

Issues within article publication among the postgraduate students

Syarief Fajaruddin ^{1,2*}, Heri Retnawati ¹,
Caly Setiawan¹, Yuli Prihatni ²

¹ Universitas Negeri Yogyakarta. Jl. Colombo No.
1, Yogyakarta, 55281, Indonesia.

² Universitas Sarjanawiyata Tamansiswa, Yogyakarta
E – mail : syarief.rieffa@gmail.com

Abstract

One of the requirements that the master and doctoral students should fulfill in Indonesia is related to article published as part of their graduation requirement. Many master and doctoral students have difficulties whenever they have to deal with this requirement with regards to the statement. As a result, when the master and doctoral students have completed their dissertation, they are unable to publish their articles. In contrast, their article should be published since article publication has been required for their graduation. Therefore, through this study, the researchers would like to describe the master and doctoral students publishing their articles and the difficulties these students should deal with when they compose their scientific articles. In conducting the study, the method that had been adopted was the qualitative method using the phenomenology approach. The data were collected from master and doctoral students throughout 15 universities in the Java Island by means of questionnaire distribution, interview, and virtual focused group discussion; in total, the number of the respondents was 22 people. After the data had been gathered, the data were analyzed by using the procedures of Bogdan Biklen. Then, the results of the study show that: (1) the policy of article publication for the master and doctoral students are different in adjustment with the needs of the respective university; (2) the learning process of article composition within the university has been performed by holding the course and/or the coaching clinic of article composition; (3) the intensive involvement into the article composition by academic advisors should be prioritized for the master and doctoral students since the article composition demands the engagement of the academic advisors; and (4) the difficulties that the master and doctoral students should deal with in article publication cover: (a) defining the art of state; (b) developing ideas; (c) reviewing results

developing ideas; (c) reviewing results and discussions; (d) looking latest references; (e) adjusting templates; (f) adjusting themselves to the use of foreign language; and (g) starting to compose their article.

Keywords: Student, Gradutaion, Universitas.

Introduction

Scientific work publication by university students has become compulsory for each university nowadays. Mandatory, such publication is based on the issuance of the Circular Letter of the General Directory of Higher Education, the Ministry of Education and Culture No. 152/E/T/2012 Regarding the Scientific Work Publication of Bachelor Programs, Master Programs, and Doctoral Programs. The decision is strengthened through the issuance of the Circular Letter of the General Directory of Learning and Student Affairs, the Ministry of Research, Technology and Higher Education No. B/323/B.B1/SE/2019 on May 31st, 2019 and the Circular Letter of the General Directory of Learning and Student Affairs (Dirjen Belmawa), the Ministry of Research, Technology and Higher Education No. B/565/B.B1/HK.01.01/2019 Regarding the Publication Facilities of Scientific Work Publication for the University Students. Through these circular letters, the university students are demanded to publish their scientific articles into the national journals, the accredited journals, the international journals, and/or the well-reputed international journals. The issuance of the three circular letters itself is based on the fact that the rate of scientific article publication in Indonesia has been left behind from the other countries such as Malaysia and Thailand (Lukman et al., 2017).

As a reflection of education, universities should be able to create well-qualified human resources so that the quality of a nation can be improved (Bjork et al., 2015; Butin, 2010; Chaffee & Sherr, 1992; Ladson-Billings & Tate, 2016; Marginson, 2016; Salam et al., 2017; Shahjahan & Kezar, 2013). Thus, one of the efforts for improving the quality of the nation pursued by the universities through their civitas academic is pursuing scientific work publication. The policy made within the improvement of such scientific work publication later will influence the rank of the universities at the international level. Based on (QS University Rankings, 2021), the top three world-level university have been occupied by three famous universities from the United States of America: Massachusetts Institute of Technology (MIT), Stanford University, and Harvard University. In the meantime, the top three universities in the national level has been occupied by

Gadjah Mada University (254th Position), University of Indonesia (305th Position), and Institute of Technology Bandung (313th Position). In relation to these findings, one of the criteria for ranking universities throughout the globe by QS World University Rankings lies in the citation per academic work (Sowter et al., 2017).

