

Description of Increasing the Number of Research and Publication of Lecturers at the Indonesian Christian University, East Jakarta

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Abstract: The purpose of the study was to determine the readiness and difficulty of photographing and to improve research and publications of lecturers in Jakarta through lecturers at the Indonesian Christian University (UKI). Research is one of the indicators of the tridarma that must be carried out by lecturers throughout Indonesia, including lecturers at UKI. One proof of its performance is its publication in international and nationally reputable journals. Because research has a maximum dual effect and contributes to policy making in institutions. Allegedly there was a time when there were absolutely no lecturers who ran the administration of Academic Position. To become a superior university, one of the determining indicators is evidenced by the number of lecturers with the highest Academic Position. Data were obtained from secondary data and primary data as well as filling out questionnaires addressed to lecturers in the UKI environment. Data were collected from 102 respondents from 33 study programs. The results, which include lecturer research data and observations for the last four years from 2017 - 2020, show an increase in the number of publications in reputable and local international and national journals, although the results are comparable between the number of lecturers and publications. The backwardness of the publication of scientific journals of national and international repute can only be achieved if each lecturer conducts a scientific study and is published in accordance with the UKI Research and Community Service (LPPM) program, that each lecturer has the opportunity to conduct research twice a year, both independent research and research research group.

Keywords: Dosage Research; Lecturer Publications, Research Improvement

INTRODUCTION

Indonesian Christian University (UKI) in the last two years has succeeded in making achievements by achieving a position as a national top 100 university, the top 50 in the field of student affairs, Community Service which was initially unsatisfactory to satisfactory, performance in the previous research field in the fostered position, namely in 2016 and starting 2021 has shown a great collective performance. However, this cannot be the main determinant, because if it is disseminated based on research products and publications of individual lecturers as well as publications and research groups of lecturers at UKI, the results have not shown the optimal performance of the Tridarma research. From the data of 368 permanent lecturers at the Indonesian Christian University, there are only 12 lecturers who have the position of Head Lecturer. This number is calculated only 0.03% who have a high probability of achieving the functional position of Professor. This can be achieved if every lecturer who has a product is given a proper award and in accordance with the applicable regulations, both from the government and from the Indonesian Christian University. The Indonesian Christian University has a tenure of more than 30 years as a lecturer. However, the fact is that the level of teaching positions at the Christian University of Indonesia is far behind compared to other universities, especially in the fields of research and publications. The plan to accelerate Professorship which is planned to be achieved by 20 people by the university in 2020/2021 can only be proposed by 12 people and in the data, these 12 people meet the requirements set by the directorate of higher education.

The tenure of lecturers varies widely between 10 years, 19 years, 20 years and some are more than 30 years and 35 years. The length of work of lecturers is not as smooth as reaching the academic rank of lecturers that people know so far (Fernandez Rivas et al., 2020). The possibility of this happening is due to: lack of planning, implementation, not clearly programmed research planning from each study program, inconsistent monitoring/supervision and evaluation (Desautels et al., 2020). Progress and improvement in the field of teaching alone cannot fulfill the implementation of the tridarma of research. This is a fact, that there are still many lecturers who still have their academic positions as Expert Assistants and it has become a reality that there are lecturers who until Academic Position retires are only expert assistants (Kiryakova et al., 2021). In this right, it proves that there are terms of office in certain institutions that are not the same as the level of academic positions, so that this can also weaken lecturers' perceptions of the research and publication process. Because information from the institution every two to four years can only take care of promotions (Winkler, 2000). This shows the weakness of information services to human resources when it is time to apply for a lecturer's academic position.

The lecturers were not prepared and were not given valid information about the changes in regulations and new rules, so that the level of understanding and information received by the lecturers was not complete. This is very detrimental to institutions as well as lecturers and private study programs. For this reason, UKI with the age of 68 years old UKI has no choice but to seriously improve themselves to improve the quality of the institution as an institution engaged in services in producing quality and high-quality education graduates. The problem of delays in quality improvement is indicated by the existence of a certain period of time at the Indonesian Christian University in conducting high-quality publications and the tendency of lecturers to only teach and serve, do not conduct research and have no scientific papers published nationally or internationally, do not carry out and implement the tridarma regularly. Intact is one of the facts that lecturers are still different from many other tasks in the field of teaching. Even if there are lecturers who do publications, it is not proportional to the number of lecturers and the results of publications. Lecturers fulfill the obligation to write scientific papers (published/unpublished), because as a certified lecturer (Dehnad et al., 2021). Lecturers who have received certification funds are required to provide a report on the implementation of the tridarma. Or did research and published only certain lecturers, or lecturers did but not documented (Farady Marta et al., 2019). Another thing that might happen is due to the subjectivity of the policy makers, there are no rules to follow, the procedures are not clear and the rejection of research results is also often for no apparent reason (Howlett, 2014). This condition can also make lecturers not motivated to work. Or there was a time when the leadership had never published it that following the call paper was never published to the lecturers. That the activity can be followed by lecturers, as long as there is a final product. So that only one lecturer goes over and over again. As a result, it is not realized that it is detrimental to the institution. (Anam Siddique et al., 2011).

