

Manuscript Clinic for Lecturer: Why and How?

Albrian Fiky Prakoso, Triesninda Pahlevi, Novi Marlana, Retno Mustika Dewi and Ajeng Hapsari

Universitas Negeri Surabaya, Surabaya, East Java, Indonesia

albrianprakoso@unesa.ac.id

Keywords: Manuscript Clinic, Lecturer, International Journal.

Abstract: One of the problems that faced by Lecturer in submitting their promotion is the lack of publication of scientific articles in reputable international journals. It caused by some reasons such as: having no idea to write, lack of lecturer's knowledge in writing techniques, wrong choosing the journal to submit, and not understanding journal submitting know-how. The purposes are identifies why the manuscript clinic needs to be held and how to apply it. The results of this paper are; (1) Lecturer has successfully in submitting of reputable journal and also its article can be published; (2) The application of manuscript clinic: Orcid and Researcher ID registration; article review; Searching the reputable Journal; The tutorial of submitting. The most important conclusion of this paper is the lecturer should be joining manuscript clinic in order to more easily and precisely submitting in reputable journal. Next, there should be held virtual manuscript clinic.

1 INTRODUCTION

As for lecturers with heads of lecture positions are required to conduct scientific publications of at least three scientific papers published in accredited national journals or at least one scientific paper published in international journals, patents or monumental / monumental artworks within a period of three years.

Reputable International Journals in Indonesia include Indexed Journals on Thomson Reuters, Scopus, and Microsoft Academic Search (MAS). Of the three indexers, the Scopus is the most targeted.

To be able to publish articles into reputable international journals is not easy, therefore offered in this article in the form of training with the name of manuscript clinic and expected to be more effective such as training that has been offered by Ghosh et al. (2012). The universities that have implemented the manuscript clinic are Universitas Negeri Surabaya (Unesa). This article aims to explore training as has been done by Rao (2013) on "Meka's method"; Arghode & Wang (2016) on Exploring trainers' engaging instructional practices; Prendergast (2016) on Training and developing nonIrish workers. While this article explores the manuscript clinic that has been done by Unesa, East Java, Indonesia to be followed by other universities in Indonesia. Thus the number of scientific

publications of Indonesian Universities in international Journal is of increasing reputation.

2 METHODS

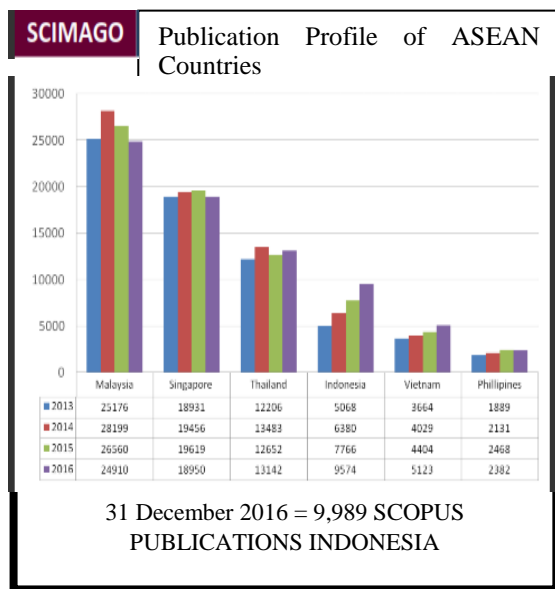
Articles are included in explorative research. Excavation of information is done in detail about how and how the implementation of manuscript clinic conducted by Unesa precisely in the field of Academic led by Vice Rector of Academic Mrs. Yuni Sri Rahayu with Manuscript Team and guided by the speaker Mr. Muhammad Arsyad from Hasanuddin University (Unhas).

3 RESULTS AND DISCUSSION

3.1 Why?

As discussed earlier, this manuscript clinic is done to facilitate lecturers to publish their scientific work. If lecturers do not do their scientific publications they will not get the benefits as professors or as heads of lecturers.

