

The Success of Student Scientific Publications: Case Study of Islamic Higher Education

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ABSTRACT

Students interested in Islamic scholarship face tremendous challenges in achieving scientific publications. Based on these backgrounds and problems, this study aims to discuss the success of the management of scientific publications of students interested in Islamic scholarship in Islamic higher education. This research applies a qualitative type with a participatory method and a SOAR analysis approach. The results and discussion of this study indicate that students who are interested in Islamic scholarship experience effectiveness in publication in scientific journals through strategic planning, governance, and strengthening the capacity of writing scientific articles. This study concludes that good management includes participation based on stakeholder aspirations, strengthening of writing trainer resources, professionalism, curriculum objectives, and support systems, so that good achievements are produced as shown by students interested in Islamic scholarship in facing the challenges of publishing articles in scientific journals. This study recommends the urgency of managing scientific publications more adequately for students interested in Islamic scholarship by administrators of Islamic higher education in Indonesia.

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1. INTRODUCTION

Students interested in Islamic scholarship in Indonesia have challenges in scientific publication. This challenge is in line with the existence of Indonesian government regulations that emphasize academics, lecturers and students, publishing in scientific journals (Susanti, 2020; Yamin, 2018). Scientific publications are a means of actualizing academics (Subekti, 2018), a barometer of the dedication and quality of higher education (Jannah, 2018), and increased state self-esteem (Subekti, 2018). However, publication in scientific journals is still a tough subject for student academics who are interested in Islamic scholarship. More scientific publications, especially in international journals of

global reputation, are contributed by science and technology academics (Kurniasih et al., 2018; Sugilar et al., 2017), and this takes place in the environment of Islamic religious higher education (Murtadlo, 2020; Sugilar et al., 2017). Ideally, Islamic religious higher education contributes more to Islamic scientific publications. This fact shows that there are still heavy demands for scientific publications for academics who are interested in Islamic science, especially among students.

Several previous studies have informed a lot about scientific publication solutions carried out by higher education. Among other things, researchers emphasize budgeting for scientific publications of research results (Subekti, 2018; Sugilar et al., 2017). Other researchers emphasize the importance of policy direction and management of scientific publication of research results (Priatna et al., 2020; Sugilar et al., 2017), including mapping and strengthening human resource capacity (Junipriansa, 2020). There are also researchers who suggest the need for synergy in writing scientific papers with the aim of a higher education curriculum (Gifari, 2020; King et al., 2018). Some researchers emphasize the importance of cooperation, partnership and collaboration in research and scientific publications (López-Pellisa et al., 2020; Maryono & Surajiman, 2017; McMillan et al., 2020; Rahmawati & Thalia, 2012; Rosa et al., 2020). Some other researchers emphasize the importance of disseminating article writing policies (Triyanto et al., 2020), conducting academic writing workshops (Fadhilaturrehmi et al., 2020; Putra & Saputra, 2019) and article writing training for lecturers and students (Falah, 2019; Fernandez et al., 2020; Firmansyah et al., 2020; Mardin et al., 2020; Perdana, 2020). The practice material covers the principles of writing (Adnan, 2005; Wekke, 2019) and technical creative writing of articles (Naim, 2019; Situmorang & Sihombing, 2018). Other researchers suggested a call for paper strategy and the involvement of academics as article presenters at the conference scientific forums (Werner, 2020). There are also recommendations for strengthening in the management of scientific journals as a means of scientific publication (Asmiati, 2020).

Some other researchers emphasize the establishment of writing centers that are commonly held in various advanced higher education institutions abroad (Bhakta, 2019; Fischer, 2003; Fowler-Amato, 2020; King et al., 2018; North, 1984). This writing center was established with the aim of providing academic writing assistance to students (Ito, 2020; Tamboli, 2020). The writing center is professionally managed by the person in charge and staff (Siemann, 2020). There is also an academic writing expert who acts as a coach (Anderson, 2020; McMurray, 2020; Werner, 2020). In the writing center, a writing guide is provided as a reference for students in training (Coit, 2004; Org, 2019). Students schedule appointments to receive guidance from a coach (Wilder, 2020). The trainer provides a review of the training process (Williams, 2004) and reviews need to be done as a need for feedback (Bakla, 2020). The review and feedback process plays a role in ensuring the improvement of the quality of writing (Bakla, 2020; López-Pellisa et al., 2020; Org, 2019; Samyoun et al., 2020). Academic writing training is carried out with various creative activities (Tremblay-Wragg et al., 2020) until students complete writing exercises and love academic writing (Hayot, 2014; Kiriakos & Tienari, 2018). Usually the management of the writing center is financed by the scholarship budget (North, 1984). In reality, writing centers grew and developed overseas in an informal manner (Werner, 2020). However, higher education saw its effectiveness so that it began to formally establish writing centers around the 1980s (Schell-Barber, 2020).

