



## Basic Research Skills Training

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### ABSTRACT

*The workload of a lecturer is not only about teaching ability, research but also demands community service, this workload is stated in the law known as the Tri Darma of Higher Education. In terms of teaching, good teaching skills in a lecturer are of course an absolute must for a lecturer. Likewise, with the obligations in research (making scientific papers), a lecturer must be able to make research that can be published both at the national and international levels. However, the scientific works produced by lecturers in Indonesia and published internationally are still relatively few. This is partly because lecturers are not given enough encouragement and support to be motivated in making scientific works. The training aims to provide basic research skills in the hope of helping lecturers to improve the quality of writing scientific articles so that they can publish articles in international journals. Training activities will be carried out using the classical method with a lecture approach (material presentation), practice, and discussion with the intention that the material can be accepted by participants/partners properly This activity consists of three stages, namely the preparation stage, the training implementation stage, and the activity evaluation stage. The existence of this training seems to be able to improve the participants' abilities in making good scientific works.*

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## INTRODUCTION

The workload of a lecturer is not only about teaching ability, research but also demands community service, the workload is stated in the law known as the Tri Darma of Higher Education (Government, 2003; Kurniati & Fidowaty, 2017; Nurkhaerani, Wijayanto, & Syah, 2013). When described from the three obligations of a lecturer, the three of them certainly have very important roles. The role of the tri dharma of higher education has contributed to their respective fields in improving the quality of education and the quality of society.

Research is one of the things that must be done by a lecturer. The quality of a study can be seen from its output in the form of scientific articles. Of course, good scientific articles can be published in reputable journals such as Scopus indexed journals. The number of international scientific publications from Indonesia is not yet comparable to the number of lecturers and researchers spread across 4,607 universities. Currently, out of 177,000 lecturers and researchers registered in the Science and Technology Index (Sinta), Indonesia only produces 34,007 Scopus indexed journals (Seftiawan, 2019). Director-General of Research and Development of the Ministry of Research and Technology Muhammad Dimiyati said lecturers were not required to publish their research in a Scopus indexed journal. Lecturers can write in other journals as long as they are reputable and globally indexed (Winahyu, 2019). From the above statement, it can illustrate that the number of quality researches is not high compared to the number of lecturers in Indonesia.

There are still a few scientific works produced by lecturers in Indonesia and published internationally (Rohmah & Huda, 2016). Several reasons underlie the lack of publication of lecturers' scientific works in Indonesia. Lecturers are not given enough encouragement and support to be motivated in making scientific works. There should be various training and journal access facilities as a form of strategy for increasing the competence of lecturers in writing scientific articles (Rohmah & Huda, 2016). The work environment also affects the performance of lecturers which is assessed through the activities of higher education tri dharma (Pramudyo, 2010).

Scientific publications are important to improve the quality of learning at the University. To assess a good lecturer, it can be seen from how to deliver learning material. Good learning materials are, of course, renewable materials. This can be done by reading a lot of scientific journals. Efforts must be made to improve the content of the writing and the type of journal. The higher the quality, so that our citations improve and the rank of universities globally improves (Widyanuratikah, 2019). From the quality of publications that have been produced, of course, there are several things to worry about, one of which is the student's final project in the form of research. Lecturers not mastering the learning material will have an impact on students' understanding of the material (Budiadi & Sulistyawati, 2013). If the lecturer also does not master research methods well, the students' understanding of the material is

also not good. However, some cases are contrary to the explanation above, such as lecturers who already can understand the material well and have good publication quality too, but the ones who have problems are the students who do not understand the material.

Contribution from a lecturer must of course provide benefits to the wider community, this is known as community service. Lecturers are directly involved in the community with programs that have been made to improve the quality of human resources in the community. For example, there is a community service program in the form of a guided village. There is also a service that provides knowledge related to entrepreneurship, accounting, health, children's education, etc. The community here has a very broad meaning, both students and lecturers are also included in the community.

In a situation analysis, it can be concluded that this activity partner requires a variety of skills that support the writing of scientific articles. Writing a scientific paper for a lecturer is currently one of the requirements that are clearly stated in the Tri Darma of Higher Education. So that from these problems, the training team provides solutions in the form of various activities to support basic skills in making scientific articles.

*Pengabdian Kepada Masyarakat (PKM)* Program or also called community service is an activity to convey knowledge that a lecturer has to the community. The PKM service team conducted initial discussions with several lecturers, both from UNJ and Non-UNJ environments. From some of the discussions, it turned out that the lecturers' desire to get training in application skills related to the ability to use Microsoft Advance, plagiarism, and paraphrase. Some non-UNJ lecturers still refer to lists manually. This sometimes becomes an obstacle in writing efficient articles. The non-UNJ lecturer also realized that the ability related to writing the final project at Ms. Office is also still classified as moderate. There are still many things that need to be explored for Ms. Office which is useful for writing scientific papers. As can see in Figure 1.

