

## WRITING AS AN INVESTMENT TO FULFILL AN INCREASE IN THE FUNCTIONAL POSITION OF LECTURER

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### ABSTRAK

*Scientific writing has an essential role in supporting the improvement of lecturers' functional positions, where scientific publications are seen as a form of strategic investment that can encourage academic career development. Through publications, lecturers not only share their research results and intellectual ideas, but also increase their competence, credibility, and professional recognition in the world of higher education. This study aims to analyze scientific writing as a long-term investment that plays a role in fulfilling the requirements for lecturers' functional promotion, and to assess the impact of writing productivity on institutional recognition. Using qualitative methods, this study identifies motivational factors, challenges, and benefits obtained by lecturers through scientific writing and publication activities. The results of the analysis show that scientific writing productivity significantly contributes to the process of functional promotion, both through increasing the required credit score, as well as through wider recognition of lecturers' scientific contributions in the academic sphere. Thus, scientific writing and publication skills need serious attention in lecturer development programs, so that they can support the improvement of professional performance and strengthen the academic position of lecturers in higher education. Continuous efforts in improving scientific writing skills are seen as crucial as a form of investment for the future of lecturers' academic careers, which in turn can contribute to improving the quality of higher education in Indonesia.*

**Keyword:** functional position, investment, promotion, writing

### Introduction

The Functional Position of Lecturer or Functional Academic Position (Jafa) is a position that indicates the duties, responsibilities, authority and rights of a Lecturer in a higher education unit whose implementation is based on certain skills and is independent. Academic/Functional Lecturer Positions from lowest to highest starting from expert assistant, lecturer, associate professor and professor (LLDIKTI Region VI). To achieve this functional position, lecturers must implement the Tri Dharma of Higher Education, namely the fields of teaching, research and community service. These three lecturer obligations all require the lecturer to be active in writing. In the field of teaching, lecturers must prepare a semester program plan (RPS) and also teaching materials, in the field of research, lecturers must write articles and publications in both reputable national and international journals, then in community service activities (PKM), lecturers must also prepare reports. community service and published in national and international accredited journals, in which case lecturers must be productive.



Lecturer productivity in writing and publishing scientific articles in journals is a very fundamental part of building the reputation of oneself and the higher education institution where the lecturer serves. However, in reality, many lecturers at various universities still do not understand the strategy for publishing articles in journals (Mahyudin Ritonga et al, 2022). Lecturers' lack of understanding to publish their work can be caused by various factors, one of which is a lack of innovation. Innovations in learning that are followed by students can be presented in the form of writing which will later be published and in accredited journals or at least have an ISBN, which can be read by other people, and the more writing that is published, of course it includes teaching yourself (Rohmadi M., 2021). Lecturers at universities have the obligation to carry out the tri dharma of higher education, namely education and teaching, research and community service.

Becoming a lecturer must fulfill the tri dharma of higher education, it is non-negotiable, Ersis Warmansyah Abas in Rusmaniah in carrying out the test for lecturers said "I am not asking you to become a lecturer, you are registering of your own accord, I am not asking you for a cent, on the contrary give you the opportunity to strengthen your knowledge and teaching skills, I don't owe you anything" the aim is to make all lecturers who are tested successfully become lecturers who are responsible for all obligations to be fulfilled, become lecturers who are truly serious and focused. Lecturers write not only as an academic responsibility, but in order to benefit many people, especially students, because the focus of lecturers' performance is to make students have character in accordance with the Indonesian educational goals of the Pancasila Student Profile, for this reason lecturers are required to be intelligent in the learning process. Smart lecturers who are active in higher education make students not only focused in class but also outside of class. There are various learning models that focus on students, which will make students have high self-confidence, independence, skill in socializing and have a competitive edge (M. Yusuf & Arfiansyah, 2022).

The application of the learning model is of course accompanied by competencies in determining learning management strategies so that the learning presented can shape the character of students who have a Pancasila student profile. To achieve this goal, lecturers are required to be productive in writing, and through writing, lecturers certainly develop literacy in themselves as well which has an impact on the students they teach.