In relation to the ranking, the awareness of the importance of composition and publication for university students has become a trend in numerous universities for quite a long time. In Mexico, for example, university students are required to compose their final assignment into a journal article (Ford & Newmark, 2011). In the meantime, China has also urged the improvement of publication for the students through numerous ways (Cargill et al., 2018; Li, 2016; Li et al., 2018). Furthermore, in Peru, university students are invited to participate in research projects (Murray & Matsuno, 2014) while in Columbia, university students are encouraged to publish their articles ever since the bachelor education degree (Pulido-Medina et al., 2017). In Indonesia alone, although the trend of publication has started to increase, university students have not been able to compete with their counterparts from universities in Asia in terms of both quality and quantity.

The universities in Indonesia have pursued many efforts to increase article publication. For example, some universities have devised several derivative policies based on the circular letters that have been issued by the General Directorate of Learning and Student Affairs with adjustments to the standards of university policy that should be achieved. In line with the statement, a number of additional efforts have also been pursued in order to support the policy of article publication, including introducing the publication support system such as Open Journal System (OJS) (E. Astuti & Isharijadi, 2019; Septian et al., 2021), devising university strategic plans (Sugilar et al., 2019), devising literacy policies (Yamin, 2018), holding citation and reference-searching training programs (Fernandez et al., 2020), and even preparing well-qualified advisors for the final assignment (A. Ismail et al., 2011).

Despite the wonderful efforts that have been pursued, university students still stumble upon a number of obstacles within the publication of their articles. (Purwanto et al., 2020) mentions that the doctoral students from the private universities in Jakarta should deal with a lot of obstacles such as limited funds, limited time, reference-searching-related difficulties, relatively long and time-consuming process of publication, limited English proficiency, limited capacity in using software assistance for a paper-checking process like similarity test, grammar test, and limited destination of well-reputed international journals for publishing the article. In addition, (Pardjono et al., 2017) state that the factors inhibiting the productiveness of

scientific work published by the master and doctoral students in the Yogyakarta State University on the internationally-indexed journals are related to the job, fund, limited availability of printed journals, limited subscription of the online journal, and limited access to printed journals. Thus, the results of their study uncover that university students have still suffered from a number of obstacles in publishing their scientific works. However, their universities have pursued a number of efforts to assist the publication of these scientific works. Based on these situations, the researchers are interested in uncovering the practice of article publication that the master and doctoral students in Indonesia have performed altogether with the difficulties these master and doctoral students should deal with.

Method of Research

Research Design

The study was qualitative research using the phenomenology approach. In relation to the statement, a number of phenomenology studies had been conducted toward the phenomena of university students' difficulties in publishing the articles of their scientific works. These studies were: (1) the difficulties of the university students in learning Statistics (Blegur, 2020); (2) the support of the university students in composing their final assignment (T. P. Astuti & Hartati, 2013); (3) the phenomena of drop-out university students (Bülbül, 2012); and (4) the phenomena of difficulties among the Mathematics teachers for senior high school degree in implementing the new curriculum (Retnawati, 2015).

Participant and Data Collection

The minimum number of participants for the phenomenology study could be appropriately assigned; sometimes, 5 to 6 participants within a phenomenology study could already be sufficient (Eatough & Smith, 2008). The subjects within a phenomenology study thus might depend on a number of factors such as (1) the level of commitment within the analysis and the reporting; (2) the vast availability of the data; and (3) the obstacles that should be dealt with (Eatough & Smith, 2008).

Specific to the context of the study, the participants were the students from both the master programs and the doctoral students throughout Indonesia. In total, there were 22 students that had been selected as the participants for the study from 12 universities throughout Indonesia. The 12 universities themselves were divided into three regions: Western Indonesia Region, Central Indonesia Region, and Eastern Indonesia Region.

The sample selection technique that had been adopted within the

study was the purposive sampling technique. Through this technique, the informants were selected based on the following criteria: (1) the students should come from the master program and the doctoral program of the universities located in Indonesia; and (2) the students should have just finished the courses study.