This research has similarities with other research related to the research topic raised, namely the writing of scientific articles and publications. However, the basic difference between this research and previous research is on the subject of research, where previous research has mostly targeted science academics who must and are already familiar with scientific research in accordance with their scientific scope. While this research targets the research subjects, namely Islamic college students who in fact examine problems and solve them by referring to the arguments of the holy book such as the Qur'an, hadith, and the opinions of scholars. Islamic higher education academics are not as familiar with research as academics in science and technology. However, nowadays several Islamic universities with the driving force of the State Islamic University of Sunan Gunung Djati Bandung have begun to conduct a number of researches in the field of the study of the Qur'an and hadith, religion and spirituality by

relating them to various phenomena that occur in society. This research will then discuss the success of writing scientific articles to achieve a fantastic number of publications in a short period of time.

Several previous studies have been very useful for the preparation of this research framework. It is known that academics in higher education in Indonesia have the obligation to carry out research and their research results must be published in scientific journals, both national and international (Jannah, 2018; Murtadlo, 2020; Subekti, 2018; Sugilar et al., 2017; Susanti, 2020; Wekke, 2019; Yamin, 2018). This obligation has the same consequences for general higher education and Islamic higher education (Murtadlo, 2020; Naim, 2019; Sugilar et al., 2017; Wekke, 2019). Publications in scientific journals begin with the writing of research articles (Asmiati, 2020; Murtadlo, 2020; Naim, 2019; Sugilar et al., 2017; Wekke, 2019). So that academics must have the ability to research and then writing research articles. Writing articles in scientific journals has a general writing reference (Djunaedi, 2015; Naim, 2019; Yogiswari, 2020), but, some scientific journals adopt their own distinctive style of environment (Damayanti, 2019; Karyanto, 2019; Widowati, 2019). Strengthening scientific publication is not enough only to socialize the importance of article writing (Triyanto et al., 2020), conducting academic writing workshops (Fadhilaturrahmi et al., 2020; Putra & Saputra, 2019) and scientific article writing training (Falah, 2019; Fernandez et al., 2020; Firmansyah et al., 2020; Mardin et al., 2020; Perdana, 2020), but a scientific publication policy direction is needed (Subekti, 2018; Sugilar et al., 2017), strategic planning and management (Priatna et al., 2020; Sugilar et al., 2017), mapping of writing resources (Junipriansa, 2020), collaboration started from the implementation of the research (López-Pellisa et al., 2020; Maryono & Surajiman, 2017; McMillan et al., 2020; Rahmawati & Thalia, 2012; Rosa et al., 2020), and financing and earning author awards (Subekti, 2018). In fact, it is necessary to establish a formal writing center such as experiences in various higher education abroad (Bhakta, 2019; Fischer, 2003; Fowler-Amato, 2020; King et al., 2018; North, 1984). This need is seen as urgent in Islamic religious higher education, because scientific publications are still a tough subject in academics who are interested in Islamic scholarship (Murtadlo, 2020) compared to the achievements of science and technology publications (Kurniasih et al., 2018; Sugilar et al., 2017), especially in the student environment. Through serious management, it is hoped that students interested in Islamic scholarship can self-actualize in scientific publications (Subekti, 2018), dedicated to higher education (Jannah, 2018), and contribute significantly to the improvement of the country's self-esteem (Subekti, 2018).

