

RESEARCH PERFORMANCE PROFILE OF LPTK LECTURERS AS REFLECTION MATERIAL IN MATARAM CITY AREA

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RESEARCH PERFORMANCE PROFILE OF LPTK LECTURERS AS REFLECTION MATERIAL IN MATARAM CITY AREA

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Abstract: The need for scientific publications from the Government can encourage lecturers to improve the quality, quantity of research and scientific publications. In this regard, the purpose of this research is to explore the performance of lecturers in the field of research and scientific publications. This information can be used by stakeholders to conduct guidance on the performance of lecturers. This research is a descriptive-qualitative research conducted to identify the publication performance of LPTK lecturers in Mataram City. The research subjects were all LPTK lecturers in Mataram City. The data collection method used 2 main instruments, namely the Lecturer Publication Reflection Questionnaire and Interview Guidelines which were given specifically to Heads of Departments and Heads of Study Programs. This reflection questionnaire will provide information regarding the performance of lecturers' scientific publications during 2021. Meanwhile, interview guidelines are given to reflect on the performance of lecturers in depth. The results showed that the performance of lecturers was still quite low. Of the 10 study programs studied, 3 of them indicate that the quantity of international publications and ownership of IPR is still very low. From the results of the study, it can also be concluded that there is a need for activities such as international seminars to help lecturers to do international publications.

Keywords: Lecturer; Publication; Self-Reflection

PROFIL KINERJA DOSEN LPTK SEBAGAI BAHAN REFLEKSI DI WILAYAH KOTA MATARAM

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Abstrak: Keharusan publikasi ilmiah dari Pemerintah, dapat mendorong dosen untuk meningkatkan kualitas, kuantitas penelitian dan publikasi ilmiah. Sehubungan dengan hal ini, tujuan penelitian ini adalah mengeksplor kinerja dosen di bidang penelitian dan publikasi ilmiah. Informasi ini dapat digunakan oleh stakeholder untuk melakukan pembinaan terhadap kinerja dosen. Penelitian ini merupakan penelitian deskriptif-kualitatif yang dilakukan untuk mengidentifikasi kinerja publikasi dosen LPTK di Kota Mataram. Subjek penelitian adalah seluruh dosen LPTK di Kota Mataram. Metode pengumpulan data adalah menggunakan 2 instrumen utama yakni Angket Refleksi Publikasi Dosen dan Pedoman Wawancara yang diberikan khusus untuk Ketua Jurusan dan Ketua Program Studi. Angket refleksi ini akan memberikan informasi terkait kinerja publikasi ilmiah dosen selama tahun 2021. Sedangkan pedoman wawancara diberikan untuk merefleksikan kinerja dosen secara mendalam. Hasil penelitian menunjukkan bahwa kinerja dosen masih cukup rendah. Dari 10 program studi yang dikaji, 3 diantaranya menunjukkan bahwa kuantitas publikasi internasional dan kepemilikan HKI masih sangat rendah. Dari hasil penelitian juga dapat disimpulkan bahwa perlu adanya kegiatan-kegiatan seperti seminar internasional untuk membantu dosen dapat melakukan publikasi internasional.

Kata-kata Kunci: Dosen; Publikasi; Refleksi Diri

INTRODUCTION

Lecturers are professions that require sufficient technical expertise and knowledge to support their professionalism (Saputra, 2020). In Article 1 Paragraph 2 of Law Number

14 of 2005 concerning Teachers and Lecturers, it states that "lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology, and the arts through education, research and service to Public

(Anggoro et al., 2020). However, the last two assignments of the lecturer are still often considered as 'additional tasks'. In fact, lecturers are more focused on their routine duties as lecturers and student mentors, when compared to making new innovations through research activities and community service. In fact, through research, new understanding, technology, and solutions can be found for various problems faced by various parties, both students, universities and the community.

The competitiveness of a university will not be separated from the tripartite integration (elements of institutions, lecturers and students) as an integral part of the university (Dharmawan, 2016). The weakness of one element can affect the other elements. Therefore, the three must form a synergy through integrated quality management, in order to obtain good quality education and be able to compete at regional and global levels, including through research. Although researchers in Indonesia have produced many scientific works, the results of these works are still not perceived by the public. The results of the research will be felt directly by the community if it is collaborated with universities, or other research institutions (Rohmah et al., 2016).

