendoza, 2014). As such, this issue is pressurizing to explore; a prior study claimed that few academics succeeded in publishing articles in a brief time (Turmudi et al., 2020), and thus writing English articles for IEPs remains unsolved. It is true, in general, that scientific publishing in developing countries has indeed been a challenge (Salager-Meyer, 2008).

The current problem also has happened at a global level, such as Syrian in Turkey and the UK (Khuder & Petric, 2023), Bengkulu, Indonesia (Wardhana, 2022), Malang, Indonesia (Umamah et al., 2022), Croatia (Nikcevic-Milkovic et al., 2022), Northern Taiwan (Wang, 2021), USA (Chen, 2021), China (Zheng & Guo, 2019), Iran (Maniati & Jalilifar, 2018), Egypt (Shehata & Eldakar, 2018), Taiwan (Chien, 2019), Korea (Kim, 2018), Hongkong (Cheung, 2010), Spain (Gea-Valor et al., 2014), and Poland (Duszak & Lewkowicz, 2008). It is necessary to recognize that scientific publishing can be complicated (Rounsaville & Zemliansky, 2020). As such, we intently address this issue with the objectives (1) to examine the proposed instruments (feasibility, obtainability, predictable problems, and implementability) (Fraser et al., 2018); (2) to explore the activity, challenge, solution, and skill in writing for publication; and (3) to categorize the obtained evidence with BDT and its order (Churches, 2009).

In brief, the current study discloses the discrepancies from prior studies (Board of Editors TEFLIN Journal, 2012; Cheung, 2010; Chien, 2019; Flowerdew, 1999; 2015; Flowerdew & Wang, 2016; Gea-Valor et al., 2014; Lei & Hu, 2019; Li, 2012; Maniati & Jalilifar, 2018; Rathert & Okan, 2015). These prior studies have provided the essence of writing articles in general, whereas BDT clustering is not included. To address the gap, the current study investigated otherwise.

We explored the live experience of IEPs in authoring articles for publication beyond what has been previously investigated, which includes four aspects of writing: activities, challenges, solutions, and skills from three phases of time (pre, during, and post). We also dig into the designated skills from the angles of primary and support skills. Further, we measure the obtained data with Bloom Digital Taxonomy (henceforth BDT) to provide authors' categories of cognitive, affective, and psychomotor (CAP) and levels from low order to high order (thinking, affective, and psychomotoric) skills (Churches, 2009). The output data of four variables and eleven attributes are labeled with these CAP (C1 to C6, A1 to A5, and P1 to P7). Then, category C is wrapped from low order of thinking skills (LOTS) to high order of thinking skills (HOTS). Category A is enfolded from low order of affective skills (LOAS) to high order of affective skills (HOAS). Lastly, category P is bound from low order of psychomotor skills (LOPS) to a high order of psychomotor skills (HOPS). Prior studies have not explored these insights. In contrast, these points are critical due to providing a schema for academics to write articles for any established publishers successfully, which could contribute a significant input for other scholars.

In brief, we seek theoretical and practical contributions for academicians and the 21st skill (hard and soft skills) and competencies in higher education and beyond (Raitskaya & Tikhonova, 2019), and thus, the research questions are:

1. What types of activities do the IEPs describe in the pre, during, and post-stages of activities they report as the process of writing an article for publication viewed by BDT?
2. What challenges do the IEPs face in the pre, during, and post-stages of challenges they report to write an article for publication viewed by BDT?
3. How do the IEPs overcome the pre, during, and post-stage challenges when writing articles for publication viewed by BDT?

4. What skills are the IEPs required to cope with the three aspects above viewed by BDT?

Literature Review

The study was in Indonesia's higher education (HE) as part of global education communities. The context comprises place, actors, and actions (Garrido, 2017). First, the English Department of state and private universities with A or B accreditation were purposively involved. Second, the subject was Indonesian English Professors (IEPs) as academics in HE (*Keppmenristekdikti RI Nomor 164/M/KPT2019*). Besides lecturing, they research and write English articles for publication in established journals. Hence, writing for publication plays a significant role for them as they have specific obligations to publish articles. The higher their academic rank is, the more reputable their articles are required to be. Under the process of writing lies critical process phases. Thus, we theoretically define what we meant by activities, challenges, solutions, and skills to provide the scope and focus of the study.

Activities are miscellany actions by the IEPs to support the process of writing articles for publication. The process involves the cognitive, affective, and psychomotor (CAP) domains. The activities of IEPs to write articles can be begun from pre, during, and post-activities to get their article accepted (Flowerdew & Wang, 2016). All these essences are urgent for any IEPs wanting to write articles for a journal (Flowerdew, 2015). However, the activities can also be perceived as challenges (Turmudi et al., 2020).