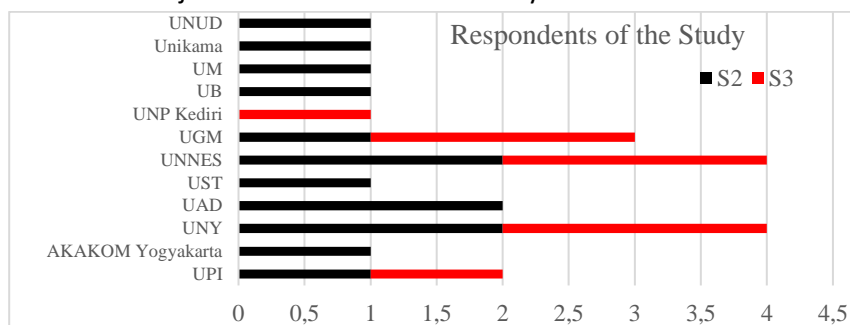


Figure 1. Respondents of the Study

In relation to the sample selection, the data gathering techniques that had been implemented were interview and documentation study or literature review. The interview was conducted online by using open-ended questionnaire distribution. The data that had been gathered through the open-ended questionnaire distribution within the data gathering activities were based on the results of the studies that had been conducted previously, which implied that the internet could be benefitted from the qualitative studies that pursued any topics within the context of culture and social affairs; in other words, the Internet-based studies could be followed through an interactive interview by means of questionnaire distribution (Eysenbach & Wyatt, 2002). A number of other qualitative studies used the open-ended questionnaire distribution within the data gathering activities (Pujiatni & Lestari, 2010; Sugiarto, 2015; Surijah et al., 2018). Specific to the study context, the questionnaire was distributed by means of Google Form and some participants were invited into the in-depth interview. The in-depth interview itself was later performed by using a video call service provided by either WhatsApp or Google Meet.

On the other hand, the documentation study/the literature review that the researchers had performed involved the use of textbooks, dissertations, journals, e-journals, legislations, propositions, publications, statistical data, and other written information that had been relevant to the study. These sources were turned into materials of comparison that might support the study.

Data Analysis

The data that had been gathered from the interview results were reduced. The results of the data reduction were presented in the form of a table, and the researchers identified the sub-themes within the relatively smaller group. Then, the inter-theme relationship should be identified by the researchers. After the data had been

gathered, the data were analyzed by defining the inter-theme relationship to attain the understanding through Bogdan and Biklen (1982) Model. Within the study, the inter-theme relationship was used to understand the problems that lied behind the practice of article publication that the university students in Indonesia should deal with along with the obstacles.

Publication Ethic

The researchers informed all of the participants that all of the data gathered were only used for the purpose of the study and all of the data had been made classified, including the participants' identity. All of the data that had been submitted through the questionnaire was made classified and were not used for the purpose other than the one related to the study. Then, for the participants who had been invited into the in-depth interview, the researchers asked for the recording permission from the part of the participants first, and the overall recordings were made classified as well. At the same time, the researchers also guaranteed that the information provided would not impact the lives of the participants in the future.

RESULT AND DISCUSSION

Results

The results of the interview sessions that had been conducted were grouped in accordance to the four themes that had become the interview materials. The interview materials themselves should be cross-checked, be reduced, and eventually be identified in terms of sub-themes. Specific to the context of the study, the researchers found four themes with regards to the practice of article publications by both the master and doctoral students, and these themes were: (1) publication policy for the master and doctoral students; (2) article composition learning; (3) publication mentoring for the master and doctoral students; and (4) difficulties to overcome the existing obstacles. Each theme that had been found were discussed in the following sections.

The Publication Policy for the Master and Doctoral Students

The obligation for the publication among the master and doctoral students in Indonesia has been based from the issuance of the Circular Letter No. 152/E/T/2021 Regarding the Publication of Scientific Work for Bachelor Programs, Master Programs, and Doctoral Programs on January 27th, 2012,. Within the Circular Letter, it is stated starting from August 2012, the graduates of bachelor programs should compose and publish their articles to the scientific journals, the graduates of master programs should compose and publish their articles to the national-level scientific journals with the

General Directory of Higher Education-accredited journals as the main reference, and eventually, the graduates of doctoral programs should compose and publish their articles to the international journals.

