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Article

Advancing academic standards: Management model for national reputable scientific writing training for lecturers

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Abstract: The root of the problem in this research is the fact that scientific writing with a national reputation is still low and the publication of scientific writing with a national reputation is also low, thus affecting the quality of lecturers at the University. To overcome this problem, this research developed a training management model that can improve the scientific writing skills of lecturers and familiarize lecturers to actively conduct nationally reputable scientific writing. The training management model in question is called the "National Reputable Scientific Writing Training Management" model. This type of research is development research or R&D to produce a valid, practical, and effective model, as well as all devices and research instruments related to the application of the model at the University. The results showed that: (1) the National Reputable Scientific Writing Training Management model is suitable for improving the scientific writing ability of lecturers; (2) the output of the National Reputable Scientific Writing Training Management model in the model group is significantly higher than the initial group (pre-model); (3) The average value of IP/IO from experts is 4.4 with a high category, from observers at stage I test is 4.0 with a high category, at stage II test is 4.7 with a high category and stage III test is 4.77 with a high category, so it is concluded that the National Reputable Scientific Writing Training Management model meets the criteria of effectiveness, practicality and implementation; (4) The response of university managers and respondents to the implementation of the model is quite satisfactory, both regarding the concept of the model, the application in technical implementation and their perception of the National Reputable Scientific Writing Training Management model; and (5) the National Reputable Scientific Writing Training Management model can be developed as an alternative implementation in training management at the university.

Keywords: training management model; national reputable scientific writing; lecturer quality

1. Introduction

The rapid development of the global world brings competition to every country in the world. These developments can be seen in all fields, especially the fields of science and technology. The results of technological development dominate the world's industrial market share today. In the development of a world oriented towards technology, it is influenced by one main factor, namely Human Resources (HR). The Indonesian government seeks to develop the quality of human resources through the field of education, because with good quality education will create good quality human resources as well. The reality of education in Indonesia is still problematic. The low quality of Human Resources (HR) is a fundamental problem that can hinder national economic development and development. Anielska (2022) in-depth interviews with lecturers were supposed to present not only the lecturers' experiences, but also how

they define their role, competencies, the teaching methods and assessment tools applied, as well as the attitude and model of relations with the students.

Higher Education is the center of education (Cahalan et al., 2022). The implementation of education in Higher Education functions to prepare students to become members of society with high academic and professional abilities so that they can apply, create, and develop Science, Technology, and Art (IPTEKS) to support national development and improve the welfare of society. Higher Education is a level of education after Upper Secondary Education, where its implementation is expected to become a center for the development of science and technology. In other words, Higher Education has a very strategic role in educating the nation's life through the development of science, technology, and art (Moscardini et al., 2022). Higher Education Institutions have three main functions known as the Tri Dharma of Higher Education which includes education and teaching activities, research, and community service (Sugiarti, 2022). Of these three roles, currently, the world of higher education in Indonesia is faced with major challenges related to improving the quality of research activities, especially in the context of international scientific publications. International scientific publications are considered important because the quality of academic and human resources at a university is measured based on published scientific publications. Scientific papers published internationally, read globally, and indexed by legitimate and recognized databases will provide added value to related educational institutions to fulfill the requirements of universities with World Class University status (WCU).

The difficulty of Private Universities to be able to exist in the current conditions also occurs in Private Universities (PTS), namely Darma Agung University (UDA). Many factors make it difficult for universities to improve the quality of their lecturers, one of which is due to the low ability of lecturers to write nationally reputable scientific papers. This can also cause the quality of the process and the quality of the output or the quality of graduates to be low. The purpose of organizing universities, both private and public, is to make higher education institutions capable of producing graduates acceptable in society. One of the factors indicated as the cause of the low quality of lecturers in PTS is the low ability of lecturers in scientific writing with a national reputation, this is by what was stated by Pramana et al. (2021) that national education is currently faced with four main crises, which are related to quantity, relevance/external efficiency, elitism, and management. It is further added that there are six main problems of the national education system, namely: (1) The decline in the characters and morals of students, (2) Equitable learning opportunities, (3) The low internal efficiency of the education system, (4) Institutional status, (5) Education management that is not in line with national development, and (6) Unprofessional resources.

