



# The Identification of Students' Academic Writing Ability for Publication of Scientific Work as a Requirement of Doctoral Program Completion: Analysis of Obstacles and Solutions

Urip Sulistiyo<sup>(✉)</sup>, Yanto Yanto, Reny Heryant, and Mifthahul Nurzanah

Faculty of Teaching and Education, Universitas Jambi, Jambi, Indonesia  
urip.sulistiyo@unja.ac.id

**Abstract.** This study aimed to explore and analyze the obstacles, solutions, and factors that cause success in publishing scientific papers among students of the Doctor of Education program. Descriptive qualitative research was used for the present study. It employed a *focus group discussion* (FGD) method. There were 10 Doctor of Education students involved in FGD session. The FGD was held three times. The results of the study revealed that there were several obstacles faced by Doctor of Education students while publishing scientific papers, namely: 1) lack of reference sources, 2) lack of experience in writing scientific papers, 3) lack of English language skills, and 4) lack of authorship training of writing scientific papers provided by the study program. Besides that, the findings also reveal solutions to these problems: forming writing groups, utilizing Library access optimally, and regularly participating in writing workshops. Several recommendations for study program managers and further researchers have also been presented in this study for better improvement.

**Keywords:** Academic Writing · Constraints · Identification · Publications · Scientific Papers · Solutions

## 1 Introduction

Writing is one of the language activities that must be owned by a student [1]. [2] states writing ability relates to students' academic life. Through writing skills, students can convey various new ideas and practice their ability to organize these various concepts in a piece of writing that will later be published and read by many people. The ability to think critically is closely related to the academic writing ability of a student. Students can process various information through critical thinking and academic writing skills through written discourse. Moreover, the readers can accept it in a social and intellectual context (Sulistia, 2018). In conclusion, students' writing ability is a process of interrelation between academic critical thinking skills and ability. Which writing ability also needs some writers' effective and communicative language.

Students' writing skills can help improve the quality of a tertiary institution. It happens because, through writing skills, students can produce scientific writing based on their research. Which is the final result of students' writing or scientific work will be published by the national and international community. Through publication activities, the students' scientific can contribute to new knowledge. In which it is beneficial to the broader community.

Higher education is one of the potential institutions that can produce scientific papers from quality research and development results. According to [3] there are several benefits from research, namely; as one of the processes of 1) solving problems and increasing the ability of students, lecturers, and researchers to interpret research answers, 2) providing answers to questions in the field studied, and 3) obtaining and disseminating new knowledge. It is not enough for researchers to research and get results to achieve these benefits. Additionally, publication activities are needed to disseminate the benefits of research results in the form of documents, articles, or small notes that can be used by large audiences who need accurate sources of information [4].

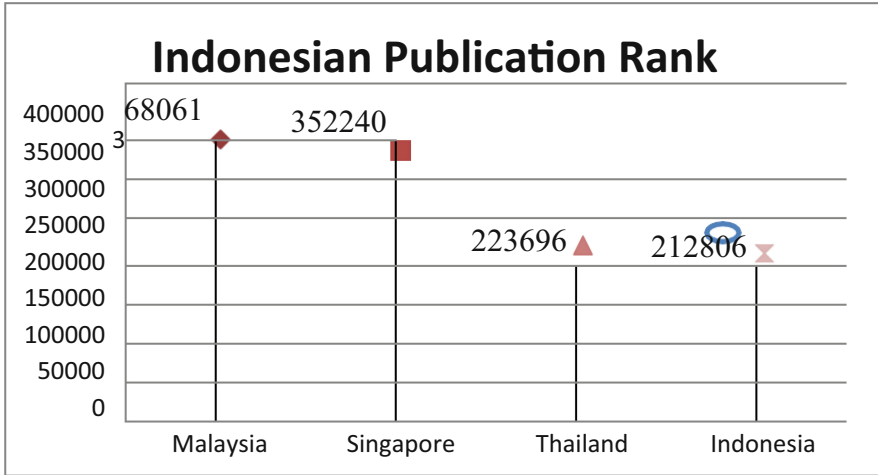
Scientific publications publish written works from research, whether popular, scientific, or popular-scientific Besides that, the scientific publication is a publication process based on several things, namely, 1) research, 2) examination of research results conducted by experts and professionals, and 3) publication Besides that, [4] said that scientific publications are a trigger that attracts other researchers to conduct further research within the same research scope to enrich the development of discussion topics.

