

## **STRENGTHENING STUDENT CAPACITY IN THE PUBLICATION OF SCIENTIFIC PAPERS**

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### **Abstract**

The purpose of this study is to determine the strengthening of student capacity in writing scientific papers. The research method used is qualitative descriptive research, as for the power collection techniques used include; observation, interviews and documentation. Data analysis using qualitative analysis with steps in data analysis techniques include: data reduction, data display and verification. The results of the study can be explained that this study tries to direct the writing of scientific papers to publication. Publications can be in the form of articles, learning modules or book chapters. This is an obligation for lecturers and students in order to improve the quality and quantity of publications on campus. Thus, the implementation process of the tri dharma of higher education must be directed to outputs that can be published. Although it is considered less than optimal, the improvement process continues to be carried out by the campus to meet the publication rules. This improvement is carried out by providing training in writing scientific papers and publications as a form of campus efforts in terms of publication. Strengthening student capacity is also the main task target because it needs more training in terms of writing and publication

**Keywords:** *Capacity Building, Publications, Scientific Papers.*

## Introduction

Education develops according to the needs of society and the times. This is undeniable for users or managers of higher education institutions today. The output (output) of educational institutions must be increased, especially in the publication of scientific works of both lecturers and students. The mindset of teachers is still unable to collaborate on the external-based learning process. Strengthening the capacity of students in the learning process should be collaborated between the teaching process and research. So that the output produced in the learning process is visible in real terms both in terms of article publications, learning modules, book chapters and the like.

At this time, many studies discuss strengthening the capacity of students and writing scientific papers. Darmalaksana, explained in his research that the implementation of writing classes has a strategic role in strengthening the capacity of students interested in the Islamic religious field to create an improvement in the quality of writing, achieve success in preparing article manuscripts, and realize the success of publications in scientific journals (Darmalaksana, 2021). Saputri and Hartono, described in their research that students experienced an increase in knowledge and insight into scientific work and the procedures for writing and compiling it. And students immediately apply the results of the seminar into the scientific work project they are working on (Saputri, 2022). Darmalaksana and Suryana, explained the importance of correspondence in publications to facilitate and improve the quality and quantity of publications. From the results of the research above, the problems taken are more focused on writing scientific papers. While in this study it is more directed at the publication of scientific papers.

The publication of scientific papers, as circulars of the Ministry of Education and Culture of the Directorate General of Higher Education Number: 2050/E/T/2011 concerning the Policy of Uploading Scientific Papers and Journals (Kemendikbud, 2011), and Number 152/E/T/2012 concerning the Publication of Scientific Papers (Kemendikbud, 2012), is an obligation for students to publish the results of their scientific work in national journals, accredited national journals to international journals. This is done by the campus as a form of improving the quality and quantity of scientific paper publications of academics. Research activities are based on rational, empirical and systematic scientific features. In general, the purpose of writing scientific

papers in the form of research is three types, namely discovery, proof and development (Siregar, 2019). Publication can be achieved if all elements can collaborate well, especially lecturers and students.

Students with the slogan agent of change and control, make students part of higher education institutions. Students ideally always carry out various activities for the advancement of society as a scientific base. Students should not be limited to carrying out activities only to support the survival of the organization (Suroto, 2016). Strengthening student capacity is expected to provide changes to individual students and educational institutions of course. Forms of capacity strengthening provided by the campus to students such as training in writing scientific papers, Mendeley Reference Manager and submitting reputable journal articles.

The training is intended so that students have a written work to publish, so that its existence can be recognized by the outside world. With scientific work, it is hoped that it can contribute thoughts and benefits academically. Thus, the high and low cumulative index assessment is no longer an absolute measure of a person to assess student competence. Based on the problem and some previous research above, it shows that the writing of scientific papers has not yet arrived at the output results in the form of publications. This is a joint task between lecturers and students in improving the output of the tri dharma in the form of publications. For this reason, the mastery of student capacity needs to be improved, so that collaboration between lecturers and students can run well. The purpose of this study is to determine the strengthening of student capacity in writing scientific papers.

## **Methods**

The research method used is qualitative descriptive research. A research approach aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts individually and in groups. The data generated descriptive data is in the form of written or spoken words of people and observed behaviors (Moleong, 1999; Sukmadinata, 2007). The data collection techniques used include; observation, interviews and documentation. Data analysis using qualitative analysis with steps in data analysis techniques include: data reduction, data display and verification (Milies, 1984).

## **Result And Discussion**

The results of the observations of this study can be described that the learning output carried out by lecturers is still diverse. There are some lecturers who only make paper assignments and presentations a measure of output in learning. Papers as independent or group assignments presented in class according to the order of theme. Not many papers are corrected according to the systematics of writing scientific papers in general. It can be said that this task is only to be a discussion material that is academically less accountable. This is because, there are still many who copy and paste. So, the plagiarism rate is still very high.

There are several lecturers who have high targets in learning outcomes, which must be in the form of book chepters or articles. In addition, some come to the publication of non-accredited national journals. The output in learning is still not a standardized standard, so the learning outcomes are left to their respective lecturers. This was confirmed by the lecturer in the interview, stating that:

Learning outcomes on this campus have not been standardized, so the development of semester learning plans is submitted to the lecturers who teach the courses. Likewise, assignments and outputs in each course are handed over to the lecturer. The output publication process remains a priority, but this is gradual and the campus has not required that all outputs must be published.

The results of the interview above show that the campus is improving to adjust to the demands and needs of the world of education. Understanding of collaboration in the fields of education, research and community service involving students continues to be carried out. This is intended so that lecturers are willing to collaborate together. In terms of education, for example, learning outputs can be directed to publication. In addition to field experience practice and real work lectures whose output must be published in the form of articles. The campus does not remain silent in responding to the external demands of these learning outcomes. Training on the authorship of scientific papers, Mendeley Reference Manager and submitting reputable journal articles are campus efforts in making changes. It remains only how lecturers assist students and make this publication an external achievement in the lectures they are capable of. As one of the lecturers said in the interview, said;

The important thing after the training is to provide assistance and evaluate so that student outputs are in accordance with the learning outcomes we plan. The abilities of students vary, some are quick in capturing lessons to the targeted output. There is something slow but certain in completing the tasks given by the lecturer. However, it is necessary to underline with the training provided providing new motivation for students to write. Because, previously, the writing of scientific papers experienced a break in ideas when in the middle of the road, so it did not reach the final stage, let alone until publication.

The efforts made by the campus have been maximized in its efforts to increase the publication of scientific papers. Because publication is important for strengthening the capacity of students in the future. So there are other alternatives in assessing student abilities in addition to the cumulative index assessment. The more publications that are carried out shows the increasing quality and capacity of students in writing.

### **Conclusion**

The results of the above research, can be explained below this study tries to direct the writing of scientific papers to publication. Publications can be in the form of articles, learning modules or book chepter. This is an obligation for lecturers and students in order to improve the quality and quantity of publications on campus. Thus, the implementation process of the tri dharma of higher education must be directed to outputs that can be published. Although it is considered less than optimal, the improvement process continues to be carried out by the campus to meet the publication rules. This improvement is carried out by providing training in writing scientific papers and publications as a form of campus efforts in terms of publication. Strengthening student capacity is also the main task target because it needs more training in terms of writing and publication.

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