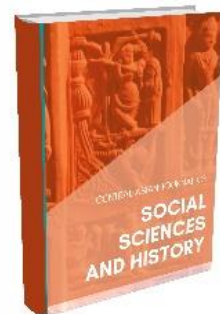




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Training Design and Publication's Policy for Increasing Lecturer Competency Case Study: Graduate Program of Communication in UPN Veteran Yogyakarta

Edwi Arief Sosiawan, Basuki Agus Suparno, Christina Rochayanti

Abstract:

The communication department, especially the magister programs in Universitas Pembangunan Nasional "Veteran" Yogyakarta (UPNVY), tries to develop and increase lecturer competency through training programs and publication policy. It aimed to drive lecturers to do research and write an article for publication, either national or international scope. Many lecturers in Magister Program in UPNVY were perceived as less productive in publication. Therefore, to stimulate and change the situation, the program and policy were intended to realize a goal that drives lecturers to be more productive; the Magister Program of Communication holds training and publication policy. This program provides a method that was used to determine a research problem, asses to literature, evaluate any research that was executed, determine the novelty of the article, and determine an accurate journal that fits the theme. This program can be said as a part of applied research because it functioned to facilitate and explore any difficulties and expectations derived from the lecturer and later create conditions that increase and change a situation being idealized preferences. The results of this program were displayed by the number of articles that were successfully produced.

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Introduction

Productivity and the best performance of the organization are crucial aspects that will determine the future. Each organization will devote its resources and man of the power to realizing its goals and

objectives. This will make a strategic plan, gain market analysis, and implement it through programs. This also happens in Universities and faculty. As an organization, University also devotes its energy and resources to realize its goals and objectives. They prioritize these objectives to make this known to alums and stakeholders. As an organization, universities usually develop a subject, course, vision, and mission as well as research and publication (Abt, 1979).

Viewed from the system, the university consist of faculties, a department, a study program, research and development, and laboratories. All must be integrated to support learning and teaching processes and mechanisms. A sound system can ensure a degree of uncertainty and control situation in order for mechanisms and operations in the system can prevail well.

Research and publication are essential issues for universities, faculty, and even a study program. Because it will be used and function as a key indicator of institutions, this must be scheduled for each lecturer and regularly reported every semester. But it is not merely about reporting the plan of research and publication. But it is also about the quality of research, which will be seen and measured by the nature of output and outcome. One of them is a publication (Becker, 1986)

For the lecturer, the publication has a close relation to his duty and professional task. They should regularly do research and write an article to publish their findings in their research. But, in fact, lecturers frequently have difficulties in writing an article well. Therefore, Universities and faculty frequently have initiations to motivate lecturers to improve their capacity and competency to write an article for publication in any journal, especially international journals indexed by Scopus (Becker, 1986; Crane, 1972)

Writing an article and publication, primarily intended for an international journal indexed by Scopus, required any requirement a lecturer must fulfill. First, substantial dimension. Academic writing or scientific article must be written in line with academic standards. Many things have to consider, such as the kind of issues, subject matters, method of research, theoretical significance, and practical purposes. Second, technical problems. It also encompasses technical problems such as the type of journal which will be targeted, the style of display, international language problems, and so forth (Donald, 1985; Becker, 1986; Crane, 1972).

Seen from these problems, it can be understood that there is complexity inserted in these matters. Therefore, to increase the productivity of researchers and lecturers, a policy and program intended to drive them to be motivated to write articles and devote their energy to publication were needed.

Training programs and a policy organized by the university and faculty to increase the competency of lecturers were expected and waited. Through grant schema, the Magister Program of Communication in UPNVY has designed a policy to create a training program intended to improve lecturers in the Magister Program of Communication.

