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TRAINING FOR LECTURERS AT PTKK IN PRODUCING SCIENTIFIC RESEARCH AND PUBLICATIONS

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Abstract

This training aimed to enhance the functional position of lecturers by improving their research and publication skills, which in turn contributes significantly to the overall quality of higher education. The program focused on building independent learning capabilities and offering new experiences and knowledge through a qualitative approach utilizing the Research and Development (R&D) model. The primary beneficiaries of this program were 24 lecturers from two higher education institutions (Perguruan Tinggi Keagamaan Kristen - PTKK). The activities included structured training, workshops, and mentoring sessions, employing the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The results of this program were highly positive: 1) The training model employed proved to be more engaging and effective, significantly enhancing participant interest compared to previous trainings; 2) The research and scientific publications produced by the lecturers saw a substantial increase, indicating the effectiveness of the ADDIE-based training model; 3) Participants demonstrated improved understanding of the critical importance of research and publication in advancing their academic careers, which directly impacts their ability to progress in their functional positions.

Keywords: Academic Career, Scientific Work, Training, Research, Publication

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Abstract. Pelatihan ini bertujuan untuk meningkatkan jabatan fungsional dosen melalui pengembangan keterampilan penelitian dan publikasi karya ilmiah, yang pada gilirannya berdampak signifikan pada peningkatan mutu perguruan tinggi. Program ini berfokus pada pembangunan kemampuan belajar mandiri serta memberikan pengalaman dan pengetahuan baru melalui pendekatan kualitatif dengan menggunakan model Penelitian dan Pengembangan (R&D). Penerima manfaat utama dari program ini adalah 24 dosen dari dua perguruan tinggi (Perguruan Tinggi Keagamaan Kristen - PTKK). Kegiatan yang dilaksanakan meliputi pelatihan terstruktur, lokakarya, dan sesi pendampingan dengan menerapkan model ADDIE (Analysis, Design, Development, Implementation, and Evaluation). Hasil dari program ini sangat positif: 1) Model pelatihan yang diterapkan terbukti lebih menarik dan efektif, secara signifikan meningkatkan minat peserta dibandingkan dengan pelatihan sebelumnya; 2) Penelitian dan publikasi ilmiah yang dihasilkan oleh dosen meningkat secara substansial, menunjukkan efektivitas model pelatihan berbasis ADDIE; 3) Peserta menunjukkan peningkatan pemahaman tentang pentingnya penelitian dan publikasi ilmiah dalam memajukan karir akademis mereka, yang secara langsung mempengaruhi kemampuan mereka untuk berkembang dalam jabatan fungsional mereka.

Kata-kata Kunci: Karir Dosen, Karya Ilmiah, Pelatihan, Penelitian, Publikasi

INTRODUCTION

Perguruan Tinggi Keagamaan Kristen (PTKK) is a sub-system of higher education based Minister of Education and Culture Decree No. 0359/U/1996, and confirmed through Law no. 12 of 2012 concerning Higher Education,has a strategic role in educating the nation's life and advancing science and technology. Apart from carrying out education as mandated by Law Number 20 of 2003 concerning the National Education System Article 20, universities are obliged to carry out research and community service. Law Number 12 of 2012 concerning Higher Education Article 45 emphasizes that research in higher education is directed at developing science and technology, as well as improving the welfare of society and the nation's competitiveness.

Based on article 5 of Republic of Indonesia Law No. 12 of 2012, in order to fulfill the objectives of higher education, lecturers are required to disseminate their research works in scientific publications. This type of scientific publication, according to article 8 of the Regulation of the Minister for Empowerment of State Apparatus and Bureaucratic Reform No. 17 of 2013, can be in the form of reference books, textbooks, monographs, articles in mass media, and national and international scientific journals.

Furthermore, the obligation to create and disseminate scientific work becomes an instrument for determining a lecturer's career path. Permenpan No. 46/2013, which has replaced several articles in Permenpan No. 17/2013, regulates career paths related to this scientific publication. In article 26 paragraph 3, it is stated that promotion to a lecturer's academic position to become (a) Lector must at least have scientific work published in a scientific journal; (b) The Head Lecturer for Doctoral Programs is required to have accredited

national journal publications; (c) Head Lecturer for Masters must be an international journal; and (d) Professors must have publications in reputable international journals.