The low quality of lecturers in higher education is inseparable from the low performance of lecturers as college teaching staff. By Law No. 14 of 2005, lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service.

Based on the Ministry of Education and Culture's 2022 Strategic Plan, it is explained that Indonesia's number of international publications is lower than that of

developed countries and neighboring countries. This is in line with the Directorate of Research and Community Service (Martinez and Elue, 2020) and research conducted by Nasir (2020), Mumen et al. (2020) which states that the number of accredited national journal publications in Indonesia is still relatively low, especially when compared to other countries in Southeast Asia and the world. The low quality of publications can be caused by internal and external factors. Internal factors include the fact that the choice of research topics/themes is often not in line with the trend of international research topics/themes, making it less likely that Indonesian research results can inform international research. Limited research capacity (both researchers and infrastructure) also limits the types of research that can be conducted.

Another internal problem that often arises is the violation of scientific ethics (Bos, 2020), which causes accreditation failures in national and international publications. In addition, the lack of a writing culture in universities is a problem for the research community (Law et al., 2020). This leads to a lack of ability to analyze and interpret research results comprehensively in national and international publications. Externally, financial support is also needed to facilitate and encourage students and lecturers to conduct quality research. The low number of lecturer publications is also influenced by factors such as a lack of understanding and information about the publication process, limited support and facilities provided by universities and research institutions, and low motivation and capacity of researchers, lecturers, and students in conducting research and scientific publications (Jacob et al., 2020). Darma Agung University (UDA) Medan is one of Indonesia's most experienced private universities. This can be seen from its 58 years of age. As one of the universities that has been recognized by the Republic of Indonesia, it is appropriate to implement a quality assurance system as mandated by Indonesian Law No. 12 of 2012. Quality assurance is defined as the achievement of educational goals and graduate competencies set by academic standards and strategic plans. Achieving this goal involves aspects of input, process, and output as well as the degree of excellence.

Institutional support is closely related to the system put in place to help lecturers achieve the targets set by the university itself. One of the systems that can affect the quality of research and publications in a university can be seen from the management model for the implementation of research and publications in the university concerned (Yusuf, 2020).

Based on the research guidebook globally and nationally (Oben, 2021), it has also been described how the process and model carried out in the implementation of research and scientific publications of lecturers at UDA. The factual model applied at Darma Agung University has been compiled and used for one mile stone Plan and Strategy (Renstra) 2018–2022. The empirical results as described strengthen the picture that the various quality problems of UDA lecturers built from the field of research and publication of scientific papers are common problems that must be given solutions. It is recognized that these shortcomings are related to policies and management processes that have not been integrated. This data was obtained from pre-research observations made by researchers to lecturers through interviews.

One way that has proven effective in efforts to improve scientific writing with a national reputation to improve the quality of lecturers is the implementation of training or workshops on writing scientific papers that meet the rules of international writing

for higher education educators (Budiharso and Tarman, 2020). This effort has been carried out by many higher education institutions in Indonesia. Wahyudi and Sutoro (2021) shown a tremendous impact on increasing the number of publications of international scientific papers by lecturers of the organizing institution. In the national context, these efforts have also begun to show a significant impact in boosting the number of Indonesia's international scientific publications on the world map. Based on this, the research will develop a "National Reputable Scientific Writing Training Management Model to Improve the Quality of Lecturers at Darma Agung University".

2. Materials and methods

This research adopts the Research and Development (R&D) method (Safitri et al., 2019), designed to create and validate a new model through a structured and iterative process. The development process follows several key stages: the conceptual model, theoretical model, hypothetical model, and final model (Fuertes et al., 2020). Each stage builds upon the previous one, ensuring that the model is both theoretically sound and practically effective. The study was conducted at Darma Agung University, targeting a population of 111 expert assistants and lecturers. A sample of 87 individuals was carefully selected from this population to participate in the study, representing a diverse cross-section of the university's academic staff. The initial phase, or pre-model phase, involved gathering data from 15 respondents. This preliminary data collection was crucial in shaping the early version of the model and identifying potential areas for refinement.

