

Problems and Expectations on International Journal Publication by Faculty Members of the English Department of Islamic Institutes in Indonesia

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ABSTRACT

Indonesian faculty members in Islamic Institutes in Indonesia are expected to publish their research results in reputable international journals such as those published in English. This study aims to investigate the problems and expectations of faculty members from publishing articles in reputable international journals. A mix-method was adopted in this study questionnaire and depth interviews for gathering primary data. Samples of the study were 100 faculty members at the English Department of Islamic Institutes in Indonesia. The result showed that some problems were faced by the lecturers to publish their articles in reputable international journals: lack of references and difficulties related to academic writing, consuming long time and high costs associated with international publishing, and no reward or for those who can succeed in reputable international journals. However, there were some possible expectations to encourage the lecturers' international journal publication: frequently attend seminars and workshops on how to write and publish in international journals, practice writing articles collaboratively with the help of a mentor or experienced writer, always revise the article drafts following the suggestion and correction from journal editors or reviewers, and government or institution can support adequate references and costs in the order they fell confident to publish in reputable international journals.

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1. INTRODUCTION

International Journal Publication is becoming important for Faculty members all over the world

including Indonesia. Arsyad (2018) states that writing for highly indexed international journals in English is essential. So, Indonesian scholars can actively participate in communication with scholars from other countries in order they can change and share ideas about research results to develop knowledge on a particular topic. This is because by publishing in prestigious journals, Indonesian researchers may actively participate in contact with scholars from other countries to discuss and exchange ideas and research findings to advance knowledge on a certain issue. However, unlike those in hard sciences, engineering, and medicine, Indonesian researchers in social sciences and humanities appear to be unsuccessful in international publication for a variety of academic and non-academic reasons, including poor English ability, a lack of recent and relevant references, and a difference in academic writing style between Indonesian and English. Indonesian scholars in social sciences and humanities may have faced more serious problems or obstacles to publishing their research results in reputable international journals (Kemenristekdikti, 2016).

To increase the number of academic publication rates in Indonesia, the government motivates and facilitates Indonesians academics by giving them many chances to do research every year. In addition, the government also requires every Indonesian student, especially those who are studying at the doctoral level to be published in international journals before they can graduate. The data from Science and Technology Index (SINTA) (2021), the lecturers' international reputable publication in social and humanities is still low. This data is supported by a study conducted by Wahid (2011), in terms of international journal publication (social and humanities), Indonesia ranks fifth in the world in terms of population, trailing significantly smaller neighboring nations such as Malaysia, Thailand, and Singapore. The process of conducting and publishing in international journals is considered a difficult task by the lecturers in Indonesia. One of the factors is because they are not familiar with the standard rhetorical style of the English language journal articles as stated by Swales (2004), and then Adnan (2009), Arsyad, et al., (2016) also found the differences and similarities of rhetorical style between Indonesian and English of scientific articles. Furthermore, the problems of publication in international journals are also being faced by faculty members at the English Department of Islamic Institute in Indonesia. Based on the preliminary research, some of them reported that they felt ashamed if the quality of their article is too low and there are a lot of requirements that must be met. Other than some of them are not familiar with the standard rhetorical style of each section of the English language journals, they have limited skills of scholars and short funds. It can be concluded that publication in reputable international journals by the lecturers is still problematic and warrants attention. Considering those problems, this study aimed to investigate problems and expectations in an international journal published by faculty members of the English Department of Islamic Institutes in Indonesia.

English students and teachers encountered several challenges while producing academic papers in English as a primary criterion for publishing (Salager-Meyer, 2014). Non-native English speakers publishing in foreign publications have recently received a lot of attention (Flowerdew, 2001). Except for Mirahayuni (2002), no author has examined comments on works authored by Indonesian writers and submitted to international English language publications. Some studies have explored the problems of international publications. Nielsen (2010), for example, found that the Government of Indonesia had no national framework for funding and development of high-quality research, and no incentives to develop one's research. It was also found funding issues (such as the low salary of academics) drive them to do a lot more non-research activities to supplement their income, which includes doing consultancy and teaching jobs outside their campus. McCarthy and Ibrahim (2010), examined factors affecting the development of the social sciences. They found issues at three levels, macro, meso (middle), and micro (individual). The study also found that the regulation is also over-restrictive, making it very difficult to obtain the already small amount of funding, and to produce reports after the research is conducted. Brodjonegoro and Greene (2012) also found a similar issue, which is difficulty in getting funding. Other issues include no long-term funding for research centers, and that there is no job security for research jobs at the individual level. Therefore, the authors made a case for the establishment of 'Dana Ilmu Pengetahuan Indonesia' (DIPI) or the Indonesian Research Fund, which has now been supported by the government. It is yet to be seen how effective this funding scheme is.