As an organization, the Magister Program of Communication is one unit that executes learning and teaching mechanisms. This consist of eight lecturers who have to hold a Ph.D. degree. Although alike that, quantitatively and even qualitatively, A mount of articles can realize prove unequal. There is a disparity among them that must be reduced. The disparity will influence productivity in the Magister Program of Communication. That's why the Magister Program of Communication has a plan to make design training and workshop for lecturers to improve competency and capacity in academic writing, especially for journals (Clemen and Walter, 1995).

This plan was implemented by involving all lecturers in the Magister Program of Communication,

many of the expert trainers with credible portfolios in international journals. Other invited speakers will attend it. This program was held 2 two days in focusing on two aspects. First, substantial issues, such as determining the research problem, constructing a theoretical framework, and developing an article, are fascinating. Second, technical matters include style of writing, writing display, citation of references, and English language problems, as well as choosing journals correctly.

The objectives of this training are: a) Lecturers are familiar with writing an article for an international journal; b) Lecturers get an affirmation and clarification about all aspects concerning an article oriented to the international journal; c) lecturer get improvement in his capacity and competency in writing for an international journal dedicated to academic purposes (Banaka, 1971)

From an organizational perspective, this program was intended to accelerate and develop an organization's climate and culture, especially concerning the productivity of organization members. This program was also intended to enlarge and enrich the diversity of Magister Program of Communication research themes. This Magister Program of Communication focuses on Organization Communication, Corporate Communication, and Strategic Communication.

Thus, training for academic writing dedicated to an international journal held by the Magister Program of Communication in UPNVY can not be separated from the concentration to which the Magister Program of Communication is devoted. The themes of the articles have related to communication and organization, communication and corporate, as well as communication and strategic purposes (Banaka, 1971; Becker, 1985; Crane, 1972).

Eight lecturers owned by the Magister Program of Communication have different concerns about the study. Those concerned with Corporate and Communication, and others with Organization and Reputation or Organization and Communication Audit. These differences can not be avoided, but at the same time, they can not be tolerated if a broad disparity among them depicts a far distance. Student engagement in this program was conducted primarily for those who want to submit an article for a final project.

It was viewed by leadership management that the program held by the Magister Program of Communication also reflected a kind of leadership type which was prevailing. A leader of an organization plays an essential role in determining the direction of the organization in capturing the goals and objectives of the organization. Its vision and mission that were translated and interpreted into the program can carry the organization moving more rapidly. The role of a leader determines the realization of their vision and mission. The coordinator led Magister's program of communication. As coordinator, he is responsible for the operation and mechanism of learning and teaching activities, including keeping the organization working well.

Method and Procedures of Training

This method and procedure of Training were developed by involving lecturers in this program. Before the Training was held, lecturers must submit a draft of the article to the Magister Program of Communication UPN Veteran Yogyakarta, which will be discussed together during the Training. The submission also functioned to identify how many lecturers will participate in this program and, in turn, helped prepare this Training and classify each group as a participant.

The Training has held a series of day which encompass several issues. It includes defining research questions in articles, organizing data and literature review, determining the method of research, data

display, and interpretation, and defining a suitable journal that will be submitted. An expert trainer presented these with a track record in academics and publication.

In the second phase, each draft of the articles the lecturers proposed was discussed together to grasp the critical point and require a minimum standard for academic writing. Focus group discussion was held in this program to discern perspective, tones, theoretical framework, methodological choices, and analysis strategy. It also discusses the journal choices or alternatives.

The program continued after the Training was over, but it continued after realizing the article was published in the journal. This progress was under the auspice of the Magister Program of Communication Science to ensure that all participants, especially lecturers of the Magister Program of Communication Science, have fulfilled their duty and accomplished the task.