The experimental design incorporated three stages of limited trials, each with increasing levels of participation to ensure the model's robustness. In the first phase, 35 respondents were involved in testing the initial version of the model, providing valuable feedback that informed subsequent adjustments. The second phase expanded the trial to 52 respondents, allowing for a broader evaluation and further refinement of the model. In the third and final phase, all 87 respondents participated, ensuring that the model was tested under conditions that closely resembled its intended application. The data collection process was comprehensive, utilizing multiple methods to gather diverse types of data. Inventories were used to collect quantitative data, observation sheets allowed for the recording of behavioral and contextual insights, interviews provided in-depth qualitative data, and documentation offered supplementary information to support the analysis. This multi-method approach ensured a thorough evaluation of the model's effectiveness and its potential for practical implementation.

3. Results and discussion

Referring to the implementation of the National Reputable Scientific Writing Training Management model trials in stages I, II and III, it is known that the criteria for validity, effectiveness and practicality of the model set, seen from the resulting category are high. The validity of the research instrument is needed to determine the feasibility of the instrument in collecting data so that the instrument can reach the information needed in data collection. Meaning that the testing of the National Reputable Scientific Writing Training Management model in Improving the Quality of Lecturers meets the criteria of effectiveness and practicality, this situation illustrates

that the resulting model has a positive use or usefulness in order to realize Education Management in accordance with stakeholder expectations at Darma Agung University.

Based on the results of validation data analysis, it is known that the model and all supporting devices, both research tools and research instruments developed are valid with some revisions. In principle, the tools and instruments used in the components of the applied model are built or constructed on the theoretical basis and model construction. Because the process and implementation of the model activities were carried out simultaneously with the activities of validating the tools and instruments needed in the research, the changes and revisions made to the model were followed simultaneously with changes and revisions to the tools and research instruments. With this validation activity, it is assumed that there is a correction or assessment activity from experts, which hierarchically starts from correcting/assessing the model to be applied, then correcting/assessing the related tools and instruments. To overcome and minimize the problems in it, researchers choose experts who are experienced in developing research models as well as practitioners who directly play an active role in Education Management.

Based on the theoretical mastery and experience of experts and practitioners, it is stated that the National Reputable Scientific Writing Training Management Model in Improving the Quality of Lecturers can be practically applied in order to build Training Management related to the ability of national reputable scientific writing at Darma Agung University. To prove this, the model, tools and instruments were then tested in the field. The results of data analysis of observations of model implementation, it was concluded that the achievement of the level of model implementation in limited trials I, II and III successively experienced a significant increase. Implementation in trials I, II and III.

In the pre-model assessment (before the model is applied), it is known that the level of achievement on the variable, namely the ability to write scientific papers with national reputation, is dominated by the low category of 60% and the less category of 40%. Furthermore, by conducting a limited trial phase I of the National Reputable Scientific Writing Training Management model, the results of a significant increase were obtained and the longer the implementation of the model carried out successively in limited trial II and limited trial III resulted in a better improvement and showed achievement in the high and sufficient categories. It is expected that the application of the model carried out continuously will improve satisfactory results.

Based on the perceptions and experiences of the experts, the National Reputable Scientific Writing Training Management model developed can be run and applied effectively by trainees at Darma Agung University. To obtain an effective model, a limited trial was conducted 3 (three) times. The effectiveness of the model is determined by the achievement of various things according to the indicators in the variable, namely the Brainstorming indicator, Abstract indicator, Introduction indicator, Literature Review indicator, Method indicator, Findings indicator, Discussion indicator, Conclusion/Suggestion/Application indicator and other indicators. The better the value of each indicator met by each respondent; it can be assumed that the better their ability to write nationally reputable scientific papers.

The implementation of each indicator in Limited Trials I, II and III can be seen

in the value of each indicator in limited trial I, limited trial II and broad trial III above, always experiencing significant improvements. This can be illustrated through the results of the calculation of each indicator. In Limited Trial I, it is known that the Brainstorming Indicator, dominated by 54.29% in the poor category, followed by 42.86% in the low category and only 2.86% who get the sufficient category. The Abstract indicator shows that 51.43% are dominated by the insufficient category, 34.29% are in the sufficient category and 14.29% are in the low category. The Introduction indicator shows that 40% are dominated by the deficient category, 34.29% are in the low category and 25.71% are in the sufficient category. The Literature Review indicator shows that 51.43% are dominated by the less category, 25.71% are in the low category and 22.86% are in the sufficient category.

