



Analysis of Factors Hindering Students of the Family Welfare Education Program at UNIMED in Enhancing Scientific Article Publication Productivity

Fatma Tresno Ingtyas^{1*}, Zulfa Nur Hanifa², Esi Emilia³, Armaini Rambe⁴

^{1,2,3,4} Universitas Negeri Medan, Medan 20221, Indonesia

*FatmaTresnoIngtyas@unimed.ac.id

Abstract. This study aims to identify the inhibiting factors and expectations of students in enhancing the productivity of scientific article publications in both national and internationally indexed journals. The research employs a descriptive method with a qualitative approach. A total of 200 students from the Family Welfare Education (PKK) Department at Universitas Negeri Medan participated as respondents in this study. We collected data using an online questionnaire on the Google Form platform. The results indicate that students' motivation to complete scientific articles is driven by the desire to graduate on time and fulfil publication obligations, with 94.6% of students agreeing that this motivation influences their article completion. Nevertheless, students' scientific writing skills remain suboptimal, with over 80% of students experiencing difficulties in understanding the writing structure and the scientific publication process. Challenges in locating reading sources also pose a significant barrier, with 59.2% of students reporting difficulties in finding adequate references. The quality of guidance from lecturers is rated positively by 97% of students; however, there is still a need for clearer and more comprehensive writing guidelines to support the completion of scientific articles. Therefore, more intensive guidance and comprehensive guidelines are essential to enhance students' publication productivity.

Keyword: Scientific Articles, Motivation, Writing Skills, Reading Sources, Guidance, Publication

1 Introduction

Writing scientific papers is one of the essential skills that students must master. The ability to write is a skill that involves the process of expressing ideas, thoughts, and experiences in the form of scientific writing [1]. Writing activities are fundamentally not only about generating thoughts and feelings but also serve as an expression of knowledge, ideas, and life experiences in written language. Students' literacy abilities closely correlate with their writing skills [2]. Therefore, writing is an activity that involves the expertise of articulating ideas as well as the ability to arrange words effectively. Consequently, writing scientific papers is an obligation for students.

A scientific paper is a form of writing that examines a problem by an individual or a team while adhering to the norms and ethics of science that must be followed by members of the academic community [3]. Scientific papers consist of several types, including articles, papers, national scientific journals, international scientific journals,

theses, dissertations, and other academic works [4]. Journals or e-journals serve as facilities and infrastructure for actualizing scientific writing resulting from students' research. Students may need to publish journals or e-journals to meet graduation standards. Higher education institutions in Indonesia set up the Policy on the Publication of Scientific Works in 2011 and 2012. This was done with circular letters from the Ministry of Education, Directorate General of Higher Education, numbered 2050/E/T/2011 (December 30, 2011) about the Policy on the Promotion of Scientific Works and Journals and 152/E/T/2012 about the Policy on the Publication of Scientific Works. In this regard, students are required and expected to write scientific papers well for publication to avoid instances of plagiarism. The Family Welfare Education Department (PKK) at Medan State University is a department under the Faculty of Engineering.

The PKK department consists of four study programs: (1) Cosmetology Study Program, (2) Fashion Design Study Program, (3) Culinary Study Program, and (4) Nutrition Study Program. The scientific publication rate of students in the PKK department is still very low, necessitating a study to identify the factors hindering students from publishing scientific works and students' expectations of the department to enhance student productivity in publishing scientific journals.

Based on previous research, it has been identified that the factors causing difficulties in writing scientific papers include low reading interest, unclear writing instructions, and low motivation among students to write scientific papers [5]. Thus, a lack of understanding, motivation, and other factors contribute to the challenges students face in writing scientific papers. Although many studies have examined this issue, the researcher continues to investigate it because, in the PKK department, there has been no in-depth study on it. Understanding the obstacles faced can assist policymakers and lecturers in developing appropriate methods to address these issues.

So, the study's goals are to find out 1) what stops students from publishing their scientific work in indexed national or international journals and 2) what they think the department should do to boost the number of scientific publications in indexed national or international journals. The Family Welfare Education Department conducted a survey with 200 respondents for this research. Data collection techniques utilized an online questionnaire through the Google Form platform. Data analysis techniques employed descriptive statistical analysis. The research results are explained as follows: 1) Factors hindering the publication of scientific works in scientific journals and 2) students' expectations from the PKK department to increase the productivity of scientific publication in scientific journals.

2 Research Methodology

This research adopts a qualitative descriptive approach, focusing on providing an in-depth understanding of the phenomenon being studied. A literature review is used as part of the methodology. Secondary data is gathered, analyzed, and interpreted from trustworthy sources like books, academic journals, research reports, and relevant articles. This process includes a critical analysis of existing theories and prior research to

identify patterns, trends, and knowledge gaps. By employing this approach, the study seeks to deliver a detailed and comprehensive perspective on the topic, supported by empirical evidence and established theoretical frameworks. This research employs a descriptive study design with a qualitative approach. The study's goals are to find and analyze the factors that make it hard for students in the Family Welfare Education Department (PKK) at Medan State University (UNIMED) to publish, as well as to find out what the students think the department should do to help them publish more. The study focuses on 200 students enrolled in thesis courses from the 2018 and 2019 cohorts. Data collection techniques are essential processes undertaken to obtain information or research conditions that align with the scope of the study. We conduct data collection in this research using an online questionnaire via the Google Form platform.