Based on the explanation above, this study seeks to take focus with the aim of discussing the success of managing the scientific publications of students interested in Islamic scholarship. This research departs from the problem statement that there is a successful management of scientific publications for students who are interested in Islamic scholarship. This formulation invites the question of how the successful management of scientific publications for students interested in Islamic scholarship, especially in Islamic higher education.

2. METHODS

This research is a qualitative type (Anggito & Setiawan, 2018; Gunawan, 2013), so that researchers do not collect quantitative data through statistical calculations (Barlian, 2018). In this qualitative research, data is traced and collected through literature and field studies (Darmalaksana, 2020e). Literature study means collecting data from literature sources, both primary and secondary. Field study means taking data from the field. The field data were taken from case studies (Noor, 2008) at the Ushuluddin Faculty of UIN Sunan Gunung Djati Bandung.

This research instrument includes the resources available at the Faculty of Ushuluddin State Islamic University Sunan Gunung Djati Bandung. There are 75 permanent lecturers, including professors, doctors and masters. There are four professors, 53 doctorates, and 18 masters. There are 2500 active undergraduate students. Every year this faculty accepts about 500 new students. New student admissions in 2020 are 13 classes and each class is about 40 people. This research will examine the publication success of research instruments in general, both from lecturers and students or from the partnership of the two.

Literature sources serve as a review of relevant previous studies, search for information on best practices (Fischer, 2003; North, 1984), and compiling the main concepts for the preparation of the basis for this research framework (Cawelti, 1969). Field studies serve to collect objective facts, planning and implementing strategic plans (Yunus, 2016), and evaluation of implementation and planning of follow-up strengthening of scientific publications among students interested in Islamic scholarship.

This type of research is qualitative through literature study and field studies (Darmalaksana, 2020e) apply a participatory method (Dewing, 2007; Emmel, 2008; Mayoux, 2006). This participatory method requires researchers to be directly involved in the field with the community in activities to achieve organizational goals. Although directly involved with the community, this participatory method still maintains objectivity as a demand for the feasibility of scientific research. Researchers made direct observations of activities and conducted interactive interviews. As a demand for objectivity, the discussion of problems in this participatory method is carried out through FGD activities, Focus Group Discussion (Mishra, 2016; Omar, 2018). FGD activities are understood as focused discussion activities to find various considerations needed in decision making for policy makers. The FGD involved policymakers and stakeholders from the Faculty of Ushuluddin UIN Sunan Gunung Djati Bandung.

This study conducted an analysis by applying the SOAR approach, Strengths, Opportunities, Aspirations, and Results (Councill et al., 2003; Zarestky & Cole, 2017). SOAR's approach to strategic planning is an outgrowth of the SWOT analysis, Strength, Weakness, Opportunities, and Threats (Silbert & Silbert, 2007; Stavros & Cole, 2014). It is preceded by a SWOT analysis to look at various weaknesses and challenges, then a SOAR analysis to pay attention to aspirations and results. From SWOT to SOAR, strategies to increase the capacity of writing scientific articles at the Ushuluddin Faculty of UIN Sunan Gunung Djati Bandung can be known so that the final conclusions can be drawn from this research.

3. FINDINGS AND DISCUSSION

Objective Conditions of the Faculty of Ushuluddin

The Faculty of Ushuluddin is within the UIN Sunan Gunung Djati Bandung environment. This university is located within the Islamic religious college under the Ministry of Religion of the Republic of Indonesia. This university was founded in 1968 and includes the Ushuluddin Faculty. This faculty is the oldest institution in UIN Sunan Gunung Djati Bandung (Penyusun, 2019a). Originally named IAIN, State Islamic Institute. Then in 2005, IAIN was transformed into UIN, the State Islamic University. Apart from the Faculty of Ushuluddin, the change from IAIN to UIN was marked by the opening of the Faculty of Science and Technology (Penyusun, 2003). In 2021, UIN Sunan Gunung Djati Bandung has nine faculties, including the Ushuluddin Faculty.

