

Optimization Strategies for Student Scientific Publications in Islamic Higher Education Institutions to Enhance Academic Competence Based on Outcome-Based Education (OBE)

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ABSTRACT

Higher education demands that students not only master knowledge but also actualize their ideas through scientific works, including journal article publications. However, low literacy interest, lack of writing skills, and limited understanding of the publication process present major student challenges. This study aims to examine and develop innovative strategies to enhance students' scientific writing skills as an alternative to thesis writing to support the achievement of the Tri Dharma of Higher Education, particularly in accredited scientific publications. This research uses a qualitative approach with a phenomenological method, conducted through interviews, observations, and documentation. Data analysis was done through data reduction, data presentation, and conclusion drawing, employing triangulation of techniques and sources. The results show that journal publication plays a strategic role in shaping students' academic culture. However, challenges such as low literacy, lack of mentoring, and low motivation remain significant barriers. Study programs have implemented writing workshops, intensive mentoring, incentive provision, and hands-on writing practice to encourage student productivity. It can be concluded that strategies based on active practice, lecturer-student collaboration, and support through facilities and incentives effectively improve the quality of students' journal publications. The implementation of these strategies not only improves students' writing skills but also strengthens a productive and collaborative academic culture within higher education institutions. Furthermore, this approach accelerates the achievement of the Tri Dharma of Higher Education, particularly in research and scientific publications.

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1. Introduction

Islamic higher education institutions play an important role in disseminating knowledge and shaping Muslim students' scholarly character and intellectual tradition. These institutions are based on the missions of *ta'lim*, *tarbiyah*, and *ta'dib*, which emphasize not only the acquisition of knowledge but also ethical and social responsibility. One of the key challenges in this context is fostering a strong academic culture where writing and scientific publication become an integral part of student development [1].

Higher education institutions play a crucial role in fulfilling the Tri Dharma of higher education, which consists of education and teaching, research and development, and community service. One important aspect of the Tri Dharma is the outcomes generated from its implementation. One of these outcomes is publications, which are expected to provide benefits to the broader community [2].

In the rapidly advancing era of digitalization, the demand for academic literacy has become increasingly high. The ability to write and publish scientific work is not only part of the academic process but also an important indicator of graduates' competitiveness on a global scale. The shift towards digitalization also drives transformation in learning methods, publication, and access to information, which requires students to be more adaptive and innovative in producing high-quality scientific works [1].

Various studies show that training in writing techniques, intensive mentoring, and adequate publication facilities significantly improve students' writing and publication skills. Programs such as scientific article writing training, journal publication workshops, and publication incentives have been proven to enhance the quality and quantity of articles produced by students. In addition, the application of the learning-by-doing principle in the learning process, where students actively write and revise their work during lectures, is considered effective in improving academic skills based on Outcome-Based Education (OBE) [3].

Writing activities encourage students to pay attention to the correct use of language, as the writing process involves active thinking that can contribute to the improvement of their language skills [4]. Regarding writing skills, Helaluddin and Awalludin (2020) stated that writing is one of the productive skills that can be effectively developed through regular practice and maximum refinement [5]. However, despite its importance, many students still struggle with writing scientific papers due to limited literacy habits, lack of guidance, and insufficient exposure to research methodologies.

In addition to writing papers, students are faced with various writing activities throughout their academic journey. For example, writing research reports, whether they are literature-based, field research, or laboratory research. One of the most important writing activities is writing a thesis or its equivalent, often referred to as OBE (Outcomes Based Education), which not only serves as a graduation requirement to obtain a bachelor's degree but can also be considered a monumental work that will be remembered for a lifetime [6]. Furthermore, writing skills are essential to convey ideas and thoughts scientifically, both during the academic period and when students enter society as professionals, experts in specific fields, public officials, or community leaders. In short, writing skills, particularly in the scientific context, are an integral part of a student's academic life that cannot be separated [7].

Meanwhile, Karomah and Rukmana (2022) emphasized the education of students regarding scientific article writing, including composition techniques, with a primary focus on publication in nationally accredited SINTA journals. This program yielded positive results, such as an increase in students' understanding and the quality of the articles they produced, some of which were even deemed worthy of recommendation for publication in academic journals [8]. In line with this, research by Syaharuddin et al. (2021), Haerazi et al. (2021), and Sani & Syafar (2023) highlight the importance of scientific article publication as a means to strengthen the relevance of education, bridging knowledge gaps, and improve writing skills among students and educators. However, engineering students still require more comprehensive guidance on strategies for writing scientific articles, particularly those intended for SINTA-accredited journals [9].