Result and Realization of Goals

Training to increase the capacity and capability of lecturers for the Magister Program of Communication Science involves any steps and kinds of activities. Facilitators who play an essential role in this training provide instruction and guidance for participants. At the same time, the trainer's expertise provides substantial and technical materials for academic writing, which consist of defining the research question, developing literature reviews, using theories, presenting data in the article, and how to search journals properly. Here are steps in illustrating the activity:

Defining Research Question

Based on the explanation from the trainer, there are two ways of determining the research question, which functioned as the basis for academic writing in journals. It is common if an article to be written based on research. It is not merely writing which was developed by literature, but it was usually written from research. Although, there is a journal available that is received from authors who develop their writing from literature only.

Two ways to determine research questions can be derived from empirical sources and theoretical gaps. First, empirical source means that each author can grasp an idea for his research through the reality around him or by observing the environment. By this step, the researcher can determine and define the objective of what the matter will be investigated and later written for a journal. Shortly, an idea for academic writing can be developed from reality which gap was prevailing (Neuman, 2000; Littlejohn, 2000)

Second, academic writing can be written from a theoretical gap basis. The author can trace any theories so that he can understand comprehensively and capture the gap within theories. It means that the author can do research from theoretical gaps which were identified, and later, he can prepare for journals.

An interesting topic related to it was discussed together, and at the same time, the trainer explained it by drawing several cases and practical examples. The trainer also insists participants identify any ideas or issues related to the topic for research and academic writing. The situation of discussion is becoming alive and exciting. The trainer also refers to a draft of articles proposed by lecturers so that participants are highly enthusiastic about doing exercise and the Q & A process.

Doing and Organizing Literature Reviews

Doing and Organizing literature reviews in academic writing or research has a critical position for the author. If the author has defined his research question and formulated the matters, he must build

conceptualization and theoretical framework for his study or writing. Therefore, he must collect data from any references or sources. At this point, the author must trace documents, books, articles in journals, research manuscripts, annual reports, and other publications.

Issues or topics of research defined sort of literature or references. Therefore, the author can focus on literature or references directly related to the topic of research or writing. Thus, the author will not waste time because he has the proper guidance to gather data related to the topic. But, to demonstrate that this writing has novelty and uniqueness, references also consider the period toward prior research. Out of date is becoming consideration to claim that this article has novelty and uniqueness.

According to the trainer, doing and organizing literature reviews were related to data gathering or collection. It is helpful to enrich the writing with data, tables, diagrams, or frequency distribution. At the same time, the author directly or indirectly arranges a bibliography in data management processes. Many tasks and parts of the writing process include in literature reviews. It shapes the form and quality of writing itself. Some of the strategies and tactics, including the software used to make it effective and efficient, were discussed together in training.

The trainer informs participants that the style and format of the journal can be seen from a template attached by journal management. The template can help the author write more efficiently and make the journal board easier to process. Therefore, it should be considered for each author to see the template available in the e-journal.

The main topic related to organizing the literature reviews to summarize and capture the substance of material needed for articles. At this point, the discussion was directed to strategy in reviewing the references. According to the trainer and participants, reviews were conducted on to subject only, which closely relates to the topic. Suggestions were given to the author to re-write the reference in line with the author's style. It can avoid plagiarism in writing for a journal. The author can also arrange and manage it as data in a file or folder in the computer system. Therefore, the author can access and retrieve all material that has been reviewed directly on the computer.

Background: Coherence and Argumentative Reasons

Each of the articles contains a background. It refers to arguments about why these are crucial and significant, academic or social. These reasons are essential to provide a short description but comprehensively. It usually contains reasons which depict the urgency and relevancy of research or writing. Therefore, it must be enriched by empirical data and secondary documents.

The problems which were usually raised are coherence and argumentative reasons. Coherence describes the intertwining of writing as a whole. It can be seen from a paragraph and a paragraph, or it can also be seen from the composition of writing as a whole; each piece of writing reflects an idea it wants to write. At the same time, argumentative reasons reflect the form of logic the writer used. Coherence and form of logic have a close relation. Both also reflect the quality of the writer himself.