Until 2021, the Faculty of Ushuluddin has five study programs (Penyusun, 2019a), namely the Science of the Qur'an and Tafsir, Hadith Science, Aqidah and Islamic Philosophy, Study of Religions, and Sufism and Psychotherapy. Apart from study programs, there are also units, such as laboratories, scientific journal houses, and writing classes (Penyusun, 2019a). Until 2021, this faculty manages seven scientific journals (Redaksi, 2021a), namely *Wawasan: Scientific and Socio-Cultural Journal*, *Al-Bayan: Journal of Al-Qur'an and Tafsir Studies*, *Religious: Journal of Religious and Intercultural Studies*, *Diroyah: Journal of Hadith Studies*, *Syifa al-Qulub: Journal of Sufistic Psychotherapy*, *JAQFI: Journal of Aqidah and Islamic Philosophy*, and *Ushuluddin Science Research Journal*.

Faculty of Ushuluddin's resources include faculty, students and education personnel (Penyusun, 2019a). Permanent lecturer resources are as many as 75 people including professors, doctors and masters. There are four professors, 53 doctors, and 18 masters. There are 2500 active undergraduate students. Every year this faculty admits about 500 new students. There are 13 new student admissions in 2020 and about 40 people each. Department of Al-Qur'an Science and Tafsir four classes, Department of Hadith two classes, Department of Aqidah and Islamic Philosophy two classes, Department of Religious Studies two classes, and Department of Sufism and Psychotherapy three classes. The educational backgrounds of new students mostly come from madrasah and boarding school (Penyusun,

2019a). The background of the students' parents comes from the middle to lower economy. As for the educational staff as many as 30 people who play a role in running the support system (Penyusun, 2019a).

SOAR: Strengths, Opportunities, Aspirations, and Results

1. Strengths
 - a. Central level policy (Penyusun, 2020e), university level policies (Penyusun, 2019b), and faculty level policies (Penyusun, 2020c, 2020d, 2020b, 2020a);
 - b. Journal as a means of publishing articles (Asmiati, 2020; Redaksi, 2021a);
 - c. Academic resources for article writing (Suratman & Eriyanti, 2020);
 - d. Strategic planning, governance, and support systems (Penyusun, 2019a; Yunus, 2016); and
 - e. Cost of research and scientific publications (Darmalaksana, 2019; Subekti, 2018).
2. Opportunities
 - a. Growth of scientific journals (Asmiati, 2020; Redaksi, 2021a);
 - b. Scientific forums include conferences, symposia and seminars (Murtadlo, 2020);
 - c. Article writing training (Falah, 2019; Fernandez et al., 2020; Firmansyah et al., 2020; Mardin et al., 2020; Perdana, 2020);
 - d. Opportunity to become a professional writer (Naim, 2019; Wekke, 2019);
 - e. Cooperation, partnership and collaboration (Maryono & Surajiman, 2017; Rahmawati & Thalia, 2012);
 - f. Article writing competition (Murtadlo, 2020);
 - g. Scientific publication award (Nasrul, 2018); and
 - h. Sponsor funding (Darmalaksana, 2019; Subekti, 2018).
3. Aspirations
 - a. Article writing technical guide (Naim, 2019; Wekke, 2019);
 - b. There is a need for a trainer in writing articles (Anderson, 2020; DiMaio, 2020; Gray & Hoyt, 2020; McMurray, 2020; Org, 2019; Petrykowski, 2020; Sarnapi, 2020b; Werner, 2020);
 - c. Effective training (Hadi, 2020; Redaksi, 2020e, 2020b, 2020g; Sarnapi, 2020b; Solahudin, 2020);
 - d. Assistance in submitting articles to journals (Darmalaksana, 2020d; Darmalaksana & Suryana, 2018; Torgerson et al., 2005);
 - e. Scientific publication award (Subekti, 2018); and
 - f. Funding of scientific publications (Subekti, 2018).
4. Results
 - a. The progress of article writing training (Redaksi, 2020d);
 - b. Publishing writing guides (Qintan et al., 2020);
 - c. The achievement of the publication of student articles in journals (Darmalaksana, 2020b, 2020a, 2020c; Redaksi, 2021b);
 - d. The implementation of the final assignment exam for thesis replacement articles (Hariyawan, 2020; Redaksi, 2020h);
 - e. Implementation of lecturer and student partnerships in publications (Redaksi, 2020f);
 - f. Involving students at conferences (Redaksi, 2021b), both national (Sarnapi, 2020a) and international (Redaksi, 2020i);
 - g. Increasing the number of scientific journals (Redaksi, 2021a);
 - h. Recognition of student publication performance in the form of index (Redaksi, 2020a); and
 - i. Provide an impact on university performance (Kontri, 2020; Widodo, 2021).