Challenges are activities that the IEPs perceive as hindrances, obstacles, difficulties, or problems when doing the activities in pre, during, and post-writing, which involves the CAP domain. Prior studies have reported challenges in general, such as looking for sources, writing in target language, addressing specific issues, and making citations (Board of Editors TEFLIN Journal, 2012; Cheung, 2010; Flowerdew, 1999; Hyland, 2016; Jiang et al., 2015; Lei & Hu, 2019; Maniati & Jalilifar, 2018; Rathert & Okan, 2015; Zheng & Guo, 2019). Nevertheless, they did not specify time phases and involved the CAP domain in the analysis. Thus, the current study explored complex challenges addressed with CAP domain so that IEPs can formulate solutions for publishing scholar writing.

Solutions are what IEPs act or effort to solve problems when authoring articles for publication. This may happen in three phases of time and involves the CAP domain. Previous studies have reported ‘solutions’ in various terms, i.e. coping strategies (Lei & Hu, 2019; Cheung, 2010), strategies (Jiang et al., 2015; Maniati & Jalilifar, 2018), difficulties, challenges, obstacles, and problems (Chien, 2019). Academics need solutions or tips to solve all obstacles with solid knowledge of “formal, process, and rhetorical knowledge” (Huang, 2014, p. 179). Accordingly, we use the term “solutions” because the contexts lead to solutions conducted by IEPs in writing a scholarly publication.

Finally, the *Skill* is the capability of the IEPs to use their CAP effectively in overcoming the variables (activities, challenges, and solutions). The IEPs need skills when authoring articles for publication in all variables and phases. Previous studies have reported skills in various terms, but they are convergent with skills, i.e., self-efficacy, and confidence in writing (Jalaluddin, 2013), writing self-efficacy (Holmes, 2016; Humphreys & Wyatt, 2014; Mascle, 2013), an autonomous person (Humphreys & Wyatt, 2014), and a critical person or a good self-efficacy and academic achievement person (Komaraju & Nadler, 2013). We believe the designated skills can theoretically answer queries to make the publication successful (Pickett & McDonnell, 2017). In light of the scholar publication writing process, the current study employed the BDT because the process of authoring articles needs CAP domains and provides the level of thinking, affective and psychomotor.

We decided to choose BDT due to factual, logical, and empirical reasons underlying the use of BDT. It is now a digital era where learning uses digital media and tools (Hockly & Dudeney, 2018). As such, it is undebatable that Bloom’s Taxonomy (BT) has been rooted in education sectors since it was established; “Bloom’s Taxonomy” (Mazarno & Kendall, 2007), Bloom’s Revised Taxonomy” (Anderson, 2000), and “Of Bloom’s Taxonomy, Digital update” (Churches, 2009). Moreover, BDT has its essentiality and influence in education (Wedlock & Growe, 2017) and many educators have applied this theory in their studies (Case, 2013; Malik, 2016; Munzenmaier & Rubin, 2013; Rahman & Manaf, 2017; Wedlock & Growe, 2017), but not on the current topic. Authoring articles is part of learning (Park, 2013) and sharing knowledge with international readers (Rathert & Okan, 2015). Therefore, we believed that BDT would disclose enlightening formula for academics to write manuscripts for better publication.

Methodology

Design

This research design was mixed methods research with exploratory sequential design (Creswell, 2014). The selection of the current study driven from the need on depth exploration on the phenomenon and the current design enables the researcher to collect and analyze the data through quantitative and qualitative methods. We uncovered the live experience of IEPs in writing articles with focus variables of activities, challenges, solutions (pre-, during, and post-writing), and skills. Thus, the current study is under phenomenology category with mixed method in collecting data.

Participants

The participants were IEPs who met certain criteria. We invited them openly via Facebook community page with a link to Google Form, and seven participants responded (Appendix A). However, only one participant met the criteria, and thus she was confirmed to participate. We then invited three other IEPs to participate and all responded. However, only two of the IEPs agreed to have an interview. So, the total participants were three IEPs, and they met all qualification.

We summarized all three self-report participants through a questionnaire. The participants were Indonesian English Professors (IEPs) with specific qualifications for the current study. They have published articles in any of National Journal (NJ), National Accredited Journal (NAJ), International Journal (IJ), and Scopus Indexed Journal (SIJ). They also hold different academic ranks, such as lecturer (TP), assistant professor (AA), associate professor (L/LK), and professor (Prof)- (*Kepmenristekdikti RI Nomor 164/M/KPT/2019*). We identified various attributes, such as gender (G), age category (AC), origin (O), types of university (TU), teaching experience (TE), academic rank (AR), number of publications (NP), the journal type (TJ), and the average publication length (ALP). All targeted participants were under the ethical clearance of social study (Ismail et al., 2017). The characteristics of each participant are displayed as follow in [Table 1](#).