The Roadmap for the Institute for Research and Community Service at the Indonesian Christian University (LPPM UKI), which is contained in the Strategic Plan (Renstra LPPM 5 years), explains, among other things, that: building the ability to be able to master the basics of science and technology and practice in the community, building research capabilities (research). Skills development). The renstra is then followed up at the study program level, as an effort to realize scientific works that are beneficial for technological progress and of course also beneficial for study programs. The weakness of lecturers is that they do not conduct research and even if they do research only to fulfill their obligations as certified lecturers, they may not understand the meaning of the implementation of the tridarma and may not be continuous to state the importance of carrying out the tridarma on an ongoing basis (Regency et al.,

2021). Not to mention regulations that are not carried out consistently and policies that only provide opportunities for certain individuals/groups. For example, it is forbidden to follow the call paper during the study. Even though the current requirements for those who are studying are required to publish scientific papers as one of the requirements to complete their studies (Payne & Brown, 2016). Some get a chance, some don't. This is of course not true, for educational institutions that have values that should build the character of their lecturers, regulations are implemented together and if there is a policy, it is not only a group of individuals who have closeness (Nzewi, 2020).

All universities expect higher education achievement to get and have "Superior" Accreditation, both for study programs and for Indonesian Christian University, One of the indicators in achieving superior accreditation is by increasing the number of professors in each study program. For this reason, it is necessary to map each study program in the faculties under the umbrella of the Indonesian Christian University. The goal is that one of the requirements set by the government can be achieved within a certain period of time (Kaplan & Haenlein, 2019). As long as the regulations that apply in the university environment that the fulfillment of professors is mandatory to be fulfilled, it cannot be ignored, of course to fulfill it takes time, effort to be able to fulfill certain fields such as research and publications (Van Aken, 2004). The main obstacle that has occurred so far is the difficulty of permanent lecturers to reach the highest level of position, namely professors, because they are hampered by a number of special requirements. This has an impact on the desire to give birth to a new study program. The problem becomes more real when there is a plan to open a new study program, improve accreditation to be superior, where there are no additional lecturers who have a higher level of position, all of this has an impact on institutions, study programs and people who wish to study at the institution. It is also possible that the lecturers in each study program were never actually conditioned to be able to fulfill the highest academic rank, because it was possible for this to happen during the previous period. It is almost unplanned and programmed whether lecturers are allowed to conduct research, for the following reasons: the proposal does not meet the requirements, without knowing the lecturer who is researching where the error is. So, even the lecturers are tired in the initial process, which has made the lecturers no longer have more energy to fight. Indeed, there are some lecturers, who do not think about whether their proposal or application is approved or not, because they are already quite busy with other activities outside the campus.

The objectives of this research are: 1) Knowing the dominant factors that influence the improvement of lecturer's independent research, 2) Knowing the dominant factors that influence the improvement of group research from

lecturers, 3) Knowing the policies applied to increase independent research, 4) Knowing the policies applied to improve group research for lecturers

At the age of 68 years, Indonesian Christian University must be more serious in improving itself, especially with the new policy from the Minister of National Education who is committed to producing products from universities that can reach the job market. For this reason, lecturers who become resource persons, motivators need to pay attention to themselves and carry out self-development. UKI which was built by the founding father. Concern for community service is very dominant, not in tune with efforts to teach lecturers to work in the form of published products. This is proven, by the lack of lecturers who have academic positions (Ismayilova & Klassen, 2019). The condition of not achieving professors as they should be because there are times when UKI does not have a target for lecturer academic positions, there are no appropriate penalties and prizes, handling fields are not serious, lecturers are also leaders in universities, as a result it is difficult to achieve the expected product from research. . It also does not rule out the possibility of lecturers who succeed in becoming UKI professors, moving to other institutions that are more financially promising or policies that are less profitable for lecturers after becoming professors. During the last 10 years, lecturers' awareness is very low in managing academic positions to reach the highest level. It is ironic that the institution is no longer young. However, it is unfortunate that the results are not proportional to the number of study programs and the number of lecturers at UKI. The government also reminds lecturers that they have the obligation to carry out the tridarma. In order not to be left behind by other countries that really care about research. Research conducted (Rachmawati & Werdani, 2018) findings in this research show that there is a low number of professors, most private universities are still under the higher education standard, the competencies of lectures are not optimum yet running Tridarma Perguruan Tinggi, particularly in the field of research in which in this context it shows the low number of lecturers' capacity in publishing scientific articles. (Heryani et al., 2022) this research examined the effectiveness of the implementation of Indonesia's three principles of Higher Educations known as Tridarma Perguruan Tinggi comparing education and teaching, research and community service provided by the universities. More specifically, this research investigated the influences of leadership, strategic planning and human resources on the effectiveness of the implementation Tridarma Perguruan Tinggi as the standard setting measuring Indonesia universities' performances (Dethan et al., 2018), explained some factors influencing the implementation of strategic management planning by its ruler such as the influence of managerial behavior, appraisal management, resource allocation practices and institutional policy management.

