

## STRATEGY TO CHANGE THE RESEARCH RESULT BECOME MONOGRAPH BOOK

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### ABSTRACT

University plays a role in implementing the Tri Dharma of university which consists of Education and Teaching, Research and Development, and Community Service. As a lecturer, social responsibility and professional ethics require lecturers to implement the Tri Dharma of university which not only produces quality scientific contributions but also to ensure that the knowledge produced can be accessed and utilized by society at large. This activity is carried out in order to develop the habit of lecturers to write/compile their own monograph books for the needs of lecturers, students, institutions and the general public. It is hoped that lecturers can develop the ability to write books and have alternative publications for research results and/or community service by this skill. The implementation method used in this service activities is webinars and online mentoring by 203 participants through 3 stages, namely the preparation, implementation and evaluation stages. This service activity is very supportive and able to develop lecturer competence in writing books. This can be seen from the seriousness in following the content of webinar, interaction during the discussion process and the results of the questionnaire shows that 99.02% were satisfied with the implementation of the service and understanding of the material presented.

### ABSTRAK

Perguruan tinggi memegang peranan dalam pelaksanaan Tri Dharma Perguruan Tinggi yang terdiri dari Pendidikan dan Pengajaran, Penelitian dan Pengembangan, dan Pengabdian Kepada Masyarakat Sebagai seorang dosen, tanggung jawab sosial dan etika profesi mengharuskan dosen untuk melaksanakan tridharma perguruan tinggi yang tidak hanya menghasilkan kontribusi ilmiah yang berkualitas tetapi juga untuk memastikan bahwa pengetahuan yang dihasilkan dapat diakses dan dimanfaatkan oleh masyarakat secara luas. Kegiatan ini dilakukan dalam rangka membentuk kebiasaan dosen untuk menulis/menyusun buku monograf sendiri untuk kepentingan dosen, mahasiswa, instansi dan masyarakat umum. Dengan keterampilan ini diharapkan dosen dapat mengembangkan kemampuan menulis buku dan memiliki alternatif publikasi hasil penelitian dan/atau pengabdian kepada Masyarakat. Metode pelaksanaan pengabdian yang digunakan dalam kegiatan pengabdian adalah webinar dan pendampingan secara online (daring) oleh 203 peserta melalui 3 tahapan, yaitu tahap persiapan, pelaksanaan dan evaluasi. Kegiatan pengabdian ini sangat mendukung dan mampu mengembangkan kompetensi dosen dalam menuliskan luaran berupa buku. Hal ini terlihat pada kesungguhan dalam mengikuti materi, interaksi saat proses diskusi dan hasil angket menyatakan 99,02% puas terhadap pelaksanaan pengabdian dan pahan atas materi yang disampaikan.

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## INTRODUCTION

University is an educational institution that provides formal education after general secondary education in Indonesia. University plays a role in implementing the Tri Dharma of university which consists of Education and Teaching, Research and Development, and Community Service (Simanjuntak & Wahyanti, 2021). These three things must be carried out in a balanced and the university academic community activities that based on the Tri Dharma of university must continue to be adjusted according to the demands, developments and needs of the times (Trisnawati et al, 2023).

Law Number 14 of 2005 on Teachers and Lecturers states that the role and main duties of lecturers have evolved from previously emphasizing more on teaching duties to become professional educators and scientists with the main task are transforming, developing and disseminating science, technology and art through education or teaching, researching and community service (Department of National Education, 2005)

As a lecturer, social responsibility and professional ethics require lecturers to implement the Tri dharma of university which is not only to produce quality scientific contributions but also to ensure that the knowledge produced can be accessed and utilized by society at large. Various research carried out by lecturers and students, whether from projects, institutional grants, competitions or individuals, can certainly be used as data/information to write a monograph book.

