

IMPROVING THE LECTURERS PRODUCTIVITY IN WRITING SCIENTIFIC WORKS

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ABSTRACT

The aims of the this research is to describe how to improve the productivity of lecturers in writing scientific works. This research has a very high urgency because a strategy to improve the ability of lecturers in writing scientific work needs to be done to support the achievement of the vision and mission of the university. The research approach used in this study is a qualitative approach, and the research design used in this study is a multi-site study. The research findings are as follows: 1) The forms of strategies to improve the ability of lecturers in scientific writing are through training activities, allocating research funds, providing scientific publication facilities in the form of journals, providing incentives for scientific writing, and forming lecturers' scientific forums; 2) the supporting factors are the availability of funds and the participation of the faculties and the research institute and community service to provide scientific publication facilities in the form of journals. While the inhibiting factor is the lack of awareness of lecturers to take part in scientific writing training and training, research funds and community services provided by the campus are complicated procedures and the funds are not in line with research costs, the number of journals provided is limited so the publication is not optimal, and in the implementation of scientific forums lecturers, lecturers come from various different disciplines so that the study is not intact.

Keywords: Productivity, Scientific Work

INTRODUCTION

One element of higher education that has an obligation to produce scientific work is lecturers. Lecturers are required to write scientific work with a variety of objectives, including increasing capacity, accreditation, teaching materials, workshops, and submitting functional positions. A superior scientific work will not materialize without writing skills. According to Okiki (2013:37), it was explained that the ability to write lecturers who were not upgraded could result in the quality of scientific work which was only within the limits of the ability of lecturers without an increase. In addition, in producing superior scientific papers it cannot immediately be done but it is necessary to have practice and habituation, starting from lecturers' scientific work in a small scope, such as teaching materials and seminar materials to scientific works published in international journals

Scientific work is very concerned, given its very important position. At the international level, scientific work has a connection in increasing a country's foreign exchange. As stated by the Directorate General of Research and Community Service of the Directorate General of Higher Education (2014:21), "the ability to publish scientific work in international forums increases the world community's trust in the quality of technology products of a nation, so that the foreign exchange earned by the nation increases".

Reality in the field shows that there are very few scientific works produced by Indonesian scientists. Evidence supporting the statement was obtained based on the results of the 2015-2016 World Economic Forum (WEF) assessment submitted by the Menristekdikti

published in coverage 6.com (2016). Where the results of these studies show that Indonesia is ranked 37th out of 140 countries. Indonesia's competitiveness is under Singapore, Malaysia and Thailand. The WEF combines quantitative data and surveys where the assessment of global competitiveness ratings is based on 113 indicators grouped in 12 pillars. There are two pillars, namely technological and innovation readiness that can be supported through the productivity of international scientific journals. The number of superior scientific works that are still very few are motivated by various problems. One of them is the lack of encouragement to arouse interest for lecturers in writing scientific papers. To fix this problem, the government has made various efforts. Among other things, by providing research funding and community service for lecturers, the results of research and community service that have been carried out are made into articles published in the journal. Not only that, other efforts were also carried out by the Education Fund Management Institute (LPDP) together with the Menristekdikti through the International Scientific Publication Award Program, where this effort is in line with one of LPDP's missions, namely to encourage strategic and innovative research that is implementable and creates added value through research funding. In addition, to support the increase in productivity of lecturers' scientific work, the government has also determined scientific work as one of the aspects of Credit Score Evaluation (PAK) and as one of the functional job application requirements. However, these various efforts still need to be supported by other efforts so that the productivity of lecturers' scientific work continues to increase both in quantity and quality. In order to realize the vision of higher education related to the implementation of the Tridharma of Higher Education, and also in support of government efforts in increasing productivity in the field of lecturers' scientific work, every university should develop various strategies implemented to encourage the interest of lecturers to excel in writing scientific papers . Not only state universities, but also private universities. Both of them must compete to support lecturers to contribute in producing superior scientific work.

The most basic thing that can be done to produce superior lecturers' scientific work is to improve the ability of lecturers in writing scientific papers. This research focuses on the strategy of increasing the ability of lecturers in writing scientific papers conducted by private universities in West Nusa Tenggara. The reason for choosing private universities as research locations is because private universities have greater autonomy compared to state campuses. Through this autonomy, private universities can carry out more varied strategies to improve the ability of lecturers in the field of scientific writing.

Researchers have the view that, the study of improving the ability of lecturers to produce scientific work is an interesting study, considering that each university has different strategies in doing so. In addition, a study of this strategy is needed by each university, considering that each university requires alternative strategies to improve the ability of lecturers to write scientific work in their environment, in order to support the achievement of the university's vision, mission and goals.