This research aims to examine and develop innovative strategies to improve students' scientific writing skills as an alternative to thesis writing to support the achievement of the Tri Dharma of Higher Education, particularly in accredited scientific publications. This study seeks to analyze the factors influencing students' ability to write academic papers, explore the challenges faced, and identify effective methods to enhance the quality of journal articles.

According to research by Jefik Zulfikar Hafizd, this community service activity shows that students hold various important roles in society, one of which is as agents of change. To fulfil this role, students are required to possess a strong intellectual capacity. Writing becomes one of the most effective ways to enhance this competency; therefore, it is important to cultivate a culture of writing and research. The majority of students in the HES study program demonstrate a strong interest in developing their ability to write scientific papers properly and accurately [10].

Recognizing the importance of scientific publication in developing students' academic competencies, particularly in the Outcome-Based Education (OBE) implementation era, innovative strategies are needed to optimize students' scientific publication outputs. This study aims to examine the optimization of scientific publications, analyze the challenges encountered, and identify effective methods to enhance the quality and quantity of scientific publications as an alternative to a thesis, thereby supporting the optimal achievement of the Tri Dharma of Higher Education.

2. Method

2.1. Participants or Subjects

This study uses a qualitative method chosen to explore a deep understanding of complex phenomena. A phenomenological approach is employed to understand the experiences of the research subjects, including their behaviour, perceptions, and motivations within the context of language and specific natural environments. The choice of this approach aims to gather in-depth and detailed data regarding the strategies of the study program in optimizing student journal publications [11].

The participants in this study consist of students and lecturers involved in the journal publication process in specific study programs. The selection of participants was carried out purposively, considering the relevance of their experience in journal publication. The total number of participants in this study is 3, with diverse demographic backgrounds, including FAI lecturers and FAI students from 2021 [12]. The data were collected through in-depth interviews, direct observation, and documentation. The data analysis process involved several stages: data collection, data reduction, data presentation, and drawing conclusions or verification. To ensure the validity of the findings, this study employed triangulation of techniques and data sources [13].

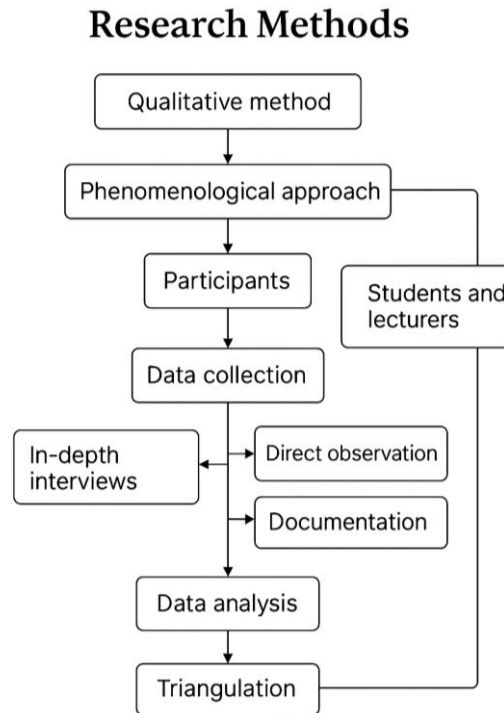


Fig. 1. Flow chart image

3. Results and Discussion

3.1. The Role of Journals as Outputs

Journal publication plays a very important role as a learning outcome in higher education. Student involvement in journal publication reflects their scientific writing and critical thinking ability, helps shape their understanding, and contributes to increasing student productivity within the academic environment [14]. Journal publication also plays an important role as a medium for knowledge sharing and is one of the processes in knowledge management characterized by the reciprocal exchange between implicit and explicit knowledge, with the aim of creating more and better knowledge [15]. In this context, journal publication also strengthens the role of students as Agents of Change, Moral Force, and the nation's Iron Stock through the creation of an academic culture that can be disseminated to the wider community. The outcomes of these journal publications serve to enhance students' scientific capacity while also positioning them as a moral force within society [16].

With the publication of journals, students contribute to enhancing the academic culture within higher education institutions through the habit of reading and critically analyzing texts, which in turn supports the development of their ability to write academic journals [17].

Through journal publication, students have the opportunity to apply the knowledge they have acquired in class by conducting research or writing reflective research papers that adhere to scientific standards and follow ethical principles of scholarship. In addition, students' active involvement in academic activities, including journal publication, contributes significantly to their long-term academic success, such as completing their education and pursuing careers in academia [18].