Therefore, through PKM activities in the form of training on basic research skills, it is hoped that lecturers, especially non-UNJ lecturers, are expected. This activity is important to do so that PKM partners can have basic skills in conducting research whose main goal is to be able to publish in international journals.

Based on UU No. 37 Tahun 2009 explains that lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and arts through education, research, and community service. According to Saifullah, Wahid, and Nasiruddin (2018: 156), a lecturer has the following duties and responsibilities:

#### Lecturer assignments

- a. Creating an atmosphere or climate of the learning process that can motivate
- b. Has a variety of tasks that are implemented in the form of dedication. These duties include the fields

of professional, humanitarian, and social fields.

- c. The general duties of a lecturer as a profession include educating, teaching, and training.
- d. Developing science and technology.
- e. Planning and implementing teaching
- f. Carry out the education, research, and community service
- g. Planning, implementing the learning process and assessing and evaluating learning outcomes
- h. Improve and develop academic qualifications and competencies in a sustainable manner in line with the development of science, technology, and arts

#### Lecturer Responsibilities

- a. Carry out the education, research, and community service
- b. Planning, implementing the learning process and assessing and evaluating learning outcomes
- c. Improve and develop academic qualifications and
- d. competence in a sustainable manner in line with the development of science, technology, and art
- e. Acting objectively and not discriminating based on considerations
- f. gender, religion, ethnicity, race, certain physical conditions, or the socio-economic background of students in learning
- g. Upholding statutory regulations, law, and code of ethics, as well as religious and ethical values; and
- h. Maintain and cultivate the unity and integrity of the nation.

Based on the information above, there are research words that are included in the obligations of a lecturer. Research is a systematic process (Hermawan, 2019). So research is an effort made to answer a problem that needs to be answered systematically which must comply with the established procedures or steps. Research is an art and science, both of which are used in solving the problems to be achieved (Hermawan, 2019). Research also accommodates differences in the results of each study. To carry out research requires good writing skills or abilities.

Writing skills or abilities are one of the most complex language skills (Cahyani, 2010). Research activities are closely related to writing skills. Efforts to improve writing skills can be done in various ways. A proven way to improve writing skills is by finding an idea by doing 5 stages, namely formulating problems, compiling research strategies, reproducing, revising, and publishing (Cahyani, 2010).

Improving writing skills can also use the paraphrase technique. As it is known that the paraphrase technique is a technique used to avoid recreational action. The use of this technique will of course improve our vocabulary. If we write a scientific article and after using this technique the level of similitude is low, it is clear that our writing skills are very good.



**Figure 1.**  
E-Flyer of PKM Basic Skills Research Training

## **METHOD**

This training activity is carried out using a classical method with a lecture approach (material presentation), practice, and discussion with the intention that the material can be accepted by participants/partners well. The target of the participants is as many as forty lecturers from the Greater Jakarta area. The types of activities that will be carried out in this series of PKM activities include:

1. Planning stage: at this stage, the PKM team mapped out existing problems according to situations encountered by PKM partners
2. Implementation Stage: this second stage is the stage of efforts to realize solutions to partner problems that have been identified in the previous stage, namely the implementation of activities consisting of several activities from the opening ceremony, the main event, to the closing. In the main event, the method used is more emphasis on practical methods. Partners are required to bring their laptops to facilitate the training process.
3. Evaluation Stage: This stage is an evaluation of the implementation of community service activities that have been carried out as well as the preparation of reports on the results of the entire series of activities. The components evaluated at this stage include training material, clarity of resource persons in explaining the training material, training facilities, the adequacy of the duration of the training and discussion sessions (question and answer) with the participants, and the level of understanding of the participants of the material presented in the training. This evaluation stage is carried out by distributing questionnaires to participants via the google form application.

## **RESULTS AND DISCUSSION**

The PKM Basic Ability Training Research activity was held on June 25, 2020, and was attended by 40 participants from various campuses across Indonesia. The place of PKM implementation is in their respective residences. These training activities are held online or online using the zoom platform. The implementation of these activities online is due to conditions that are not possible if the implementation of PKM is carried out directly due to the COVID-19 outbreak. Despite the limitations, the implementation of this PKM is running smoothly.