The ratio of researchers in Indonesia is still very small, so universities need to produce new researchers in Indonesia. In Indonesia, the ratio of researchers to population in Indonesia is 90 researchers per one million population. This is different from conditions in other developed countries which ideally are 700 to 5,000 researchers per one million population (Retnowati et al., 2018). The low research participation in Indonesia is due to the unattractive world of research. Universities in Indonesia still prioritize learning systems, not research, so a lot of research in universities is only a requirement for graduation to get an academic degree, and the research results usually end up in the university library instead of being disseminated to the public. In a higher education environment, lecturers are one of the main needs, as if they were the 'engine' for all things related to scientific and academic activities. Without lecturers, it is impossible for an educational institution to be called a university. In their position as the

"moving engine"⁷ of Higher Education, lecturers greatly determine the quality of education and graduates produced by the Higher Education, in addition to the general quality of the Higher Education itself. If the lecturers are of high quality, the quality of the university will also be high, and vice versa (Shadiqi, 2019).

In relation to the position of lecturers as professionals in carrying out education, community service and improving and developing academic qualifications and competencies on an ongoing basis in line with the development of science and technology, lecturers need to get used to carrying out research (Sugilar et al., 2019). The more research that is produced by lecturers at a university, it will encourage an improvement in the reputation ranking of the university. Logically, when a researcher publishes in various scientific journals, the researcher will automatically enter the name of the original higher education institution, so that the name of the university will become known. So far, research results have only produced quantitative data on the number of lecturer publications in each agency. For this reason, the novelty in this research is that there is a more in-depth search regarding the obstacles faced by lecturers in publishing their scientific works.

Setyawan et al., (2018) defines performance (individual) as how a person carries out his work or performance. The word performance illustrates that individual performance can be seen from the enthusiasm or seriousness of the individual in carrying out the tasks assigned to him. Based on this definition, lecturer performance is the activity of a lecturer carrying out his work or performance. The performance of lecturers can be seen from their enthusiasm in carrying out the tridharma tasks of higher education assigned to them.²⁷ Wahyono et al., (2018) provides limits on performance as a result of work that can be achieved by a person or group of people in an organization, in accordance with their respective authorities and responsibilities in order to achieve the goals of the organization concerned legally, not violating the law and in accordance with norms or ethics. Based on this definition, lecturer performance is the work achieved by a lecturer, in accordance with their respective

authorities and responsibilities in order to achieve educational goals legally, not violating the law and in accordance with norms or ethics.

Meanwhile, Rogers in (Hazriyanto & Silitonga, 2019) defines performance as the results of work (outcomes of work), because work results provide a strong link to organizational strategic goals, customer satisfaction and economic contribution. lecturers are the results of work achieved by lecturers within a certain period of time in accordance with their authority and responsibilities as academic functional staff. The success of an individual's performance is influenced by many factors, both internal (from within) and external (from outside). Putri, (2020) cites Lower's opinion which provides an overview of five factors that affect individual performance as follows: (1) self-esteem. (self-esteem), (2) past experience (past experience), (3) actual situation (actual situation), (4) individual personality (personality), (5) relationships with others (communications from other).

Universities in Indonesia, both public and private, have an obligation to carry out the Tridharma of Higher Education, namely education, research, and community service. For this reason, every vision, mission, and goal set by higher education institutions always leads to the implementation of the Tridharma of Higher Education (Sugilar et al., 2019). One manifestation of the implementation of the Tridharma of Higher Education is scientific work. Universities have demands to produce superior works that can answer various problems that exist in society. Through these demands, universities have an obligation to document every finding, idea, and ideas produced into a scientific work. Every scientific work produced is then published as a form of thought contribution to answer various problems. One of the elements of a university that has an obligation to produce scientific work is the lecturer. Lecturers are required to write scientific papers for various purposes, including capacity building, accreditation, teaching materials, workshops, and submission of functional positions. A superior scientific work will not be realized without the ability to write (Ginanjar, 2020). The lecturer's writing ability that is not improved can result in the

quality of scientific work which is only at the limit of the lecturer's ability without any improvement. In addition, producing superior scientific papers cannot be done immediately but requires training and habituation, starting from lecturers' scientific works in a small scope, such as teaching materials and seminar materials to scientific papers published in international journals. Scientific work is very concerned, given its very important position.