Based on the provisions put forward by Permendiknas No. 17 of 2010, the results of scientific writing by lecturers, students, and researchers can be published in two forms, namely print and electronic. Then in this regard [4] added that scientific work that has been printed is the result of writing published in journals or presented in national or international seminars.

Scientific publication is an essential thing in the world of education, especially for postgraduate students. Based on a circular letter from the Ministry of Education and Culture Directorate General of Higher Education No. 152/E/T/2012, to obtain a degree and graduate from a study program, students must carry out publication activities of the research results they have carried out. In addition, the Director General of Higher Education No. 1483/E/T/2012 also issued a decree regarding the arrangement of the doctoral program, which encouraged lecturers and students to become more severe in publishing scientific papers.

However, every tertiary institution must urge every student to carry out scientific publication activities as soon as possible. The purpose of this activity is so that students can graduate on time. Then through the policies listed in the two circulars issued by the Directorate General of Higher Education of the Republic of Indonesia, it is hoped that there will be an increase in the number of journal publications in Indonesia from previous years. Not only that, the other goal is to increase the quantity and quality of the results of publications carried out by students, especially doctoral students.

In response to the low level of publication in Indonesia, it seems as if it is giving significant homework for researchers, lecturers, and students always to innovate and actively write scientific writings. Indonesia is a country that can still be said to have low publication results on the international stage. Based on the ASEAN publication



**Fig. 1.** Total publications of works in Indonesia. *Source:* <https://www.scimagojr.com/countryrank.php>

ranking order, Indonesia has the lowest publication rating among Malaysia, Singapore, and Thailand. It is evidenced in the Figure 1.

This significant difference raises questions about whether there are any obstacles to implementing the publication process in Indonesia. In this regard, [4] states that there are several inhibiting factors in the productivity of scientific work publications experienced by students of the doctoral study program. It includes: there is an overwhelming workload, the number of publication fees, the availability of online journal subscriptions, the availability of print journal subscriptions, access to print journals, the lack of reviewers from universities, and the absence of structured planning.

The universities have a significant role in producing research and scientific studies within the scope of education. However, before increasing the number of publications currently available, universities in Indonesia must identify what problems are causing the low level of Indonesian publications on the international stage before expanding the number of publications as expected. The research is also needed to identify strategies and supporting factors for improving the academic writing skills of doctoral students at the University of Jambi.

Based on a review of previous studies, several studies have identified many problems regarding the obstacles that impede the process of writing and publishing scientific papers for doctoral students. However, there is still little research that identifies the subject; 1) what problems are faced by students when writing scientific papers and publishing the results of these writings, 2) the solutions used to overcome the obstacles that arise, and 3) factors that can improve the academic writing skills of Doctor of Education students.

In response to the previous problems, the researchers feel that such research must be carried out to increase the quantity and quality of the results of scientific writing in the future. Therefore this research has several objectives including: 1) identify the obstacles that impede the academic writing ability of Doctor of Education students in writing and publishing scientific papers, 2) identify potential solutions used by Doctor of Education

students to overcome problems in writing and publishing works scientifically, and 3) identify supporting factors that can improve the academic writing ability of doctoral students at the University of Jambi.