The implementation of the activities consists of several activities. First, starting with the opening of registration for participants via the Google Form and Whatsapp Group. Furthermore, the activities began with the opening ceremony, the main event, and the closing ceremony. In the main event, the method used is more emphasis on practical methods. Partners are required to bring their laptops to facilitate the training process for various applications to support basic research.

This training provides skills to lecturers from outside UNJ, namely:

1. Techniques to avoid plagiarism;

2. Paraphrase Procedure;
3. Use of Microsoft Word Advance

In the first session, training in techniques for avoiding plagiarism and paraphrase procedures was conducted, remembering that originality in scientific work is very important following predetermined academic rules. Thus, for writers and researchers, knowledge related to techniques to avoid plagiarism and paraphrase is needed. As can see in Figure 2.

In the second session, the discussion was continued on the use of advanced Microsoft material. The delivery of this material is also done by direct practice and guided by the speaker. Besides, the speaker also opened a question and answer form and discussion for participants who were still confused or had problems with these practices. As can see in Figure 3 and Figure 4.

All participants were very enthusiastic and enthusiastic about participating in the training. This can be seen from the activeness of the participants in the question and answer session guided by the presenter. Overall, with this training, the participants felt satisfied with the basic research skills training. This can be seen from the aspects of the importance of the material, the benefits of the material, the clarity of the material presented, and the satisfaction with the training.

However, this training also has limitations, including in terms of implementation procedures which are carried out online due to the conditions during the training which made it impossible to hold this training offline. Practical training is better done offline so that participants can immediately consult with the resource person when they encounter problems.

Based on the results of the questionnaires distributed to the training participants, the majority argued that research related to basic techniques in research was very important. This is in line with the research of Rohmah and Huda (2016) which explains that one of the supports to motivate the increase in the publication of scientific papers is the existence of various training and journal access facilities so that the competence of lecturers in writing scientific articles can increase.

Besides, research skills are one of the higher-order thinking skills, and understanding this concept has not been entrenched in Indonesia, especially for educators. In the current condition, educators are more trained to memorize theories without developing their thinking skills. Seeing this, the importance of practicing research skills, higher-order thinking skills, and understanding concepts, the learning process is carried out by training from an early age to conduct research, to gain direct experience to develop competencies in exploring and understanding the natural surroundings scientifically (Putra, 2016).

The image is a screenshot of a Zoom meeting. On the left, a slide is displayed with the following content:

**Contoh 3:**

**THE ORIGINAL PASSAGE**

- Students frequently overuse direct quotation in taking notes. In fact, they overuse quotations in the final [research] paper. Only 10% of your final manuscript should appear as direct quotations. Therefore, you should strive to limit the amount of exact quotations of source materials while taking notes. Lester, James D. *Research Writing*, 2nd ed. (1976): 46–47.