That to get good research, lecturers need to follow programs related to research activities, and how to get research resources (Akour & Alenezi, 2022). That to measure the capacity of lecturers in conducting research, and regarding the extent to which lecturers have expertise in conducting and publishing the results of their research, adequate competence is needed from lecturers (Núñez-Canal et al., 2022). Apart from that, lecturers as researchers must also fulfill various requirements, including having the willingness and ability to study and understand knowledge, find and raise research problems, think critically, develop theoretical concepts, analyze and evaluate research results (Simanjuntak et al., 2023). Several indicators that are generally used to assess the scientific productivity of a professional lecturer, including the number and quality of scientific publications, awards and recognition for their work and scientific integrity, as well as the level of scientific activity, such as membership in scientific institutions and participation in seminars, workshops and other scientific activities (Gaus & Hall, 2016).

Based on the results of a preliminary study, namely based on an analysis of the need for this training, carried out using interview techniques and document study. Study of documents reporting data on lecturers' functional positions from the PTKK Personnel Bureau shows that the promotion of lecturers' career levels stops at the rank of lecturer/IIId. The recapitulation data from the PTKK Personnel Bureau report shows that of the 26 lecturers who stopped being promoted, with details of Lector/IIId = 5 lecturers, Assistant Expert/IIIb = 14 lecturers, and non-position = 7 lecturers. This is because lecturers are unable to produce research worthy of publication in national and international scientific journals.

Furthermore, interviews were conducted using an interview sheet with the head of the foundation as the education organizer, the head, puket 1 (academic field), and 3 heads of study programs regarding the obstacles lecturers had in making research and publishing scientific work in national and international journals showing the results that the training that was followed during This is less effective because: a) lecturers experience limited books/learning resources, b) lack of time to attend training because it is taken up for teaching duties, c) lecturers lack competence in producing competitive research that is worthy of publication in reputable national and international scientific journals, d) the training methods held have not been effective, this is because there is no training model that is intensive, systematic and continuously observed by the facilitator from the stage of producing quality research work, writing the research results in the form of articles, up to the stage of publishing them in journals. national, and, or reputable international journals, meeting time is

limited and must gather in one place and in the same room. Meanwhile, lecturers who have produced research also experience problems, namely lecturers sending their research results to scientific journals, but the research results cannot be published because the research results do not meet the standard requirements for scientific writing.

The phenomenon of ineffective training carried out so far, as mentioned above, shows that lecturers as adults are not yet able to learn independently. Lecturers are still dependent on trainers, even though trainers are not necessarily willing to be asked for guidance outside of the training period. This situation has an impact on the low competence of lecturers in producing research works and publishing scientific papers.

The results of the interviews related to the training material, found information that the training material that had been used was material in the form of classic power points which was presented in a limited form, and sometimes the material was only understood during face-to-face meetings between the participants and the presenters. Training materials are provided when the training begins, so that lecturers take part in the training without giving them the opportunity to actualize themselves and choose material according to their needs. Lecturers are adults who are learning, so the learning carried out must be different from the learning given to young children. That as students become more mature, they: a) have a self-concept that increasingly changes from dependence on educators to attitudes and behavior of self-direction and mutual learning; b) the learning experience is used as a learning resource; c) learning readiness is used to master the ability to carry out tasks; d) requires personal involvement in planning, implementing and evaluating learning.

This training aims to provide assistance to PTKK lecturers to carry out research and publish scientific works through learning activities in class and outside the classroom. This activity is carried out using training and mentoring methods for lecturers. This helpinvolving 26 lecturers from two PTKK institutions.

There are 3 objectives of this activity, namely 1) so that lecturers are more enthusiastic and creative in producing research that can be accepted for publication in national journals accredited by SINTA, and in international journals indexed by Scopus or WoS, 2) so that PTKK organizers can find out reports on lecturers' performance developments. as long as it is outside their control, and 3) so that lecturers are aware of the importance of their growth and development in research and scientific publications to fulfill the need for promotion to their functional position as lecturers in the future and beyond which contributes to the quality of their higher education.