Leadership plays a major role in determining the quality of institutional resources in order to implement the three principles. Huang and Lee in articles created by (Whitford, 2011) pointed out that human resources factors (including the lecturer's quality), process strength, organizational policy and curriculum are significant. This is one example that can be imitated by students in developing administration in addition to increasing the fields that must be mastered, both in education (Fathurrochman et al., 2020). Increasing the quality of education will have a positive impact on the management of education in an institution in Indonesia. However, increasing implementation in universities is not only in the field of teaching but in research and publications (Hosang et al., 2021). In education, it is necessary to improve educational facilities and infrastructure to ensure good quality (Fathurrochman et al., 2021), This applies to universities both in improving infrastructure in teaching, research and publications. In the Operational Guidelines for Assessment (PO PAK 2019) of academic position increase in credit numbers in 2019 and 2020, it is explained that scientific work as the main requirement (requirement) for occupying certain academic positions can differ from one another. Certain scientific works used in an academic promotion are subject to a maximum limit according to the criteria for academic positions. Furthermore, it is explained that the lecturer as a scientist who is responsible, is obliged to develop himself for the progress of himself as an individual, contribute to the institution to which he is devoted and more broadly has an impact on the wider community for any findings that provide added value to society. Actually, research dharma is not limited to publication in journals.

There are many types of products included in research dharma, such as: translating books, writing books, publications of national, international scientific works, posters, proceedings and other types. Competencies related to the soft skills of teaching staff (lecturers) teaching in higher education must be sensitive to changes that occur. Because, in the learning process, it is emphasized that the ability is meant in order to pursue a career. No longer only good at cognitive, but there is an integration of all the capacities that each individual has to be developed (Abdulkerim et al., 2022). This is where lifelong learning applies and opens ourselves up to do it. In an era that is very dominated by technology, it still takes the ability to be able to criticize various problems that may come up to lecturers in carrying out their duties. Maybe related to academic and non-academic. Because students who take further studies are not entirely from groups who have trained and adequate competencies. For this reason, lecturers are expected to function to contribute, so that students are motivated to explore their capacities. For this reason, lecturers are expected to play a role.

Living conditions are rapidly changing, climate changes in such a way have an impact both on the sustainability of nature and on changes in social activities (Haskell et al., 2021). The existence of this change requires social activities to exponentially follow the changes that occur. This phenomenon must be followed by lecturers. So that in the process of self-development there is a complete understanding. Especially with the spread of Covid-19, making the world undergo changes that humans never thought of before. This has an impact on the scope of education at all levels. The Government of the Republic of Indonesia, through the Ministry of Education, issued a circular allowing online learning to be carried out at all levels of education, which so far only followed the stipulated regulations, namely only allowing universities with an A accreditation (Djalante et al., 2020). The lecturers' understanding of this matter can be part of the students' responsibility to be more serious in multiplying their competence (Shallcross et al., 2002). So that you can have a career optimally and master the skills in question. Lecturers as motivators, facilitators are obliged to always equip themselves and carry out personal upgrades. Self-development in a structured manner or not is very valuable contribution to educational services (Shallcross et al., 2002).

RESEARCH METHODS

The method in this study is quantitative with surveys and instrument distribution (Mustajoki & Mustajoki, 2017). The research started from submitting a proposal, the collaboration was carried out for seven months, namely in May-November 2020. Research data was obtained from lecturers who filled out questionnaires sent via google form 368 lecturers. Spread across 31 study programs in 8 architecture and one graduate. In this study, the research population was all lecturers at UKI, with a total population of 368 lecturers. The research sample is lecturers from each study program at UKI. The pre-research stage is communicated with the UKI Academic Administration Bureau (BAA), to obtain data related to lecturers within UKI. From this data, the tenure of lecturers is grouped at UKI. Furthermore, taking care of research permits from the UKI Research Institute and community service. The next step is to develop instruments related to the principles of lecturer research. From the data collected, it still needs to be completed, data collection was carried out again by interviewing several lecturers who were considered to represent lecturers at UKI. The results of notes and documentation as well as data from filling out the questionnaire, the data is processed. This study uses data from the results of the UKI Lecturer's Dharma Research Questionnaire, UKI lecturer profile data, and Sinta UKI Google data. Questionnaire data was processed using inferential analysis. Lecturer profile data and data on the love of UKI lecturers were processed using descriptive analysis.

Data from questionnaire data is divided into 2 types, namely characteristic data and lecturer research. This study uses Ordinary Least Square (OLS) analysis to determine the independent and dependent variables that influence each. The following figure are the characteristics of the lecturer on the dependent variable.