This research has very high urgency. As previously explained, the strategy to improve the ability of lecturers in writing scientific papers needs to be done to support the achievement of the vision and mission of the university. In addition, scientific work has a considerable contribution in increasing the nation's competitiveness and developing knowledge. Therefore, every university needs a strategy that can help lecturers to improve their ability to write scientific papers continuously. So, lecturers can increase their productivity in producing superior scientific work. Not only that, this research is also very supportive of the efforts made

by the Education Fund Management Institute (LPDP) together with the Menristekdikti in improving publications through the International Scientific Publication Award Program.

RESEARCH METHOD

The research approach used in this study is a qualitative approach, and the research design used in this study is a multi sites study or multi-site study. The research object is 4 of the largest private campuses in West Nusa Tenggara, namely, IKIP Mataram, Muhammadiyah University Mataram, Hamzanwadi University, and SAMAWA University. The data taken in this study relates to the strategy of improving the ability of lecturers in writing scientific papers, the data can be transcripts of interview results, observations, as well as documents in the form of archives, as well as photographs that are related to research. Meanwhile, the data sources in this study are divided into two, namely human and non-human. The source of human data means that researchers make humans key informants (Creswell:2007), namely the Chancellor, Dean, research institute and community service and the lecturers who are in it. Whereas non-human data sources mean that researchers use sources of information that are relevant to research in the form of documents, scientific works, mass media, websites, and so on. In connection with the multi-case study design chosen by the researcher, the researcher determined the research subject with purposive snowball sampling technique, this technique was used to collect the widest possible data through selecting informants who had information related to the focus of the study.

RESEARCH RESULTS AND DISCUSSION

Based on the results of data collection up to data analysis, the following findings were obtained: (1) the purpose of improving the ability and quality of lecturers in writing scientific papers is to implement the Tridharma of Higher Education, realize the campus mission, improve the quality of lecturers in scientific writing, stimulate lecturers to productive in producing scientific work, improving university accreditation, increasing accreditation of study programs, helping to improve the Assessment of Credit Score (PAK) for lecturers, helping to meet the requirements for promotion and lecturer positions, helping to meet the lecturer functional requirements, providing social responsibility and responding to problems what happens in the community through scientific work that is produced, (2) the forms of strategy to improve the ability of lecturers in writing scientific papers are through training activities, allocating research funds and community service , providing facilities for the publication of scientific works in the form of journals, providing incentives for writing scientific papers, and forming lecturers' scientific forums; (3) the supporting factors are the availability of funds and the participation of the faculties and the research institute and community service to provide scientific publication facilities in the form of journals. While the inhibiting factor is the lack of awareness of lecturers to take part in scientific writing training and training, research funds and community services provided by the campus are complicated procedures and the funds are not in line with research costs, the number of journals provided is limited so the publication is not optimal, and in the implementation of scientific forums lecturers, lecturers come from various different disciplines so that the study is not intact.

Forms of Strategy to Increase the Ability of Lecturers in Writing Scientific Work

Increasing the ability of lecturers in scientific writing is done with various forms of strategy. The form of the strategy is reflected through the programs that have been created, the provision of facilities, and budget allocations. The forms of the strategy are in accordance with the opinions of Adjei (2016: 16) which states that strategies can be implemented in the form of developing programs, budgets, and procedures. In addition, the forms of strategy carried out can be classified as specific strategies. This is in accordance with the opinion Metcalfe in Smart (2008: 36) that a specific strategy is a strategy in the form of specific actions to achieve goals.

The form of the strategy to increase the ability of lecturers in writing scientific papers is first through training activities. Diklat is a form of strategy that is mostly carried out by every organization as an effort to improve the quality of human resources. Training is held once a year by the campus. This means that the training organized by the Institute for Research and Community Service (LPPM) is part of a strategic plan that has been described in the form of an annual work program or project. This is in line with Ross (2012: 150) who explained that management strategies can take the form of large-scale planning as outlined in the RENSTRA (Strategic Plan) which is then translated into RENOP (Operational Plan) and after that is further elaborated into the Annual Project or Work Program .