In this context, the transformation of research results into monograph book form appears as a very relevant strategic step. Monograph books, as a comprehensive medium that can be accessed by various groups of society, provide an ideal forum for presenting research findings in more detail and contextually. The importance of an effective strategy in converting research results into a monograph book lies in its ability to answer society's demands for information that can be understood and applied in everyday life. Monograph books are not only a tool for disseminating knowledge, but also as an educational tool that can form a deeper and more contextual understanding of a problem or research finding.

In this era of dynamic research and scientific development, this strategy also becomes relevant to ensure that the research carried out is not only has an impact in academic circles but can also solve real world problems. Through the strategy of turning research results into monographs, researchers can make a positive contribution in realizing significant changes and developments in society, while fulfilling the ethical expectations and social responsibilities inherent in the scientific profession.

According to Budiana, et al (2018), the biggest constraint being faced by teachers or lecturers is their limited ability to produce scientific papers. In line with the service's initial survey of prospective participants, journal publications were most often chosen as a means of disseminating research and service results. This happens because lecturers do not yet have an understanding of the anatomy of monograph books, how to write them, how to convert research results into books, and are still confused about publishing.

Based on the problems above, it is necessary to hold training on writing monograph books and strategies on how to convert research results into monograph books that are ready for ISBN publication. This activity is carried out in order to form the habit of lecturers to write/compile their own monograph books for the benefit of lecturers, students, institutions and the general public. With this skill, it is hoped that lecturers can develop the ability to write books and have alternative publications for research results and/or community service.

## METODE

The implementation methods used in this community empowerment activities are webinars and online mentoring. The workshop was held on November 10 2023. There were 205 workshop participants, consisting of 203 lecturers and 2 teachers.

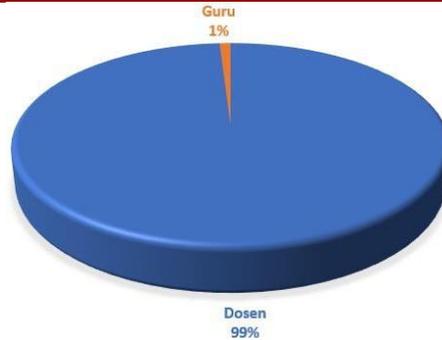


Figure 1. Composition of participants  
Source: Service results, 2023.

The training is carried out by presenting material and discussions. The activity was filled with topics on the strategies for turning research results into monograph books and how to publish them in publishers. Activities were carried out to answer participants' problems in looking for options for publishing the research in the others form of research articles. It means in the form of a monograph book with ISBN which suitable format with the regulations of the National Library, so it has wide usefulness. Some of the equipment used in carrying out community service is laptops, internet, and video conference zoom meetings.

The process of implementing community service activities were carried out in the following stages:

1. Preparation Stage
  - a. Preparation of the training schedule
  - b. Publishing the activity flyers on social media along with registration links for lecturers and teachers who want attending the training
  - c. Preparation materials
  - d. Creation a group of training participants
  - e. Sending an invitation for training participants
2. Implementation Stage
  - a. Delivering opening and welcoming speech by the head of service
  - b. Presentation of material by the service team and discussion about strategies for turning research results into a monograph book