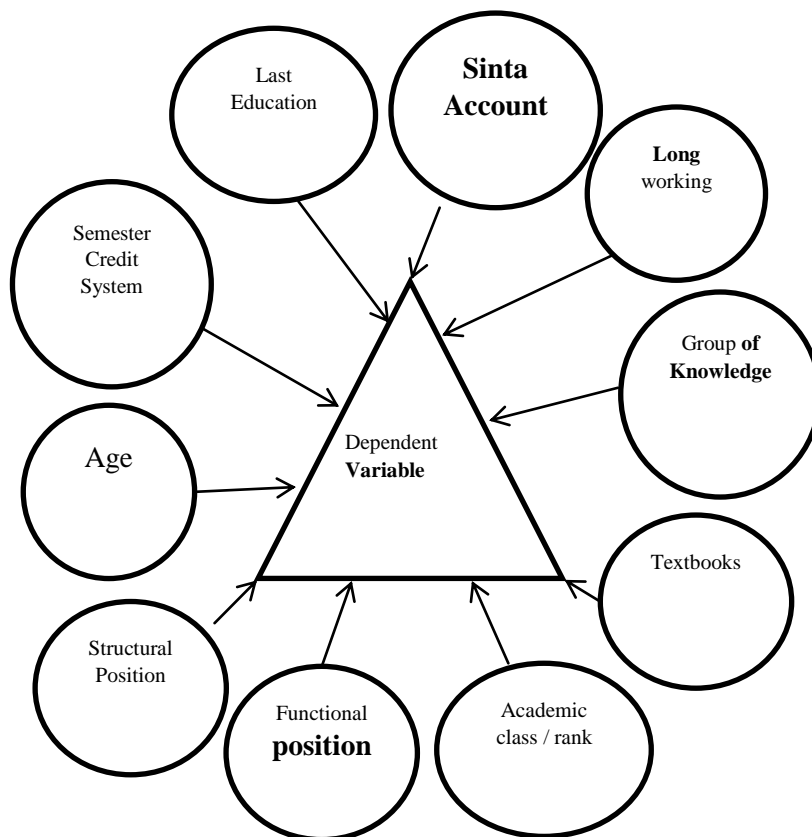


Figure 1. The Influence of Lecturer Characteristics Variables on Bound Variables

Explanation of Figure 1 illustrates that the dependent variable in this case is the lecturer's independent research is influenced by: the respondent's latest educational background, teaching carried out, age, structural position, and rank, books/teaching materials, having a Sinta account, and length of work in the study program. To conduct independent research is strongly influenced by the factors described in Figure 1. Every lecturer has the opportunity to conduct research every semester. However, rarely do that. Because apart from doing the tridarma, lecturers also have other duties, such as structural work in study programs or in faculties or universities (Tarling, 2017).