## 2 Literature Review

### 2.1 The Concept of Academic Writing

Academic writing is a person's writing ability based on linguistic rules, academic writing patterns, and styles. Writing academic writing is something that students need to have. Because through academic writing, they can build arguments and logic that include supporting evidence [5]. The concept of academic writing is defined as conveying ideas through writing that starts from deductive reasoning to determine the intellectual boundaries of specific scientific disciplines based on academic principles and supported by various reliable references [6]. In other words, academic writing is a written work born from the results of a scientific research process that provides empirical data from a discipline.

The process of academic writing involves combining two activities, namely mental and cognitive. The two will unite and form a thought and idea that will later create a scientific paper [7]. Apart from being mental and cognitive, using accurate information sources is also one of the things that must be underlined by someone who writes academic writing. Empirical and objective evidence will make academic writing more reliable and can be used as scientific reference material.

According to [7] success in writing academic writing depends on several skills post-graduate students possess. The ability in question is; 1) access to reading materials that support arguments, 2) evaluation, and 3) synthesizing other people's words, ideas, and sentences to develop their writing. Concerning this explanation, it can be concluded that academic writing places great emphasis on developing writing that is based on academic ethics, such as the procedure for quoting sentences, using reading sources as empirical data, and so on.

To have good academic writing results, there are several criteria that the writer can identify and implement. The characteristics of academic writing consist of 1) having accurate and significant information to the public, 2) being interesting to read and explored by readers, and 3) paying attention to every detail of the argument and the quality of academic writing.

### 2.2 The Concept of Scientific Writing

According to [9] writing or scientific work manifests several stages carried out by a researcher. The first stage is a literature review which aims to collect supporting theories. The second stage is gathering experience through research activities. Then the third stage is to write a report as a result of a research report. Based on these stages, scientific writing can be defined as a work of writing formed by the effects of scientific activities and thoughts.

Besides that, [9] explains that scientific work is an essay on a particular topic with a scientific focus intended for people engaged in the exact science. In addition, also

explains that in writing scientific work, a writer must present factual data, use formal language, and use technical sentences. In other words, scientific work is closely related to research writing.

As previously explained, scientific work is writing closely related to research activities. Demonstrated that the results of scientific work were obtained through several research techniques such as; 1) observation, 2) interview, 3) questionnaire, and so on. In addition, also explained that the writing style in writing scientific work must be systematic, objective, and easily understood by many people. It is because the purpose of writing scientific papers is as a source of reference and additional information for the public in the field of science.

### **2.3 Factors Supporting the Success of Scientific Publications**

In a successful publication process, there are several supporting factors behind it. The supporting factors are the availability of facilities, information, and funding. According to Supriyatno (2015), various factors support the success of scientific publications, namely support from the faculty, support for scientific publication managers, readiness and motivation from researchers, and awards that are financial and non-financial. Additionally, [4] states that things need to be considered for the success of publishing scientific papers. It consists of training assistance on how to send scientific papers for publication, providing easy information and services for writing scientific papers, collaboration with journal managers, and availability of references both online and in print.

Explained that there are five essential things to increase the productivity of scientific paper publication factors: (1) provision of essential supplies regarding mastery of knowledge, how to access information, and language. (2) Understanding of the requirements for publication of scientific work. (3) Facilitation of resources such as libraries, supervisors, and funding. (4) Self-motivation. (5) Good Time Management. Based on the information and explanation above, it can be concluded that supporting factors such as facilities, funding, and motivation are the main factors for researchers to contribute to the publication of scientific papers.

Based on the results of research conducted by Purwanto et al. (2020), several factors encourage postgraduate students, especially doctoral degrees, to carry out publication activities. [10] explained that these factors support increased publications each year. The factors are; 1) scientific publications are carried out to fulfill graduation requirements, 2) scientific publications are carried out as a venue for international work by increasing citations, 3) scientific publications are carried out as a process of increasing competence, 4) scientific publications are carried out as a place to increase the self-reputation of doctoral students.