The Method Indicator shows that 42.86% are dominated by the insufficient category, 40% are in the sufficient category and 17.14% are in the low category. Furthermore, the Findings Indicator shows that 57.14% are dominated by the less category, 37.14% are in the sufficient category and 5.71% are in the low category. The Discussion Indicator shows that 42.86% are dominated by the less and low categories and 14.29% are in the sufficient category. The Conclusion/Suggestion/Implication indicator shows that 45.71% are dominated by the low category, 31.43% are in the less category and 22.86% are in the sufficient category. Other indicators show that 48.57% are dominated by the less category, 45.71% are in the low category and 5.71% are in the sufficient category.

In Limited Trial II, it was found that the Brainstorming Indicator was dominated by 63.46% in the insufficient category, followed by 34.62% in the sufficient category and 1.92% who got the high category. The Abstract indicator shows that 48.08% are dominated by the sufficient category, 30.77% are in the insufficient category and 21.15% are in the high category. The Introduction indicator shows that 57.69% are dominated by the insufficient category, 32.69% are in the sufficient category and 9.62% are in the high category. The Literature Review indicator shows that 50% are dominated by the less category, 46.15% are in the sufficient category and 3.85% are in the high category. The Method Indicator shows that 48.08% are dominated by the less category, 32.69% are in the sufficient category and 19.23% are in the high category. Furthermore, the Findings Indicator shows that 42.31% is dominated by the sufficient category, 32.69% is in the insufficient category and 25% is in the high category.

The Discussion Indicator shows that 46.15% is dominated by the sufficient and deficient categories, as well as 3.85% in the high and low categories. The Conclusion/Suggestion/Implication indicator shows that 48.08% are dominated by the insufficient category, 42.31% are in the sufficient category, 5.77% are in the low category and 3.85% are in the high category. Other indicators show that 55.77% are dominated by the less category and 44.23% are in the sufficient category. Based on the nine indicators, only eight indicators are in the high category. This is inversely proportional to Limited Trial I, where none of the indicators had a high category.

In the Extensive Test (Limited Test III), it was found that in the Brainstorming Indicator, 57.47% were dominated by the moderate category and 42.53% were in the high category. Abstract Indicators show that 52.87% are dominated by the high category and 47.13% are in the sufficient category. The Introduction indicator shows

that 56.32% are dominated by the high category and 43.68% are in the sufficient category. The Literature Review indicator shows that 52.87% are dominated by the sufficient category and 47.13% are in the high category. The Method Indicator shows that 51.72% are dominated by the high category and 48.28% are in the sufficient category.

Furthermore, the Findings Indicator shows that 54.02% is dominated by the high category and 45.98% is in the sufficient category. The Discussion Indicator shows that 70.11% is dominated by the sufficient category, 21.84% are in the high category, and 8.05% are in the insufficient category. The Conclusion/Suggestion/Implication indicator shows that 50.57% are dominated by the sufficient category, 29.89% are in the high category and 19.54% are in the insufficient category. Other indicators show that 49.43% are dominated by the sufficient category, 35.63% are in the high category and 14.94% are in the less category. Based on these nine indicators, none of them are in the low category, and only three indicators have a category of less, but the number is relatively small. This is inversely proportional to the Limited Trial II and Limited Trial I that have been carried out previously.

The achievement of these indicators demonstrates that the National Reputable Scientific Writing Training Management model has positively impacted the scientific writing abilities of lecturers who participated as research respondents. This success suggests that the model's implementation will effectively enhance the scientific writing skills at Darma Agung University, serving as a valuable tool for advancing academic and research capabilities among its faculty members. The model's impact is reflected in the significant improvements observed in the scientific writing competencies of the lecturers, providing a strong foundation for further academic development.

The results obtained from the application of the model have been summarized in the following table, showcasing the measurable progress achieved and reinforcing the importance of this model in cultivating a robust research environment at the university. The results obtained from the application of the model have been summarized in the **Table 1**.