At the international level, scientific work has a link in increasing a country's foreign exchange. As stated by the Directorate of Research and Community Service, Director General of Higher Education (2014) that, "to increase the confidence of the world community in the quality of a nation's technological products, so that the foreign exchange earned by the nation in the global market also increases." by Indonesian scientists is still few. This statement refers to the Directorate of Research and Community Service, Director General of Higher Education (2014) who said that, "Some western observers have revealed that the efforts of Indonesian scientists to contribute to the development of the world's scientific treasures are termed lost science in the third world".

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RESEARCH METHOD

The type of research in this study is qualitative with a descriptive approach. This type of research is assessed according to the data that will be generated in this study. According to (Creswell, 2012) qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions, etc. holistically, and by means of descriptions in the form of words and language, in a special context. natural and by utilizing various natural methods.

The research subjects were 112 lecturers of the Educational Personnel Education Institute (LPTK) in Mataram City. Primary data in this study is the result of recapitulation of scientific publications of lecturers owned by each study program. In addition, researchers will also provide a self-reflection questionnaire to each lecturer containing questions related to the number of publications, citations, and the publication

process carried out in 2021. The questionnaire will also ask about the obstacles faced by lecturers during the scientific publication process. The secondary data (supporting) in this study is the result of unstructured interviews that will be conducted at the Head of Study Programs and the Secretariat of each Study Program. The results of this interview are expected to provide support for the obstacles experienced by lecturers when carrying out research activities or scientific publications.

The process of collecting data in this study as much as possible while maintaining the applicable Health protocols. So, the team will minimize direct meetings with research subjects. The self-reflection questionnaire will be transformed into a google form so that the subjects can fill out the questionnaire from

their respective cellphones/laptops at home without having to come to a certain location. For interview activities, it will be carried out directly by maintaining the applicable Health protocols.

RESULT AND DISCUSSION

Result

After the data collection was carried out, the researchers obtained questionnaire data reflecting the research performance of lecturers in each Study Program in Mataram City. This data was obtained from lecturers in each study program with a total number of respondents being 112 lecturers in Mataram City. The following is a summary of the research results that have been carried out.

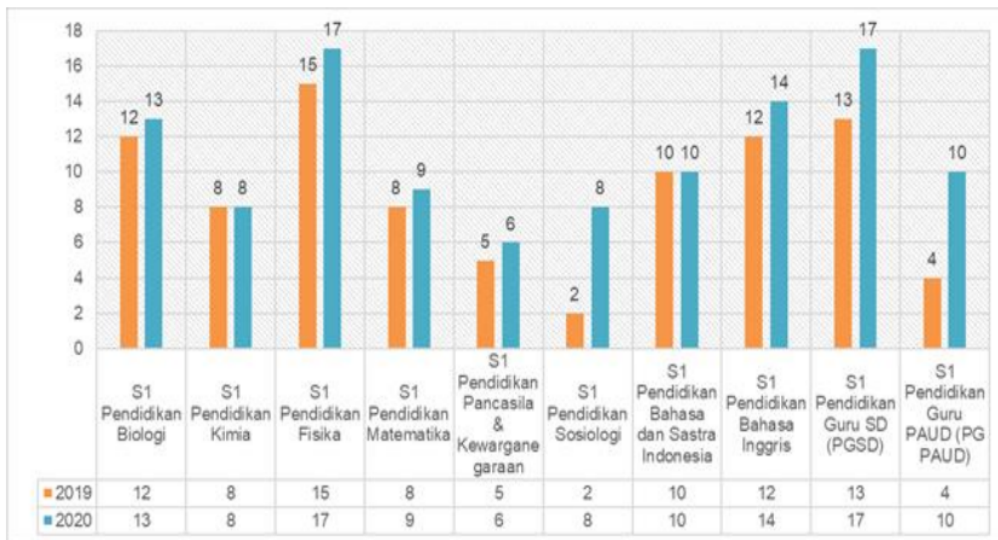


Figure 1. Number of Research conducted by lecturers in each Study Program in Mataram City

Based on Figure 1, it can be seen that the performance of lecturers in the field of research in 2019 and 2020 has a positive trend (up). The highest number of researches is held by the Physics Education Study Program with a total of 32 research titles. While the least amount is in the Sociology Education Study Program with 10 research titles. However, the Sociology Education Study Program had the most increase, namely 8 research titles from 2019 to 2020.

a. Biology Education

The number of international

publications in the Biology Education Study Program in 2019 and 2020 has a negative trend. Nevertheless, the research performance in the Biology Education Study Program is quite good. The trend in the number of international publications for the Biology Education Study Program can be seen in Figure 2 below.