The questionnaire is made up of 17 statements that were chosen to cover a wide range of topics, such as the motivation to graduate on time, writing skills for scientific papers, the availability of learning resources, the difficulty of finding platforms for publication, and other important issues. Table 1 presents a more comprehensive outline of the instrument. Prior to the testing phase, the developed instrument underwent validity and reliability testing. All 17 statements achieved a CVR value of 0.71, according to the Content Validity Ratio (CVR) results. The reliability testing yielded a Cronbach's Alpha coefficient of 0.82, signifying a high degree of internal consistency among the items. This study employs a descriptive approach to data analysis. The analysis of the data involves the following steps: 1) Organizing data collected from the questionnaire; 2) reading the data comprehensively and categorizing it; 3) creating a narrative regarding the obstacles faced by students; 4) presenting the discussion results descriptively; and 5) drawing conclusions based on the findings.

Table 1. Questionnaire Framework

Question Indicator	Question Number	Total Questions
Obligation to publish scientific papers	1, 2, 8, 9, 15	5
Motivation to write scientific papers	3, 4, 10, 17	4
Difficulties in writing scientific papers	5, 6, 7, 11, 14	5
Guidance and supervision in writing papers	12, 16	2
Ability to write scientific papers	13	1

3 Results And Discussion

The results of the study indicate that students face difficulties in completing scientific articles due to several factors. First, the findings show that the desire to graduate on time primarily drives students' motivation to finish their scientific articles. 94.6% of the 200 respondents expressed their motivation to complete their scientific articles quickly in order to graduate on time and secure scientific publications. Motivation is a significant psychological factor influencing learning capabilities [6]. It fosters a strong desire to engage in serious and diligent study [7]. Research has shown that learning motivation has a significant impact on narrative writing abilities [8]. Thus,

the presence of motivation can effectively encourage students to complete their scientific articles. Another factor contributing to students' drive to complete their scientific articles on time is the perception that writing scientific articles is an obligation; 94.1% of students agreed that writing articles for publication is a duty.

The final factor influencing students in completing their scientific articles is the fear or pressure experienced during the writing process, such as laziness stemming from difficulties in finding sources or reluctance to read. However, this was not a prevalent issue, as 94% of the 200 students surveyed disagreed that laziness hindered their ability to complete their scientific articles. In this description, it is evident that the motivation of PKK department students to complete their scientific articles on time is notably high.

Second, students' abilities to write scientific articles remain suboptimal. Difficulties in writing and publishing scientific works are among the contributing factors. Data indicates that many students struggle to understand or follow existing guidelines related to scientific writing. Over 80% of students reported experiencing challenges in grasping the structure required for writing and publishing scientific works. Insufficient writing skills undoubtedly serve as a barrier to students completing their final assignments. Ability is a current assessment of what an individual can do [9]. The relationship between writing skills and cognitive abilities is not straightforward. Writing involves the process of expressing ideas, thoughts, and experiences in written form [1]. Writing skills encompass cognitive abilities manifested in the form of ideas arranged into symbols and written text [10]. Another identified factor is that students find it challenging to locate appropriate platforms for finding scientific journals relevant to their research topics, leading to difficulties during guidance sessions regarding scientific journals. Additional challenges include a lack of sufficient understanding of the scientific publication process, which hinders the ability to write articles that meet journal standards.

Third, students' abilities to find reading sources also pose a challenge. Reading sources is crucial for writing scientific articles. Survey results indicate that 6.7% of students do not encounter issues in sourcing materials, while 10.1% experience significant difficulties, 24% face moderate challenges, and 59.2% encounter major obstacles in finding adequate reading sources. Reading enables individuals to acquire information and inspiration, leading to the generation of creative ideas systematically organized into engaging written forms [11]. Reading significantly impacts intellectual development [12]. Reading ability strongly supports writing skills [13]. Therefore, difficulties in sourcing reading materials can profoundly affect students' writing capabilities, an issue that can be addressed through guidance and practice.

Fourth, the quality of guidance also plays a crucial role in assisting students in completing their scientific articles. Based on data from 200 students, 97% indicated that the lecturers' ability to provide guidance falls into the good category, while 3% rated it as adequate. 89% of students rated the quality and continuity of guidance as good, while 11% rated it as adequate. Regarding guidance methods, 90% of students felt that the process was effective, whether online or face-to-face, while 10% rated it as adequate. Academic guidance is an effort to assist learners in resolving learning issues effectively, thereby enhancing their motivation to learn [6]. Academic guidance

helps students develop excellent habits, enabling them to follow lessons and master the subject matter more effectively [14]. Therefore, the presence of guidance significantly aids students in achieving their goals, particularly in completing scientific articles.

Fifth, students' need for clear guidelines on writing scientific articles is essential, as indicated by the survey results showing that 97.9% of students feel the need for clearer guidelines and more intensive support in writing scientific articles. This suggests that the existing guidelines may not be comprehensive or easily accessible to students. According to research by [15], guidelines for the obligation of publishing scientific works significantly motivate students to write articles as scientific works.

4 Conclusion

Based on the research findings, it can be concluded that students from the Family Welfare Education Department (PKK) exhibit a high level of motivation to complete their scientific articles on time, primarily driven by the desire to graduate with publications and the obligation to write. However, their writing abilities remain suboptimal, with many students experiencing difficulties in understanding the writing structure and locating journals for publication that align with their topics. Limited access to adequate reading sources poses a significant challenge. The quality of guidance provided by lecturers is instrumental in assisting students in completing their scientific articles; however, there is still a need for clearer and more comprehensive writing guidelines to support this process.

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