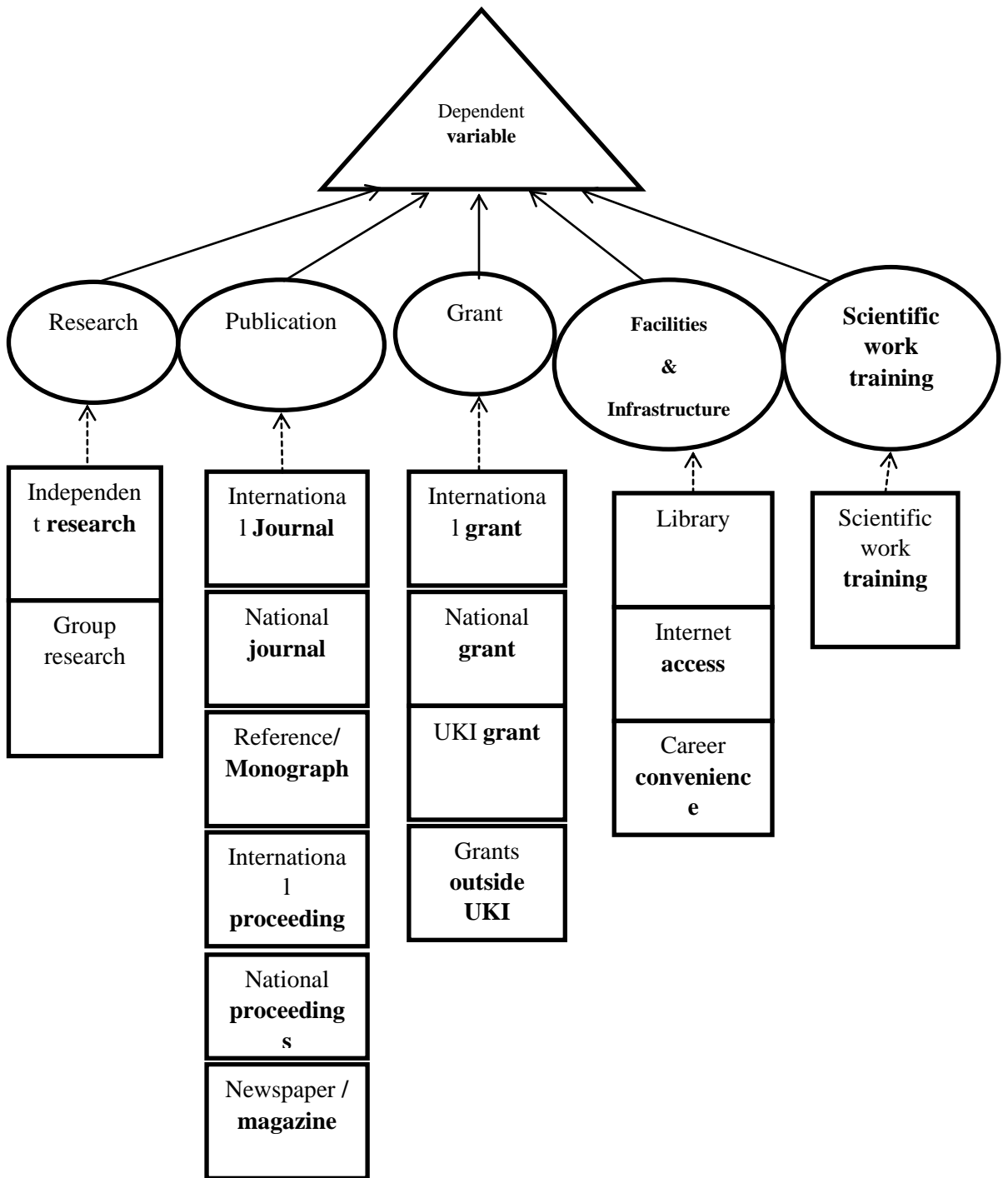


Figure 2. The Influence of Research Variables on Bound Variables.

From Figure 2, the research variables related to: independent research, and group research. For variables related to publication, it relates to: accredited journals, national journals, references/ monographs, national proceedings, newspapers and magazines. For variables related to grants, related to: non-UKI grants, UKI grants, national grants and international grants. Meanwhile, the variables related to the facilities are related to the library, internet access and career comfort. For scientific work training is related to the existence of training that contributes to the development of self-competence related to research in particular. The survey for this study made use of a questionnaire. And, the questionnaire was designed with attention to indicators that support research topics that are closely related to the research principles of lecturers at UKI. The data were collected from all permanent lecturers at the Universitas Kristen Indonesia (UKI). All lecturers in UKI have the opportunity to contribute to giving opinions. To obtain accurate data, the following steps are carried out: 1) Collecting data from all lecturers from each faculty at UKI, 2) From the results of the mapping, then it is sorted based on the length of work and rank (Academic Position) of each lecturer. 3) From the results of the initial mapping, make a questionnaire related to the implementation of research and publication, 4) Data analysis of findings from mapping and questionnaire filling, and interviews with authorized leaders, as representatives who understand the dharma of research. Cazeaux, (2017) The Ordinary Least Square (OLS) method is a method used to estimate the classical regression coefficient by minimizing the number of squares of errors that is minimizing

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \dots + \beta_n X_n + \varepsilon \dots \dots \dots [1]$$

With:

Y : dependent variable
 α : constant
 $X_{1\dots n}$: independent variable
 ε : Error term

The general formula is $\sum_{i=1}^n \varepsilon_i^2$

Figure 3. Ordinary Least Square (OLS) method classical regression coefficient

RESULTS AND DISCUSSION

Profile of Certified Lecturers at UKI

Secondary data that was obtained from the UKI Academic Administration Bureau (BAA) as of September 2020 was UKI permanent lecturer profile data, the total number of lecturer data was 358 Lecturers with details 172 lecturers had been certified, 162 lecturers had not been certified and 24 of them had retired with Lecturer Identification Numbers. Special. Certified lecturers are required to conduct research, but there is no obligation to publish in journals. Mainly, have done research, to report responsibility as a certified lecturer. Because certified lecturers receive government assistance funds every month, the implementation of the tridarma was mandatory. This is in line with what was expressed by (Podolsky et al., 2019) that lecturers who have been certified must conduct research and Lecturers who have not been certified still have opportunities, if they have met the specified requirements. With the increase in working time, it provides opportunities for lecturers who have not had the opportunity to take the certification test. Every year the government through L Dikti Region III provide information to institutions to provide opportunities for uncertified lecturers. The results of lecturer certification are aspects that also have an impact on the accreditation of study programs. Since the 2020/2021 academic year, the government obliges lecturers to do publication. Because, the main obstacle so far is the weakness of lecturer's publications. This is strengthened by data from LL3 Dikti, explaining that The Academic Position of lecturers with the highest Academic Position is only 3% of all lecturers in the target area of the III Higher Education Service Institute. This proves that lecturers are still weak in publishing research results. With this enlightenment, every lecturer is obliged to follow up to contribute to higher education nationally, institutionally (UKI), and lecturers personally.

