Scientific Paper Writing Training: A Boost to Scientific Publication at Institut Agama Islam Nahdlatul Ulama Bangil

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Article Info

ABSTRACT

Institut Agama Islam Nahdlatul Ulama Bangil is a private university in East Java, Indonesia, affiliated with Nahdlatul Ulama. Despite its commitment to quality education based on Islamic values, the university's lecturers face challenges in publishing scientific articles. Previous research underscores the importance of training, workshops, and technology tools in improving lecturers' scientific publication skills. This article proposes a Participatory Action Research approach for scientific article writing training, involving issue identification, active lecturer involvement, planning, implementation, and evaluation. This approach fosters collaboration and enhances lecturers' scientific writing abilities. Similar successful approaches in other institutions highlight the potential positive outcomes of such training. The goal is to empower lecturers, boost publication rates, and contribute to individual and institutional advancement.

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1. INTRODUCTION

Institut Agama Islam Nahdlatul Ulama Bangil (IAI NU Bangil) is a private university located in Bangil, Pasuruan Regency, East Java, Indonesia. It was founded in 1986 as Sekolah Tinggi Agama Islam Pancawahana (STAIPANA). In 2020, it was elevated to the status of an institute and renamed IAI NU Bangil. IAI NU Bangil offers undergraduate programs in Islamic studies, education, and social sciences. It also offers postgraduate programs in Islamic studies and education. The university is affiliated with Nahdlatul Ulama, the largest Islamic organization in Indonesia. IAI NU Bangil is committed to providing quality education that is based on Islamic values.

Based on data from PDDIKTI, the number of homebase lecturers is currently 38 people with details that can be seen in Table 1.

Table 1. IAI NU Bangil Lecturer Data

No	Department	Number of Homebase Lecturers
1	Bimbingan Penyuluhan Islam (BPI)	7
2	Hukum Keluarga Islam (Ahwal Syakhshiyyah)	6
⋮	⋮	⋮
6	Tadris Bahasa Inggris	6

Based on data at SINTA, there are only 27 lecturers registered in SINTA. There has not been a single article that has penetrated Scopus, while there have been 121 articles that have been indexed by Google Scholar and have been cited 849 times. However, out of 121 articles, only 49 articles have been cited.

Lecturers need to write scientific articles for various reasons. In some universities, lecturers are required to publish scientific articles as part of their job requirements. This is often seen as a way to measure their productivity and contribution to the academic community [1], [2]. Writing scientific articles allows lecturers to share their research findings and knowledge with a wider audience. This can help to advance their field of study and contribute to the development of new ideas and theories [3], [4]. Publishing scientific articles in reputable journals can help to build a lecturer's reputation and establish them as an expert in their field. This can lead to opportunities for collaboration, speaking engagements, and other professional opportunities [4], [5]. Writing scientific articles requires a deep understanding of the subject matter, which can help lecturers to improve their teaching. They can use their research findings to develop new teaching materials and approaches that are based on the latest research [2], [6]. Publishing scientific articles can also help lecturers to advance their careers. It can lead to promotions, tenure, and other professional opportunities [5].

Previous research related to improving the scientific publication of lecturers has explored various approaches and strategies. These studies have focused on providing training, workshops, and socialization to enhance the writing and publication skills of lecturers. The research findings highlight the importance of technical support and the utilization of technology tools such as Grammarly, Quillbot, and Mendeley to address common challenges faced by lecturers in writing scientific articles. Here is a summary of the key findings from the research:

1. The research titled "Penguatan Teknologi Informasi untuk Penulisan Artikel Tindakan Kelas bagi Guru SMPN 1 Taman Sidoarjo, Jawa Timur" [7] emphasized the significance of technical support in utilizing technology tools to overcome challenges faced by teachers in writing scientific articles. The study provided assistance to teachers from SMP Negeri 1 Buduran Sidoarjo by offering training and mentoring sessions. The training and guidance proved beneficial in improving the instructors' abilities to write high-quality scientific publications.

2. The research titled "Upaya Peningkatan Keterampilan Penulisan dan Publikasi Artikel Ilmiah Melalui Pelatihan bagi Guru MGMP Ekonomi SMA se-Gerbangkertosusilo" [8] focused on providing training to economics teachers in high school teacher working groups in Gerbangkertosusilo. The study consisted of two phases, with the first phase involving the delivery of general materials in an auditorium and the second phase comprising training sessions in a meeting room. The results indicated that 50% of the participants responded positively to the training, and there was an improvement in the teachers' understanding of scientific writing and publication.

3. The research titled "Karya Tulis Ilmiah: Sosialisai Penulisan dan Publikasi Bagi Guru-Guru Se-Kecamatan Amanuban Tengah" [9] highlighted the need for socialization activities to enhance the understanding of teachers in Amanuban Tengah district regarding scientific writing and publication. The research involved a one-day socialization event conducted through lectures and discussions. The outcomes of the activity included improved understanding among the participants regarding the concept and systematics of action research, referencing high-quality scientific articles using Mendeley, and the process of writing and publishing scientific articles.