Based on **Table 1**, it is clearly seen that there is an increase in the value of indicators applied in limited trials I, II and III at Darma Agung University which illustrates an increase in the ability to write nationally reputable scientific papers. Based on this, it is explained that there is an increase in the value of the Brainstorming indicator, Abstract indicator, Introduction indicator, Literature Review indicator, Method indicator, Findings indicator, Discussion indicator, Conclusion/Suggestion/Implication indicator and other indicators in each limited trial and broad trial. This shows that the National Reputable Scientific Writing Training Management model has a positive and significant effect on its application in improving the scientific writing skills of lecturers at Darma Agung University.

Table 1. Summary of limited trial I results with limited trial II and III.

	Indicators	Categories				Total
		High	Simply	Less	Low	
Limited Tial 1	Brainstorming	-	2.86%	54.29%	42.86%	100%
	Abstract	-	34.29%	51.43%	14.29%	100%
	Introduction	-	25.71%	40%	34.29%	100%
	Literature Review	-	22.86%	51.43%	25.71%	100%
	Method	-	40%	42.86%	17.14%	100%
	Finding	-	37.14%	57.14%	5.71%	100%
	Discussion	-	14.29%	42.86%	42.86%	100%
	Conclusion/suggestion/implication	-	22.86%	31.43%	45.71%	100%
	More	-	5.71%	48.57%	45.71%	100%
	Indicators	**Categories**				**Total**
		High	**Simply**	**Less**	**Low**	
Limited Tial II	Brainstorming	1.92%	34.62%	63.46%	-	100%
	Abstract	21.15%	48.08%	30.77%	-	100%
	Introduction	9.62%	32.69%	57.69%	-	100%
	Literature Review	3.85%	46.15%	50%	-	100%
	Method	19.23%	32.69%	48.08%	-	100%
	Finding	25%	42.31%	32.69%	-	100%
	Discussion	3.85%	46.15%	46.15%	3.85%	100%
	Conclusion/suggestion/implication	3.85%	42.31%	48.08%	5.77%	100%
	More	-	44.23%	55.77%	-	100%
	Indicators	**Categories**				**Total**
		High	**Simply**	**Less**	**Low**	
Limited Tial III	Brainstorming	42.53%	57.47%	-	-	100%
	Abstract	52.87%	47.13%	-	-	100%
	Introduction	43.68%	56.32%	-	-	100%
	Literature Review	47.13%	52.87%	-	-	100%
	Method	51.72%	48.28%	-	-	100%
	Finding	54.02%	45.98%	-	-	100%
	Discussion	21.84%	70.11%	8.05%	-	100%
	Conclusion/suggestion/implication	29.89%	50.57%	19.54%	-	100%
	More	35.63%	49.43%	14.94%	-	100%

4. Discussion

The implementation of the National Reputable Scientific Writing Training Management model at Darma Agung University includes aspects of national reputable scientific writing skills. The implementation of the model starts from model planning, model organization, model implementation and model evaluation. The model to be developed was then discussed in FGDs involving experts, practitioners and academics. The model was then tested at the initial stage (limited trial I), main stage (limited trial II) and broad stage (limited trial III). In the initial and main stages, the model is

continuously evaluated to be refined so that the results obtained are getting better. The model that has been developed can then be tested widely. The model can be used as a guideline as a new model that can be used as an indicator in improving the ability to write nationally reputable scientific papers.

The results showed that the National Reputable Scientific Writing Training Management model has a significant influence on improving the scientific writing ability of lecturers at Darma Agung University. which includes indicators, namely: Brainstorming indicators, Abstract indicators, Introduction indicators, Literature Review indicators, Method indicators, Findings indicators, Discussion indicators, Conclusion/Suggestion/Implication indicators and other indicators.

The nine (9) points in the experimental group of limited trial I, limited trial II and limited trial III have significantly higher percentage values and averages compared to the conventional group (before the model is applied) or called pre-model.

The response from the University leadership and other related parties about the implementation of the National Reputable Scientific Writing Training Management model is also good, this can be seen from their satisfaction with the application of the model in order to improve their ability in national reputable scientific writing. This includes their increased understanding of the concept of the National Reputable Scientific Writing Training Management model and soft skills that can be trained with the application of the model in the implementation of their work at Darma Agung University. The experience gained from the application of this model can change the habits of lecturers to be more active in writing nationally reputable scientific papers so that the expected results for the quality of lecturers increase.