Table 1 Qualification of interviewed participants

No	G	AC	O	TU	TE	AR	NP	TJ	ALP
P-1	F	31–40	Borneo	State	8	Assistant Professor	4	NAJ	7–9
P-2	F	21–30	Sumatra	Private	6	Assistant Professor	4	IJ/Scopus	1–6
P-3	M	21–30	Sumatra	Private	6	Assistant Professor	4	NAJ/Scopus	6–9

Instruments

We created two instruments; a questionnaire and an interview prompt to obtain data as displayed in Table 2. Both instruments were attached as they were spacious. The questionnaire was to get their criteria and initial data for the interview, leading to sequential exploratory design. The interview was to explore the qualitative content data (Schreier, 2014) under the social science research method (Matthew et al., 2014). The questionnaire consisted of twelve closed questions and the interview prompts comprised twelve open questions (Appendix B). Both instruments were under the research theories, and we employed two expert validators to rate them with three main criteria; content, design, and technical quality (Sheehan et al., 1997).

Data Collection

We invited official invitation to the targeted participants with Google Form link attached, concern form and

official ethical clearance. However, only three of them finally met the criteria.

After collecting consents and ethical clearance, we distributed questionnaire to the three participants as shown in Table 3. Then we conducted indepth interview to the participants to confirm several less clear and ambiguous statements mentioned on the questionnaire responses (Appendices C, D, E, and F).

Data Analysis

Data analysis was technically passed through thirteen rigorous stages before entering the content data analysis process. We reviewed, categorized, and clustered using the content category analysis (CCA) approach (Ridder et al., 2014) through qualitative content analysis (Miles et al., 2014) and descriptive quantitative analysis manually as described in Figure 1. All processes were to meet the procedure of mixed method sequential exploratory.

We synchronized the coded record data in the data triangulation (Seale, 1999). It covered interview records (Mp3), interview transcription (IT), and questionnaires (Qs).

Table 2 Main and support instrument validation procedures

Instrument types	Validation Process				
	Initial Drafting	Stage 1	Stage 2	Stage 3	Final Stage
• Questionnaires	need analysis	validated by	measured	assessed by two	validated by
• Interview prompts		research questions	by blueprint	experts two times	a pilot study

Table 3 Data collecting procedures

Phases, times	Methods	Instruments	Accessible Participants	Fixed Participants	Notes
The first bid, two months	Probable	Questionnaire	6 IHEPs1 IEP	One IEP	Completed interview
		In-depth interview			
The second bid, a month	Purposive	Questionnaire	3 IEPs	Two IEPs	Completed interview
		In-depth interview			

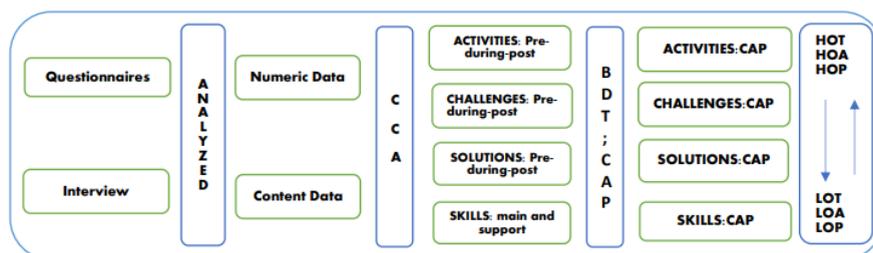


Figure 1 Data analysis procedure

We also did intra-data triangulation with the respondents to ensure the trustworthiness. It covered transcribed interviews (TI), coded transcribed interviews (CTI), and recapped coded interviews (RCI). Finally, we checked members to build trustworthiness (Birt et al., 2016).

Results

The study tried to explore activity types, challenge types, solution types, and skill types, and to cluster those four types in light of the BDT. The presentation of the results is respectively to answer the four research questions; what types of activities (pre, during, post writing), what types of challenges (pre, during and post writing), how to solve those challenges (pre, during, post writing), and what skills (main and support skills) (Appendix G).

RQ-1 Activities (pre, during, and post) in the BDT

What types of activities do the IEPs describe in the pre, during, and post-stages of activities they report as the process of writing an article for publication viewed by BDT? The participants contributed twenty-six pre-activities, twenty-five during activities, and eighteen post-activities. The accumulated activities in the category of BDT ($n = 69$) are described in the following Table 4.