### **2.4 Factors Inhibiting Scientific Publications**

The success of something cannot be separated from the small obstacles that follow it. The same goes for the publication process. There were also several obstacles in the publication process. According to [10], doctoral students feel obstacles in publication activities more. The first of these problems is the existence of limited publication funds, which are relatively expensive. The second problem refers to the limited time that graduates

students have. So that the division of work time and study completion is something that is still a crucial problem for carrying out publication activities. Then the third problem is the difficulty of finding credible references. The fourth problem is the relatively long publication process. Another problem is the limited ability to foreign languages, in this case, English. The fourth problem that hinders the scientific publication process is the lack of ability to use tools or software that support technical writing, such as Grammarly, Mendeley, and tools for checking plagiarism. Then the last problem is the limited information in reputable international journals.

Besides that, [11] also researched the factors that hindered the increase in the publication ability of postgraduate and doctoral students. The results of this study reveal that several main factors hinder the successful process of scientific publications. The factors are as follows; 1) lack of ability and writing habits, 2) lack of ability to use technology such as digital libraries, search for e-journals, and academic database portals such as Google Scholar and Moraref. 3) lack of foreign language skills, 4) lack of networks for collaboration, and 5) difficulty finding reference sources.

### **3 Methods**

This research is a type of descriptive qualitative research. This study took a research setting in the Doctor of Education program at the University of Jambi. This research revealed the problems that exist in more depth (in depth) related to the constraints of the Doctor of Education students, followed by solutions and supporting factors for fluency in implementing and improving their academic writing skills.

This study used an interview technique with a focus group discussion (FGD) model to collect research data. The focus group discussion (FGD) activity involved 10 Doctor of Education students at the University of Jambi. Each of the ten participants is a Doctor of Education student studying in semester 1, 3, and 5. The FGD process was carried out three times to gather more intense information (Kruger, 1988). However, the first FGD activities were carried out more intensely in the process. In FGD 1 it took researchers 1 h to collect research data. At the same time, the FGD 2 and FGD 3 activities were carried out more quickly, within 30 min. This happened because FGD 2 and FGD 3 aimed to confirm previously obtained information and explore new information that had not yet been received. So the time required is relatively short.

In the data analysis process, researchers based on the theory put forward by Creswell (2009). These stages consist of: 1) raw data processing, 2) organizing and preparing raw data for analysis, 3) reading all research data, 4) data coding using NVIVO software, 5) interpreting and describing research results.

## **4 Finding and Discussion**

### **4.1 The Obstacles of Doctoral Education Students in Writing and Publishing Scientific Papers in Reputable International Journals**

Scientific work is writing that is very synonymous with academics and students. The scientific work contains some discussion of knowledge and information obtained from various literature reviews and data in the field. Scientific work is expected to be useful for

readers and writers of scientific papers themselves. For writers and researchers, scientific work can help sharpen the level of thinking and hone intelligence in overcoming a problem. Besides that, scientific work can also be used as a requirement for students to graduate from an institution such as a university. Besides that, other benefits of scientific work or research articles are helpful for readers. Based on this interest, the publication process of written scientific papers is also essential.

Given the importance of scientific work for academics and students, this activity is of great interest in the academic world. However, instead of discussing the importance of writing and publishing scientific papers, it turns out that this activity is still common for students. Many obstacles, including lack of reading cause this. According to [10], students face several challenges in writing and publishing a scientific work in a reputable international journal. The obstacles are 1) difficulties in finding credible references, 2) lack of English language skills, and 3) difficulties in dividing time to write articles and work.

[10] research results are similar to this study's results. Based on the investigation results, the researchers managed to reveal some of the obstacles Doctor of Education students faced in writing and publishing scientific papers/articles in reputable international journals. The first obstacle experienced by the Doctor of Education students at the University of Jambi was the lack of credible references following the scientific fields of the students. This has become a massive obstacle for students. The reason for this obstacle is that the dissertation writing process is hampered. The following is an explanation related to these obstacles:

**Participant 3 (FGD 1):** “for me, the difficulty that I experienced was finding credible sources relating to my dissertation.”