Thus, scientific journals as academic outputs are not merely an academic requirement but also serve as a means for students to develop their personal potential and make a tangible contribution to the advancement of knowledge and higher education institutions.

3.2. Students' Challenges in Journal Writing

Student scientific papers exhibit a wide range of characteristics, including how students write correctly and appropriately, adherence to writing rules and ethics, and various obstacles that cause

delays in the completion of these scientific works [19]. The factors contributing to the slow progress of students in completing scientific papers include, among others, the low interest and writing habits in scientific work among Indonesian students. This is reflected in the small number of scientific publications produced in Indonesia. As a result of the students' low reading interest, they have fewer reading references, such as articles, journals, books, and other reading materials. According to a study by Aulia Akbar on "Student Literacy Interest," out of 97% of students, only 3% spend their time reading [20]. From this phenomenon, it can be observed that the challenges faced by students in writing academic papers are due to the lack of reading references, making it difficult to produce engaging, substantial, and innovative writing. Producing research with novelty can be accompanied by writing a solid background, research gaps, and a strong theoretical foundation to support the paper. Students often still lack understanding of the paper they are about to write, the issues at hand, and their impact, causing the final output to lack concreteness, a weak foundation, and a tendency to focus on previously occurring problems. As a result, the quality of the written work becomes subpar [21]. The first resource person also emphasized the importance of effective guidance in the process of writing academic papers. He said,

"We have provided various pieces of training, but indeed, students who lack motivation and reading habits still struggle in composing quality academic papers."

Writing scientific papers is a process of scientific thinking that can be carried out individually or in teams. With the obstacles experienced by students, they can consciously improve the quality of their writing by working on the reviews received from the Open Journal System (OJS), where each OJS has its own provisions in the review and revision process, which are carried out both by the author and the OJS with a fast-track review and revision system. The fast-track phenomenon makes students less enthusiastic about reading and producing quality scientific articles. Students tend to underestimate the process, making it easier for them to choose the fast-track review and revision route. Furthermore, some students are unaware of the step-by-step process that must be followed from submission to the publication of the journal. Students lack a good mentor to guide them in scientific writing. Writing seminars and training sessions have been widely offered to students, but the willingness to participate and deepen knowledge in writing is often absent. The limited time available for completing journals also poses a challenge for students. Deadline-driven students tend to complete assignments close to the given deadlines [22]. The second resource person stated: "We provide various trainings, but what is more important is that students have the desire and willingness to delve into scientific writing. Without that, all the training becomes less effective."

The scientific article being worked on is not only one of the outputs of a college assignment but also serves as an Outcome-Based Education (OBE) outcome of graduation. Students who follow the OBE path use journals as a substitute for final assignments. Before the journal article is published, students must undergo a similarity test to determine whether the written work contains any plagiarism. According to Rosadi and colleagues, it is also revealed that in reality, many students consider writing scientific papers as an unpleasant activity, requiring a long time, not fully understanding the stages of writing, lacking understanding of research and community service, having limited access to information, and requiring significant time and costs [23].

3.3. Program Study Strategy to Optimize Student Journal Publications

Based on in-depth interviews with three informants from the study program environment, it was found that the strategy to strengthen student publications has been systematically and progressively designed. The first informant conveyed that the study program routinely organizes training sessions to enhance the students' capacities, both in terms of research methodology, the use of reference management applications (Mendeley, Zotero), data analysis software (SPSS, NVivo), and training in the use of Turnitin [24]. He stated:

"We regularly conduct training sessions, ranging from writing and reference management to introducing plagiarism-checking applications. We want students to become accustomed to the correct process from an early stage."

In addition, the study program provides mini research grants and awards for students who successfully publish scientific works. A student publication roadmap has also been developed as a guide for scientific development in a structured manner.

The second informant emphasized the importance of collaboration between lecturers and students in the publication process. The implementation of an outcome-based education curriculum has made scientific publication part of the academic success indicators. He stated:

"We have programs like thesis camps and intensive mentoring, especially leading up to seminars or thesis defense. Students who are serious about writing are always guided until they can publish."

However, he also acknowledged that not all lecturers have specific performance obligations to guide student publications, so the mentoring process is sometimes not evenly distributed. Nevertheless, some students independently build academic networks and strive for publication.

Meanwhile, the third informant emphasized the importance of direct practice over mere training. He said:

"Training is important, but practice is more important. We encourage students to create drafts directly, and then we review them together. If they just attend training but don't write, it's pointless."

The study program also provides incentives and publication subsidies, particularly for students who manage to publish in Sinta journals or international journals. This support is included in the annual budget planning as part of strengthening the academic culture on campus.