Trainers in this program suggested that each of the lecturers can improve their capacity to think logically by frequently reading about what matters they devote to focus on. According to focus group discussion, it can be gained the capability to write an article coherently through practice and exercises. Based on cases discussed during training, it can be exposed that structure and linguistics problems were still dominant. Many articles were written insufficiently and incompletely, especially in the structure, intertwining of sentences, and coherence of ideas.

It should be considered that in the background of the article, it can be performed state of the art and novelty of research or writing. Literature reviews were primarily related to the research object, and the author can use secondary data to formulate why this is critical in the academic field. Tracing toward prior studies provides fruitful information for this article and defines the position of writing itself.

Failure of articles frequently takes place in this section. The background was hard to understand and confusing to comprehend. In this training, the trainer pointed out any shortcomings of lecturers or writers.

As mentioned earlier, the background also covers why this was perceived as crucial. However, in this background, the author must accommodate ideas related to theories and methodology. The research approach provides readers in conceiving the procedures of data obtaining and data analysis. Although it will be explained in more detail in the methodology section, the approach must be presented in the background. All elements which determine the quality of coherence and argumentative reasons can be ignored by authors.

Position Theories and Approach of Thinking

Training also discusses a position of theories and approaches to thinking. Many know that theories have a critical point in the article. It can not be ignored and avoided. The position of theories is very crucial because theories provide the foundation for analysis, a tool for confirmation, and a basis for interpretation. The problems are how to select the correct theory, whether this theory provides a sufficient foundation or not and how to understand this theory itself.

Academic writing was usually strengthened by theory and a thinking approach. This article was justified and legitimated by theory. The selection of theory, especially in the communication field, will be directed by mapping territory. For instance, communication theories can be classified into quantitative or qualitative orientations. Others are classified into seven traditions in Semiotics, Cybernetic, Critical, and Rhetoric. It implies choices and selection of theory.

It relates to the topic of research. To synchronize the theory used, the author must know any theory related to the topic well. It could happen if theories were needed more than one theory. The complexity of the topic drives the author to search and seek any theories that will be applied. At this point, the author knows a major theory and the contrary, which is the minor theory.

Implication toward theories usage is at the thinking approach. Approach to thinking automatically influence the nature of writing. The goals of the selected research determine the procedure and mechanism of data collection and, in turn, affect the approach to thinking. Therefore, for the author, selecting theories provides a critical point for every writing which will be submitted to the journal.

Diversity of ideas about it pushed discussion, and training was becoming alive. One opinion complements another commentary which enriches the situation more dynamic. The trainer provided suggestions to do sufficient in using theory. He said that this article was written just 10 to 20 pages, so it is crucial to consider sufficiently when the author presented the theory. It is not a theory explication but an article to depict the result and interpretation of research or phenomena.

The difficulties usually occur are selecting the correct theory and whether it is closely related to the issues or topic of research. Each author should know the theories which he devoted to doing research. The topic will guide in selecting the theory; on the contrary, the theory will provide the basis for interpretation and analysis. Later, the author must consider the balance between theory and analysis.

Problem of Method and Paradigm

Frequently, the method of research was presented shortly. It is natural to happen in an article for the journal. The most crucial thing in this section is to provide a detailed description and operation in doing research. It is unnecessary to describe everything in line with research procedures and paradigms. It was too complicated to articulate in the method. Therefore, the author has to describe the point. The trainer said that the author should avoid general descriptions of the method because, at this point, we need a short description of the operational procedure so that other scholars can replicate or modify these operational procedures.

Discussion about it focuses on the kind of research methods. Typically, sort of research methods can be divided into two types: quantitative and qualitative research. But under quantitative research, it can be sorted more in detail, such as path analysis, factors analysis, analysis of variance, and so forth. On the other hand, qualitative research can be mapped into several methods, such as framing analysis, ethnography, phenomenology, case study, grounded research, discourse, and so forth.