**Participant 2 (FGD 1):** “It's tough to find the reference. It's not in the library. So I'm confused about what to write. Because no framework can be used as a reference for authorship.”

Based on the results of this explanation, it can be seen that students need the provision of references. If there are no suitable reference sources, this will also result in the length of the writing process.

Then, after conducting further reviews, researchers also found other obstacles faced by students. Similarly, as explained by [10]. One of the obstacles for these Doctor of Education students at the University of Jambi is a lack of experience in writing. Some of the Doctor of Education students do not work in educational institutions which require them to write and conduct research activities every year so writing activities such as dissertation writing are something they rarely do. So in this study, the researchers found that the participants had difficulty writing because they were unfamiliar with and lacked experience writing scientific papers such as articles. This was stated by participants 1 and 6 in the following quotations:

**Participant 1 (FGD 2) :** “Wow, I'm not used to writing scientific papers, I'm writing because it's a requirement to graduate from the study program. What's more, international publication activities like this are infrequent for me to participate in”

**Participant 6 (FGD 2) :** “maybe my problem is that I’m not used to it because at work, I don’t ask for scientific work like this. But this is also a good experience that I have to finish.”

The use of English in the international scientific field is essential. It happens because the writing that will be published will undoubtedly be read by almost everyone in all corners of the world. So English as the language of instruction is indispensable. However, in addressing the importance of English, one of the problems that arise is felt by Ph.D. education students, namely the lack of knowledge of using English as the language of instruction in the scientific articles they write. According [10] mastery of foreign languages is still a crucial and rife obstacle when writing scientific articles to be published in reputable international journals. In this case the researchers found that the lack of ability and mastery of foreign languages was an obstacle for students to write and publish their writings in reputable international journals. The participants in the following excerpts explained this:

**Participant 8 (FGD 1) :** “the difficulty is because the article must be written using English as the medium of instruction, while English is not my major. Besides, I don’t really know the language very well”

**Participant 6 (FGD 2) :** “My other obstacle is English, I don’t really understand how to form English sentences correctly because it’s not my major either”

After further review, another problem that arises is the lack of experience and ability of Doctor of Education students to publish their research results in international journals. This problem is related to the research results revealed [11]. According to [11] obstacles to the publication process occur due to students’ lack of experience in publication activities in reputable international journals. According to the participants, the obstacle they experienced was a lack of ability and experience in the publication process, as explained by participants 10 and 4 below.:

**Participant 4 (FGD 2) :** “I have minimal experience in activities like this, so I’m confused about where to start. What else is the demand for publication in a reputable international journal.”

**Participant 10 (FGD 2) :** “the problem is because I don’t have much experience on how to publish like this. Maybe the study program will be able to provide us with information. Because I’m still learning what the process is like now”

In addition to the four problems above, the last problem experienced by Doctor of Education students in writing and publishing scientific papers is the lack of direction from the study program. The lack of various training on the process of writing scientific articles in reputable international journals is a problem that needs to be followed up. This is also explained by participant 1 in the following quote:

**Participant 1 (FGD 1) :** “I hope for training, but so far the training is still rare. So we don’t have an idea of what it will be like if we want to write and carry out this publication activity”



Based on the explanation, researchers can conclude that there are 5 problems experienced by Doctor of Education students while writing and carrying out the publication process in reputable international journals. The first problem is related to the lack of adequate references according to the field of knowledge of the students. The second problem is the lack of mastery of English as the language of instruction for knowledge that will be published globally. Then, the third problem is the lack of experience in writing scientific papers. Not only that, the fourth problem is the lack of experience and ability to publish research findings in reputable international journals. And the last problem is the lack of provision of article writing training in international journals.