Lecturer Publication Distribution in Universitas Kristen Indonesia

Lecturer publication is one indicator of university ranking and accreditation that directly affects the increase in the academic position of the lecturer concerned. These publications can be available in print and online versions but must be accessible worldwide either directly or through the publication indexer. One of the commonly used indexers is google scholar. In this sub-chapter, the distribution of UKI lecturers' publications will be explained based on data on Google Scholar from 2017 to August 2020.

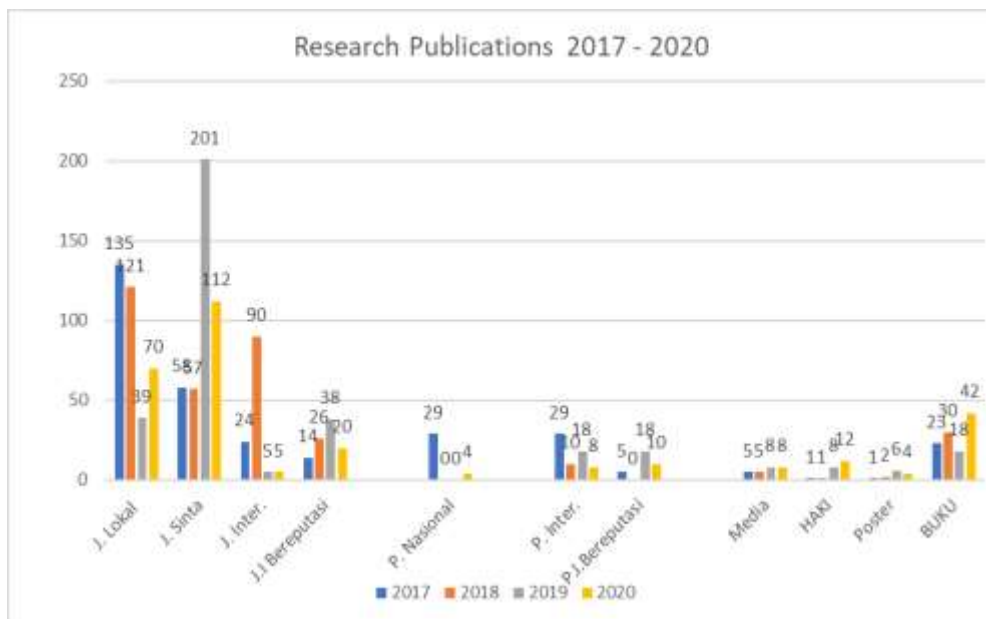


Figure 4. The Influence of Research Variables on Bound Variables

From graph 1, the distribution for publication in local journals from 2017 - 2020 has decreased. In 2017 there were 135 reports, in 2018 to 121 and in 2019 only 39 and increased again in 2020 as many as 70 articles. This happens because several local journals have become reputable journals for Sinta. This is reinforced by data from 2017 to 2020 data, the number of articles entering love has increased rapidly. Starting from 59 articles in 2017, to 57 articles in 2018 there was a decrease and in 2019 there were 106 articles and 112 in 2020. Likewise with reputable international journals and international journals. Indeed the additions are inconsistent, the data shows an increase. In 2018, the increase was almost 3 times from the previous year. From 24 articles to 90 articles. This shows the motivation of the lecturers to publish and report to the national portal. So that the addition of each article was detected to increase.

National and international proceedings have increased. Likewise with Intellectual Property Rights (HAKI) which the lecturers take care of after publishing. This is in line with the theory (Pranckutė, 2021) that every research result must be published properly and correctly. The addition of textbooks and monograph books has also increased significantly. Things that have not been fulfilled in terms of publication through mass media and posters. This still needs to be improved. In order for each type of publication to be filled, however, the thoughts of the lecturers according to their scientific fields are published for the benefit of the community. The regulations in effect at Universitas Kristen Indonesia provide opportunities for every lecturer to conduct research and be published in reputable national and international journals and funds for

publication are obtained from UKI and receive a reward if successful. From the results using the OLS multiple regression analysis for the nine characteristic variables that exist, it is obtained 11 models that allow linkages between variables. In this discussion, we only look at the results of the independent research model.

Model with dependent variable (Y) = independent research

$$\begin{aligned}
 Y = & 0.214 - 0.108X_{ages} + 0.224X_{education} \\
 & - 0.060X_{long\ working} \\
 & + 0.312X_{sinta\ account} \\
 & - 0.040X_{structural\ position} \\
 & + 0.181X_{functional\ position} \\
 & - 0.007X_{academic\ class/rank} \\
 & + 0.091X_{textbook} + 0.275X_{credits} + \varepsilon
 \end{aligned}$$

Figure 5. The results of multiple regression analysis using OLS with nine variable characteristics