The question is, how do you place and write these parts in your article? The proportion of writing should be considered based on the urgency and relevancy of matters. As mentioned earlier, that section of methods in the article should accommodate the principle and mechanism as well as the research procedure. The author can tell the basic foundation of the method and then describe in more detail the technical and procedure of the research.

Frequently, the author just describes every component of research by giving a definition. But he does not provide the procedure and techniques for doing the research. Consequently, this explanation is blurred and confusing to be understood. It implied that other scholars could not understand well. For journal management, this condition can be used as an excuse to reject or refute the submission.

This training also exposed some cases about how the author wrote a method as a part of the article. This demonstration displays any kind of shortcomings and a short description of the research method. It includes: description was less operational; failure to focus on the unit of analysis, and it presents insufficient.

Focus group discussions among participants in this program encourage them to demonstrate any writing about methods. It is too simple and defines the definition of interviews, data and management data analysis, the definition of sort of research, and so on. Many of the cases that were discussed tend to classic and simplified manners.

Presenting Data and Interpretation of Result

This part is central to issues because facts and findings were written in this section. Facts and findings were obtained from primary sources in the research, which is an essential part compared with other sections. It should be better to describe the fact findings into sub-part of issues. Therefore the structure of the data display was more accessible and understood.

A schema of data display was needed to present findings that can be related, interpreted, analyzed, and taken conclusion. It may happen introduction was well done, a theoretical framework was excellently constructed, and methods were presented operationally. Still, in the end, the data display structure and results in interpretation were poor.

This training encourages all participants to be aware of these matters. Presenting data, data display,

and interpretation reflect the end and goal of research or the article's essence. However, it must be considered seriously. As an author, this can be enriched by inserting either quantitative or qualitative data.

Moreover, the way the author has an interpretation reflects the quality of academic experience and capability in relating, comparing, synthesizing, and concluding situations. At this point, theories, concepts, and premises were needed to give fruitful explanations for the main issues which were investigated. Someone holding a Ph.D. degree does not automatically guarantee that he can translate and interpret the issues if he has not concerned with the issues.

Therefore, the selection of issues was finished at the beginning phase. It has implications and consequences for the next steps in writing articles for journals and other publications. Through focus group discussion, this training evaluates any writing judged poor or excellent. It provides fruitful information and criteria which determine which presenting data and findings were conducted well and which were not.

Many cases exposed that presenting data and findings were improper in data display. That is a crucial issue that participants must understand, especially lecturers of the Magister Program of Communication Science. There are differences between Eastern Scholars and Western Scholars in accomplishing their writing for the journal. Western Scholars devote and enrich their writing to data, mainly quantitative data; on the contrary, Eastern Scholars tend to ignore quantitative data instead qualitative data.

Selection Journal and Tactics

Viewed from productivity and frequency among lecturers in the Magister Program of Communication Science, fewer have ever tried to write an article for an International journal, mainly indexed by Scopus or any indexes. Two or three of them have been accepted and successful for international publication. Although, seen from the number of articles published in national journals can be said to be average.

These facts encourage the Magister Program of Communication Science to hold training and short courses to drive all lecturers to improve their productivity in writing journal articles, especially for international journals. Magister Program of Communication Science wishes that all lecturers can motivate themselves to try and submit an article for international publication. Through this training, the opportunity for lecturers who intend to publish their articles was opened broadly, with a broad spectrum to be accepted.

Conclusion

Lecturers have a strategic position in the university, especially in departments. A qualification they have, as follows as a degree of education, publications, research, teaching, and learning processes, can give an indicator for an institution whether this has a reputation or not. The training design and publication policy developed by Magister Program of Communication Science encouraged lecturers to write and submit their articles for broader scope than ever before.

This training has provided valuable and skillful knowledge and practicals for participants who join this program, especially lecturers of the Magister Program of Communication Science. The sustainability of this program was maintained by the department and evaluated in order to impact this program and policy to create products in the publication.

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