#### **4.2 Potential Solutions to Solve Problems in the Writing and Publication Process of Scientific Papers in Reputable International Journals**

The problem of course will soon be resolved through a solution.. In this case, researchers found several solutions used by Doctor of Education students to overcome problems around writing and publishing scientific papers that they wrote in reputable international journals. Based on the findings, the researchers found that the solutions used by the students came from their own initiative. This was stated by participant 2 in the second session of focus group discussion (FGD) activities. In response to this, the following is the researcher attaching the results of interview excerpts from participant 2:

**Participant 2 (FGD 2):** “yes in this case, we took the initiative to overcome these problems in various ways”

According to participant 2, there are various ways that he and other students use to overcome problems in writing and publishing their scientific work in reputable international journals. According to participant 4, the first way is to form a writing group. They did this group writing activity independently. It comes from their initiative, finally, through the coordination of their fellow students, they created a group to write scientific papers. This was stated by participant 4 in the following quote:

**Participant 4 (FGD 2):** “what we do to overcome this problem is to form a writing group. So far, I have proposed and formed this group with my class mates. The goal is to discuss sharing experiences and information related to the activity of writing dissertations and articles”

In addition, to overcome problems related to a lack of understanding in the process of writing scientific papers and publication in reputable international journals, the participants also explained that they had the initiative to take part in scientific article writing workshops on campus. They participate in this positive activity to add insight and knowledge to them. As explained by participant 7 below:

**Participant 7 (FGD 2):** “wow yes to overcome this we try to take part in various writing activities provided by the university. Yes, it is counting on adding insight and knowledge too”

In responding to problems related to the difficulty of finding suitable references, in this study the researchers revealed the solutions the participants used for these obstacles. Based on the findings, several participants explained that they were trying to take advantage of the library access provided by the campus to subscribe to paid journals. According to participant 8, this solution worked well and was able to help students who had difficulty finding references for their writing. This is explained by participant 8 in the following quote:

**Participant 8 (FGD 3):** "I have used the use of library access to access reputable international journals when I have difficulty finding references"

In addition, according to participant 9 in FGD 2, careful use of campus facilities helped them overcome problems in finding relevant sources of information. This is evidenced in the following interview excerpts:

**Participant 9 (FGD 2):** "if we are careful, we can actually use the campus library access to refer to paid international journals. This method can be effective in overcoming the problem of getting relevant references too, in my opinion"

Based on the explanation of the findings above, the researchers concluded that there were three potential solutions used by Doctor of Education students at the University of Jambi in overcoming the obstacles related to the process of writing and publishing scientific papers in reputable international journals. The first solution is to form a writing group of fellow students. Then the second potential solution is to actively participate in workshops and writing activities held by the University. And the last potential solution is to try to take advantage of campus access and facilities carefully to get sources of information that are credible and accurate.

### **4.3 Supporting Factors that Can Improve the Academic Writing Ability of Doctoral Education Students at the University of Jambi**

Supporting factors are useful elements to help students always contribute to the process of writing scientific work. These supporting factors can take the form of various things, such as facilities, information and funding from the universitas explains that academic writing skills and the success of the publication process depend on the study program and other related parties. [4] states that there are things that need to be considered for the success of scientific paper publication, namely: Training assistance on how to send scientific papers for publication, providing easy information and services for writing scientific papers, collaboration with journal managers and availability of online references as well as print.

In this case the researcher succeeded in revealing several supporting factors that could improve the academic writing abilities of Jambi University Doctor of Education students' academic writing abilities in students' academic writing abilities. The research findings explain that the main supporting factor in student scientific writing activities is providing access to library services for students to access reputable international journals. Participant 5 explained that this service could help them to access reputable international journals like Taylor and France.