Several years later, the General Directory of Learning and Student Affairs, the Ministry of Research, Technology, and Higher Education the Republic of Indonesia, has issued the Circular Letter No. B/323/B.B1/SE/2019 Regarding the Publication of Scientific Work for the Bachelor Programs, the Master Programs, and the Doctoral Programs on May 31st, 2019. Soon after that, the Circular Letter of the General Director of Learning and Student Affairs No. B/565/B.B1/HK.01.01/2019 Regarding the Facilities of Scientific Work Publication for University Students was issued on July 8th, 2019. The three Circular Letters altogether decide that: (1) the students of master programs should compose thesis or equivalent final assignment and upload the thesis or the equivalent final assignment into the official website of the respective university; (2) the students of master programs should compose articles based on their thesis or equivalent final assignment and publish the thesis or the equivalent final assignment to the accredited scientific journals (Science and Technology Index (SINTA)-certified journals that had been available in <https://sinta.ristekbrin.go.id/journals>) or to the internationally-accredited journals; (3) the students of applied master programs should compose, upload and present the thesis or equivalent final assignment. In addition, the three Circular letters also define that: (1) the students of doctoral programs should compose a dissertation and upload the dissertation to the official website of the respective university; (2) the students of doctoral programs should compose an article based on their dissertation and publish the article into the nationally accredited-journal (with the minimum requirement of SINTA 3) or the internationally accredited-journal; and (3) the students of applied doctoral programs should present or exhibit their dissertation in an international forum.

The policy of article publication has been different from one university to another. Some of these policies have been higher than the General Directory of Higher Education standards while the other policies has been lower than the given standards. Regarding the statement, some of the master and doctoral students share their opinions about the publication policy. Based on the tracing activities toward the documents issued by several universities regarding the requirements for the scientific work publication of the students, the researchers have been able to summarize the publication policy. The summary is available in Table 1.

“... The students of master programs should compose and publish

scientific articles to the university-owned institutions. The publication of scientific articles served as the prerequisite for judicial and graduation. ...” (University Student #02)

“... The requirements for the publication of DTETI Doctoral Program in order to have the Closed Defense are: (1) the students of doctoral programs should publish a minimum of 2 articles in the internationally-indexed journals with good reputations OR minimum 1 article in the internationally-indexed journals with a good reputation; and (2) the students of doctoral programs should publish minimum two articles in the nationally-accredited journals under the certification of General Directory of Higher Education or in the International Seminar/Conference with ISSN/ISBN-equipped proceedings. Then, there is an additional requirement: doctoral programs do not violate research ethics and publication ethics. Before submitting the article to the journal, the students of doctoral programs should pay attention to the information available in <http://scimagojr.com/>, <https://scholarlyyooa.com/>, and <https://pak.dikti.go.id>.” (University Student #04)

“... For the students of the doctoral programs, the graduation requirement is publishing 1 article in the internationally-reputed journal. Then, if the students of doctoral programs can publish two articles in the internationally reputed journal, the publication of the two articles was converted into the open defence. In other words, the given students shall not attend the open defence. (University Student #17)

Table 1. Requirements of Scientific Work Publication for the Students

No	University	Master Program	Doctoral Program
1.	Universitas Negeri Yogyakarta	Students should publish one article that has been composed based on their master thesis or course to a SINTA 2-accredited journal, an internationally-indexed journal or a Scopus-indexed international seminar proceeding by quoting the name of their academic advisors and indicating affiliation with Yogyakarta State University.	Students should publish an article based on their dissertation and the article should be accepted by journals with international (Scopus-indexed) reputation. As an alternative, students may compose two articles based on their dissertation and publish them to journals with international (Scopus-indexed) reputations should they not want to attend open defence.
2.	Universitas Gadjah Mada	Students should have at least 1 (one) article that can be published in either a scientific journal or a seminar proceeding, and the article may not violate the authorship ethics.	Students should have at least 1 (one) article based on their dissertation. The article should have been accepted by the publisher of internationally-indexed journals within the international database that has been stipulated regularly by the university, and the article may not violate the authorship ethics.

No	University	Master Program	Doctoral Program
			However, suppose within 1 (one) year after the end of the study period, the students cannot meet the publication requirement. In that case, the publication of their scientific article can be published in 2 (two) internationally-indexed proceedings within the international database that has been regularly stipulated by the university or in 2 (two) nationally accredited journals.
3.	Universitas Sarjanawiyata Tamansiswa	Students should publish their articles in the journal of their respective study programs.	The Doctoral Program is not available during the time of the study.
4.	Academy of Communication Yogyakarta	Students should publish their articles in the journal of their respective study programs.	The Doctoral Program is not available during the time of the study.
5.	Universitas Negeri Malang	Students should publish their articles in SINTA 2-accredited journals, or SINTA 3-accredited journals, and the Proceedings of any national seminars.	Students should earn their Letter of Acceptance (LOA) from the Scopus-indexed journals to undergo the Open Defense. Students should publish their articles in a Scopus-indexed journal to earn their Doctoral Certificate.
6.	Universitas PGRI Kanjuruhan Malang	Students should publish their article in an accredited scientific journal or have their article accepted and published by an internationally reputed journal / an international seminar.	The Doctoral Program is not available during the time of the study.
7.	Universitas Negeri Semarang	Students should publish their articles in a nationally accredited journal or an international journal.	Students should publish their articles in an internationally reputed journal. As an alternative, the students who have at least 3 (three) articles that have been published in international journals with impact factor reputation may decide not to attend the Open Defense.
8.	Universitas Pendidikan Indonesia	The students should get their article accepted by a nationally accredited journal or at least by a Google Scholar-indexed international journal. As an alternative, students may present the results of their study at an international seminar held in either	Students should get their article published by an internationally-reputed (Scopus-indexed / Thomson Reuters-indexed) article. Their article should also be published in the book chapter of a well-reputed (Scopus-indexed / Thomson Reuters-indexed) international seminar journal. As an