From Figure 5 above, the Ordinary Least Square (OLS) method where the classical regression coefficient shows that the number of lecturers in credit units, age and length of work, academic level and lecturer's textbooks are positive dominant variables that have a significant effect on independent research. Lecturers who conduct independent research are also influenced by their position and class which negatively affects independent research. The roadmap for research and community service institutions at UKI (2020) includes providing opportunities for every lecturer to conduct research, increase research productivity, and provide quality research results. Opportunities for each lecturer to conduct their own research and the next semester's research can be carried out by taking into account the predetermined requirements, namely having completed the research conducted in the previous semester. If they are not accounted for, they will not be able to conduct research in the following semester. The results of research that have been carried out must be published. After successfully published, you will receive a prize according to the applicable regulations. This means that punishment and reward are carried out, so that there is a commitment from every lecturer who has done his research. In general, there are no obstacles that prevent lecturers from conducting research. In this case, what is needed is the motivation and awareness of each lecturer to take advantage of regulations and policies to contribute to the dharma of research. Every work produced has a profound impact on institutions, study

programs and individual lecturers. This can be seen from the model with the dependent variable (Y) = independent research

$$\begin{aligned}
 Y = & 0.994 + 0.089X_{scp1} + 0.196X_{scp2} + 0.474X_{scp3} + \\
 & 1.415X_{scp4} - 0.311X_{scp5} - 0.362X_{hibUKI1} + \\
 & 0.349X_{hibUKI2} + 0.806X_{hibUKI3} + 0.631X_{hibUKI4} + \\
 & 0.986X_{hibUKI5} + 0.782X_{hibnUKI1} - 0.261X_{hibnUKI2} - \\
 & 0.061X_{hibnUKI3} - 0.259X_{hibnUKI4} - 0.799X_{sint1} + \\
 & 0.047X_{sint2} + 0.002X_{sint3} - 0.532X_{sint4} + 0.644X_{sint5} - \\
 & 0.179X_{nsint1} - 0.535X_{nsint2} - 0.531X_{dnsint3} + \\
 & 0.092X_{nsint4} + 0.829X_{nsint5} + 0.401X_{mono1} + \\
 & 0.161X_{mono2} + 0.044X_{mono3} - 0.016X_{perps1} - \\
 & 0.054X_{perps2} - 0.550X_{perps3} - 0.380X_{plth1} + \\
 & 0.352X_{plth2} - 0.069X_{plth3} - 0.369X_{plth4} + 0.218X_{aksin1} - \\
 & 0.392X_{pklp1} - 0.367X_{pklp2} - 0.459X_{pklp3} + 1.464X_{pklp4} + \\
 & \varepsilon
 \end{aligned}$$

Figure 6. Model dependent variable (Y) = independent research

From Figure 6 above, the independent research model, the dominant influencing variables are: lecturers who have reputable international journal publications, receive grants from UKI and non-UKI and lecturers who have research groups of more than 8 studies. This indicator can have a negative effect because the scope of independent research is narrow and tends to be lighter in terms of material, resulting in the training indicator for scientific paper writing in this model tending to have no or even negative effect on the productivity of independent research. One of the dominant indicators of influence is lecturers who already have research groups of more than 8 studies. It is possible that if a lecturer already has quite a lot of group research (each semester) then the lecturer can easily design an independent research whose research scope is much smaller than the scope of group research. The publication data changes every year. Initially, 2017 was dominated by non-reputable journal publications, shifting towards reputable ones. Lecturers Start publishing proceedings and reputable international journals. Publication in national print media, managing intellectual property rights, publishing posters and writing books. Academic and non-academic works of lecturers who meet the requirements to be able to achieve the highest Academic Position also receive serious attention. Publication of scientific papers without paying/or no administrative fees can indeed be done, it only requires a fairly long waiting time. This is very suitable for lecturers who work at an age with a fairly long tenure, while for lecturers with a working period who are almost entering retirement no longer follow this path. There are several journals with not too long waiting times and are managed professionally

and there must also be administrative payments. For this reason, lecturers are given this facility, of course, with an agreement tone. So that scientific product are going to publish can be done. Because financial assistance and policies from institutions are very helpful, especially for lecturers whose working period is approaching retirement, even though there is an opportunity to be able to achieve the highest Academic Position? In this case, it is in line with the theory (Sato & Loewen, 2019) that lecturers need financial support to publish their research results.

In this case, a win-win solution is needed for lecturers with long tenure but still have the opportunity to work. It is time for leaders to also have sensitivity to the academic level of problematic lecturers and find a way out. So that the product is not left without meaning. Because, there are lecturers who do research, but are limited in finance. This also needs attention. To improve superior quality, it cannot be done only by some lecturers who work hard, but must support each other to achieve the expected quality. Quality publications need system support and lecturer's awareness to conduct quality scientific research. So, factors that have an impact on individual lecturers' research are positively influenced by: ownership of reputable journals, obtaining grants, ownership of Science and Technology Index (SINTA) accounts, having reference books and monographs, supporting infrastructure, and having research in groups. Negative things that affect the research conducted by lecturers are have structural positions, tend to do independent research, do not collaborate with other lecturers, the burden of the semester credit system exceeds their responsibilities. There is a tendency for lecturers who have structural positions do not conduct research continuously, even though it takes more than 10 years in completing the doctoral degree. Probably doing research, but not doing documentation and not being published. There are files that have expired, because they can no longer be published. Things like this should be a concern by the study program, as well as the relevant unions who are responsible for reminding lecturers to do research as an obligation. From the findings of the implementation of dharma research by lecturers at Universitas Kristen Indonesia, it turns out that not all lecturers have conducted research, both independent and group research. Even though doing research, there are lecturers who publish and there are also lecturers who do not publish. It is proven that there are lecturers who do not have a Science and Technology Index (SINTA) account.