The table shows the CAP domain of activities. The Cognitive domain leads the activities with fifty-two activities, while the Affective domain contributed twelve, and the Psychomotoric domain, the minor contributor, with five activities. Following the accumulated activities are segmented parts (pre, during, and post) and their category in the BDT ($n = 69$) are clustered (Appendix I). The table of activities shows that the C domain is in the HOTS for pre-writing and post-writing. The A domain of activities is in the HOAS for pre-writing, MOAS for during-writing, and LOAS for post-writing. As for P, all domains are at the LOPS level for pre-, during, and post-writing.

Table 4 Comparison of activities, challenges, solution, and skill in the CAP domain

Domain	Activities			Challenges			Solutions			Skills						
	Pre	Dur	Post	Pre	Dur	Post	Pre	Dur	Post	Pre	Dur	Post	Tot	%	SD	
C	20	20	12	19	16	9	19	16	9	9	4	11	24	52	3.60555	5.85377
A	4	3	5	9	14	10	9	14	10	5	10	5	20	43	2.88675	3.46570
P	2	2	1	0	5	0	0	5	0	1	0	1	2	4	0.57735	3.46570
Total	26	25	18	28	35	19	28	35	19	15	14	17	46	100	1.52753	6.64
SD	9.866	10.116	5.568	9.504	5.859	5.508	36.715	9.504	5.859	4.000	5.033	5.033	11.71893	25.515	2.00	8.50
Variance	97.333	102.333	31.000	90.333	34.333	30.333	1348.000	90.333	34.333	16.000	25.333	25.333	137.333	651.00	4.00	72.3
Dev Standard Values for overall Data																
Statistics																
Pre_A																
N	Valid			Valid			Valid			Valid			Valid			
	Missing			Missing			Missing			Missing			Missing			
SD	6.311			6.311			6.311			6.311			6.311			
Variance	39.832			39.832			39.832			39.832			39.832			

What challenges do the IEPs face in the Pre, During, and Post-Stages of Challenges They Report to write an Article for Publication viewed by BDT?

Based on the finding shown in Table 4 above, the participants contributed twenty-eight pre-challenges, thirty-five during challenges, and nineteen post-challenges, with the accumulation of BDT being eighty-two. Based on the CAP domain, the C domain leads the challenges with forty-four challenges, while the A domain contributed thirty-three, and the P domain contributed minor input with five challenges. Following, the accumulated challenges are segmented, and their category in the BDT ($n = 82$) is clustered (Appendix J). Regarding the level of the domain, the C domain is in the MOTS for pre-writing challenges but in the level of HOTS for both during and post-writing challenges. In contrast, the A domain of challenges is in the HOTS for pre-and during but in LOAS for post-writing challenges, and the P domain is in HOPS for during writing, but it does not exist in both pre-and post-writing challenges.

How do the IEPs overcome the Pre, during, and Post-Stage challenges when Writing Articles for Publication viewed by BDT?

Regarding the solution in the BDT, the participants contributed fifteen on pre-solutions, fourteen on during-solutions, and seventeen on post-solutions with the accumulated solutions in the category of BDT being forty-six. Regarding the CAP domain, the C domain leads the solution by contributing twenty-four solutions, while the A domain contributes twenty solutions, and the P domain contributes two solutions. Following the accumulated solution is the segmented solution, and their category in the BDT ($n = 46$) is clustered (Appendix K). On domain level category, the C domain is in the level of HOTS in pre, during, and post-solutions, while the A domain is in the level of HOTS in pre and during but not in post-writing solutions.

What Skills are the IEPs required to Cope with the Three Aspects above viewed by BDT?

The total participants contributed twenty-four types of skills. The accumulated skills in the category of BDT ($n = 24$) are presented in Table 4. The P domain contributes the most with ten skills, while the A eight skills, and the C is minor in skill with six skills.

The accumulated skills are segmented based on category in the BDT (Appendix 11). Based on the domain level, the C domain is in HOTS, the A domain is in the HOAS, and the P domain is in HOPS. However, HOPS is the most dominant, and HOTS is the least in the skill cluster.

Discussion

Activities in the BDT

All participants contributed 69 different activities and levels of BDT. They present CAP in different portions and levels; C presents 52 (75.4%) and takes HOTS, A presents 12 (17.4%) and takes MOAS, while P presents 5 (7.2%) and takes LOPS. The current study has revealed more activities with similarities and differences.