## **Research methods**

This study combines literature research and quantitative methods to obtain empirical data on lecturers' perceptions of scientific writing as an investment in functional promotion. The quantitative approach was conducted through a questionnaire survey distributed to a number of lecturers from various universities, with the aim of measuring lecturers' views on the importance of scientific writing activities in academic career development, as well as identifying the challenges they face in achieving publication productivity. The questionnaire was specifically designed to evaluate the relationship between writing productivity levels and factors such as personal motivation, institutional support, and time and resource constraints. Once the survey data was collected, descriptive and inferential statistical analyses were applied to find patterns and relationships that could explain the influence of these factors on lecturers' writing productivity. In addition, qualitative data from the previously conducted literature study was used as a reference to deepen the analysis. The qualitative data was analyzed using the content analysis method, providing a more thorough understanding of lecturers' perspectives on writing as an academic career investment. Through this combination of

literature and quantitative methods, the research is expected to provide a comprehensive picture of the important role of scientific writing in supporting the promotion of lecturers' functional positions in higher education.

## **RESULTS AND DISCUSSION**

### **Write**

One of the ways in which the implementation of the Tridharma of Higher Education is demonstrated is the existence of scientific work written by lecturers, scientific work that is quality and innovative and can answer various problems that occur (M. , E. Murni et al., 2021). Lecturers are required to have the ability and skills to write good scientific papers that are published in accredited and reputable journals (Harared & Iriansyah, 2021). It cannot be denied that lecturers certainly have different abilities from one another, for this reason lecturers need to take part in various trainings, including conducting citations (D. Saptanto et al., 2022). Citations are carried out to provide recognition to previous researchers who have scientific authority (Kusworo et al., 2021). Citation is also an important element in a scientific work, someone can plagiarize because they lack understanding (Pramiastuti et al., 2020). To overcome plagiarism and have a mature understanding of this, lecturers who want to write must be developed through training. One of them is training in writing scientific papers using delay. Through training in using the Mendeley application, lecturers can install, cite and create bibliography in scientific works (Leriza DA & Andini, 2023).

The campus world as an academic environment is an area full of various activities for the development of knowledge, one of which is writing activities for lecturers, especially in completing learning tools, namely the preparation of a semester program plan (RPS), then after the RPS has been prepared, another idea arises for preparing materials. teaching whether in the form of teaching modules or books so that learning objectives can be achieved in a focused and smooth manner in accordance with the predetermined learning outcomes. All of these activities certainly mean that lecturers must remain productive in writing.

Furthermore, after completing learning activities or lectures in one semester, it is a good idea for the lecturer to make an analysis of the achievements of the lecture activities that have been carried out, and this analysis is written into an article that can be published in an accredited journal. The campus world is also required to create a literacy atmosphere. Lecturers and students must try to create a literate academic climate. One form of effort to create an academic climate with a nuanced literacy is for people to write books and read books. Because the presence of books is a real form of supporting the creation of an academic climate on campus (Mira Mirnawati, 2022) .

Operational Guidelines for Credit Score Assessment (PO PAK) and PO BKD. Lecturers are required to write one textbook every year. (Director General of Human Resources, Science, Technology and Higher Education, 2019, Kepdirjendikti, 2021). If we observe the obligation to write one textbook every year, not all lecturers do it, whereas if it is done by lecturers, it is an advantage for lecturers, especially to fulfill PO PAK. Seeing that there are still many lecturers who have not fulfilled these obligations, the author wants to research the factors that cause lecturers not to write textbooks and encourage and motivate lecturers to grow their interest in writing and have the knowledge that writing is an investment. Writing is a necessity for a lecturer, especially in preparing learning tools. Writing lecturers after taking part in learning in courses are expected to have students be able to express ideas in scientific, popular scientific and semi-scientific essays (Cahyo Hasanuddin; et al., 2021).

To improve the skills and knowledge of lecturers regarding tricks and tips for writing scientific papers, they are conducting training using lecture, question and answer, discussion and stimulation methods. The results of the activities carried out were 60% of participants who had a positive impact on the lecturers in growing their interest in writing scientific papers. although the performance of the lecturers is still not as optimal as expected. Why is writing scientific papers so important? Because the scientific work produced by lecturers has had a big impact on the progress of institutions and study programs and is beneficial to students and the wider community. This is why universities have an obligation to encourage every lecturer to write scientific papers to improve accreditation and applications for functional lecturer positions. Also writing scientific papers is one way to improve your competence and career as a professional lecturer (Nafilatur Rohmah & Mohammad Huda AYK, 2016)). In line with what is described above, universities have a responsibility to implement the tri dharma of higher education, namely education and teaching, research and community service. All three must be implemented by every lecturer in carrying out their duties as professionals, because this is one of the subsystems of national education. To fulfill the demands of the higher education tridharma, lecturers are expected to have a strategy.