The training material every year varies, this is because the training material delivered must adjust the needs. For example training on Participatory Action Research (PAR) and training in preparing research proposals and community service. The suitability of training materials with needs is very important, because it is closely related to the effectiveness of training in supporting the improvement of lecturers' abilities in writing scientific papers. For this reason, before determining the material, an analysis is first carried out to find out what material is needed to improve the ability of lecturers in writing scientific papers. This is in accordance with Iqbal at.all opinion (2011) that one of the stages before formulating a strategy is to carry out urgency analysis first. Likewise according to Rosset (OECD, 2010) which states that assessment is a process carried out to obtain information in any form that can be used for decision making, both concerning programs and policies that lead to achieving goals.

The follow-up of these activities can also be used as evaluation material to determine the effectiveness of the training activities held. This is in accordance with the opinion of Alkhafaji (2003:109) which states that strategy evaluation activities are related to how to make further improvements to achieve organizational goals in the long term. Based on the evaluation activities carried out, mutual feedback can be obtained to formulate the next strategy. Likewise according to Hasselback at.al (2003: 19) in his explanation that, evaluation can provide effective feedback when clear feedback is obtained.

The form of the strategy is to increase the ability of lecturers in the writing of the second scientific work, namely the allocation of research funds and community service to lecturers. The campus allocates funds to assist lecturers in conducting research and community service. The aim of this strategy is to encourage lecturers to be active in conducting research and community service activities. So that, it can increase the number of scientific works produced from research and community service. The LPPM has the task of making a submission mechanism, determining requirements, conducting verification, and disbursing this research and community service fund.

Based on these findings it can be understood that institutions carry out various ways to support the improvement of lecturers' ability in writing scientific papers, including by allocating financial resources to support the improvement of lecturers' abilities in scientific writing through the provision of research funding. This is in accordance with the opinion of Chander (Hill and Jones, 1995) which defines that the strategy is the determination of the basic long-term goals and objectives of the enterprise, and the adoption of the allocation of resources necessary for carrying out of these goals. The purpose of the statement is the strategy is the determination of the basic goals in the long term, organizational goals, actions or tactics, as well as the allocation of resources for the achievement of goals.

The form of the strategy to improve the ability of lecturers in writing the third scientific work is through the provision of scientific publication facilities in campus environments, namely by providing campus journals. This facility is provided by opening new journals that are in accordance with the study program at the campus. Thus, lecturers' scientific works can be published on the journal campus according to their respective study programs.

The responsibility for managing this journal is not at the central level. But by the unit. The unit can come from the faculty or other units tasked with managing campus journals such as BPPJI (Scientific Journal Publishing and Publishing Agency). This shows that the strategy of increasing the ability of lecturers in writing scientific papers needs to be supported by various parties. The results of this study are in accordance with the opinion of Shamo and Resnik (2009: 186) which states that the implementation of strategic management in non-profit organizations requires all parties to participate. This will have an impact on the increased sense of belonging, sense of responsibility, and feelings of participation (sense of participation). That is, the implementation of strategic management in non-profit organizations not only requires participation from top management, but a joint effort from various parties to support success in achieving the expected goals.

The fourth form of strategy is providing incentives for lecturers who produce scientific work. This incentive is given by the campus as a form of appreciation for lecturers' achievements in producing scientific work. So that, through the existence of these incentives it is expected to motivate lecturers to be more productive in producing scientific work. The amount of incentives given to lecturers varies according to the level of achievement of scientific work produced. The difference in the number of incentives can be seen from the scope of publication of scientific works. Articles published in reputed international scientific journals are given greater incentives than articles that are only published in campus journals and accredited national journals. In addition, this incentive is also given to lecturers who present papers in international forums and also to lecturers who obtain Intellectual Property Rights. The results of these studies indicate that institutions implement strategies to improve competitiveness in the field of scientific work productivity. This is in accordance with the statement from Hunger and Thomas (2003: 16) that through strategies can maximize competitive advantage and minimize the limitations of competitiveness.

The fifth form of strategy is to form a Lecturer Scientific Forum (FORID). This forum is a forum consisting of all lecturers. This forum meeting is held once every month every 5th, the activities in this forum are scientific discussions. This forum is led by a lecturer who is the coordinator. The task of the FORID coordinator is to schedule lecturer presentations, because each meeting in this forum is filled with a presentation of scheduled lecturer papers. Based on these findings it can be understood that there are various types

of strategies that can be done to improve the ability of lecturers in writing scientific papers. Including by forming a lecturer forum. The strategy of forming a lecturer forum can still be regarded as a fairly rare strategy. Increasing the ability of lecturers is thus in accordance with the definition of the strategy revealed by Armstrong (2008: 23) which explains that the strategy is the emphasis on on focused actions that differentiate the firm from its competitors. The purpose of the statement is the strategy emphasizes an action that distinguishes between organizations and other organizations that are competitors.