METHOD

To solve the problems that have been identified and formulated, so that the training can run smoothly, alternative problem solving is carried out using various lecture model approaches (Djamarah & Zain, 2010), demonstrations (Sagala, 2017), drill or practices (Sudjana, 2010), and individual and group assistance carried out by the facilitator (Riswandi & Si, 2013).

To be able to produce research and scientific publications, training in the nature of needs analysis is used, and to test the effectiveness of research products and publications, experimental methods are used. The ADDIE model training method applied in this training is a guideline for training which consists of five phases, namely, Analyze, Design, Develop, Implement, and Evaluate (Aldoobie, 2015), as shown in Figure 1 below.

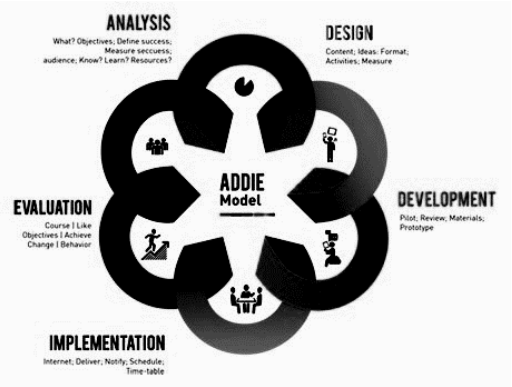

Figure 1. ADDIE Model Training Phase ((Aldoobie, 2015)

The research procedure was carried out in two stages, namely: (1) preliminary study and (2) design and development. During the preliminary study, a training needs analysis was carried out using interview instruments and document study. Furthermore, at the design and development stage the author develops an initial draft of the training model which includes: (a) a guide for trainers, consisting of a training module guide, training settings, copying material, creating assignments, providing comments, and initiating discussion forums; (b) guidance for training participants, including copying material, doing assignments, participating in discussion forums, presenting results/products, (c) training design, including Syllabus or Program mapping (program map) and training scenarios; (d) training materials are prepared in text form combined with images or multimedia illustrations, and are part of the content of the guide for trainees and trainers; (e) training evaluation instrument. After the training model is complete with guidelines, a validation test is then carried out.

The target audience for this activity is PTKK lecturers, numbering 26 people in percentage, namely STT Kharisma Bandung lecturers as many as 17 people, and STT

Mawar Sharon Lampung lecturers as many as 9 people. In line with the problem solving method adopted, a number of training methods are applied at each stage of this activity (Simanjuntak et al., 2022). The following program description and indicators of program achievement are presented in Table 1 as follows

Table 1. Description of Training Program and Achievement Indicators

No	Program	Description of implementation of activities	Achievement Indicators
1	Study together in class	This activity is carried out by assisting lecturers in learning to prepare scientific research proposals, produce quality research (the indicator is the acceptability of the research proposal submitted to the institution), compose research articles for publication in reputable national and international journals.	Improving the quality of the ability to think, behave and act
2	Group mentoring	Conduct open interviews related to the material that has been presented in the seminar and the problems faced by the training participants who have been divided into 3 groups (classes), each class consisting of 5-6 participants and accompanied by 1 facilitator.	Openness of each participant to things they have known and experienced during training. Response given And follow up

RESULT AND DISCUSSION

Result

Steps to perfect the research training curriculum and publication of scientific papers are carried out using comprehensive methods. Before compiling the curriculum, the author coordinated with the HR Development Unit of PTKK to find out what competencies were needed to produce lecturers with the right competencies connected to a particular position. So when carrying out FGD (Focus Group Discussion) activities with users who need them, the author already has clear directions and boundaries, so that the curriculum implemented in learning activities in the classroom and in the field is appropriate for improving worker competency according to company needs.

The model prepared in manual form is structured through six activity stages consisting of:

1. Research. The research was carried out since April 2023 by conducting a literature study on the concept of human resource development management (lecturers), studying applicable training models, studying PTKK documents (Statutes, Development Master

Plans, institutional and study program Strategic Plans, RKAT, and Prota), as well as interview studies with PTKK leaders and lecturers.