All participants contributed 69 detailed activities in three phases; pre, during, and post-writing. The findings have minor similarities and major differences compared to prior studies. The sameness is that all previous studies reported writing as central focus. For examples Khuder and Petric (2023) disseminated writing for international publication, Wardhana (2022) shared genre-based academic (GBA) writing, Umamah et al. (2022) reported self regulated strategies in writing skill, Nikcevic-Milkovic et al. (2022) shared writing proficiency, self-regulated learning and socio-demographic factors, Wang (2021) spotted state anxiety toward creative writing, and Chen (2021) shared motivation variables in L2 collaborative writing and what factors shape their motivation.

However, the study employed major differences. Khuder and Petric focused on variables (perception and practices) design (ethnography), instrument (interview), and participants (12 academics in exile). Wardhana (2022) focused on academic writing and higher order thinking (HOTs), design (experimental), participant (52 university students), instruments (Test, HOTs test, and semi structured interview), data analysis. The only similar aspect is his design used mixed method sequential explanatory design. Umamah et al. (2022) shared a study from a private university in Malang, Indonesia and thus the design (survey study), instrument (questionnaire), participants (58 EFL students), and data analysis (one-way Anova) are totally different from the current study.

Hence, we visioned that the differences are not only in the level of wholistic factors but also in the variables of activities, challenges, solutions and skills as main variables and pre-during and post writing as sub-variables or attributes. The absolute difference is involvement of Bloom digital taxonomy (BDT) with CAP domain to measure the findings. Further, the prior studies to these six studies revealed fewer general activities, i.e., Cheung (2010) revealed 9 general activities, Jiang et al. (2015) revealed 10 general activities, and Gillum and Mendoza (2014) revealed 3 primary preparations. The total activities of the current study indicate novelty despite minor participants.

There are minor similarities and significant differences between the current and previous studies. For example, “preparing academic writing” (P-3) is similar to “following the way in writing the journal requires” (Cheung, 2010). The next examples are “reading-related sources” (P-1) and “reading-related articles” (P-3), which are like “the reading papers published previously” (Cheung, 2010). Further example is that “determining theory to use” (P-1) and “determining a topic” (P-2) are similar to “determining an interesting topic” (Jiang et al., 2015). Most importantly, the current findings confirm the previous theories claiming that manuscript preparation consists of three primary areas (Gillum & Mendoza, 2014). Thus, most findings are novel details and give positive contributions.

There are also differences between the current and previous studies. The disparity is that Cheung (2010) revealed general activities while P-3 experienced more details. Previous studies did not mention the three phases of time. P-2 has more than Gillum & Mendoza (2014) with three global activities, but less than Cheung (2010) with nine activities, and Jiang et al. (2015) with ten activities. However, the content is different. Partially, P-3 contributes 12 types (pre), 13 kinds (during), and 9 sorts in the post-writing articles. P-3 provides more activities than Cheung (2010); Gillum & Mendoza (2014); Jiang et al. (2015). Therefore, we conclude that more detailed activities may reveal in authoring an article for publication.

As for the BDT, it is clear that the activities need a different OTS, OAS, and OPS. First, the activities employ HOTS since C4, C5, and C6 dominate the total C domain, i.e. ten C4 (analyzing), eight C5 (evaluating), and twenty-two C6 (creating). Second, activities employ MOAS since A2, A3, and A4 dominate the total A domain, i.e. three A2 (responding phenomena), seven A3 (valuing), and one A4 (organizing). Finally, total

activities employ LOPS since P2 dominates the total P domain, i.e. three P2 (setting) and two P4 (a mechanism). It indicates a low level of physical work needed. The findings are novel compared to prior studies (Cheung, 2010; Gillum & Mendoza, 2014), and support the existing theories. However, a minor of the activities belongs to BDT (Churches, 2009), but not to BRT (Anderson, 2000).

Challenges in the BDT

All participants contributed 82 different challenges and levels of BDT. They present CAP domain in different portions and levels. Cognitive presents 44 (53,7%) and takes HOTS, Affective presents 33 (40,2%) and takes HOAS, while Psychomotoric presents 5 (5,1%) and takes HOPS. The current study has revealed minor similar and major different challenges.

All participants contributed 82 complex challenges in three phases; pre, during, and post-writing. The findings of challenges have minor similarities and major differences compared to prior studies. The sameness is that all previous studies reported writing as central focus as reported by Chen (2021); Khuder and Petric (2023); Nikcevic-Milkovic et al. (2022); Umamah et al. (2022); Wang (2021); Wardhana (2022).

However, the study employed major differences in variables, design, instrument, and types of participants, data collection and data analysis (Chen, 2021; Khuder & Petric, 2023; Nikcevic-Milkovic, 2022; Umamah, 2022; Wang, 2021; Wardhana, 2022). The only similar aspect is the design using mixed method sequential explanatory design as reported by Wardhana (2022).