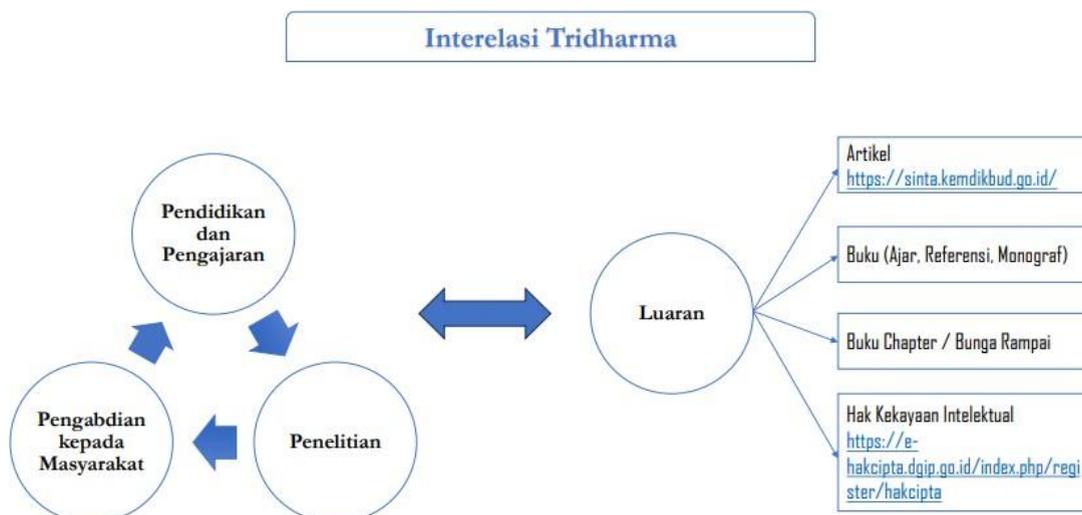




Figure 2. Material Explanation and discussion  
 Source: Service results, 2023.

- c. Distribution of attendance list
- d. Documentation

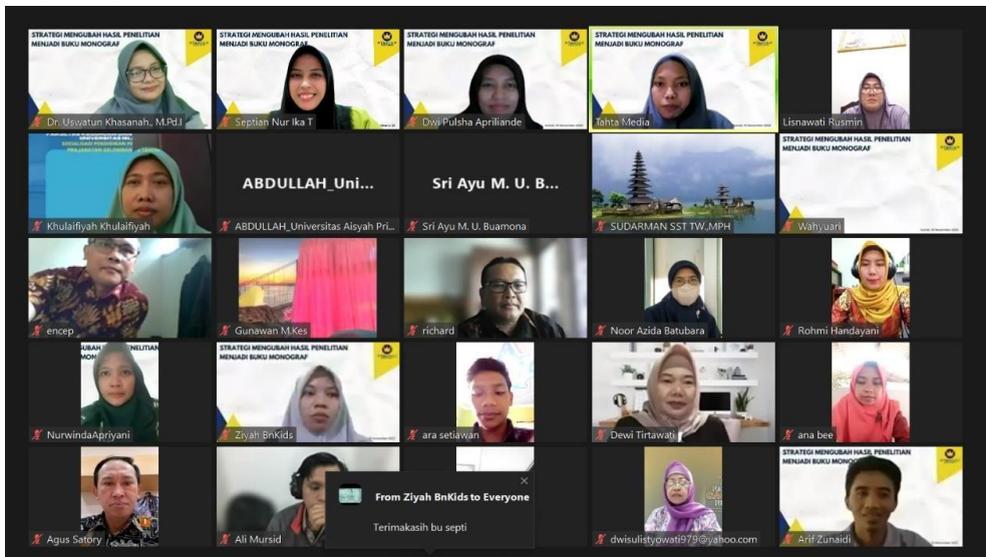


Figure 3. community service documentation  
 Source: Service results. 2023

- e. Closing
3. Evaluation Stage

This stage is the final stage in Community service and empowerment activities. This stage carries out a simple review of what has been done. The Refreshment questions by participant to provided conclusions toward the material.

## RESULT AND DISCUSSION

PKM activities on strategies for turning research result into monograph books carried out based on the theoretical concepts, as follows:

### 1. Why Monograph Book?

Lecturers have obligation that cannot be abandoned. Lecturers are required to carry out the tridharma of University which includes educational activities, research and community service. The interrelationship of tridharma is related to writing, in that writing is a strong link between the three elements of tridharma. Through writing, lecturers play a key role in developing education, advancing research, and serving the community. The type of tridharma output can take several forms namely articles, monographs, book chapters or IPR.

