

Assistance of Scientific Work Writing for Lecturers in LLDikti Environment Region 2 (Muhammadiyah University Bangka Belitung)

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ABSTRACT

Mentoring is a helping activity that is caused by a reason so that it needs to be accompanied. Lecturers as educators have a role in expanding knowledge through writing, where not all educators have mastered professional writing procedures and how to publish scientific riches that have been written so they need to be accompanied. Scientific writing is the result of research and development, reviews, reviews, studies, or thoughts by individuals or groups that are presented in written form and arranged systematically and based on scientific principles. This activity is intended for lecturers in LLDIKTI area 2 Bangka Belitung. The purpose of holding this activity is as a means to broaden the knowledge, understanding and skills of lecturers in writing scientific papers. Activities are carried out by providing material socialization and practical training. Based on the activities that have been carried out, the participants have a sense of motivation and increase their knowledge in writing scientific papers professionally and participants know how to publish scientific papers that have been written.

KEYWORDS

Scientific work;
Companion;
Lecturer;
Scientific Writing



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1. Introduction

As one of the guards in the world of education, the teaching profession is a very important profession in Indonesia. All the duties of the lecturer are summarized in a vision, namely the Tri Dharma of Higher Education [1]. With that vision, all universities in Indonesia move towards their respective goals and produce individuals who have high fighting power, and have critical, creative, innovative and independent reasoning power [2], [3]. As the name implies, the Tri Dharma of Higher Education includes three main pillars of education at the tertiary level, namely: 1) education & teaching, 2) research & development, 3) community service. The three pillars of education in universities must be carried out wholeheartedly by lecturers so that the vision and mission of each university is achieved. The definition of a lecturer is clearly emphasized in Law Number 14 of 2005 concerning Teachers and Lecturers (article 1 paragraph 2) stating that a lecturer is a professional educator with the main task of changing, developing, and expanding the knowledge, technology and arts possessed through the Tri Dharma Higher Education, namely teaching, research, and community service [4]. As academics such as lecturers, they have a great moral responsibility as scientists to contribute to society [5]. One of the contributions in the tangible form of a scientist is in the form of scientific papers [6], [7].

Writing scientific papers is an activity that cannot be separated from the learning process [8]. Where, as a writer, it is obligatory to understand the basic concepts of writing scientific papers well [9]. Writing scientific papers is a whole brain activity that uses the right hemisphere (emotional) and the left hemisphere (logic) [9]. In addition, writing scientific papers is a process of expressing ideas in written form in the form of information that is conveyed to others, writing scientific papers is also an important aspect in the communication process because with good writing it will be easy to understand the contents of the

messages contained in the writing. by readers [10]. One of the abilities that must be possessed by lecturers is the ability to write scientific papers. Because writing scientific papers is the main job for all scientific employees such as lecturers, researchers, and people involved in education, research and scientific work [11]. The expertise of a lecturer or researcher can be measured, one of which is the quality and number of scientific papers written [12], [13]. Lecturers can write various types of texts, ranging from teaching materials, modules, research proposals, and even writing scientific papers [14].

Scientific articles are generally research reports written and published in seminars and in scientific journals [15], [16]. However, not infrequently scientific articles are also the result of deep reflection or thought in an effort to develop a particular field of science [17]. Scientific work is the fruit of the mind of a scientist who conducts literature, gathers experience, research and is obtained from previous people's knowledge with the aim of developing science, technology and art [18], [19]. Scientific is an essay whose discussion is objective, based on data, and the conclusions in it are inductive and deductive, and the discussion of the data is based on ratios [20]. Based on some of the statements above, it can be concluded that scientific writing is a writing that comes from thoughts, ideas, or ideas conveyed through writing with the aim of developing the author's knowledge and adding insight to his readers [21], [22].

The purpose of writing scientific papers itself is as a means of communication between people living in the present and for generations to come in order to advance and disseminate knowledge [23]. In order for communication to run well, with the understanding that there is no misunderstanding between the writer and the reader, then language communication skills are an important factor [24], [25] The following are some of the benefits if the lecturer has the ability to write:

1.1. Writing as a charity

Charity Jariyah is every good deed whose reward continues to flow to the perpetrator, even though the perpetrator has died. There are many types of Charity, including writing a book, because writing a book is the same as spreading knowledge to others.

1.2. Get a credit score (points) for the promotion of Lecturer Academic Position (JAD)

Lecturer Academic Position (JAD) is one of the things that many lecturers are pursuing. Many lecturers are competing to collect credit points so that their JAD will rise to the highest level to become a professor. With good writing skills, for example, a lecturer will get a credit score of about 20-40 points if he succeeds in writing a textbook or learning reference book annually. However, the maximum number of book titles that can be counted is only one book per year. This is certainly good news for lecturers, considering that it means a lot of time that can be used to write 1 textbook.

1.3. Get additional income

It is common knowledge that an author will get royalties from the publisher for every book that is sold. Usually the royalty is 10-30% of the book price. Many writers became rich because of the books they wrote, for example: JK Rowling, Andrea Hirata, Tere Liye, and other writers. Moreover, for lecturers, the ministry of higher education currently offers many textbook writing grants so that lecturers who are diligent in writing have the opportunity to participate in the grant and of course generate additional income apart from teaching fees.