Hence, we visioned that the differences are not only in the types of novelty but also in the variables of challenges as main variables and pre-during and post writing as sub-variables or attributes. The absolute difference is involvement of Bloom digital taxonomy (BDT) with CAP domain to spot category of LOTs-HOTs, LOAs-HOAs, LOPs-HOPs. Further prior studies revealed similar and different challenges. For example, Lei and Hu (2019) revealed three general difficulties with six details. Chien (2019) revealed 16 problems. Maniati and Jalilifar (2018) revealed six challenges. Burgess et al. (2014) revealed ten difficulties. Jiang et al. (2015) revealed 14 challenges. The Board of TEFLIN Journal (2012) revealed four challenges and six difficulties. Flowerdew (1999) revealed eight problems in general. However, the current study has revealed more analogous novelty.

There are minor similarities and significant differences between the current and previous studies. For example, P-1 revealed challenges with 5 in pre, 6 during, and 10 in post. Lei and Hu (2019) revealed dissimilar findings from P-1. However, Maniati and Jalilifar (2018) revealed similar challenges as P-1 has revealed, such as (1) paying system using cards, (2) the currency issue, (3) the problem of currency, and (4) the process of payment. P-2 has revealed challenges with 12 in pre, 10 during, and 4 in the post. Previous studies did not have similarities at all. Thus, P-2 has revealed novel challenges. Lastly, P-3 revealed 34 challenges with 10 in pre, 19 during, and 5 in post. Nevertheless, P-3 has similarities with Lei and Hu (2019), i.e., (1) having a high register, limited time, and original ideas, and with Chien (2019), i.e., (1) having difficulty in overcoming language, content, and organization, and (2) paying close attention to the tone. Maniati and Jalilifar (2018) revealed (1) finding the biased attitude of the editors, and (2) having lack of access, confidence, lack of time, and unawareness of what counts as plagiarism. Meanwhile, Gea-Valor et al. (2014) revealed (1) having language construction problem. The same problem on citation problem and quoting sources was also unraveled by Khuder and Petric (2023). Both P-2 and P-3 have significant differences from prior studies (Lei & Hu, 2019; Maniati & Jalilifar, 2018). However, the minor similarities are in the verb challenges, not collocation.

As for the BDT, it is clear that the challenges are categorized into various levels of OTS, OAS, and OPS. First, the challenges employ HOTS since the C4, C5, and C6 dominate the total cognitive domain, i.e. twenty-one C4 (analyzing), two C5 (evaluating), and ten C6 (creating). Second, challenges employ LOAS to MOAS, i.e. ten A1 (receiving phenomena), four A2 (responding phenomena), and ten A3 (valuing). Thus, this study amends the existing evidence significantly. Finally, the real challenges employ HOPS as P1 (perception) shares one, and so does P-2 (set readiness), and P5 (complex over response) contributes three types to the P domain. It means that the challenges reflect a high level of physical work. None of the CAP domains are found in the prior studies (Board of Editors TEFLIN Journal, 2012; Burgess et al., 2014; Chien, 2019; Flowerdew, 1999; Gea-Valor et al., 2014; Jiang et al., 2015; Lei & Hu, 2019; Maniati & Jalilifar, 2018). Also, minor activities belong to BDT (Churches, 2009), but not BRT (Anderson, 2000).

Solutions in the BDT

All participants contributed 46 different solutions and levels of BDT. They present CAP in different portions and levels. The C presents 24 (52.2%) and takes HOTS, and A presents 20 (43.5%) and takes MOAS, while P presents 2 (4.3%) and takes LOPS. The current study has revealed more solutions with similarities and differences.

All participants contributed 46 detailed solutions in three phases; pre-during and post writing. The findings of solutions do not have similarities but major differences compared to prior recent studies. The sameness is that all previous studies reported writing as central focus (Chen, 2021; Khuder & Petric, 2023; Nikcevic-Milkovic, 2022; Umamah, 2022; Wang, 2021; Wardhana, 2022). Nevertheless, the study employed major different variables, design, instrument, and types of participants, data collection and data analysis (Chen, 2021; Khuder & Petric, 2023; Nikcevic-Milkovic, 2022; Umamah, 2022; Wang, 2021; Wardhana, 2022). The only identical aspect is the design using mixed method sequential explanatory design as reported by Wardhana (2022).

Hence, we visioned that the variances are not only in the types of novelty but also in the solutions types as main variables and pre-during and post writing as sub-variables or attributes. Lastly, the absolute difference is the involvement of Bloom digital taxonomy (BDT) with CAP domain to measure solution (pre-during and post writing) if they are in the LOTs- HOTS, LOAs-HOAs, or LOPs-HOPs.