The Success of Ushuluddin's Student Scientific Publications

Students who are interested in Islamic science experience effectiveness in scientific publications at the Ushuluddin Faculty of UIN Sunan Gunung Djati Bandung. This effectiveness cannot be separated from strategic management planning (Yunus, 2016), participatory implementation with stakeholders (Dewing, 2007; Emmel, 2008; Mayoux, 2006), discussed through FGD activities (Mishra, 2016; Omar,

2018), and the application of analysis with the SOAR approach (Councill et al., 2003; Zarestky & Cole, 2017) next to a SWOT analysis (Silbert & Silbert, 2007; Stavros & Cole, 2014).

At first, this faculty made strategic plans (Penyusun, 2019a) based on the central strategic plan of the Ministry of Religion of the Republic of Indonesia (Penyusun, 2020e) and aligned with the university's strategic plan (Penyusun, 2019b). The preparation of a strategic plan is based on the milestones of UIN Sunan Gunung Djati Bandung which is currently developing from a teaching university to a research university. Competition and excellence at the national level are strategic issues for this university in 2020. Scientific publication is one of the main performance indicators in a strategic plan. The faculty also publishes policy directions with regard to increasing the capacity of writing scientific articles, such as publishing guidelines for the operation of a writing center (Penyusun, 2020c), publishing regulations on the use of application references (Penyusun, 2020d), publishing the decision of the final assignment of scientific articles to replace the thesis (Penyusun, 2020a), publishing standard scientific article examination procedures (Penyusun, 2020b), and publishing guidelines for writing scientific articles (Darmalaksana, 2020b, 2020a, 2020c; Qintan et al., 2020; Redaksi, 2021b). This faculty also strengthens the management of scientific publications starting with the mapping of writing resources from the lecturer environment. This resource mapping is followed by strengthening the writing capacity of lecturers (Suratman & Eriyanti, 2020) who was prepared as a writing trainer for students. Intensive scientific article writing training is carried out in the student environment (Hadi, 2020; Redaksi, 2020e, 2020b, 2020g; Sarnapi, 2020b; Solahudin, 2020), including strengthening scientific journal governance (Redaksi, 2021a). There is also a partnership between lecturers and students in research, article writing, and scientific publications (López-Pellisa et al., 2020; Maryono & Surajiman, 2017; McMillan et al., 2020; Rahmawati & Thalia, 2012; Rosa et al., 2020).

There are several facts that students who are interested in Islamic scholarship are more prepared for scientific publication. In general, millennial generation students tend to have a character who is fond of a challenge. For students, publishing articles in scientific journals is quite an interesting challenge. This was proven by the enthusiasm of students in scientific article training (Redaksi, 2020d). Another fact shows that students in this digital era are very adaptive in mastering various applications. Required scientific publications with the application of digital applications include citation applications (Inanna et al., 2020; Kuntarto, 2015; Mardin et al., 2020; Muttaqin, 2020; Perdana, 2020; Thelwall, 2018), plagiarism check application (Falah, 2019), and electronic submission of articles to scientific journals (Darmalaksana, 2020d; Darmalaksana & Suryana, 2018; Torgerson et al., 2005). Students are born in the digital era, so they have more readiness to use applications compared to lecturers. Students have no difficulty in applying various writing applications, they can adapt quickly, and they are able to use the application well. This fact is an advantage and advantage among millennial generation students. Another fact confirms that students can relatively follow work instructions as long as manuals and procedures are available that can be used as references in the implementation of article writing training (Naim, 2019; Qintan et al., 2020; Wekke, 2019), even more so if there is a writing expert companion (Anderson, 2020; DiMaio, 2020; Gray & Hoyt, 2020; McMurray, 2020; Org, 2019; Petrykowski, 2020; Sarnapi, 2020b; Werner, 2020; Williams, 2004). For students, technical writing of articles is not difficult if there is a writing guide. This shows that a writing guide is very important as well as an expert trainer. Another fact is that a number of courses have given assignments to students in the form of scientific articles (King et al., 2018; Redaksi, 2020c). Practically, this spurs the motivation and needs of students in scientific article writing exercises (Hayot, 2014; Kiriakos & Tienari, 2018). This last fact emphasizes the need for synergy between writing scientific articles with curriculum objectives that are supported by lecturers in learning.