Although the issue of poor funding has been acknowledged by the Minister of Research and Higher Education and there is a promise to increase it, funding for the 2017 financial year has been reduced. Other priorities are still higher than research. When examining the broad overview of the knowledge sector in Indonesia, Karetji (2010), found another issue regarding funding, that is government bias towards technology and engineering sectors at the expense of other fields. He also found issues with the absence of a clear career path for researchers, and a gap between research and government policy.

Shuva and Taisir (2016) found several universities in developed and developing countries that do not value the articles published in international journals. Inadequate peer review, absence of the editorial board, poor copy editing, and non-acceptance of journals among university management are some of the issues regarding open access journals. Man et al. (2004) also found a failure to set a study in the context of international literature, failure to follow the 'accepted norms of research reporting', 'consuming and tedious nature of writing for publication in English', 'lack of connection with members of the core academic communities', 'potential bias against multilingual scholars' submission to conduct research.

In contrast, the study of Abrizah (2009) conducted in Malaysia reported that academics were willing to deposit materials in repositories. Dulle (2010) concluded that attitudes of faculty memberstoward international journals resources were very positive in public universities of Tanzania. Dhanavandan and Tamizhchelvan (2013) reported a majority (95%) of the faculty members in Annamalai University, India considered publishing in international journals avenues as a useful practice. Rodriguez (2014) reported the Ph.D. faculty members at US universities and colleges overwhelmingly confirmed that they would use open-access journal articles in their research in the future. Kaba and Said (2015) stated that Al Ain University of Science and Technology, (UAE) faculty members had positive perceptions towards publication in international journals. Moreover, the faculty members were frequently using open access resources in their teaching, learning, and research activities. Studies of rhetorical patterns of standard English research articles conducted by Adnan (2004; Arsyad 2001; Arsyad & Adila, 2018; Arsyad & Arono, 2016; Arsyad & Wardana, 2014; Bastomi, 2006; Mirahayuni, 2002) found the studies that Indonesian rhetorical patterns would tend encounter problems when writing research articles for international journals in English. This assumption is based on the research findings in second acquisition studies in order the learners of a second or foreign language transfer rhetorical pattern of their native language when using the second or foreign language (Gass & Selinker, 1992; Nitschke, Kidd, & Serratrice, 2010). In the line with Arsyad (2014) suggests that research articles written by Indonesian authors published in Indonesian-based national and international journals tend to employ the Indonesian rhetorical pattern.

In short, the studies reviewed earlier have raised many issues faced by faculty members when trying to publish their articles in reputable international journals. The studies were investigated in public and private universities in the Ministry of Research Technology and Higher Education of the republic of Indonesia (DIKTI), and were reviewed earlier, in particular, have concentrated much on the issue of funding, government policy, regulations, and bureaucratic procedures, and inappropriate rhetorical pattern as inhibiting factors contributing to low research publication output. However, as far as I am concerned there is no study ever conducted on those problems at Islamic institutes in the Religious Research and Development Ministry (DIKTIS) in Indonesia. This is the main motivation for this study; that is to find out comprehensive information on the problems being faced by faculty members at the English Department of Islamic Institute in Indonesia, and to find out the solutions in the order they are encouraged and can increase to publish their article in reputable international journals. Hence, the research questions were:

- 1) What are the lecturers' perceptions about the benefits of reputable international journal publications?
- 2) What are lecturers' attitudes towards publishing their research results in reputable international journals?
- 3) What are the lecturers' reasons for not publishing in reputable international journals?; and

- 4) What are lecturers' expectations in publishing international journal publications?

2. METHODS

Research Type

This study employed a mix-method to answer the research questions which combine quantitative and qualitative methods following Creswell (2009). The data from quantitative was to find out the level of agreement or disagreement among the respondents concerning a particular statement. In addition, the data were collected through a survey with closed and open question questionnaires (see Appendix 1 for the questionnaire). The close questions were in the form of multiple-choice and the open questions were in form of written comments. The questionnaire form included four major sections. Section one aimed to find the identity and gather basic information about the respondents. Section two aimed to explore the benefits of publishing in reputable international journals. Section three included the reason for not publishing in reputable international journals. The fourth section aimed to explore the attitude towards reputable international journals. Section fifth aimed to explore five questions and aimed to know the expectation from publishing in reputable international journals. The survey was self-administrated and the forms were distributed by the researcher amongst the target sample. A Cronbach's Alpha test was performed to ensure the reliability of the questionnaire form. It scored 0.886 with a total of 25 items which, according to Pallant (2020), ensures the reliability of the questionnaire form.