1.4. Writing to add insight (networking)

In addition to adding insight to the author, writing is also beneficial for the institution where the lecturer teaches, because a lecturer is always affiliated with the campus where he teaches. By writing a book, automatically name yourself, majors and institutions will become more famous, classy and trusted.

Conceptually, KTI is a necessity for teachers as professional staff [26][27]. Teachers should write KTI as an essential part of their professional development [28]. Thus, the demands of being an educator will always be renewed through efforts to conduct studies and demands to practice the ability to educate and conduct studies of the knowledge that they are engaged in in everyday life [29]. Professional development should continue to spur them to reflect and improve their profession [30].

The existence of data and problems is a source for teachers to write. However, the problem here is the motivation and ability of teachers to write which needs to be improved. This is because this is a classic problem that continues to surface so that it becomes a contribution to community service to alleviate obstacles for teachers to meet credit scores as professional teachers. Given the current conditions, various efforts are needed to contribute to helping teachers get out of the difficulty of obtaining credit from scientific papers. For this reason, upgrading and workshops are needed in an effort to develop writing skills. The activities that are considered the most possible and related to writing papers, as well as being able to improve their profession and competence in improving student learning achievement and improving performance in carrying out the learning process are through research which is essentially a scientific activity that is able to reflect the learning activities of the teacher concerned through scientific procedures and can be accounted for with procedures and requirements that a teacher can do without reducing.

2. Method

The planned activities to be carried out in this activity are to provide assistance and training on scientific writing for lecturers in LLDIKTI Region 2 Bangka Belitung. The activities carried out are in the form of delivering lectures from the presenters, where this activity is carried out with a schedule of Table 1. Table 1 shows that the event is on Friday and Saturday on October 15-16, 2021. This mentoring and training activity aims to increase knowledge and skills among lecturers in the area of Bangka Belitung 2 in terms of writing scientific papers.

Table 1. Table of community service activities

Day	:	Friday Saturday
Date	:	15-16 October 2021
The place	:	Meeting Room of the University of Muhammadiyah Bangka Belitung
Time	:	08.00 WIB until finished
Participant	:	Lecturer in LLDIKTI Region II Bangka Belitung

3. Results and Discussion

Training and mentoring activities for writing scientific papers for lecturers are intended for lecturers in the Bangka Belitung region 2 to be able to write properly and correctly to help carry out their functions as professional workers in the field of education. The problems felt by lecturers in writing scientific papers were lack of confidence, lack of insight into research methodologies, lack of mastery of conceptual foundations and theories in research, and some participants who were less skilled in operating computers or laptops. Based on the problems above, a series of activities were arranged to help lecturers in writing scientific papers. This activity was attended by 40 participants who are lecturers at the University of Muhammadiyah Bangka Belitung as shown in Fig. 1. The figure shows that the training and coaching was carried out for 2 (two) days in the meeting room of the University of Muhammadiyah Bangka Belitung.



Fig. 1. Training, mentoring and delivery of materials

In the first stage, the resource persons or presenters provide insight into what was conveyed by Dr. Citra Dewi, S.Pd., M.Pd regarding the world of writing through socialization, namely about the format of writing articles in scientific journals in order to increase knowledge for participants to be able to write scientific papers correctly and appropriately. Then continued with the presentation of the material presented by Hardiyansyah about how to easily write scientific papers. This material is presented as a means to provide motivation to lecturers to foster a sense of enthusiasm and confidence in lecturers in writing scientific papers.

In the second stage, in the next stage, participants are given training and assistance regarding unraveling obstacles and barriers to mapping out scientific article publication strategies, namely regarding finding reference sources and writing procedures in citing references and strategies for publishing scientific papers that have been made. At this stage, participants also do it directly using their individual laptops.

The training and mentoring carried out to provide input and advice to lecturers to do writing professionally is shown in Fig. 2. The picture shows that this activity is very helpful and motivated participants to write scientific papers properly and correctly. Participants also get tricks and tips that can make it easier for them to write scientific papers. In addition, the output obtained by participants is that participants can submit to the scientific paper publication page, where participants can publish the scientific work they have written.





Fig. 2. Question and answer session and a photo with the participants

4. Conclusion

Scientific writing is the result of research and development, reviews, reviews, studies, or thoughts by individuals or groups that are presented in written form and arranged systematically and based on scientific principles. The assistance activities for writing scientific papers for lecturers in LLDIKTI area 2 (University of Muhammadiyah Bangka Belitung) were greatly felt by the participants who took part in this activity, namely lecturers in the LLDIKTI area 2 Bangka Belitung, where expertise in writing scientific papers has several benefits such as adding insight and as an increase in the number of credits for promotion in which scientific papers written can be submitted or published. Based on the benefits obtained, this activity is an appropriate implementation program to provide competency development services for lecturers, especially in the field of writing. This activity is one solution to socialize and motivate lecturers to write scientific papers professionally.

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Author Contribution

The planned activities to be carried out in this activity are to provide assistance and training on scientific writing for lecturers in LLDIKTI Region 2 Bangka Belitung.

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Conflict of Interest

The authors declare no conflict of interest.

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