Strategy is a plan that combines the company's main goals or policies with a series of actions in a mutually binding statement. In this case, the author analogizes the company as a higher education institution, where lecturers are expected to be able to choose, determine the topic to be written, then the lecturer looks for various reference sources to complete the topic being written, thereby producing a new scientific work that can enrich both the lecturer as an academic as well as the students being taught as well as society in general.

Strategy is the capacity of an organization (university) in setting organizational goals and objectives (increasing campus accreditation), campus accreditation can of course also be influenced by long-term scientific publication work of lecturers (organization members) which is fundamental for an organization. Strategies are assembled and implemented to achieve various predetermined goals (Liu, et al., 2009), development strategy is defined as a description of the efforts that need to be implemented to achieve the targets. The target to be achieved in writing this is as an investment for promotion to the functional position of Lecturer. Promotion to the functional position of Lecturers certainly adds to the benefits for Lecturers both now and in the future. Because Lecturers must understand and know that all writing activities carried out by Lecturers are an investment to fulfill the qualifications for promotion to the Lecturer's functional/academic position.

### **As an Investment**

Investment is a commitment of a certain amount of funds or other resources made at this time with the aim of obtaining a number of profits in the future (Bakhri, 2018). So the lecturer's investment here is writing, whether in the form of articles or published books, becomes an investment in promotion to functional positions. Promotion to the functional position of a Lecturer will bring benefits to the Lecturer concerned in the future. The more productive the lecturers are, the more work there will be that can broaden the knowledge of students and the wider community, especially regarding educational progress. The progress of a nation is marked by extensive and advanced opportunities to obtain education for the wider community and quality for its people, with quality education it will produce superior human resources and become positive capital in facing life (Ersam & Rian, 2019).

An understanding of capital influences investment, and investment knowledge influences interest, benefits, investment, for this reason we need facilities that can support understanding of investment, namely by conducting various training (Raka RA & Ahmad Nurkin, 2020), the description explains that capital become the basis for investment. The capital for lecturers to invest in promotion is writing, so to help lecturers understand how to write or strategies to increase enthusiasm for writing, it needs to be facilitated by the university through faculties or study programs to provide training on writing articles. Investment is an asset investment activity to gain profits within a certain period of time.

In this case, lecturers are resource assets whose knowledge must always be developed, in this case to invest in writings that are published nationally and internationally and this investment is to fulfill the qualifications for promotion to functional positions as lecturers. Understanding of investing needs to be instilled from an early age (Yuana ROM et al., 2020). This shows that from an early age the lecturer's understanding of writing as an investment must be implemented, all of this is to bring profits in the future. A person's willingness to invest is influenced by various factors, one of which is interest (Aditya Pangestu & Batara Daniel Bagana, 2022). The factors of investment knowledge, investment motivation and investment risk influence investment interest (Sindik Widati, 2022). This interest must of course be developed and when the interest is realized it will produce a creative character. Creative lecturers will certainly produce works, one of which is an article in the form of the lecturer's scientific work.

Implementation of the Pancasila profile independence curriculum, one of the creative characteristics, for creative lecturers in writing published articles (Solehudin et al., 2022). In fact, in the implementation of MBKM, one of the PMM lecturers and students collaborated in writing a report on the Indonesian module, where students from various universities were given time to study at other campuses. And activities for the Indonesian module are carried out outside of class. from various universities gather at certain universities, then their activities every Friday, Saturday, Sunday carry out activities outside the campus, they visit various objects in the area where they are placed for the MBKM program, then prepare reports on various activities carried out and become archipelago module at the direction of the archipelago module lecturer.