Data in the system that applies nationally provides a portrait that the work of UKI lecturers is not optimal. Compare with several universities, such as: UI, IPB, ITB, Atmajaya, and Maranatha, UNPAR. Actually, the system at UKI has started to be built in carrying out research and community service, it's just not optimal in its implementation, it is still very limited. Even though there is research funding, it turns out that lecturers have not used it optimally. Because at the end of the academic year, not all of the budget has been absorbed to support research. This shows the lack of concern and commitment

from the leaders and lecturers themselves to conduct research, and it could also because the leaders at a certain time did not provide opportunities for lecturers to conduct research funded by the institution, or vice versa the lecturers themselves did not have the motivation to work for various reasons. There is a possibility, lecturers receive grants from the government, internal grants at UKI, so that research that has been offered from LPPM UKI may no longer be carried out. Due to time constraints and it is not possible to do it simultaneously. For this reason, collaborative action research (CAR) as an alternative model which he argues, has the potential to actively involve novice teachers, experienced teachers, teachers-educators, and university researchers in a joint enterprise to pursue vibrant professional development in the fields. Lecturers can do the same in the context of developing professionalism in the field of research. LPPM UKI, in the last 2 -3 years have intensively assisted lecturers to participate in grants from the government. However, it is not optimal for lecturers to follow. This happens because the tasks related to education are quite hectic. Some of the lecturers become structural officials, which makes it difficult to conduct independent research. Actually, every lecturer has the opportunity to publish, because there are rewards and punishments, for every lecturer who publishes get a reward. Not all lecturers have used it yet. While punishment is given to lecturers who have not completed previous research, they are not allowed to carry out the following research. They can only do the following research if they have completed the obligations of the previous research. So, it is very clear for lecturers between reward and punishment. As a follow-up to become a superior university, it is necessary to have a real responsibility from every lecturer to conduct research. However, published research is one of the indicators that determine the success of higher education. This means that there is awareness and responsibility on the part of the lecturers to conduct research and conduct publications. Research results that are successfully published can provide added value for institutions, study programs and lecturers personally.

The regulations that apply at UKI regarding the responsibilities and performance appraisals of lecturers are very clearly outlined, taking into account the appropriateness of implementing them and regulations at UKI are in line with the laws and regulations that require lecturers to conduct research (Elmagrhi et al., 2019). For this reason, research is something that needs to be taken seriously by each lecturer and must be carried out in a balanced manner in the implementation of the tridarma. The strategy carried out by the Institute for Research and Community Service (LPPM), is to provide opportunities for each lecturer to conduct independent and group research by following predetermined guidelines. This means that every lecturer has the same opportunity to compete by paying attention to the applicable rules. If it is followed, nothing is burdensome, what is needed from lecturers is to have commitment, responsibility, and discipline. So, there is an opportunity to do research every semester. UKI lecturer publications are still dominated by national publications in the form of scientific journals and proceedings. The number of national and

international publications tends to fluctuate each year. For the 2020 publication data only until September, and the data for that year still has the opportunity to increase in terms of numbers. In independent research, the dominant indicator is influenced by ownership of a love account and has had several group studies. This linkage means that a lecturer will find it easier to do independent research if he already has group research. In addition, lecturers who carry out independent research tend to publish their research at the national level where national publications can be recorded on the lecturers' account. To conduct research is not an easy thing, except to continuously conduct research according to their fields and competencies. If it is carried out continuously, it is certain that it will produce quality work and have an impact on the Institute, and the lecturers personally.

CONCLUSION

Lecturer research is influenced by the latest educational background, age, structural position, study program. There is a mapping of lecturers with long tenures and mapping of lecturers with tenure approaching retirement. So that the institution has the authority to provide treatment for lecturers in the conditions referred to. The regulations that apply at UKI provide opportunities for every lecturer to conduct research every semester. Any research results can be published and funds for publication can be submitted to universities through the UKI Community Service and Research Institute in accordance with applicable regulations. This research is used as a standard in improving the policies that apply at UKI through the Institute for Community Service and Research (LPPM) by already having a system that makes it easier for lecturers to document and publish every research result owned by UKI lecturers. Recommendations from this research have also been carried out by LPPM by having a roadmap that makes it easier for each study program to adopt and adapt to their respective study programs and other study programs by conducting independent research and conducting cross-study group research.■

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