The results of descriptive analysis regarding Brainstorming indicators, Abstract indicators, Introduction indicators, Literature Review indicators, Method indicators, Findings indicators, Discussion indicators, Conclusion/Suggestion/Application indicators and other indicators at the time of the pre-model (before the model is applied) are dominated by percentage values in the low category and the less category. Furthermore, after the application of the National Reputable Scientific Writing Training Management model in limited trial I, a higher percentage value was obtained than before (pre-model), but it was still dominated by the less, sufficient and low categories. Furthermore, in the limited trial II, the percentage value was obtained to be higher than the limited trial I. Likewise, the limited trial III obtained a higher percentage value compared to limited trials II and I. Based on this, it is understood that there has been an increase in the value at the time of the national reputable scientific writing training compared to the pre-model when limited trials I, II and III were carried out.

Based on these results, the application of the National Reputable Scientific Writing Training Management model in limited trials I, II, and III gave significant changes to the improvement of the ability of national reputable scientific writing by lecturers. These results showed that there was an increase in all indicators when implementing the National Reputable Scientific Writing Training Management model in the limited trial. Based on this, it can be concluded that the improvement experienced by Darma Agung University lecturers in scientific writing increased along with the implementation of nationally reputable scientific writing training. Research replication can be carried out to confirm a more comprehensive conclusion by (1)

increasing the number of respondents; (2) expanding the study; and (3) using a wider range of regions.

Based on these results, the application of the National Reputable Scientific Writing Training Management model in limited trials I, II, and III gave significant changes to the improvement of the ability of national reputable scientific writing by lecturers. These results can be seen that there was an increase in all indicators when implementing the National Reputable Scientific Writing Training Management model in the limited trial. Based on this, it can be concluded that the improvement experienced by Darma Agung University lecturers in scientific writing increased along with the implementation of nationally reputable scientific writing training. Research replication can be carried out to confirm a more comprehensive conclusion by (1) increasing the number of respondents; (2) expanding the study; and (3) using a wider range of regions.

5. Conclusion

Based on the results of testing the National Reputable Scientific Writing Training Management Model in limited trials I, II and III, a significant increase was found in the Brainstorming indicator, Abstract indicator, Introduction indicator, Literature Review indicator, Method indicator, Findings indicator, Discussion indicator, Conclusion/Suggestion/Implication indicator and Other indicators, the longer the implementation of the National Reputable Scientific Writing Training Management model will result in optimal achievement of improving the ability of national reputable scientific writing by lecturers.

In the comparison of the pre-model test (before the model was tested) with the limited trial phase I, it was found that in the pre-model test, 60% was dominated in the low category and 40% in the poor category while for the limited trial I, 48.57% was dominated in the poor category, 28.57% in the moderate category and 22.86% in the low category. This proves that there is an increase in the results obtained, namely before the model is applied (pre-model) involving 15 lecturers with model testing in limited trial phase I involving 35 lecturers at Darma Agung University.

In the comparison of the limited trial phase I with the limited trial phase II, it was found that in the limited trial phase II, 48.08% were dominated by the less category, 44.23% in the moderate category and 7.69% in the high category while for the limited trial I, it was dominated by the less category, then moderate and low and no one was in the high category. This proves that there is an increase in the results obtained, namely an increase in the value of the limited trial phase II involving 52 lecturers compared to the limited trial phase I involving 35 lecturers at Darma Agung University.

In comparing the phase II limited trial with the phase III limited trial, it was found that the phase III limited trial was dominated by 52.87% in the sufficient category, 47.13% in the high category and none in the low or low category, whereas for Limited trials II were dominated by the sufficient category, then low and high and none were in the low category. This proves that there is an increase in the results obtained, namely an increase in scores in the phase III limited trial (extensive trial) which involved 87 lecturers compared to the phase II limited trial which involved 52 Darma Agung

University lecturers. This overall increase also applies to each indicator at each limited trial stage I, II and III. This proves that there has been continuous improvement during the implementation of the Nationally Reputable Scientific Writing Training Management model at Darma Agung University.

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