Monograph book as stated in the operational guidelines for assessing the credit score for academic promotion/rank of lecturers, is a scientific writing in the form of a book (have-ISSN/ISBN) whose substance of a discussion is only on one topic/thing in a field of science competence of the author. The content of the writing must meet the requirements of a complete scientific work, namely the formulation of problems that contain novelty values (Qwaelty / ies), problem solving methodologies, complete and clear support for the latest data or theories, as well as conclusions and bibliographies that show the track record of the author's competence. Monograph books have a maximum credit score of 20 with a maximum recognition limit of 1 books/year.

So, writing a monograph book is a must for lecturers related to the tridharma of University which includes:

(1) writing as part of the implementation of education, (2) demonstrating academic integrity, (3) part of knowledge management from tacid poured explicitly and can be returned to tacid in the expertise and art of teaching lecturers. (Susanto, Rachmadtullah, and Rachbini, 2020)

### 2. Strategies for turning research results into monographs.

#### a. Creating a conversion title

In creating the title of the monograph book, emphasize a title that is interesting and shows uniqueness. For example, the title should be relevant to today's conditions, or is being discussed in general. And it unique, that not many people have written about it. What makes the research unique, if many have done the same research, can show the novelty of the research.

#### b. Making an outline

Make an outline or temporary table of contents. What needs to be included in the book, what doesn't need to be included. Which ones need to be reduced, which ones need to be added. This is important because outlines can help us to focus more on writing in each chapter and sub-chapter so that our completion target can be achieved. By making an outline and determining your target, you will not find a deadlock in writing ideas.

#### c. Note the conversation method

First, each paragraph in a monograph book is made into one main idea. For example, if in a research report there is one paragraph that is too broad, in a monograph book it can be broken down to several paragraphs. For example, in our research report in one paragraph there two main ideas, it can be broken down into two paragraphs.

Secondly, use short paragraphs. Avoid using long paragraphs. For example, one page of paragraph, from the view it is not interesting to read. So short paragraphs are the solution so that our writing is easy to understand and beautiful to look at. In one allenia, 5-7 lines can be made. Then use sentences that are not convoluted. One sentence can consist of 10-20 words.

Third, we make each page interesting and memorable verbally or visually. For example, with pictures, diagrams, tables. So that people who see the visuals can understand the text. Then in the presentation use language that is easy to understand. If the research report often uses foreign language, when converted to a monograph book, change it to a sentence that can be understood by our segment of readers. For example, if in research often use scientific language such as *Oriza sativa*, in monograph books it can be converted to rice. If the foreign language is important to be presented, provide an understanding in the next sentence or make a glossary at the end of the book.

3. Criteria for a monograph book to be published  
A monograph book can be organized and designed by considering:
  - a. Criteria
    - 1) The content of the book is in accordance with the author's scientific field
    - 2) The original research result or thought
    - 3) Has an ISBN
    - 4) Thickness at least 60 (sixty) printed pages (according to UNESCO form man)
    - 5) Size: standard 15 x 23 cm, 1 space
    - 6) Published by a publisher of a Scientific Agency/Organization/University Institution
    - 7) The content does not deviate from the philosophy of Pancasila and the 1945 Constitution.
  - b. Book writing ethics  
The ethics of book writing is an important part that must be considered by lecturers (Susanto, 2022), among others:
    - 1) Using good and correct grammar
    - 2) Avoiding technical errors in writing, both letters, words, sentence, coverage, and the order of direct and indirect sentence quotations, sources, and bibliography.
    - 3) Do not commit plagiarism.

## CONCLUSION

The obligation of lecturers in the implementation of tridharma at various levels of functional positions is to write books. Monograph books can be an opportunity, a challenge, as well as a key for lecturers to develop and disseminate the results of research and community service to a wider scope. This service activity is very supportive and able to develop lecturers' competence in writing output in the form of books. This can be seen in the seriousness in following the material, interaction during the discussion and the results of the questionnaire stated that 99.02% were satisfied with the implementation of the service and understood the material presented.

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