**Participant 5 (FGD 3)** : “The supporting factor, of course, in my opinion, is the provision of good library access provided by the campus itself. Through this service, we can access reputable journals such as Taylor and France and so on”

Then the provision of courses that are adequate and in accordance with the needs of students is something that must be made by the management of the study program. According to the participants, the management of the study program has succeeded in providing an academic writing course for PhD students of education at the University of Jambi. Procurement of this course is very useful in overcoming students’ lack of knowledge in writing good and correct scientific papers. This is explained by participant 4 in this excerpt:

**Participant 4 (FGD 3)** : “the procurement of relevant and appropriate courses such as academic writing has been carried out by the study program itself, I am very happy because through this course we can know more about how to write good scientific papers that are worthy of publication”

Apart from that, the provision of writing workshops held by the study program is also a supporting factor for the success of the Doctor of Education students at the University of Jambi. Several participants explained that the workshop with the theme of writing gave them a lot of new knowledge and experiences. But this should be improved again by the management. The reason, writing workshops are still not too many organized. So that some students feel this needs to be reproduced again.

**Participant 2 (FGD 3)** : “I personally enjoy writing activities and workshops held by the study program. Because it can add new insight again for me”

**Participant 6 (FGD 3)** : “I think the workshop is very important, so I hope it can be reproduced are activities like that. I also hope that the activities will be in the nature of inviting training we actually practice and include in those practices not just listening”

As is well known, not all of Jambi University’s Doctor of Education students come from the Department of English Language Education, this tends to trigger their difficulties in being able to write scientific papers in English. The management of the study program is expected to be sensitive to the needs of students. [4] explained that study program managers must facilitate and make it easy for their students to carry out and complete their writing activities. In this case, to overcome the lack of knowledge of the English language, the participants explained that they needed services such as translation and proofreading that could help them write their work in good and correct English. This is explained by participant 9 and 3 below:

**Participant 9 (FGD 3)** : “we actually really need credible translation services to write our articles in English. Hmm, I personally hope that the study program can facilitate and help us to be able to coordinate with translators who have credibility and are sworn in like that..”

**Participant 3 (FGD 3)** : “I can speak English but I’m not too proficient, so sometimes I’m confused whether my writing is appropriate or not, maybe the

study program can help me to check and do proofreading of my writing before I submit it in a reputable international journal”

Apart from that, the inhibiting factor for students is the difficulty of dividing time between work and completing studies. Therefore students are often confused in terms of dividing their time to complete their research and writing results. In response to this, the participants expect assistance from the study program in procuring software and revision assistance for publication and submitting articles to reputable international journals. So that this activity is expected to help accelerate them in completing the study period.

**Participant 1 (FGD 3) :** “I hope that the study program can provide data processing software that all students can access. Then I hope that there will also be revision assistance activities and submitting articles while students carry out the process. Let there be proper directions...”

To overcome the problem of difficulties in dividing work time and completing studies, participants also explained that they needed assistance and assistance in processing research data. They hope that the study program will be able to guide them and help with data processing activities such as services provided at one of the campuses in Malang and North Sumatra. According to the participants, this service is beneficial for those working and studying. Through these services, it is hoped that they will be able to complete the target study period well. It explained by participants in the following explanation:

**Participant 5 (FGD 3) :** “The hope is that the study program can bomb us and help us in processing research data such as processing qualitative and quantitative data.”

**Participant 2 (FGD 3) :** “I hope that the study program can understand my busy work which often clashes with lecture activities. Hopefully in the future the study program will provide assistance and research data processing services, so that I can also be helped and my study period can be completed more quickly”

The study program management needs to consider the importance of procuring facilities and supporting services for publication activities such as translation and proofreading. This is because not all students have sufficient time and ability. So that this activity needs to be adequately facilitated by study program managers, these facilities are providing various services that help students speed up the publication process such as: 1) provision of translation and proofreading services, and 2) provision of revision assistance services and publication guidance, and 3) provision of research data processing services both qualitative and quantitative.