Another fact shows that science and technology are leading the world. Science and technology academics are very productive in the scientific publication of research results. In 2021, Indonesia will rank first at the Asean level in achieving scientific publications in global reputation journals. In fact, previously Malaysia ranked first in 2018. This fact shows that higher education in Indonesia has made progress in scientific publications. The largest contribution of scientific publications is obtained from

science and technology academics compared to contributions from social academics and humanities (Jannah, 2018; Kurniasih et al., 2018). Social academics and humanities, including Islamic scholars, have not contributed significantly to scientific publications (Murtadlo, 2020). Likewise the case at UIN Sunan Gunung Djati Bandung, science and technology academics contributed an abundance of scientific publications (Sugilar et al., 2017), although their number is a minority compared to the number of Islamic religious academics. The number of lecturers at this university is around 900 people and only about 10% of the number of science and technology lecturers. Even though their number is a minority, science and technology academics have been able to excel in the scientific publications of UIN Sunan Gunung Djati Bandung. This university has received various awards from the achievements of scientific publications. Among others Sinta Award 2018 as the most productive religious higher education in scientific publications in Indonesia (Nasrul, 2018), publication of the highest global reputation index in the environment of Islamic religious higher education in Indonesia in 2019 (Larasati, 2020), higher education to rank first in research and scientific publications in Indonesia by Scimago in 2020 (Kontri, 2020), and ranked first in the Webometrics version of Islamic religious higher education in Indonesia (Widodo, 2021). This fact is because the world of science and technology has a strong research tradition. Rather than that, various publication applications were created in the world of science and technology. The lecturers of science and technology at this university are graduates from well-known general tertiary education in Indonesia, such as the Bandung Institute of Technology, Padjajaran University, and the Indonesian Education University. They are used to doing research and publication in scientific journals. Not only among lecturers, but also among science and technology students, they are used to doing scientific publications. Science and technology academics usually carry out collaborative research and scientific publications with students. Therefore, strengthening Islamic research is needed. Strengthening starts from lecturers to students who are interested in Islamic scholarship. In this case, students interested in Islamic scholarship need to be trained in simple research. Imitating the traditions of science and technology also requires the involvement of students in lecturer research (López-Pellisa et al., 2020; Maryono & Surajiman, 2017; McMillan et al., 2020; Rahmawati & Thalia, 2012; Rosa et al., 2020). In this way there will be synergy and Islamic scientific academics will not be left too far behind by the fields of science and technology in scientific publications.

Scientific publications in various foreign higher education have shown their success. This is the best experience that is important to adapt in Indonesia. They set up writing centers (Bhakta, 2019; Fischer, 2003; Fowler-Amato, 2020; King et al., 2018; North, 1984) formally (Schell-Barber, 2020) and managed professionally (Siemann, 2020). Expert writing trainers are needed (Anderson, 2020; McMurray, 2020; Werner, 2020) next to the writing guide (Coit, 2004; Org, 2019). The role of the trainer is to review the results of the exercise (Williams, 2004) and provide feedback on student work papers (Bakla, 2020), especially to ensure improved quality of writing (Bakla, 2020; López-Pellisa et al., 2020; Org, 2019; Samyoun et al., 2020). The guide serves as a reference for students and a tool for interrogation of the trainer in assessing the suitability of the results of the exercise with the guide (Djunaedi, 2015; Naim, 2019; Qintan et al., 2020). Trainers need high dedication in examining student training results. Usually there are often students' mistakes in training. So that writing exercises need to be done by depositing per paragraph via email. If a detailed review is carried out on the paragraph deposits, students tend not to make the same mistakes in the next paragraph (Darmalaksana & Mighfaza, 2020; Redaksi, 2020d). This indeed requires persistence, thoroughness, accuracy, and patience from the coach. The trainer must have compassion for students in helping them to succeed. This is what students expect and aspire. It does not stop there, the trainer must lead students to the success of scientific publication. This can be done through conference activities for article presentation (Redaksi, 2020i, 2021b; Sarnapi, 2020a) and submitting articles and conducting correspondence with scientific journal managers digitally (Darmalaksana, 2020d; Darmalaksana & Suryana, 2018; Torgerson et al., 2005).