No	University	Master Program	Doctoral Program
		domestic or foreign venues. For another alternative, students may publish their article on SINTA 3-accredited journal at minimum.	alternative, students may get an article published by at least SINTA 3-accredited national journal.
9.	Universitas Udayana	Students should publish their article in any SINTA-accredited journal as a partial requirement for their thesis defence.	-
10.	Universitas Brawijaya	Students are obliged to publish their article in at least SINTA 2-accredited journal.	Students are obliged to publish their articles in at least one internationally reputed journal.
11.	Universitas PGRI Kediri	Students should publish their articles in a nationally accredited journal or an internationally accredited journal.	The Doctoral Program is not available during the time of the study.

Table 2. Results of Data Reduction in Relation to the Publication for the University Students

No.	Subthemes	Inter-subthemes Relationship
1.	The publication policy does not exceed the standards that the General Directory of Higher Education has stipulated.	Students argue that the publication policy in their university has not exceeded the standards that the General Directory of Higher Education has stipulated. Even if the publication policy does exist, they argue that the publication policy is intended to improve the research quality for the students, the lecturers, and the university-level institutions.
2.	The publication policy is intended to meet the target of university achievement.	
3.	The publication policy is intended to improve the research quality among the students, the lecturers, and the university-level institutions.	
4.	The students of master programs are obliged to publish their articles in at least SINTA 2-indexed journal or Scopus-indexed journal.	
5.	Students are not aware of the publication policy.	
6.	The publication policy that has been implemented in each university is still acceptable.	The publication policy that has been implemented in each university is still acceptable. However, since the publication funding for a Scopus-indexed journal is quite consuming, students should be assisted in terms of funding and article composition.
7.	There should be strict regulations regarding the stipulation of the criteria for the journal that has been the target of the publication.	
8.	The funding for the publication in a Scopus-indexed journal is quite consuming.	
9.	There should be guidance within the composition of the article that should serve as the publication requirement.	
10.	Students should be assisted in expanding their literacy insight on journals and in eliciting the skills of composing journal	

No.	Subthemes	Inter-subthemes Relationship
articles.		

Learning Process of Article Composition

Article composition learning has been considered one way to gain success with regard to the publication policy. The universities has pursued a number of efforts in order to assist their students in dealing with the difficulties caused by the publication policy. Some of these efforts are related to the administration of article composition coaching clinic/mentoring or the integration of article composition into the course. From the data that have been gathered, it was found that the universities had included the learning materials of article composition into their course. However, other universities have not integrated such training program into the available courses.

Then, the mentoring of scientific article composition is undergone by holding writing workshops or seminars. In this workshop or seminar, the universities invite the experts in article composition. This initiative has been pursued in order that the students have more understanding about the methods and the techniques of scientific article composition, and thus they are able to disseminate the information that they have attained with regards to the article composition to their colleagues. At the same time, the students are also able to participate in the scientific article publication at both the national and international levels.

The administration of the scientific article publication course has been different from one university to another. In relation to the statement, the results of data reduction for the administration of the scientific article publication are presented in Table 3.