4. The research titled "Workshop Penulisan Artikel Publikasi Ilmiah Bagi Guru SMP Kabupaten Nganjuk Untuk Peningkatan Kualitas Publikasi Guru" [10] addressed the challenges faced by teachers in SMP Kabupaten Nganjuk in meeting the requirements for scientific article publication. The study conducted a workshop to improve the quality of teacher publications. The workshop covered topics such as adjusting articles to writing standards, guidance on various stages of article writing, and the use of Mendeley for citation and plagiarism checks. The results showed positive responses from the participants, indicating the effectiveness of the workshop in enhancing the quality of teacher publications.

5. The research titled "Workshop Pembuatan dan Publikasi Artikel Ilmiah Di Jurnal atau Prosiding Untuk Dosen serta Mahasiswa" [11] aimed to improve the publication records of lecturers and students at STKIP Singkawang. The research conducted workshops on systematic and high-quality journal publication. The workshops covered topics such as adapting articles to writing standards, guidance throughout the article

writing process, and utilizing tools like Mendeley for citation and plagiarism checks. The outcomes of the research included successful workshop implementation and improved publication quality.

In conclusion of previous research has highlighted the importance of providing training, workshops, and socialization activities to improve the scientific publication of lecturers. The utilization of technology tools and technical support has proven effective in addressing challenges faced by lecturers in writing scientific articles. Based on the results of previous research, to increase the publication of articles by IAI NU Bangil lecturers, community service is needed in the form of article writing training for lecturers at IAI NU Bangil. It is hoped that with this training, lecturers will be more motivated in writing works in the form of scientific articles which are very useful for individuals and institutions.

2.   METHOD

The methodology of community service in scientific article writing training activities for IAI NU Bangil lecturers uses the Participatory Action Research (PAR) approach. PAR is a research approach that involves collaboration between researchers and groups of people in iterative cycles of goal setting, analysis, planning, implementing, monitoring, and reassessing progress[12]. PAR aims to minimize the distance between end-users and researchers through action and dialogue, and it involves continuous learning from all participants [12], [13]. PAR is especially valuable in contexts where there is rapid change, high social inequality, and great uncertainty about the future, which drives stakeholder demands for information to support their goals [14]. PAR has been used in various fields, including intercultural psychology [13], conservation and development [14], and education [15].

In the context of scientific article writing training activities for IAI NU Bangil lecturers, the PAR approach can be used by involving lecturers as active participants in planning, implementing, and evaluating activities. Lecturers will be involved in identifying problems, formulating training strategies, and participating in discussions discussing articles being written by lecturers. The PAR approach also allows for a better understanding of the needs and challenges faced by lecturers, so that training can be tailored to their needs. By actively involving lecturers, the PAR approach can increase the involvement and quality of scientific article writing training for IAI NU Bangil lecturers.

The steps we use are as follows:

1. Identify the Problem
    Identify problems faced by IAI NU Bangil lecturers related to writing scientific articles. For example, difficulty in understanding the structure of scientific articles, lack of knowledge about quality references, or problems in overcoming plagiarism.
2. Lecturer Participation
    Involving IAI NU Bangil lecturers actively in the service process. Lecturers must be involved in planning, implementing, and evaluating training activities. The participation of these lecturers is important to ensure the relevance and sustainability of activities.
3. Event Planning
    Plan scientific article writing training activities that cover topics such as scientific article structure, good writing techniques, proper use of references, and how to overcome plagiarism. Planning also involves selecting learning methods that fit the PAR approach, such as group discussions, case studies, or simulations.
4. Training Implementation
    Conducting scientific article writing training by involving IAI NU Bangil lecturers as active participants. Training can be done in the form of workshops, discussions, or mentoring sessions. During the training, lecturers are invited to share experiences, discuss, and collaborate in writing scientific articles.
5. Evaluation and Follow-up
    Evaluate training activities and identify follow-up steps that need to be taken. This evaluation can involve feedback from IAI NU Bangil lecturers and other stakeholders. Follow-up can be in the form of advanced training, individual mentoring, or development of scientific article writing resources.

By using the PAR approach, scientific article writing training activities for IAI NU Bangil lecturers can involve active participation of lecturers in every stage of activity. This approach allows lecturers to learn collaboratively, share experiences, and improve their scientific article writing skills.

3.   RESULT AND DISCUSSION

The first stage in this devotion is the identification of the problem. On June 14, 2023, we from the Qaryah Thayyibah Universitas Islam Negeri Maulana Malik Ibrahim Malang service team invited representatives from IAI NU Bangil lecturers to identify what problems I had related to lecturer publications at IAI NU Bangil. From the discussion with him obtained some notes. The number of articles written by IAI NU Bangil is mostly dominated by a few lecturers, while some still have obstacles in writing scientific articles. In addition, articles written by lecturers at IAI NU Bangil mostly focus on submitting to nationally accredited journals. On the other hand, the opportunity to get research with large enough funds to be able to submit to reputable international journals is still very small when compared to universities. IAI NU Bangil actually has a journal, but because many factors cause its management to be less than optimal. Even though internal journals are one way to be able to boost the number of publications of a university.