Further, the prior studies revealed fewer solutions and used different terms. For example, Lei and Hu (2019) revealed three coping strategies, three tips, and three actions, and Chien (2019) revealed four solutions. Maniati and Jalilifar (2018) revealed four strategies, Jiang et al. (2015) revealed two general solutions and two specific solutions, and Burgess et al. (2014) revealed two strategies. Board of Editors TEFLIN Journal (2012) proposed eight solutions for writer's block and ten tips, and Cheung (2010) revealed five main ways. Despite using different terms, we are convinced that the essence is a solution to overcome problems.

There are minor similarities between the current and previous studies. P-1 reported the 16 solutions in 3 stages. For example, P-1 revealed (1) having meditation, (2) having enough relaxation, and (3) doing another thing. All are similar to the tips of Board of Editors TEFLIN Journal (2012). P-1 also revealed similarities

with the solutions of Cheung (2010), i.e., (1) having a fixed topic before writing; and (2) trying to adjust to the designated template. Further, P-1 revealed “the need for peer assessment” which is similar to “requesting peers to review” (Lei & Hu, 2019). Hence, we found that the current evidence is more comprehensive than the prior evidence.

Further, fewer similarities are found in the current and previous studies. For example, P-2 revealed (1) finding references, (2) synthesizing the read articles, and (3) adjusting with the recent studies. These are similar to solutions in TEFLIN Board (2012). P-2 also has similar findings to Cheung (2010), i.e., (1) familiarizing myself with the style of the destined journal, (2) synthesizing the read articles, and (3) adjusting to the recent studies, and Rahmat, 2023, i.e., (1) conduct a literature search. P-3 had alignment with Lei and Hu (2019), which is (1) asking peers to share their experiences, Board of Editors TEFLIN Journal (2012) which is (1) reading related articles, and Cheung (2010), i.e., (1) mirroring the current discussion with the prior studies and (2) comparing the prior studies with the current article. Hence, we concluded that P-3 amends the existing empirical evidence in the findings and three stages, pre-during and post.

As for the BDT, it is vivid that the solution takes a different level of OTS, OAS, and OPS). First, the solutions employ HOTS to solve the problem when authoring articles because C4, C5, and C6 dominate the total cognitive domain, seven C4 (analyzing), two C5 (evaluating), and eight C6 (creating). Second, solutions employ MOAS since A3 and A4 dominate the total affective domain, seventeen A3 (valuing) and three A4 (organizing). The prior studies (Lei & Hu, 2019) did not reveal the current findings; thus, this study significantly amends the existing evidence. Finally, the solutions employ LOPS since P2 and P5 share one solution, which means the solution takes a low level of physical work. All CAP domains differ from prior studies (Burgess et al., 2014; Cheung, 2010; Chien, 2019; Lei & Hu, 2019; Jiang et al., 2015; Maniati & Jalilifar, 2018). Also, minor solutions are stated in the BDT (Churches, 2009), but not in the BRT (Anderson, 2000).

Skills in the BDT

All participants contributed 24 different skills and levels of BDT. They present CAP in different portions and levels. The C presents 6 (25%) and takes HOTS, and A presents 8 (33.3%) and takes HOAS, while P presents

10 (41.7%) and takes HOPS. The current study has revealed skills with similarities and differences from the prior studies.

All participants contributed 24 skills (primary and support) or hard and soft skills (Raitskaya & Tikhonova, 2019). The findings of skills do not have similarities but major differences compared to prior recent studies. The sameness is that all previous studies reported writing as central focus (Chen, 2021; Khuder & Petric, 2023; Nikcevic-Milkovic, 2022; Umamah, 2022; Wang, 2021; Wardhana, 2022). Nevertheless, the study employed major different variables, design, instrument, and types of participants, data collection and data analysis (Chen, 2021; Khuder & Petric, 2023; Nikcevic-Milkovic, 2022; Umamah, 2022; Wang, 2021; Wardhana, 2022). The only identical aspect is the design using mixed method sequential explanatory design as reported by Wardhana (2022).

Hence, we visioned that the variances are not only in the types of novelty but also in the skill types as main variables and main skill (MS) and support skill (SS) in writing as sub-variables or attributes. Finally, the absolute difference is the involvement of Bloom digital taxonomy (BDT) with CAP domain to quantity skills and how they are clustered in the LOTS- HOTS, LOAs-HOAs, or LOPs-HOPs. Further, previous studies revealed different and limited findings. For example, Mascle (2013) revealed one piece of evidence, Humphreys and Wyatt (2014) revealed one piece of evidence, McKinley (2013) revealed one piece of evidence, Komarraju & Nadler (2013) revealed one evident, and Beaumont (2010) revealed five details evident. Prior studies revealed limited evidence; however, all evidence takes HOTS.