In Figure 2 it can be seen that the number of publications in the Biology Education Study Program has decreased from 2019 with a total of 16 to 14 in 2020. However, the number of international publications in the Biology Education Study Program is still

in the very good category.

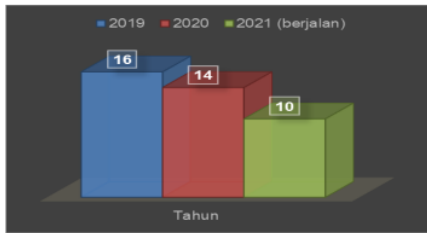


Figure 2. Number of international publications of Biology Education Study Program

b. Chemistry Education

The number of international publications in the Chemistry Education Study Program in 2019 and 2020 has a negative trend. Nevertheless, the research performance in the Chemistry Education Study Program is quite good. The trend in the number of international publications of the Chemistry Education Study Program can be seen in Figure 3 below:

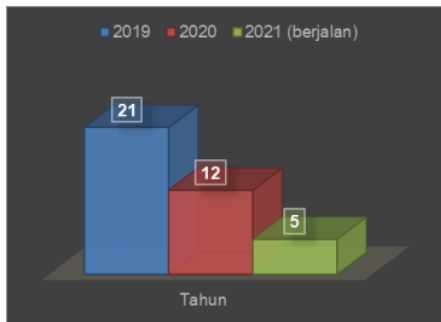


Figure 3 Number of international publications for Chemistry Education Study Program

In Figure 3 it can be seen that the number of publications in the Chemistry Education Study Program has decreased from 2019 with a total of 21 to 12 in 2020. However, the number of international publications in the Chemistry Education Study Program is still in the very good category.

c. Physics Education

The number of international publications in the Physics Education Study Program in 2019 and 2020 has a positive trend. Thus, the research performance of the Physics Education Study Program has been very good. The trend of the number of international

publications of the Physics Education Study Program can be seen in Figure 4 below:

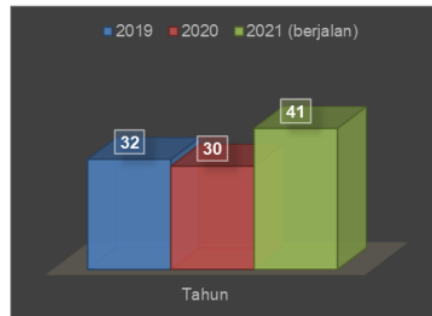


Figure 4. Number of international publications of Physics Education Study Program

Figure 4 shows that the number of publications for the Physics Education Study Program has decreased from 32 to 30 in 2020. However, in 2021, the number of international publications for the Physics Education Study Program has increased significantly to 41 publications. Thus, the number of international publications in the Physics Education Study Program is in the very good category.

d. Mathematics Education

The number of international publications in the Mathematics Education Study Program in 2019 and 2020 has a positive trend. Thus, the research performance of the Mathematics Education Study Program has been very good. The trend in the number of international publications for the Mathematics Education Study Program can be seen in Figure 5 below:

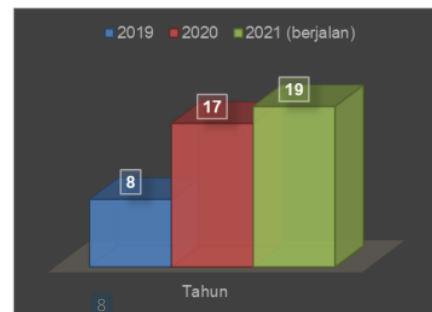


Figure 5. Number of international publications for Mathematics Education Study Program

Figure 5 shows that the number of publications in the Mathematics Education Study Program has increased from 8 to 17 in 2020. Thus, the number of international publications in the Mathematics Education Study Program is in the fairly good category.

e. Pancasila and civic education

The number of international publications in the Pancasila and Citizenship Education Study Program in 2019 and 2020 has a negative trend. Thus, the research performance of the Pancasila and Citizenship Education Study Program is not good. The trend of the number of international publications of the Pancasila and Citizenship Education Study Program can be seen in Figure 6 below:

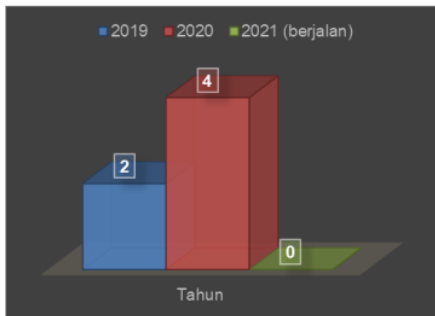


Figure 6 Number of international publications of Pancasila and Citizenship Education Study Program

In Figure 6 it can be seen that the number of publications of the Pancasila and Citizenship Education Study Program has increased from 2019 with a number of 2 to 4 in 2020. However, in 2021, there will not be a single international publication made by lecturers from the Pancasila and Citizenship Education Study Program. Nevertheless, the number of international publications on the Pancasila and Citizenship Education Study Program is in the good category.

f. Sociological Education

The number of international publications in the Sociology Education Study Program in 2019 and 2020 has a positive trend. Thus, the research performance of the Sociology Education Study Program is quite good. The trend in the number of international publications of the Sociology Education Study Program can be seen in Figure 7 below:

Program can be seen in Figure 7 below:

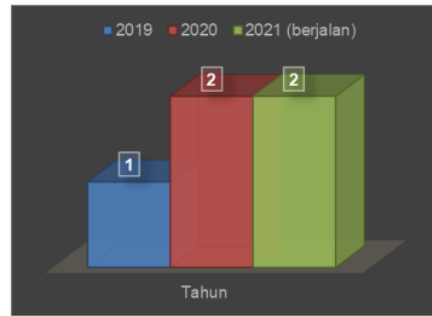


Figure 7 Number of international publications of Sociology Education Study Program

Figure 7 shows that the number of publications of the Sociology Education Study Program has increased from 2019 with a number of 1 to 2 in 2020. In fact, in 2021, there will be an additional 2 international publications carried out by lecturers from the Sociology Education Study Program. Nevertheless, the number of international publications in the Sociology Education Study Program is in the good category.

g. Indonesian language and literature education

The number of international publications in the Indonesian Language and Literature Education Study Program in 2019 and 2020 has a negative trend. Thus, the research performance of the Indonesian Language and Literature Education Study Program is not good. The trend in the number of international publications of the Indonesian Language and Literature Education Study Program can be seen in Figure 8 below:

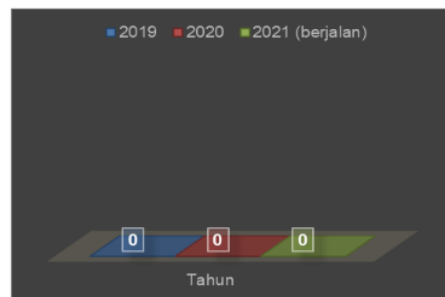


Figure 8 Number of international publications of Indonesian Language and Literature Education Study Program

In Figure 8, it can be seen that there have not been any international publications made by the lecturers of the Indonesian Language and Literature Education Study Program for the last 3 years. Thus, the number of international publications in the Indonesian Language and Literature Education Study Program is in the bad category.

Based on the results of data analysis, not all study programs get a maximum score on the research standard. In assessing the score of international publications by permanent lecturers in study programs and ownership of Copyrights (HKI/Patents), some study programs are still quite weak. To deepen the results of this study, the team conducted interviews with a sample of 4 study programs. The interview sample selection process was carried out based on the study program that had the best and weakest scores. For the study program with the best score, the English Language Education and Physics Education Study Program will be selected. Meanwhile, for the study program with the weakest score, the Sociological Education Study Program and PAUD Teacher Education Study Program were selected. Subjects interviewed will be represented by the Head of the Study Program.

CONCLUSION

The results showed that of the 10 study programs in the city of Mataram, the lecturers in the 3 study programs had never carried out international publications. Meanwhile, lecturers in 5 other study programs have published international publications even though the number of publications is not more than 5 publications. For lecturers in the remaining 2 study programs, the number of publications is quite high.

Based on the results of interviews, some of the obstacles experienced by the study program to publish are the internal constraints of each lecturer, where there are still many lecturers who do not have the motivation to do international publications. In addition, there are also external factors where there is a lot of time left for lecturers to teach and the cost of international publications is quite high.

Based on the results of the research, the research team also formulated several suggestions, including: (1) Every year an

international seminar is held and the articles are published in the IOP; (2) All research that produces research products shall be registered with IPR/Patents; (3) All lecturers who receive research grants and Internal Campus service are required to register HKI/Patents for the products they produce.

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