

TRAINING OF TEXTBOOKS AND MONOGRAPHS FOR LECTURERS AT UNIVERSITY

Muhammad Kurniawan Budi Wibowo¹, Edy Muslimin², Hasan Baihaqi³

Correspondensi e-mail: mkbw@iimsurakarta.ac.id

¹Mamba'ul 'Ulum Islamic Institute

ABSTRACT

The purpose of The preparation training on writing textbooks and monographs for lecturers is to provide understanding and experience for both novice and experienced lecturers on how to develop RPS into drafts of textbooks and monographs to obtain an International Standard Book Number (ISBN) and be published by publishers. The method used in the preparation of this university textbook is a training . While the material presented includes: why lecturers have to write, what are the provisions for writing textbooks and monographs , characteristics of textbooks and monographs , anatomy of textbooks and monographs , techniques for compiling textbooks and monographs, writing management, tips and tricks for compiling textbooks. and monographs, to the steps of publishing textbooks and monographs. The implementation of this service is on March 30, 2022 at STIKESMUS. The results of the lecturer 's response or testimonials regarding the usefulness of the training activities stated that the training in making textbooks and monographs for Islamic universities was very useful. The understanding of the trainees after attending the training has increased. Good criteria as much as 85% and sufficient criteria as much as 15%, then the response of the training participants is good as much as 80% and 20% enough after attending training in making textbooks and monographs at Islamic universities .

ARTICLE INFO

Submitted: 27-10-2022

Revised: 15-11-2022

Accepted: 01-12-2022

Keywords:

Textbooks; monograph; Lecturers

ABSTRAK

Tujuan dari Pelatihan Penyusunan Penulisan Buku Ajar dan Monograf bagi Dosen adalah untuk memberikan pemahaman dan pengalaman bagi dosen pemula maupun yang sudah berpengalaman tentang bagaimana mengembangkan RPS menjadi draft Buku Ajar dan Monograf untuk mendapatkan Nomor Buku Berstandar Internasional (ISBN) dan diterbitkan oleh penerbit. Metode yang digunakan dalam penyusunan buku ajar perguruan tinggi ini adalah pelatihan. Sedangkan materi yang disampaikan meliputi: mengapa dosen harus menulis, bagaimana ketentuan penulisan buku teks dan monograf, ciri-ciri buku teks dan monograf, anatomi buku teks dan monograf, teknik penyusunan buku teks dan monograf, manajemen penulisan, tips dan trik menyusun buku teks . dan monograf, hingga langkah-langkah penerbitan buku teks dan monograf. Pelaksanaan pengabdian ini pada tanggal 30 Maret 2022 di STIKESMUS. Hasil tanggapan atau testimoni dosen mengenai kebermanfaatan kegiatan pelatihan menyatakan bahwa pelatihan pembuatan buku ajar dan monografi untuk perguruan tinggi Islam sangat bermanfaat. Pemahaman peserta pelatihan setelah mengikuti pelatihan mengalami peningkatan. Kriteria baik sebanyak 85% dan kriteria cukup sebanyak 15%, kemudian respon peserta diklat baik sebanyak 80% dan cukup 20% setelah mengikuti pelatihan pembuatan buku ajar dan monografi di Perguruan Tinggi Islam.

DOI: 10.55080/jim.v1i1.12

Kata kunci:

Buku Ajar, Monograf, Dosen

INTRODUCTION

Based on Law No. 12 of 2012, higher education is a level of education after secondary education which includes diploma programs, undergraduate programs, master programs, doctoral programs, and professional programs, as well as specialist programs, organized by universities based on Indonesian culture. Higher Education has the obligation to organize education, research, and community service which is then called the Tridharma of Higher Education. One element of the implementation of higher education is the lecturer, where the lecturer has the task of carrying out the tridharma of higher education to develop competence and as a form of professionalism as educators.

One way for lecturers to develop their competence as educators is by compiling textbooks and monographs that are tailored to the needs of students so that they can be used in the learning process. Textbooks are a set of subject matter material that is systematically arranged to display the integrity of the competencies that will be mastered by students in learning activities (Millah et al., 2012). The textbooks produced by the lecturers are expected to be able to optimize the learning process in higher education.