The second stage is the participation of lecturers. In making this training activity, we also invite lecturers there to be involved in planning, implementing and evaluating training activities. In terms of planning, we were assisted by several lecturers from there regarding the room and socialization of activities. IAI NU Bangil is also ready to help regarding banners for training. In the selection of resource persons, because considering the problems that have been identified in stage one, we agreed with IAI NU Bangil to invite an editor of a scientific journal that has been indexed by Scopus and is included in the Q1 category.

Enter the third stage, namely activity planning. The activity was agreed to be held on June 21, 2023 and focus on writing scientific articles. The activity is divided into 2 sessions. The first session will focus on delivering material on the general description of good scientific articles to how to submit articles to scientific journals. The second session will be a discussion about the articles being written by the lecturers. The session began with the speakers dissecting the contents of the articles that had been written by the participants, then continued with discussions involving other participants so that the articles being written by the participants received a lot of input and could be improved into more quality articles. In addition, it is hoped that the second session can spur other lecturers to get ideas for writing articles and finally be motivated in writing scientific articles.

The fourth stage is the implementation stage of training. The training will be carried out according to plan, namely June 21, 2023 and with agreed speakers. At the beginning of the first session, the resource person conveyed the reason why an article was rejected by the journal. The thing that most often makes an article rejected by the journal is that the submitted article is often not in accordance with the scope determined by the journal. In addition, often writers in writing articles do not comply with the instructions in writing. Each journal has different writing rules from other journals. There are also those who are rejected because they wait too long for an answer from the author. The journal has a deadline for publication. Although the writing is quite good and only gets minor revisions, if the author does not immediately correct and respond, the journal may reject the article because it exceeds the revision deadline. There are also those who collect revisions to articles but after inspection have not been revised.

Still in the same session, the resource person explained the article review process. This is intended so that participants understand what stages will be passed so that the article can be published. Starting with the author sending the article through a system that has been provided by the journal (the most common currently using OJS). After the article is submitted, the editor will check the suitability of the article with the scope of the journal. If it is appropriate, then proceed to the next stage, while if it is not appropriate, it will be rejected. The next stage is plagiarism checking. Most journals currently use turnitin to check plagiarism. Each journal also has different standards related to the limits of an article said to be plagiarism. If it passes the plagiarism checking stage, the article is declared original and entered at the review stage. At the review stage, articles may be accepted immediately, but there are also those that need to be improved so that the journal will contact the author to correct the articles that have been submitted, but there are also articles that are rejected at this review stage. Articles that have been accepted at the review stage will be processed by the editor for publication.

In the review stage, a reviewer will check starting from the title, abstract, state of the art, research gap, originality, methodology, results, discussion, benefits, conclusions, and bibliography. There are journals that use a blind review system, so the author does not know who is reviewing. There are also journals that ask authors to recommend the reviewers they want.

When explaining the state of the art and research gaps, there are those who ask about how to quickly find articles related to research and look for research gaps. To answer this, we share quick tips on finding the state of the art and research gaps with the help of "Publish or Perish" and "VoSViewer" software. We show the process step by step starting from how to collect literature data related to the research being conducted using "Publish or Perish" to visualization of research gaps using "VoSViewer".

In the second session, discussions were held discussing articles that have been written by several participants and are or will be submitted in journals both nationally and internationally. There were three participants who were ready to dissect the article. There are articles that use a qualitative approach, some that use quantitative. The article that received the most attention from the participants was an article related to

literature review conducted by one of the participants. In the literature review, participants use "Publish or Perish" and "VoSViewer" as previously described. And other participants get an idea of what kind of examples need to be discussed in literature review research, as well as how to package them into a good scientific article form.

At the fifth stage, an evaluation is carried out. After the training activity, the committee asked several participants to convey messages, impressions and suggestions from the service activities that had been carried out. Some participants were very happy with this training. There were participants who were greatly helped by this training, where he was facilitated in finding ideas in writing a scientific article. There are also participants who want a deeper discussion regarding the use of appropriate analytical tools for their research ideas. Several journal administrators at IAI NU Bangil also said that after the training on writing this article, they wanted to learn about the governance of Scientific Journals to Universitas Islam Negeri Maulana Malik Ibrahim Malang.

4.   CONCLUSION

In conclusion, IAI NU Bangil, a private university affiliated with Nahdlatul Ulama and located in East Java, Indonesia, has shown a commitment to offering quality education based on Islamic values. However, its lecturer engagement in scientific article publication has faced challenges, with a limited number of articles published in reputable journals. Prior research in this field emphasizes the significance of training, workshops, and technology tools to enhance the scientific publication skills of lecturers. To address this, a Participatory Action Research (PAR) approach is proposed for IAI NU Bangil lecturers' scientific article writing training. This approach involves identifying issues, involving lecturers actively, planning training activities, implementing the training, and evaluating its impact. By using the PAR approach, lecturers' involvement in every phase of the training can enhance the quality of their scientific article writing skills. The success of similar approaches in other institutions underscores the potential positive outcomes that can be achieved through such training. This community service aims to empower lecturers, improve article publication rates, and ultimately contribute to the advancement of both individuals and the institution.

5.   ACKNOWLEDGEMENTS

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