Table 3. Results of Data Reduction on the Administration of Scientific Article Composition Course

No.	Subthemes	Inter-Subthemes Relationship
1.	Semester 1: Article Review and Publication Course	The administration of the article composition course takes place between Semester 1 and Semester 3; in fact, the course also takes place in Short Semester. Then, the course forms consist of article review, article draft composition from abstract until the list of references and appendices, and/or Scopus-indexed journal searching.
2.	Semester 1: Composing Scientific Article Draft	
3.	Lecturers do not correct or justify the composition that students have made. Thus, students should learn independently.	
4.	Semester 1: Scopus-Indexed Journal Searching and Article Composition Based on Review Results	
5.	Semester 3: Article Preparation and Discussion with Lecturer	
6.	Semester 2	
7.	Semester 3: Thesis Proposal Preparation Course	
8.	Semester 2: Abstract Composition	
9.	Short Semester: Scientific Article Composition and Grammar Explanation	

Regarding the administration of scientific article composition course, each university has defined certain schedule. So, the course is available in the first semester, the second semester, or the third

semester. In addition, the course is also available in the short semester. Furthermore, the course itself consists of article reviews, directions on how to compose and publish an article in a scientific journal, composition of scientific article draft, Scopus-indexed journal searching, abstract reviews from the beginning until the end, and scientific article composition complete with the grammar explanation.

In this occasions, the students have various opinions. For some students, the process of the article composition course has been quite troublesome. These students do not completely experience the process of the article composition course; in fact, some of the students argue that the lecturers have not played any significant role within the article composition. These students should learn independently, and they attain the learning materials of the scientific article composition from their colleagues. At the same time, the students have also highlighted the course administration. The administration of the scientific article composition course should be implemented at the beginning of the study so that the students can prepare the publication of their article as a partial requirement for their graduation.

The following statements prove that the administration of the scientific article composition should be improved.

"... The lecturers only focus on the template and the language. They do not share the quality of a good article and the strategy to get our articles accepted. ... " (University Student #02)

"... The lecturers do not strive to correct or justify the scientific works that the students have made. Consequently, the students sometimes should learn independently in order to know how to create good and appropriate scientific works. ..." (University Student #09)

"... The form of the course administration is not different from the composition of the thesis proposal (probably, different lecturers use different manners). However, the lecturers do not teach about the techniques of scientific work composition in detail. At the same time, they do not share any tips about the publication. ..." (University Student #12)

"... To be honest, the scientific article composition course does not impact much. What has impacted us is actually that the course should be integrated into the scientific article composition so that the learning process will be material-based. As a result, the course output will be the scientific article, and thus this will be much more effective. ... (University Student #17)

Publication Mentoring for the Master and Doctoral Students

As part of the publication requirement, the guidance of scientific article composition has been carried out altogether with the guidance for the final assignment composition. The results of data reduction in

this domain are presented in Table 4.

In relation to the statement in the previous paragraph, the students state that their academic advisors have guided them in composing the final assignment and the scientific article as part of their final assignment completion. However, the academic advisors have different attitude from one to another. Some of the students have very fine academic advisors, whereas other students have less-supporting advisors. The students who have supporting advisors are provided with directions, the requirements on the articles that should be submitted, and even the academic financing for the completion of the final assignment.

The process of guiding the article composition has been performed in numerous ways. Some of the guidance is provided online, while the other is provided offline by asking the students to learn the article composition over several YouTube channels. In relation to the channel, the scientific article composition should involve the academic advisor of the final assignment since it has been already obliged that the academic advisor should be quoted as one of the authors within the article. However, some of the students complain about the absence of the role by their academic advisor within the article composition for a scientific journal. Some of the statements that describe these situations are as follows.

"... In overall, the lecturers do not always guide the students to compose a scientific article. ..." (University Student #09)

"... I found nothing because my academic advisor does nothing. I learn about the scientific article composition from the Yogyakarta State University-issued journals and from my colleagues on my own. :D ..." (University Students #12)

Table 4. Results of Data Reduction in Relation to the Publication Guidance for the University Students

No.	Subthemes	Inter-Subthemes Relationship
1.	The academic advisors provide guidance related to the research.	The academic advisors of scientific article composition provide directions regarding the study and the article review and, at the same time, motivate the students and support the financing of the scientific article composition.
2.	The academic advisors review the articles first before the article is submitted.	
3.	The academic advisors support and direct the students.	
4.	The academic advisors brainstormed the publication's objective and financed the study related to their umbrella research.	
5.	The academic advisors have not provided any guidance and direction.	
6.	The academic advisors have not provided any guidance and direction with regard to the scientific article composition.	
7.	The scientific article composition is nothing.	