However, in reality, not many lecturers are aware of the importance of their competence in compiling textbooks in order to optimize course learning achievement. According to Budiana et al (2018), the biggest obstacle being faced by teachers or lecturers is the limited ability to produce scientific writings in the form of textbooks and other written works compiled by teachers or lecturers. This is in line with Sopiah et al (2019) which states that the most consumers of textbooks are teachers or lecturers purchased from bookstores. The number of lecturers as consumers of textbooks indicates that many lecturers have not compiled their own textbooks either for teaching purposes or for promotion to their functional positions.

Efforts that can be made to overcome these problems are to carry out training in the preparation of university textbooks and monographs in order to form the habit of lecturers to compose their own textbooks that can be adapted to the needs of students and or can even be disseminated locally, regionally, or nationally. The purpose of this training activity for writing textbooks is to support the performance of lecturers at STIKESMUS to make it easier and more practical in the learning process. This textbook is an important tool and tool in the learning process, so that students can more easily understand the purpose of the courses to be studied. In addition, lecturers can also increase creativity in writing, this textbook can be a tool needed by lecturers for planning and reviewing learning implementation. By providing teaching materials that are in accordance with the demands of the curriculum by considering the needs of students, it will make it easier for students to explore lessons more easily.

METHOD

Planning Stage

At the planning stage, it is determined the time for the training, obtaining permits from the agency and determining the participants who will participate in the activities. Then the service team collaborated with the Mamba'ul 'Ulum Surakarta School of Health Sciences (STIKESMUS) in carrying out service and research at the university .

Implementation Stage

This stage is a continuation of the planning stage. This stage consists of delivering material on how to find ideas, principles in the preparation of teaching materials, The flow of textbook analysis, the components of the feasibility of the content of teaching materials, to the steps for publishing textbooks are also explained in detail.

Training Stage

This stage is the core stage of the implementation of the service process. The training stage is carried out with practice. The service team asked participants to make textbooks from the RPS for the courses taught by each lecturer. The practice of compiling textbooks and monographs is carried out independently or collaboratively with the theme of one scientific family.

Evaluation Stage

At the evaluation stage, reflection activities are carried out to find out to what extent the training that has been carried out can provide benefits for participants. At this stage, the service team recaps testimonials from the training participants.

RESULT AND DISCUSSION

Planning Stage

The making of textbooks and monographs for universities will be held on March 30, 2022, 09.00-12.00 WIB. with the participants, namely STIKESMUS lecturers with a total of 30 participants.



Figure 2. Signing of the MoU for Cooperation IIM Surakarta - ST IKESMUS

Implementation Stage

The material for making textbooks and monographs for university lecturers was delivered by Dr. Uswatun Khasanah, M.Pd.I., CPHCEP. The material for the implementation of the training can be seen as follows:

Figure 3. Material of manufacture textbooks and monographs for university lecturers

The material presented includes: Principles of Development of Teaching Materials, Forms of Teaching materials, flow of analysis of the preparation of teaching materials, basic textbooks, characteristics of textbooks and monographs, Components of feasibility of content of teaching materials, anatomy of textbooks, techniques for preparing textbooks, writing management, tips and tricks for compiling textbooks, to the steps for publishing textbooks. It is important that these materials are presented so that participants understand well the differences between textbooks and other books, such as monographs and reference books. The presentation is carried out with a training or workshop system, so that during the presentation of the material there are discussions and questions and answers between the presenters and the participants. From *workshop activities* This looks very enthusiastic from the participants and there is good interaction between the presenters and the participants.



Figure 4. Implementation of making textbooks for lecturers at Islamic universities

Training Stage

At this stage of the training, the service team accompanies each participant in drafting textbooks from the RPS for the courses taught by each lecturer, independently or collaboratively with friends from the same scientific family. Assistance is intended so that participants can dissect the RPS that they already have and are able to make in the form of each chapter of the textbook that will be compiled. At this stage, there are many interactions between participants and participants, and between participants and the service team as companions. At this stage, draft textbooks and monographs are produced so that participants can continue making textbooks after completing this activity.