On the other hand, the ranking of universities is also a distinct prestige among lecturers both at the national and ASEAN levels. However, at the ASEAN level, Indonesia is still ranked 4 and lags far behind other ASEAN countries, especially Malaysia.



Source: Minister of Research Technology and Higher Education (2017b)

If at the level of ASEAN, Indonesia is still in position 4 and far adrift with Malaysia, how on the ASIA level? What's more on the world rankings? Improvements should be made at each college to encourage lecturers to publish their scientific work to reputable international journals. This has been done by Unesa with manuscript clinic.

Figure 1: Number of Scopus Publications of ASEAN Countries

Table 1: Ranking of Universities in Indonesia in Scopus Indexed Publications

i0	Comparison: UKM Malaysia	Bangi Selangor	14897	16571	18714	19878	21336	22692	24633	28134
	Date		11/07/13	22/01/14	05/08/14	28/01/15	07/08/15	04/01/16	01/08/16	21/02/17
1	Institut Teknologi Bandung	Bandung	2961	3302	3872	4094	4668	5033	6048	7058
2	Universitas Indonesia	Jakarta	2614	2906	3273	3484	3832	4123	4810	5950
3	Universitas Gadjah Mada	Yogyakarta	1537	1675	1884	1981	2169	2741	3616	4356
4	Institut Pertanian Bogor	Bogor	1099	1226	1440	1551	1741	1917	2288	2775
5	Institut Teknologi Sepuluh Nopember	Surabaya	694	832	1016	1115	1269	1389	1775	2124
--	--	--	--	--	--	--	--	--	--	--
46	Universitas Negeri Surabaya	Surabaya	#	#	#	#	#	#	102	146
47	Universitas Negeri Jakarta	Jakarta	#	32	48	176	92	101	117	143
48	Univeritas Lambung Mangkurat	Banjarmasin	37	47	60	74	80	93	111	140
49	Univeritas Bengkulu	Bengkulu	51	58	66	67	82	89	121	136
50	Univeritas Tarumanagara	Jakarta	64	71	80	83	91	98	119	131

Source: Gunawan in Minister of Research Technology and Higher Education (2017b)

In early 2013 to 2016, unesa has no publication on scopus. But at the end of 2016, within a period of ± 1 year unesa can reach the 46th rank in 50 major universities in Indonesia with a total of 146 scientific articles indexed scopus. Thus, other universities can follow the way of unesa in order to increase the number of scopusindexed scientific publications.

3.2 How?

Implementation of manuscript clinic is done by forming a cycle. This is done so that later all the articles submitted in reputable international journals become reviewed and finally accepted for publication.

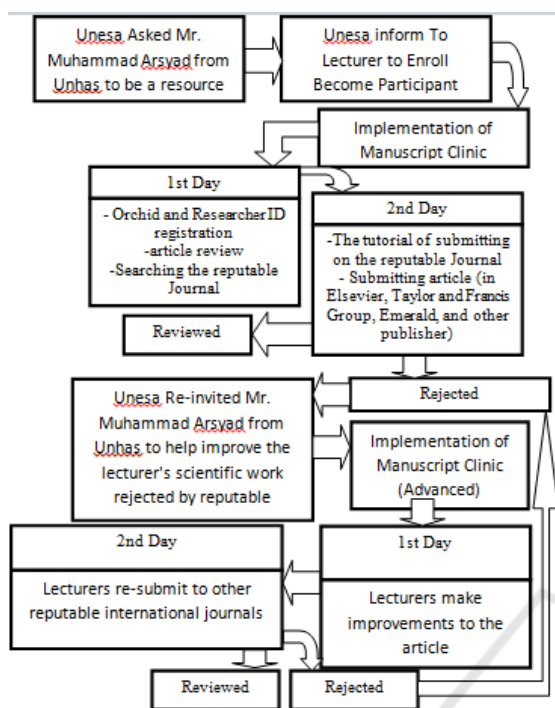


Figure 2: Manuscript Clinic Implementation Cycle

If there is a lecturer whose article is rejected by one of the journals, then the Vice Chancellor for Academic Affairs along with the Manuscript Team will recall the lecturer to follow the advanced class manuscript clinic. The calling will continue until the lecturer's article is received.