No.	Subthemes	Inter-Subthemes Relationship
8.	The academic advisors direct their students to publish their articles outside the institutions and support finance.	
9.	The guidance is effective and to the point; it has been implemented both offline and online.	The guidance process is performed both online and offline. The draft that the students have prepared are reviewed and then the students are guided until the articles have been submitted. However, unfortunately, some of the students are not paired with the good academic advisors.
10.	The students prepare their draft, and the academic advisors later provide their feedback and suggestions.	
11.	The guidance walks hand in hand with the dissertation consultation.	
12.	Overall, the lecturers have not always guided their students through composing scientific articles.	
13.	There is not any guidance session. The students learn from the journal editors on the campus and their colleagues.	
14.	The lecturers give some feedback so that the articles will be more elicited and updated.	
15.	The students watch videos (from YouTube channels) that talk about the article composition.	
16.	The students are guided in looking for ideas, composing articles under scientific work format, performing reviews, and getting mentored until the articles have been submitted.	

Difficulties to Overcome the Existing Obstacles

The process of article composition indeed demands huge efforts. For the students who have not been experienced in publication, the article composition indeed became a very big burden; in fact, it could be a very tough job. On the contrary, for the students who have been experienced in publication, the obligation to publish their articles can be a fun challenge. Based on the data that have been attained from the students (Table 5), the difficulties are related to the essential aspects such as defining state of the art, developing ideas, review results and discussions, and looking for the latest references. In addition, some of the technical aspects have still been obstacles for the university students. For example, the students have difficulties in adjusting the template, adjusting the use of foreign language, and composing their own article. Furthermore, in relation to the publication cost that has been charged, the students should consult the charge to their academic advisors.

The students have pursued a number of efforts in overcoming their difficulties. First of all, they read the articles that have been published. The reason is that the articles that have been published have usually been reviewed, provided with feedback, and adjusted to the appropriate writing procedures. Then, the students perform the literature exploration. Actually, the way to perform the literature exploration is quite similar to the previous activity. In this regard, the students explore the literature by looking for references that share

similar topics, ideas, or approaches. By doing so, the students have a complete picture of how to compose an article. Next, the students attended seminars about article composition. Any seminar or workshop on article composition will help the students to find the relevant journal and get their articles published in the given journal. Through the seminar or the workshop, the students are usually provided with tips and tricks for dealing with the article publication. Afterwards, the students have a consultation with their academic advisors. The consultation is compulsory since the name of the academic advisors should be quoted in the article as one of the authors. Therefore, the academic advisors are expected to provide guidance and direction with regards to the publication of their students.

Last but not least, the students monitor the development of their own articles. This activity is performed in order to identify how far the article has been composed. In addition, by the time the article has been submitted into a journal, the monitoring can be useful for viewing the progress of the article composition while the students are completing the other academic obligations in their study.

Table 5. Results of Data Reduction on the Difficulties in Composing Articles for the Students Altogether with the Solution

No.	Subthemes	Inter-Subthemes Relationship
1.	The students have difficulties in starting to compose their articles.	The difficulties that the students experience within the scientific article composition are starting to compose the scientific article, defining state of the art, composing results and discussions, looking for the latest references, adjusting to the foreign language, and in fact, adjusting the template.
2.	The students have difficulties in covering the publication cost.	
3.	The students have difficulties in finding the latest scientific references.	
4.	The students have difficulties in dealing with language obstacles.	
5.	The students have difficulties in defining state of the art.	
6.	The students have difficulties composing the discussions that should be adjusted to and compared with the previous studies.	
7.	The students have difficulties in adjusting the template and the content within the composition.	
8.	The students have difficulties in developing ideas.	
9.	The students have difficulties in defining the components that should be included and combining the paragraphs.	
10.	The students have difficulties in reviewing the results and analysing the theory or literature.	
11.	The students read a lot of journal articles.	The university students deal with their difficulties by reading the journal articles that have been published, exploring the related literatures,
12.	The students develop a monitoring system for the development of their composition.	
13.	The students explore the literature and consult the editorial team of a journal.	
14.	The students have a consultation with their academic	

No.	Subthemes	Inter-Subthemes Relationship
15.	advisors. The students attend seminars related to the article composition, read the articles that have been published, and compose articles in relation to the template given.	attending seminars on article composition, having a consultation with their academic advisors, and developing their own monitoring system of article composition.