Figure 5. Implementation of assistance in making Islamic economics textbooks for lecturers at universities

Evaluation Stage

At the evaluation stage, the service team recaps the testimonials/responses from the training participants. Participants' responses are as follows:

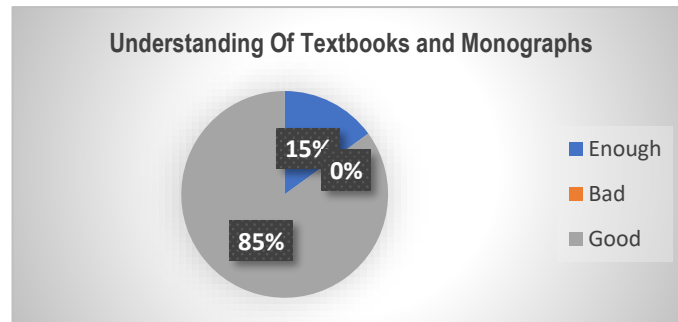


Figure 6. Understanding of Textbooks and Monographs

Based on these results, participants' understanding of textbooks and monographs after attending the training has increased. Good criteria as much as 85% and sufficient criteria as much as 15%, then the participants' responses to the training are:

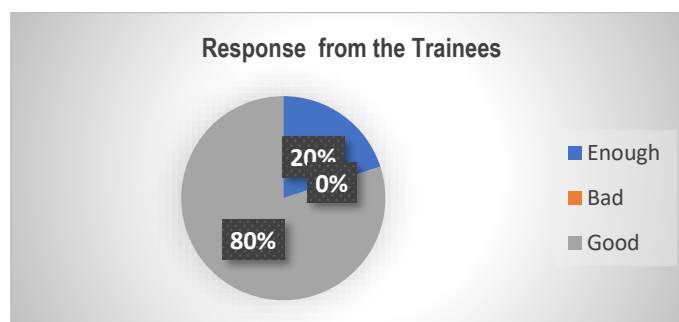


Figure 7. Training participant responses

Based on the pie chart that the participant's response was good after attending the training, 80% responded well while 20% responded moderately. The implementation of this training made all participants have an understanding of the importance of making textbooks and monographs for lecturers as implementers of the tridharma of higher education.

CONCLUSION

After holding community service activities, especially for lecturers and students, participants or lecturers gain knowledge, understanding and experience about making textbooks and monographs both independently and in collaboration with friends from the same scientific family. The success of this training activity can also be seen from the results of the responses or testimonies of participants regarding the usefulness of the activity which stated that the sharing session on the preparation of *university textbooks and monographs* was very useful. The understanding of the trainees after attending the training has increased. Good criteria as much as 85% and sufficient criteria as much as 15%, then the response of the training participants is good as much as 80% and 20% enough after attending training in making textbooks and monographs in universities.

BIBLIOGRAPHY

- Budiana, K. M. M., Djuwari, D., Joicenda, J., Irwandi, S. A., & Muntaha, M. (2018). Pelatihan Penulisan Karya Tulis Ilmiah Populer Bagi Guru-Guru SMA/SMK/MA Se-Surabaya, Gresik dan Sidoarjo di STIE Perbanas Surabaya. *Seminar Nasional Hasil Pengabdian Kepada Masyarakat*, 2(1), 299–304.
- Millah, E. S., Budipramana, L. S., & Isnawati. (2012). Pengembangan Buku Ajar Materi bioteknologi di Kelas XII SMA Ipiems Surabaya Berorientasi Sains, Teknologi, Lingkungan, dan Masyarakat (SETS). *BioEdu*, 1(1), Article 1.
- Sopiah, S., Murdiono, A., Martha, J. A., Prabowo, S. H., & Fitriana, F. (2019). Pelatihan dan Pendampingan Penyusunan Bahan Ajar Bagi Guru SMA 5 Kediri. *Jurnal KARINOV*, 2(1), 52–56.
- Undang-Undang Nomor 12 tahun 2012 tentang Pendidikan Tinggi.