2. FGD. The FGD was carried out in order to carry out an assessment to map needs for lecturer development through research training models and scientific publications so that an applicable manual was produced. The FGD involved PTKK leaders and lecturers, and expert validation within the Directorate General of Christian Community Guidance.
3. Independent writing. The results of the research and FGD then become material for compiling an outline or systematic model in manual form and communicating it with PTKK leadership elements.
4. Discussion workshop. The results of the module writing are then discussed in a discussion workshop involving elements of PTKK leadership and lecturers who are experts in research and scientific publications who are expected to receive input for improvement before being tested.
5. Model testing. Manual testing aims to ensure whether the model developed is applicable and can be put into practice directly or whether it only achieves cognitive output limited to knowledge. The trial was carried out through two forms of activities, namely training to provide a basis for research and publication of scientific work regarding training and publication of scientific work for study program lecturers within the PTKK environment, followed by Training Of Trainers (TOT at the study program level to practice the application of indicators through programs or applicable study program activities.
6. Refinement and finalization of the model. Refinement and finalization of the manual was carried out after manual testing through two training sessions and TOT implementation of lecturers' scientific writing and publications. Improvements are based on inventory input and evaluation.

Figure 2. Implementation of Training Activities

The implementation of sustainable lecturer professional development management through research training and publication of scientific works for PTKK lecturers can be described in three stages as follows: First, the coaching facilities stage. This stage is making

decisions about research training and publication of scientific papers. At this stage, lecturers who are members of the team together with the Chair/assistant Chair and Trainer identify and diagnose training integration problems in writing and publishing scientific papers. The expected results are the discovery of problems that lecturers still face when integrating training into the implementation of research and publication of scientific papers. The problems found may be related to training needs that have not been met, whether in infrastructure, teaching materials in the form of content, or human resources. After the analysis of training needs has been identified, training and development objectives are then formulatedreference for carrying out training activities. The end of this coaching facility stage is making a decision on the training module that will be used in line with the PTKK Chair's decision regarding the training program created by the trainer/designer and stated in the Academic Activity Plan.

Second, the coaching implementation stage. Research training planning stage and publication of scientific papers. In the planning stage, the trainer plans the training in collaboration with a team including lecturers at the same level or lecturers with the functional position of associate professor and then puts it in the form of Prota, Promes, SAP, and most importantly, the RPP (Training Implementation Plan). Integration of training in research and publication of scientific papers can be outlined in the RPP.

According to the training schedule, the trainer/designer collaborates with the infrastructure coordinator in planning infrastructure readiness and scheduling the use of infrastructure, especially a conducive room with good internet access support. Trainers can prepare material in the form of content supported by appropriate training media. At the end of this stage, it is hoped that the lecturer will have a research plan and publication in reputable national and international journals.

On stage in implementing this coaching, before the training is ready to be implemented, training resources are first organized according to the planning stage. Trainers can connect or combine the use of various data sources and ICT tools to achieve training objectives. After that, delegate tasks to the lecturers participating in the training according to the participants' abilities. Next, the trainer carries out initiation, namely mobilization or leadership where the trainer motivates the trainee lecturers to be ready to play an active role in research and publish their scientific work in journals. Research training and publication of lecturers' scientific works can be carried out using group techniques to adjust the ability level of each participant. At the end of this stage, it is hoped that lecturers can achieve the training objectives, namely producing quality research and subsequently publishing it in journals PTKK or in journals that have been accredited nationally or internationally.

Fourth, the monitoring and evaluation stage of coaching. Research Training and Publication of Lecturers' Scientific Work. At this stage, the trainer collaborates with the Head of the PTKK Institutional Internal Quality Assurance Unit and the Study Program to carry out training evaluations starting from scheduling and providing feedback questionnaires. End from this stage, the trainer as the initiator of the training is expected to obtain results from the assessment of lecturers that are valid, objective, fair, integrated, open, comprehensive and continuous, systematic, criteria-based and accountable. The results of this assessment can be used as a reference for the trainer's follow-up regarding the lecturer's development in producing research and publishing their scientific work.