Discussions

After article publication has been made compulsory for the students, the academic responsibility of the university students has just been increased. Prior to the publication and the tests and the course assignments, both the master and doctoral students are only demanded to compose the final assignment in the form of either master thesis or dissertation. Thus, the policy that has been implemented has certainly changed the academic environment. Indeed, the publication policy that each university has implemented aims at improving both the research quality and the rank of the university. The statement is in line with the results of the studies that have previously been conducted (Darmalaksana, 2016; Sugilar et al., 2019; Vernon et al., 2018).

Students should be diligent in researching and composing articles in order to meet the obligation of article publication. The results of a study by Ratnasari and Nurislaminingsih (2017) show that the publication policy has improved the motivation of the students to compose their articles. These results are also in line with the results of a study by Mustofa (2019), which show that the publication policy significantly influences motivation and the academic environment.

With the implementation of the publication policy for the students, it is expected that all universities include the composition article course into their curriculum. At the same time, it is also suggested that the universities should prepare competent teaching staff with regards to the scientific article composition. As an alternative to the course activities, a number of workshops, seminars, and article composition coaching programs can also be held. These activities aim to transfer the knowledge into the students regarding the technique, the method, and the strategy of the article composition and publication on both the national and the international journals (Amaliyah, 2019). These activities are in line with the results of the studies that have been previously conducted (Adhikara et al., 2014; Lisnawita et al., 2021; Rahim et al., 2020; Sukardi et al., 2019).

The administration of scientific article composition guidance for the students is in synergy with the master thesis or the dissertation guidance process. In the scientific article composition guidance, the

students are provided with directions in relation to the study and the article review. At the same time, through this activity, the students are motivated and even supported in publication finance. Then, the guidance process itself is conducted both online and offline. Afterwards, the draft that the students have prepared will be reviewed during the guidance process until the students submit their articles to the targeted journal. Unfortunately, some of the students have less-supporting academic advisors. This situation perhaps has taken place due to some reasons such as limited time and tight schedules on the part of the academic advisors. These findings match the ones in the study results by Sugito et al. (2017), which state that limited time, communication with lecturers, time management, discipline, and lecturers' activities have been the obstacles within the guidance of the final assignment.

Furthermore, the difficulties that the university students experience in the composition of their scientific article are starting to compose the article, defining state of the art, composing the results and discussions, looking for the latest references, adjusting to the foreign language, and adjusting the template. The university students should actually master such writing skills since they have been accustomed to composing reports, resumes, papers, and final assignments. In fact, these writing skills should be part of their scientific publication requirements. Despite that, these difficulties are still commonly found among university students and these difficulties match the results of the study by Lubis et al. (2019). In line with the statement, the results of other studies show that the absence of ideas has not only caused the difficulties in starting composing an article, the lack of understanding toward the scientific work composition, and the lack of references but also by the abundant ideas (Rahmiati, 2014).

Last but not least, the difficulties within the article composition can actually be solved. One of the solutions is that the universities hold a number of training and guidance programs (Firmansyah et al., 2020; Gunawan et al., 2019; I. Ismail & Elihami, 2019).

CONCLUSIONS

Based on the data analysis that has been performed, the researchers would like to draw several conclusions. First, according to the Circular Letter of the General Directory of Learning and Student Affairs No. B/565/B.B1/HK.01.01/2019 Regarding the Facilities of Scientific Work Publications for the Students on July 8th, 2019, it is stated that the students of master program are obliged to publish their articles in the nationally accredited journals or the internationally accredited journals and that the students of doctoral programs are obliged to publish their articles in the internationally reputed-journals. The

policy has been implemented at the university level with adjustments to the needs of each university. Second, the learning process of scientific article composition in each university has been administrated in different manners. Some of the universities have integrated the scientific article composition course into their curriculum, while other universities only hold workshops or coaching clinics of scientific article composition. Third, in addition to the course, the process of scientific article composition is performed by involving the academic advisors or the promoters of each student. Fourth, the experience of the students in dealing with the article composition is starting to compose the article, defining state of the art, developing ideas, reviewing results and discussions, looking for the latest references, adjusting the template, and adjusting to the use of foreign language. The students can solve these difficulties through several initiatives such as reading the articles that have been published, exploring the literatures, attending the seminars of article composition, having discussions with the academic advisors, and developing a monitoring system for their article.

CONFLICT OF INTEREST

The Education and Development Model of the Prophet's Talent as depicted in Figure 1 is developed and owned by ABS Aion Holdings. Reprinted or reused by permission.

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