## **Conclusion**

The process of implementing a teaching certainly has advantages and disadvantages. The results of this study reveal that there are several obstacles faced by Doctor of Education students at Jambi University in writing and publishing scientific papers in reputable international journals. The first obstacle is the lack of adequate reference sources provided by the study program and campus managers. Then the second finding reveals that

many of the students do not have mature experience in writing scientific papers and methods of publication properly. Furthermore, the third problem is students' lack of English language skills. And the last problem is the lack of provision of article writing training in reputable international journals provided by the study program managers.

A problem certainly requires the right solution to reduce the problem. The results of the study revealed that the first solution to overcome this problem was to form a writing group with fellow students. Then the second solution is to actively participate in scientific article-writing workshops held by the campus to add to the body of knowledge. And the third potential solution is to take advantage of Library access provided by study programs and campuses to subscribe to paid journals such as Taylor and France.

In order to improve the quality of knowledge and assist doctoral program students in writing and publishing scientific papers, there are several factors that management must pay attention to. The results of the study revealed that these factors consisted of: 1) the use of library services to access reputable international journals, 2) the provision of academic writing courses in the Doctor of Education S3 study program, 3) the provision of article writing workshop facilities from study programs, and the provision of a publication service unit such as: translation services, proofreading, guidance on submitting articles, assistance with revision assistance for publications, as well as research data processing.

### Recommendation

The results of this study propose several recommendations for the study program managers or stakeholders in related study programs. In this regard, the researcher recommends and suggests that study program managers be able to make improvements by completing facilities that can support the smooth running of publication activities such as: completing accessible reference sources, holding publication workshops, providing publication service units such as translation, proofreading, data processing assistance and publication assistance.

### References

1. Jayaningrum, M., Djumahana, N., & Mulyasari, E. Penerapan metode drill untuk meningkatkan kemampuan menulis ejaan bahasa indonesia. *Jurnal Pendidikan Guru Sekolah Dasar*, 4(II), 14– 25. 2019. <https://doi.org/10.17509/jpgsd.v4i2.20558>
2. Ansoriyah, S., & Rahmat, A. Peningkatan kemampuan menulis populer mahasiswa melalui pendekatan whole language dengan pembuatan media story board. *AKSIS Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 2(1), 29–46. 2018. <https://doi.org/10.21009/AKSIS.020103>
3. Sugiyono. (2012). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Cetakan ke-17. Bandung: Alfabeta.
4. Pardjono, P., Nuchron. N., Surono. S., & Ramdani, S. D. (2017, October). Analisis Faktor-Faktor Penghambat Produktivitas Publikasi Karya Ilmiah Mahasiswa PPs UNY pada Jurnal Internasional Terindek.
5. Berkenkotter, C., & Huckin, T. (1995). *Genre knowledge in disciplinary communication*. Hillsdale, NJ:Lawrence Erlbaum Associates, Publishers.
6. Heri. J.2018. *Panduan Praktis Penulisan Karya Ilmiah*. Bandung.
7. Fadda, A. H. (2012). Difficulties in academic writing from the perspective of king Saud university postgraduate students. Doi: <https://doi.org/10.5539/elt.v5n3p123>

8. Djuharie, O Setiawan. (2001) Pedoman penulisan skripsi tesis dan disertasi. Bandung: Yrama Widya.
9. Bambang Dwiloka dan Rati Riana (2005). Teknik menulis karya ilmiah. Jakarta: Rineka Cipta.
10. Purwanto, A., Pramono. R., Bernato. I., et.al (2020). Peluang dan hambatan publikasi pada jurnal internasional bereputasi: studi eksploratori pada mahasiswa doktoral di sebuah perguruan tinggi swasta di Jakarta. EDUMASPUL Jurnal Pendidikan Vol.4 No.1, year (2020).
11. Julianto, V. (2018). Faktor-faktor penghambat meningkatnya kemampuan publikasi di program studi psikologi UIN Sunan Kalijaga Yogyakarta. Jurnal Psikologi Integratif Vol. 6, Nomor 2, 2018.

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