There are both significant dissimilarities and minor similarities between the current and previous studies. For example, P-1 reported seven required skills, P-2 revealed five needed skills, and P-3 reported fifteen detailed skills. This indicates that skill or capability is vital to have good traits for an IEP when authoring articles. Also, the current study has not revealed the prior studies such as in (1) writing self-efficacy (Mascle, 2013), (2) autonomous person (Humphreys & Wyatt, 2014), or a person with (3) good self-efficacy, and (4) academic achievement (Komarraju & Nadler, 2013), and (5) the critical thinking aspects (Beaumont, 2010).

However, “a critical thinking person” appeared in the current study. For example, P-2 reported “analytical skills and academic achievement,” and so did P-3 with

“academic writing skills.” P-2 has revealed “critical thinking.” All examples are convergent with Beaumont (2010). Critical thinking covers (1) conceptualizing, (2) applying, (3) analyzing, (4) synthesizing, and (5) evaluating information. Hence, the current appearing skills amend the existing ones. The skills in the prior studies were general and normative, while the skills in the current study were technical and detailed.

As for the BDT, it is clear that the skills need different OTS, OAS, and OPS. First, IEPs requires HOTS to support their skill since C4 and C6 dominate the C domain, i.e. two C4 (analyzing) and three C6 (creating). Second, the A domain takes the HOAS level since A3, A4, and A5 are higher than A1 and A2, i.e. two A3 (valuing), one A4 (organization), and five A5 (internalizing). Lastly, the P domain takes HOPS since P5, and P6 take significant shares, i.e. seven P5 (complex overt responses), and two P6 (adaptation), which reflect a superior level of physical work. Thus, all CAP domains differ from prior studies (Masce, 2013; Humphreys & Wyatt, 2014; McKinley, 2013; Komarraju & Nadler, 2013; Beaumont, 2010). Also, minor skills are stated in BDT (Churches, 2009), but not BRT (Anderson, 2000).

Conclusion and Recommendation

The study addresses the Indonesian English Professors' (IEPs) phenomena when writing English articles for publication with central variables of the activities, challenges, solutions, and skills in the light of Bloom's Digital Taxonomy (BDT).

The IEPS revealed activity samples (pre-, during and post-writing), albeit in different quantities and quality. Accordingly, IEPs need higher order thinking skills (HOTS), middle order thinking skills (MOTs), and low order psychomotoric skills (LOPs) to make the writing article run well. In addition, the whole evidence of activities are not in the light of Bloom's Digital Taxonomy (BDT) but the Bloom's Revise Taxonomy (BRT). As for the challenges, the IEPS voiced different challenge samples (pre-, during and post-writing). The challenges are distinguishable for IEPs when authoring articles for publication. Accordingly, IEPS needs higher order thinking skills (HOTS), low order affective skills (LOAs), and higher order psychomotoric skills (HOPS) to make writing articles run well. The IEPS also revealed various solution samples (pre-, during and

post-writing) which are applied when authoring articles for publication. Accordingly, IEPS needs HOTS, HOAS, and LOPS to solve problems. Lastly, the IEPS revealed novel, technical, and detailed skill samples. The revealed skills are distinguishable for IEPs when authoring articles for publication. Accordingly, IEPS needs HOTS, HOAS, and HOPS to enrich skills so that IEPS can successfully manage activities, challenges, and solutions.

Limitation

The study focused on only three young IEPS of two private universities and one state university in Sumatra and Borneo. Thus, this study investigated the process and the essential four aspects of young IEPS with less reputable published articles in Indonesia. Future study should involve more participants with various academic ranks from assistant professors to professors. The study employed limited mixed method with only sequential exploratory design. Future study should involve complete mixed method with parametric and non-parametric statistic data analysis. Lastly, the BDT appears minority in the four variables, but the BRT dominates the study. This factual evidence needs further investigation.

Implication

The study revealed that activities, challenges, solutions, and skills are essential in shaping the IEPs' skills when composing articles. More importantly, the objective learning presence known as BRT assists the steps and level of thinking, affective and psychomotor domain. All the revealed evidence applies to IEPs and thus applies to embedding in the writing curriculum of higher education. The theoretical implication of the study shows that the evidence amends the existing knowledge in writing articles for publication. Hence, theories from the current study to write English articles can be predictors of how writing English articles is more manageable.

Conflict of Interest

The authors declare that there is no conflict of interest.

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