However, if the article has been accepted, the lecturer is deemed to have been able to publish scientific articles to reputable international journals. As an enrichment material, the lecturer should assist other fellow lecturers to publish their articles on the faculty of their respective work units. Furthermore, the lecturer should also promote the model of manuscript clinic to other universities as has been done by Rana et al. (2016). This promotion is done so that all universities in Indonesia know how to submit and partition in scientific publications in reputable international journals.

4 CONCLUSIONS

The lecturer should be joining manuscript clinic in order to more easily and precisely submitting in reputable journal. Manuscript clinic should also be done by other universities to increase the number of international journal publication in Indonesia. Manuscript clinic is based on cycles. The

Manuscript Clinic Cycle shall be followed by the lecturer until the article is received in one of the reputable international journals. If the lecturer's article has been accepted, the lecturer should assist other colleagues to publish their articles on the faculty of each work unit. Next, manuscript clinic should be held virtually and through social media

ACKNOWLEDGEMENTS

Thank you very much for Academic led by Vice Rector of Academic Mrs. Yuni Sri Rahayu with Manuscript Team Unesa and guided by the speaker Mr. Muhammad Arsyad from Hasanuddin University (Unhas).

REFERENCES

Arghode, V. & Wang, J., 2016. Exploring trainers' engaging instructional practices: a collective case study. *European Journal of Training and Development*, 40(2), pp.111–127.

Chen, C., Yu, K. & Chen, M., 2012. Planning of professional teacher-training program for disaster prevention education and executing efficiency evaluation. *Disaster Prevention and Management: An International Journal*, 21(5), pp.608–623. Available at: <http://www.emeraldinsight.com/doi/10.1108/09653561211278734>.

Ghosh, P. et al., 2012. Towards more effective training programmes: a study of trainer attributes. *Industrial and Commercial Training*, 44(4), pp.194–202. Available at: <http://www.emeraldinsight.com/doi/10.1108/00197851211231469>.

Hanell, F., 2015. Teacher trainees' information sharing activities and identity positioning on Facebook. *Journal of Documentation*, 73(2), pp.1–23.

Kucherov, D. & Manokhina, D., 2017. Evaluation of training programs in Russian manufacturing companies. *European Journal of Training and Development*, 41(2), p.

Memon, M.A., Salleh, R. & Baharom, M.N.R., 2016. The Link between Training Satisfaction, Work Engagement and Turnover Intention. *European Journal of Training and Development*, 40(6), p.

Minister of Research Technology and Higher Education, 2017a. *Provision of Professors Professions and Professor's Honorable Benefit*.

Minister of Research Technology and Higher Education, 2017b. *Scientific Publication Policy and Arjuna and Sinta Program*.

Prendergast, M., 2016. Training and developing non-Irish workers: The perspectives of interested stakeholders. *European Journal of Training and Development*, 40(6), pp.446–467.

- Rana, S., Ardichvili, A. & Polesello, D., 2016. Promoting Self-Directed Learning in the Learning Organization : Tools and Practices. *European Journal of Training and Development*, 40(7), p.
- Rao, M.S., 2013. Exploring “Meka’s method” to achieve effective teaching and training outcomes. *Industrial and Commercial Training*, 45(6), pp.362–368. Available at: <http://www.emeraldinsight.com/doi/10.1108/ICT-02-2013-0009>.
- Shiwaku, K., 2014. Comparative study on teacher training for school disaster management in Armenia and Japan. *Disaster Prevention and Management: An International Journal*, 23(2), pp.197–211. Available at: <http://www.emeraldinsight.com/doi/10.1108/DPM-12-2012-0144>.
- Warhurst, R., 2011. Role modelling in manager development: learning that which cannot be taught. *Russell Warhurst*, 35(9), pp.874–891.