The study program also initiated the Camp Thesis Program, an intensive mentoring initiative aimed at students in the final stages of their thesis preparation or those at risk of not completing their studies on time. Although no formal reward scheme is based on publications, the informant stated that students who demonstrate perseverance and high motivation are usually more proactive in seeking publication opportunities, including building academic networks with lecturers and fellow researchers.

According to Huda in the Mustaqim journal, the consistent implementation of the OBE curriculum can strengthen students' critical thinking skills and scientific communication abilities, especially when supported by active and collaborative guidance from lecturers [25].

The study program has also established an incentive scheme based on publication achievements. Students who successfully publish articles in nationally accredited Sinta journals or reputable international journals such as Scopus are entitled to receive certain rewards in the form of certificates, reduced financial burdens, or other forms of support. Furthermore, publication access is tailored to the students' capacities, with options for open access or closed access available. In terms of publication financing, the study program ensures that funding will not be an obstacle, as subsidies or financial assistance for publication have become part of the annual budget. This approach aligns with the findings of Suryani and Wulandari (2022), which emphasize that the collaboration between training, incentives, and financial support for publications can create an inclusive and productive academic ecosystem for student scientific publications [26].

Overall, the interview results show that the study program has established an academic ecosystem that is conducive to student scientific publications. The strategies implemented are integrative, involving synergy between strengthening individual capacities, academic quality assurance systems, and providing resource support. The implementation of an outcome-based education (OBE) curriculum not only functions as a pedagogical framework but also serves as a catalyst in encouraging students to actively contribute to the development of knowledge [27]. The commitment of the study program to building a scientific culture based on publication reflects compliance with academic regulations and demonstrates a long-term vision of producing graduates who are competent, adaptive, and ready to compete in the global scientific community [28].

3.4. The Impact of Scientific Work for Students and Faculty Support for Journal Publication

Scientific work refers to writing produced using scientific methods based on the results of analysis or research. In the context of higher education, scientific work plays a crucial role as it can enhance the quality of education, broaden knowledge, and contribute to society. Additionally, scientific work can serve as a benchmark to assess the quality of a particular educational institution. The process of composing scientific work is a complex step and requires specific expertise from students. The steps involved include selecting a relevant topic, collecting accurate data, analyzing the data carefully, organizing the writing framework systematically and clearly, ensuring the writing is well-crafted and easily understood, and performing meticulous editing [29]. However, students face many challenges when writing scientific works. One of the biggest challenges is choosing a topic that aligns with their field of study. Students must be able to identify relevant issues that can be developed into high-quality scientific works. They must also be able to conduct accurate data analysis. This requires knowledge of using appropriate methods and data analysis techniques, as well as the ability to interpret the results of the analysis correctly and objectively. Other challenges include difficulties in presenting ideas and concepts in a sequential and clear manner [30].

Furthermore, this study shows that students possess the skills to manage information for writing high-quality academic papers. This research recommends the use of information technology to assist students in gathering, storing, and managing sources of information. Therefore, it is essential for universities to provide training and the necessary resources for students so they can enhance their ability to search for relevant information sources and utilize information technology in the preparation of academic papers. By doing so, it is hoped that students' academic work will be of high quality and serve as a valuable source of information both now and in the future while also fostering critical thinking skills among students [31].

In order to improve the quality of students' scientific work, the development of critical thinking skills becomes a key objective. To achieve an enhancement in the quality of scientific work, contributions from lecturers through intensive guidance approaches are necessary, where lecturers provide insights through data sources and foster good collaboration between lecturers and students. This creates a learning environment focused on developing students' critical thinking abilities. Additionally, lecturers, supervisors, and educational institutions must also provide adequate support in developing students' writing and thinking skills, both by implementing appropriate teaching strategies and providing sufficient resources [32].

4. Conclusion

Based on the results of this study, it can be concluded that the publication of journal articles is one of the key outputs in supporting the achievement of the Tri Dharma of Higher Education, particularly in the areas of research and development. Student involvement in the publication of scientific journals not only enhances their academic abilities and critical thinking skills but also strengthens the academic culture and their role as agents of change within society.

However, the process of writing and publishing scientific articles still faces various challenges, such as low reading interest, limited writing skills, insufficient understanding of the research process, and a lack of intensive supervision from lecturers.

The study program has made efforts to optimize student journal publications through technical training programs, intensive mentoring, mini-research grants, publication incentives, and the integration of an Outcome-Based Education (OBE) curriculum. Nevertheless, challenges remain, thus requiring more systematic and sustainable efforts to cultivate a strong culture of academic writing and scientific publication among students.

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