Based on the forms of strategy discussed based on the research findings from the two cases above, it can be understood that in order to increase the ability of lecturers in scientific writing, private universities have different strategies. The difference in strategy is mainly influenced by financial resources allocated to support the improvement of lecturers' abilities in writing scientific papers. Because most of the implementation of these strategies require costs. In addition, differences in the form of strategy used are also influenced by the condition of the tertiary institution and the policies set.

Supporting Factors and Inhibiting Factors of Strategies to Increase the Ability of Lecturers in Writing Scientific Work

Based on the results of the study, the supporting factors of the strategy were increasing the ability of lecturers in writing scientific papers, namely financial resources. This is because, from the forms of strategy carried out, there are 4 strategies that cannot be done without sufficient funds. The four strategies are training, providing research funding and community service, providing journal facilities, and providing intensive writing of scientific work. This is in accordance with the opinion of Shariatmadari et.al (2012: 17) that at the strategy implementation phase there are three things that must be done, namely making a program, setting a budget, and making a Standard Operational Procedure (SOP). Understanding the budget referred to here is recording related financial resources and allocating funds needed in the implementation of the program.

In addition, the supporting factor of the strategy to improve the ability of lecturers in writing through the Lecturer Scientific Forum (FORID) is the activity of lecturers. This strategy does not require a lot of costs, but the activeness of lecturers is an important supporting factor in the implementation of FORID, while the inhibiting factor is the strategy to increase the ability of lecturers in writing scientific papers related to operational matters. The inhibiting factor of the strategy to increase the ability of lecturers in writing scientific papers through training is that not all lecturers have the awareness to take part in the training activities held. The inhibiting factor of the strategy to increase the ability of lecturers in writing scientific papers through the provision of research funds and community service is that the funds provided by the campus are not too much and the filing flow is complicated.

The inhibiting factor of the strategy to increase the ability of lecturers in writing scientific papers through the provision of journal facilities is that the journal provided is still limited. That is, not all departments have their own journals. And now the campus is starting to open new journals. The inhibiting factor for the strategy of increasing the ability of lecturers in writing scientific papers through the Lecturer Scientific Forum (Forid) is that this forum is held at the institutional level and is attended by all lecturers. So, the lecturers who are in the forum come from different disciplines. So, in each presentation the material presented was different. This causes the study to be carried out to be incomplete.

The strategy to increase the ability of lecturers in writing scientific papers is inseparable from supporting factors and inhibiting factors. This is in accordance with the opinion of Kahsay (2017) that, strategic analysis must be carried out to find strategic suitability between external opportunities and internal strength, as well as to pay attention to external threats and internal weaknesses. Thus, through the analysis of strengths, opportunities, weaknesses, and challenges, it can be identified the supporting factors and their inhibiting factors. The results of this strategic analysis are to maximize the supporting factors and overcome the inhibiting factors.

CONCLUSION

Based on the results of the research findings and discussion, the following conclusions are stated:

- 1. The form of a strategy to improve the ability of lecturers in writing scientific papers*
 - a. The strategy to improve the ability of lecturers in writing scientific papers is reflected through the program of activities and allocation of funds*
 - b. Forms of strategies to improve the ability of lecturers in writing scientific papers through an activity program in the form of training, the establishment of a lecturer scientific forum, and improvement of publication facilities through journals*
 - c. The strategies for improving the ability of lecturers in writing scientific papers through the allocation of funds in the form of providing research funding and community service and providing incentives as a form of appreciation in writing scientific papers.*
 - d. The form of strategy to improve the ability of lecturers in writing scientific papers is influenced by the conditions and policies of the institution.*
- 2. Supporting factors and inhibiting factors for strategies to improve the ability of lecturers in writing scientific papers*
 - a. Supporting factors for the strategy of increasing the ability of lecturers in writing scientific papers are there is a fund allocation for training, there is an allocation of research and community service funds, an effort to add ISBN journal publishing facilities, the allocation of funds for incentives as an award to outstanding lecturers in producing scientific work, as well as activeness of lecturers in attending lecturers' scientific forums.*
 - b. The inhibiting factor is the strategy of increasing the ability of lecturers in scientific writing, not all lecturers take part in training activities, the amount of research funds and community service is not too much and the procedure is complicated, limited journal facilities, lecturers' scientific forums are still carried out at the institutional level different disciplines.*
 - c. The difference in supporting factors and inhibiting factors of the strategy to increase the ability of lecturers in writing scientific papers is influenced by the circumstances and policies in each institution.*

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