The archipelago module that was written is also part of the investment for students, as well as for lecturers who double as teaching practitioner lecturers as well as for archipelago module lecturers. When a lecturer becomes a teaching practitioner, it is possible to gain insight, new knowledge that can be presented in writing. The articles published are as an investment. The hope that must be created in lecturers / students is that the skills that must be possessed in the 21st century (Wrahatnolo, 2018) that there are 13 life skills that must be mastered by every individual are: (1) Life planning, (2) Adaptability, (3) Initiative and self-management, (4) Entrepreneurship; (5) Cultural and social interactions; (6) Productivity and accountability; (7) Leadership, (8) Critical thinking, (9), Problem solving; (10) Communication. (11) Collaboration and teamwork, (12) Life learning and (13) Digital literacy. Through a process of self-discovery that lasts throughout life to fully actualize one's potential, which gives satisfaction and meaning to one's life. Lecturer competency in collaborating with various parties to produce quality education. Quality education is an investment for the future young generation.

### **Efforts to increase so that lecturers are more productive in writing which is used as an investment for promotion to functional positions**

Efforts to motivate lecturers to write can also be done by creating writing classes to encourage partnerships between lecturers and students in carrying out research. Apart

from being a parameter for study program accreditation, the partnership between lecturers and students in research is an activity that supports the profile of graduates to become research assistants, writing classes even introduce students to conference agendas and scientific journal management (Fikra et al., 2024). The writing class also strives for graduates to have a certificate accompanying their diploma (SKPI) in the form of scientific publication experience. The writing class also pays attention to the waiting time for graduates to get their first job in 3 years, which is the assessment of the waiting time for graduates to get a job.

The writing class has succeeded in preparing professional lecturer resources, even the achievement of success has accelerated in the medium term agenda compared to what was targeted to be achieved in the long term. Indicators of professional lecturers are being productive in scientific publications, both research results and service results, able to manage conference activities and participate in management. scientific journals. Apart from that, there should be collaboration and writing training for lecturers, so that lecturers can be creative. Creative in this case is always curious, likes to try, likes to play, is intuitive, and also uses all the knowledge he has to make leaps that allow a person to see things in new ways. Lecturers are also encouraged to develop teaching modules so that learning activities in lectures are more focused, especially in implementing the current era curriculum (Uswatun Hasanah, 2017).

Lecturers develop teaching modules before carrying out learning activities in class. The function of the teaching module is to reduce the burden on lecturers in presenting content, so that lecturers can have time to become tutors and help students in the learning process. Apart from that, the aim of the teaching module is to improve the quality of learning carried out by lecturers. The teaching module is also a learning tool or learning design that is applied with the aim of achieving predetermined competency standards. Teaching modules have a very important role to help lecturers in learning activities.

With this teaching module, lecturers can also be used as models for students in preparing writing to be presented in class. Because one of the indicators of lecturer performance is making students able to present and present learning material in class. (Misna Ariani, 2021) It is best that before carrying out writing activities, the lecturer should carry out processes such as preparation, by grouping the material, references that will be written, there is a rough draft, in this case the ideas are explored and developed based on the lecturer's knowledge have previously, can also be developed by reading various sources related to the specified draft. Sharing, asking colleagues to read the draft that has been prepared by the lecturer, then discussing it to obtain responses or input which become feedback, improving, based on feedback received from fellow lecturers, the writer improves the writing according to the input, then this sharing activity can be carried out repeatedly until the writing This can be understood and interpreted by readers later, editing, this is related to technical errors, namely grammar, punctuation, this also requires help from someone who is an expert such as a reviewer of a scientific journal, then rewriting it by incorporating changes from the reviewer, and finally, the lecturer will carry out an evaluation to ensure whether the writing has been completed. Remember that none of the writing presented by the lecturer is perfect, but as the process progresses, ideas will emerge and input for newer writing.it goes back to the Lecturer's creativity. If you want to be a creative lecturer, let's start with that process.

## CONCLUSION

Writing for lecturers is an investment in promotion to a functional position. This is very necessary, because promotion to a lecturer's functional position must fulfill the tri dharma of higher education, namely education and teaching, research and community service. These three activities all require lecturers to write. In education and teaching, lecturers are expected to compile books/or teaching modules, in research, lecturers write research reports in accordance with the established approach, and in community service, lecturers certainly create/write community service reports. To improve lecturers' ability to write, it is also necessary to create partnerships in the form of collaboration with students to conduct research and write research reports together. Apart from collaboration with students, lecturers also need writing training so that lecturers can be creative. Creative in this case is always curious, likes to try, likes to play, is intuitive, and also uses all the knowledge he has to make leaps that allow a person to see things in new ways. Lecturers are also encouraged to develop teaching modules so that learning activities in lectures are more focused, especially in implementing the current era curriculum.

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