

SCIENTIFIC PUBLICATIONS IN EDUCATION: A “SCOURGE” FOR ACADEMICS

**Oktaviani Adhi Suciptaningsih¹, Khusnul Khotimah¹, Mardhatillah¹,
Muhibuddin Fadhli¹**

¹Universitas Negeri Malang, Malang, Indonesia

* Corresponding email: oktaviani.suciptaningsih.pasca@um.ac.id

ABSTRACT

Scientific publication is an academic activity that must be carried out. This article aims to analyze scientific publications in education: the “scourge” for academics. Several academics consisting of 10 lecturers, 10 teachers, and 10 students were interviewed to obtain valid data. Apart from that, observations and analysis of several documents were carried out to support valid data. The results show that academics have difficulty carrying out scientific publications due to limited knowledge and information regarding how to write scientific articles by journal standards, difficulty finding credible journals, difficulty identifying journals that suit the topic and scope of the article, language limitations, high publication costs, and intensity. Rejection from the journal editor. Based on the treatment carried out, namely through training on the effective scientific publication strategy "MeRePeCeKoRe", there was an increase in the knowledge and ability of academics to conduct scientific publications by 80%. Academics need practice and a habit of writing articles to improve their skills in scientific publications.

Keywords: *scientific publications, education, academics.*

INTRODUCTION

Scientific publication is one of the mandatory activities that must be carried out by academics, students, teachers, and lecturers. Scientific publication is the dissemination of research results or scientific studies in the form of scientific journal articles, books, conferences, and scientific presentations to the public

and scientists through various media (Abrams, et.al, 2019; Beck, et.al, 2019; Bakhtiar, 2023). The benefits of scientific publication include as a requirement for promotion or graduation, as conveyed by Gusmuliana, et.al (2022) that the government requires every Indonesian student, especially those who are studying at the doctoral level to publish in international journals before graduating. Nawaz, et.al (2023) stated that the involvement of medical students in research projects for years at the beginning of medical school is also positively related to ongoing scientific publications before and after graduation. Another benefit is to improve the reputation and existence of researchers as stated by Rotolo, et.al (2022), namely one of the benefits of scientific publications carried out by researchers is to build a reputation, attract and retain researchers, access external knowledge, and resources and support commercialization strategies. Polas (2023) states that the benefits of scientific publications are proof of competence and portfolio. Estevez, et.al (2022) states that research track records are used for future research development. Meanwhile, Li, et.al (2018) state that scientific publications can contribute to the development of science, and Pulford, et.al (2022) states that scientific publications can build national and international networks.

Carrying out scientific publications in accredited national journals or reputable international journals is not easy. The above was also experienced by several lecturers and students at PTN A and teachers at SMPN A. The urgency of this article is to analyze why scientific publications in education are seen as a "scourge " for academics.

METHODS

To obtain valid data, in-depth interviews were conducted with 10 lecturers and 10 students at PTN A and 10 teachers at SMPN A. In addition, direct observation was conducted in the training activities for compiling scientific articles in the Sinta journal for lecturers, students, and teachers to see the extent of the participant's knowledge and skills in conducting scientific publications, especially the publication of scientific articles in the Sinta journal. Based on the results of in-depth interviews, observations, and document results from the training, data triangulation was carried out, namely comparing various data and information obtained from the three techniques to obtain valid and credible data. Data analysis was carried out using the case study stages proposed by Stake, namely data category aggregation, direct interpretation, forming patterns, and naturalistic generalization. In this case, the researcher must determine what to look for, create code categories, and determine potential correspondents. In data analysis, the researcher used coding techniques consisting of open coding, axial coding, and selective coding. In open coding,

the researcher recapitulates and conceptualizes the data. In axial coding, the researcher categorizes. In selective coding, researchers connect the categories that have been created with the research object.

RESULTS AND DISCUSSION

The results of the study show that writing scientific articles and publishing them in national and international journals is not an easy thing to do for lecturers, students, and teachers. The following are the results of research on the knowledge and skills of 10 lecturers, 10 students of PTN A, and 10 teachers of SMPN A regarding scientific publications:

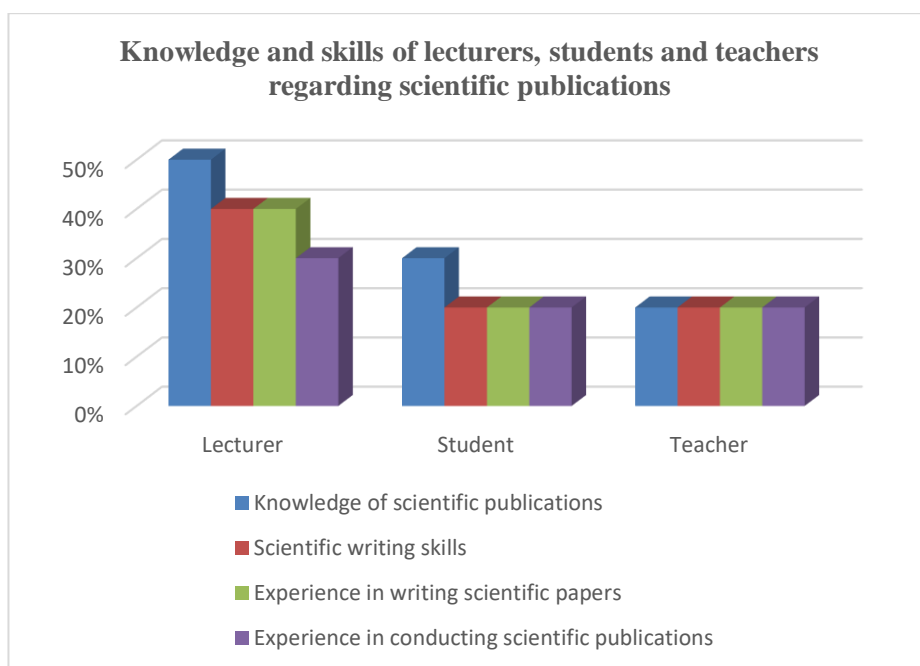


Figure 1. Knowledge and skills of lecturers, students, and teachers regarding scientific publications

Based on the figure, it shows that 5 lecturers, 3 students, and 2 teachers know of scientific publications, while those who have skills in writing scientific papers and experience in writing scientific articles are only 4 lecturers, 2 students, and 2 teachers, those who have experience in conducting scientific publications are only 3 lecturers, 2 students, and 2 teachers. The low level of knowledge regarding scientific publications, especially in journals, is the reason why lecturers, students, and teachers have a negative perception of scientific publications in accredited national journals and reputable

international journals. Based on the theory of planned behavior (Ajzen, 1991), states that a person's attitude towards an object will influence a person's desire to behave which will ultimately determine the person's real behavior. The perceptions and attitudes of lecturers, students, and teachers regarding the difficulty of conducting scientific publications, especially journal article publications, are a "scourge", so they are reluctant to write and publish. This is also supported by the results of research by Abdilllah, et.al (2020), namely that the low level of knowledge of lecturers regarding scientific publications at PT A and B in Pekanbaru City affects the minimal output of quality scientific publications at both PTs.

Based on the results of in-depth interviews, the following data was obtained:

Table 2. Obstacles in publishing articles in journals.

No.	Obstacles	Lecture	Student	Teacher
1.	Due to limited knowledge and information regarding how to write scientific articles by journal standards	8	10	10
2.	Difficulty finding credible journals	9	10	9
3.	Difficulty identifying journals that suit the topic and scope of the article	8	10	10
4.	Language limitations	8	10	10
5.	High publication costs and intensity	10	10	10
6.	Rejection from the journal editor	10	10	10

Based on the table above, shows that lecturers, students, and teachers stated that the main obstacles in publishing scientific articles in journals are high publication costs and rejection from journal editors. Other obstacles are limited knowledge and information on how to write scientific articles according to journal standards, difficulty finding credible journals, difficulty identifying journals that match the topic and scope of the article, and language limitations. This is also reinforced by several studies, including the results of research by Marmoah, et.al (2021) showing that the competence of teachers at Elementary Schools in Nogosari District, Boyolali Regency in research and publication is only 26.98%. Nuriadi, et.al (2023) stated that some of the obstacles faced by lecturers in publishing research results are the ability to write and find ideas, the ability to use technology, foreign language skills, minimal collaboration, and literature reviews. Andriyani (2023) stated that the obstacles experienced by students in conducting scientific publications are that students have difficulty in determining target journals students do not yet know about writing scientific journals and have not mastered online technology in publishing research results through online journals.

The results of the study show that through training on effective scientific publication strategies "MeRePeCeKoRe" There was an increase in the knowledge and abilities of lecturers, students, and teachers in conducting scientific publications, especially the publication of scientific articles in journals, by up to 80%. "MeRePeCeKoRe" adalah akronim dari "(1) Mencari jurnal yang kredibel, (2) Review artikel jurnal yang dituju, (3) Penulisan artikel

sesuai template jurnal, (4) Cek ricek kelengkapan dan kualitas artikel, (5) Kolaborasi interdisipliner, dan (6) Responsif terhadap umpan”. Training by accustoming participants to carry out the six stages increases participants' knowledge and skills. Based on the Classical Conditioning theory put forward by Pavlov (1941) where behavior can be obtained through a habituation process, namely a repetitive process, habituation carries out 6 stages “MeRePeCeKoRe” can increase knowledge, skills, and experience in publishing scientific articles in journals.

CONCLUSION

Lecturers, students, and teachers must have knowledge, skills, and experience in conducting scientific publications, especially the publication of scientific articles in accredited national journals and reputable international journals for various scientific reasons, both educational, professional, and commercial reasons. Adequate knowledge and skills and the habit of carrying out the "MeRePeCeKoRe" stages can improve the quality of scientific publications in lecturers, students, and teachers.

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