The training material provided is arranged in the form of a module entitled "Research and Scientific Publication Training Module". This module mainly contains scenarios that must be carried out by facilitators during training and mentoring with a duration of three months, with face-to-face meetings held every third week of every month, and regular monitoring every week. This module also contains learning objectives, time allocation, media, learning tools and equipment, as well as reading materials needed for each training and mentoring session. The training module is designed as a research product that has advantages compared to similar modules. The advantage lies in its design which is based on the principles of andragogy, namely: 1) The module material is able to encourage the participation of training participants; 2) The module material is linked to the experience that the training participants have had; 3) Training materials are appropriate to the needs and work of the training participants; 4) Module material can be a means of improving problem solving that is relevant to the needs of the profession; 5) Encourage the realization of lifelong learning; 6) Utilize various media, methods, techniques and learning experiences; 7) Technically the module is able to translate the material into the product that will be produced; 8) The module is equipped with a concept map of the final product of the training; 9) Learning is held to understand the materials contained in the module using a contextual instruction approach; 10) At the end of the module material presentation, participants take part in a workshop for the purpose of designing module products guided by the training facilitator,

The module consists of three parts, namely: module one contains topics regarding methods and techniques for preparing scientific research proposals. Module two contains the subject of preparing research reports and drafting research articles. Module three contains the subject of publishing articles in national and international scientific journals. Each module is equipped with an activity guide, mainly containing scenarios that must be carried out by facilitators during training and mentoring with the duration of one module being carried out for two days.

Training activities for each module in order to produce research products and publications in scientific journals are carried out in accordance with the following strategy.

1. Learning modules 1 to 3 are held to understand material between 1 to 5 (each module has a different amount of material), with a contextual instruction approach.
2. For 1 training material, participants study an explanation of the material for 90 minutes, which is delivered by each resource person who has competence and products in the field of research and publication of scientific works in national and international scientific journals.
3. Then, for 60 minutes, students were invited to discuss and ask questions guided by the resource person.
4. At the end of each training material session, a formative test is carried out by the facilitator.
5. In the final material of this module, participants take part in a workshop.
6. The implementation of training from module one to module two is given an interval of 2 months, as well as module two to module three.
7. For a period of 1 month, before continuing training to the next module, participants are given the opportunity to produce products related to the demands of each module. And during this time, the facilitator will observe the process of making the products produced by the participants, then review them by the facilitator.

This activity lasts 3 months, namely from the preparation stage to the implementation stage, from June 28 to September 23 2023. The context of this program activity itself takes place formally and non-formally in the classroom.

Figure 3. Module Cover and Training Manual

The overall analysis of participants' statements regarding research training programs and publication of scientific papers is as shown in Table 5 below.

Table 2. Analysis of Respondents' Statements Regarding Training Programs

Statement	SS	S	CS	T.S	STS	Total	Flat-flat	Note
The material provided in the training was very clear and in accordance with what I needed in my research work	8 27%	18 60 %	4 13 %	0 0%	0 0%	124	4.13	**B**
The instructor/trainer's explanation was clear and really helped me understand the material	7 23%	22 73 %	1 3%	0 0%	0 0%	126	4.37	**SB**
The training materials (books, handouts, brochures) provided really helped me to understand the material	9 30%	37 67 %	1 3%	0 0%	0 0%	128	4.27	**SB**
The training facilities & places are comfortable and support the implementation of training activities well	6 37%	21 70 %	3 10 %	0 0%	0 0%	123	4.10	**B**
Criteria for selecting training participants are clear and fair	2 7%	14 47 %	13 43 %	1 3%	0 0%	107	3.57	**B**
The training methods (seminars, lectures, etc.) that I follow are in accordance with the training material	3 10%	22 73 %	5 17 %	0 0%	0 0%	118	3.93	**B**
The training really helped me improve the skills and expertise I need in research	4 13%	23 77%	3 10 %	0 0%	0 0%	121	4.03	**B**
I gained additional useful knowledge from the training	9 30%	21 70%	0 0%	0 0%	0 0%	129	4.30	**SB**
I am more disciplined in research activities after attending the training	4 13%	17 57%	8 27 %	1 3%	0 0%	114	3.80	**B**
I am more motivated to participate in research activities after attending the training	4 13%	22 73%	4 13 %	0 0%	0 0%	137	4.00	**B**
My work results in research were better after attending the training	4 13%	37 67%	6 37 %	0 0%	0 0%	118	3.93	**B**
My complaints about research decreased after attending the training	2 7%	14 47%	9 30 %	5 17 %	0 0%	103	3.43	**B**
The level of lecturer attendance in research is better after attending training	2 7%	19 63%	8 27 %	1 3%	0 0%	112	3.73	**B**
Σ Avg							**51.00**	**B**
Average							**4.00**	

From Table 2 above, it can be concluded that respondents stated that training provides additional knowledge which is very useful and training can reduce complaints from lecturers in producing research products and publishing scientific papers.