Listening to student aspirations is very important. Here is also the importance of implementing the SOAR analysis approach (Councill et al., 2003; Zarestky & Cole, 2017). Students should be positioned as a learning center. Because this is expected by the world and the Indonesian government also applies

such regulations. This means that all academic activities must be directed to help students, including strengthening the capacity of writing scientific articles. Although it is felt that there is still limited participation of lecturers and central roles. Because the lecturers are busy with piling up academic administration tasks so they don't have time to seriously mentor students. It is also still difficult to manage a writing center professionally. This is due to limited writing resources and reliable support system personnel. Expectations of curriculum integration (King et al., 2018) with the agenda of writing scientific articles and scientific journals, there are still problems. Sometimes there are complaints from students where they are delayed in training in writing scientific articles, because paper assignments from various courses are piling up. This is a little ironic because scientific articles are basically standard papers (Redaksi, 2020c). Supposedly, lectures support article writing classes for completion of course assignments. Ideally, there should be parallels between article writing exercises, journal management, and the curriculum (Gifari, 2020). Even so, some lecturers provide support to the writing center by starting to give assignments to students in the form of writing scientific articles (Redaksi, 2020c).

The existence of a writing coach who works with a level of patience and sincerity also needs attention from the support system. The job of a coach is not an easy thing, it requires all the dedication, energy and time. Conducting reviews and feedback (Bakla, 2020; López-Pellisa et al., 2020; Org, 2019; Samyoun et al., 2020) on the results of student training is very time consuming. Trainers in writing centers in advanced higher education are paid a scholarship fee (North, 1984) so that they are willing to work professionally (Siemann, 2020). At the Faculty of Ushuluddin, trainers work sincerely without a special salary. Trainers work with enthusiasm for the success of students. Based on strategic planning and good management efforts, even though there are limitations in various ways, in turn, students interested in Islamic scholarship have succeeded in publishing in scientific journals (Darmalaksana, 2020b, 2020a, 2020c; Redaksi, 2021b). A number of student resources receive recognition in the form of a scholar index (Redaksi, 2020a). They were very happy and their parents were happy too and they started to love scientific article writing (Hayot, 2014; Kiriakos & Tienari, 2018). This success becomes a means of actualization (Subekti, 2018), a barometer of dedication to higher education (Jannah, 2018), and contributions to the country (Subekti, 2018) from students interested in Islamic scholarship at the Ushuluddin Faculty of UIN Sunan Gunung Djati Bandung.

4. CONCLUSION

Students interested in Islamic scholarship experience effectiveness in scientific publications, although it is a tremendous challenge. This success was achieved through strategic planning and management in line with policy directions. Managers learn from the best experiences in various advanced higher education and learn from the productivity of science and technology academics in scientific publications. Managers establish a writing center, assign trainer resources, carry out effective writing training, and assist in submitting articles to scientific journals. Facts show that students tend to have readiness to face challenges, are adaptive to mastery of writing applications, and successfully complete scientific article writing. Various things attempted to be mobilized include participation, strengthening trainer resources, professionalism, curriculum objectives, and support systems. Strengthening article content needs to be strengthened in the publication of students interested in Islamic scholarship to go beyond publication in national level scientific journals and penetrate international level journals. With a variety of achievements that are still limited, students who are interested in Islamic scholarship can be declared to have experienced effectiveness in scientific publications.

This research is expected to have beneficial implications for the public in general, especially for managers of Islamic higher education in the implementation of strengthening scientific publications of students who are interested in Islamic scholarship. This research is recognized as having limitations, which only applies a qualitative type of case study in a certain place and region. So, further research is needed which is more comprehensive and accommodating wider cases. This study recommends an

adequate management in the scientific publications of students interested in Islamic scholarship by the organizers of Islamic higher education in Indonesia.

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