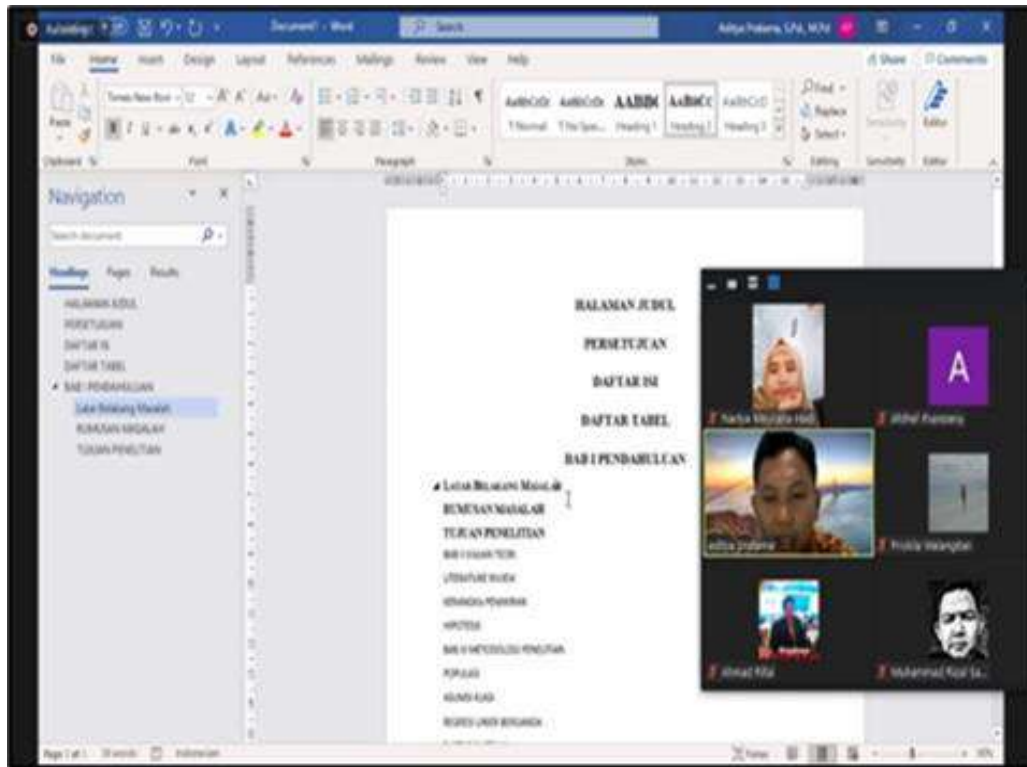
**A LEGITIMATE PARAPHRASE**

- In research papers students often quote excessively, and reduce the material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim.

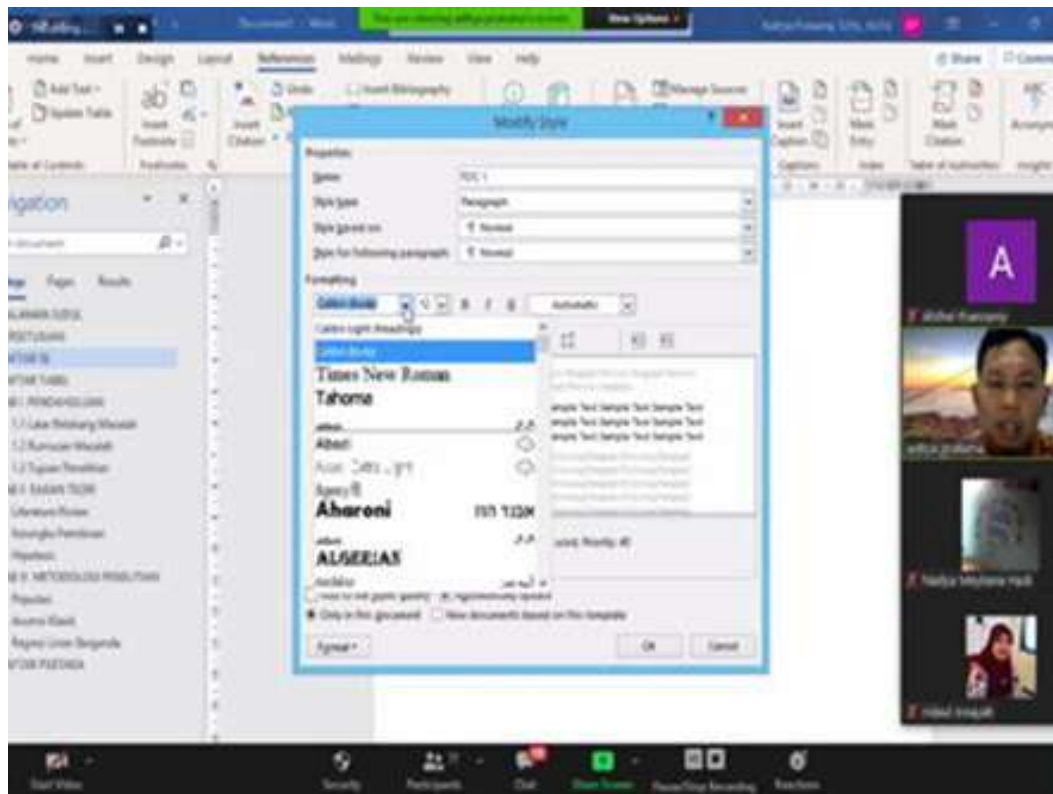
On the right side of the slide, there is a video grid showing six participants in a 2x3 layout. The participants are: Dinar Dyanita, Alifal Harzany, editya pratama, and others. The Zoom interface at the bottom shows standard controls like mute, video, and chat.

**Figure 2.**  
Paraphrase Technical Training





**Figure 3.**  
Use of Microsoft Word Advance



**Figure 4.**  
Practice creating a table of contents automatically

## CONCLUSION

The implementation of Community Service is very useful for all participants, especially for participants who come from outside UNJ, the majority of whom work as lecturers in various universities in Indonesia. With the training provided for all program activities carried out by this service team, it can improve skills competency in writing scientific articles to be published in national and international journals. After this training, it is hoped that there will be further training or the next batch that can be carried out regularly for participants who have attended the event from beginning to end and who were unable to attend this training.

Recommendations for the implementation of further training, it is better if research expertise training like this is carried out offline with not too many participants because this training is a practical one that requires focus so that the results of the skills obtained by the participants are maximized.

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