Discussion

The practice of research training and scientific publications at PTKK has focused on gathering information, conducting analysis, especially on strategic development aspects. Some activities are appropriate, for example the results of the needs analysis are used to create training plans. The needs analysis has illustrated the position of HR in the organization as a strategic partner of the institution as conceptualized by Van Buren III et al (2011). In implementing the needs analysis in this training, HR has been placed (Shah and Gopal, 2012).

The training curriculum has been prepared and developed in the form of a module consisting of three modules to answer the needs of training participants by referring to the thoughts of Alnaji (2022) and Jong (2022). This research also supports research conducted by Syomwene (2020), especially those related to curriculum design Jamil & Bhuju (2023).

The facilitators assigned to this training have been selected based on the competence, duties and authority of the facilitators, referring to the thoughts of Lubis et al (2022). If we look at the requirements for being a good teacher, based on the thoughts of Hasibuan (2013), the facilitators have been evaluated by the training participants through nine assessment indicators with a sufficient average score.

Writing modules that meet standards and good writing rules makes it easier for training participants to understand and apply the material presented, as well as achieving the general objectives of the training program. The effectiveness in each step of developing this module is in line with the views of Jati et al (2019). According to Engeness (2021) stated that creative training modules can improve the pedagogical and professional competence of educators. The training module in this research has been able to develop lecturers' knowledge about technology, andragogics and material knowledge (Calavia et al., 2021); Zabolotniaia et al., 2020); Lachner et al., 2021).

Optimal use of training media can be very productive, such as visual media, as non-verbal communication (Noël et al., 2022). Learning media in the training have been provided in the classroom and used by the facilitator, such as computers, LCDs, whiteboards, flipcharts and a set of teaching modules. According to Hiasa et al (2023), the use of computers in helping the smooth running of training among other things facilitates the process of typing teaching materials, making presentations and displaying using animation. Kamińska et al (2023) stated that computer and LCD media have high achievements in the aspect of learning visual recognition. Umar (2021) explains that apart from learning media, to create a pleasant atmosphere, there needs to be a quality classroom.

The training evaluation process is a unified process starting from planning to implementing the training program which consists of 10 process stages, namely: determining needs, setting training objectives, selecting the most appropriate training facilities/means, selecting the most appropriate trainer, selecting and preparing tools. audio visual aids, training program coordination, training program evaluation (Kirkpatrick, 1998). The concept of assessing the effectiveness of this training has been assessed as a whole starting from participants' responses to knowledge and skills, performance (products produced), and behavior by referring to Kirkpatrick's (1998) theory. This means that the overall function of training management is fully in accordance with the concept of training management (Ilyas, 2017). The practice of training assessment is also in accordance with what Blakley (2021) conceptualized regarding effectiveness assessment as an activity carried out jointly. The research results are also in line with what was conveyed by Guthrie (2009) that increasing competency is a training need. The research results are also in line with what was conveyed by Gruber et al (2010), although measuring the level of customer satisfaction with institutional activities has not yet become a measuring tool used by researchers (Akdere & Egan, 2020).

CONCLUSION

The research demonstrates that the management of sustainable professional development for lecturers significantly improves the quality of higher education, particularly through a framework that emphasizes research training and product-based publication of scientific papers. The developed training model, validated by experts, scored an average of 4.3, indicating its high validity and effectiveness. Post-training assessments showed a substantial improvement in lecturer competencies, with scores increasing from 65 (pretest) to 81 (posttest). The training also positively influenced lecturers' motivation, commitment, and productivity, particularly in research and publication activities. While the system support for research tasks is strong, ensuring that research is published in national and international journals, there is still a need to increase lecturer participation, as current active involvement in research and publications stands at 89% and 86%, respectively. Overall, the model developed in this research meets the criteria for a good training model and has effectively enhanced the professional development of lecturers.

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