Furthermore, the open comments from the survey were analyzed qualitatively. The purpose was to find out the deepest meaning possible in terms of the main reasons what the lecturer's problems and their expectation in the publication of reputable international journals. In this case, there were three stages to analyze the data. First, tag the data based on recurring themes. Second, calculate the recurring themes. Lastly, generalizing and interpreting the result of the first and the second stages of the analysis. This analysis was also to find out the extent to which the findings in the quantitative analysis are supported by the open comments of the respondent.

The respondents for this study were chosen from faculty members at the English Department of Islamic Institutes in Indonesia. A random sampling technique was adopted to select the target respondents. All respondents were intentionally chosen from each institute to receive a set questionnaire. Unfortunately, a different of respondents from each institute returned the filled-in questionnaire. See table 1 for the distribution of the respondents who returned the questionnaire.

Table 1. The Distribution of Respondents who Returned the Questionnaire

No	Affiliation	Code	Number of Respondents	of	Number of Returned Questionnaire	%
	IAIN Padang Sidempuan	IPD	9		8	7.1
	IAIN Curup	IC	11		11	9.8
	IAIN Fattahul Muluk Papua	IFMP	7		7	6.3
	IAIN Sorong	IS	10		4	3.6
	IAIN Bengkulu	IB	15		12	10.7
	IAIN Batu Sangkar	IBS	8		5	4.4
	IAIN Madura	IM	8		3	2.7
	IAIN Purwokerto	IP	6		6	5.4
	IAIN Banka Belitung	IBB	7		4	3.6
	IAIN Bukit Tinggi	IBT	9		6	5.4
0						

1	IAIN Kerinci	IK	11	3	2.7
2	IAIN Lhokseumawe	IL	8	6	5.4
3	IAIN Tulung Agung	ITA	6	6	5.4
4	IAIN Ambon	IA	6	5	4.4
5	IAIN Pekalongan	IP	6	4	3.6
6	IAIN Kudus	IK	7	5	4.4
7	IAIN Manado	IM	5	5	4.4
	Total		112	100	89.3

As shown in Table 1. The total number of respondents 112 lecturers of English Departments of Islamic Institutes in Indonesia. We planned to select all of the lecturers as the sample of the research. However, the responses we received did not the plan. We received 100 lecturers or 89.3% who answered and returned the questionnaire. Furthermore, they were interviewed at least 5% as selected randomly to get more information from the lecturers related to their problems, attitude, and expectation about publication in reputable international journals.

3. FINDINGS AND DISCUSSION

Findings

There are some questions in the questionnaire that are not addressed in the research questions. These are about the respondents' research and publication lives on campus generally. The data show the following information: a) most of the respondents (100%) have published in local or national journals; b) few (35%) respondents have published in Indonesian Linguistics; c) only a small number (10%) of respondents have published in accredited national journals or reputable/ indexed international journals; d) some of the respondents (35%) trying to prepare their articles to be sent to international journals with Scopus index or Web of Science. From the interview results, some challenges make them reluctant to publish in international journals. These were due to High costs and time-consuming because they are obligated to implement such as teaching, conducting research, and doing community service. One of the lecturers from IAIN Curup stated that International journals adopt strict evaluation and reviewing policies. Other than some of the lecturers have a point of view that their opportunity to do research and publication is still limited because they still prioritize the number of teaching credits and experience.

Benefits of International Journal Publication

The first question addressed in the questionnaire is asking the lecturers about the benefits of publication in reputable international journals. The respondents were asked to state their opinion on a five-degree Likert scale. The result is shown in the table as in the following:

Table 2. Benefits of Internationals Journal Publication

Advantages from publishing in reputable international journals	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
For financial incentive	7.9	4	19.8	21.8	46.5
For personal credibility	0	2	5	18.8	74.3

For personal satisfaction	1	1	14.9	26.7	56.4
For credit points for career promotion as a government official	0	0	4	24.8	72.3
For institution credibility	0	1	7.9	22.8	68.3
Lecturer performance report	0	2	4	28.7	65.3

Table 2 revealed the benefits of International Journal Publication. There were six benefits that related to the advantages of publishing in reputable international journals. The first benefit "For financial incentive" gained 7.9% Strongly Disagree, 4% Disagree, 19.8% Neutral, 21.8% Agree and 46.5% Strongly Agree. The second benefit "For personal credibility" gained 2% Disagree, 5% Neutral, 18.8% Agree and 74.3% Strongly Agree. The third benefit "For personal satisfaction" gained 1% Strongly Disagree, 1% Disagree, 14.9% Neutral, 26.7% Agree and 56.4% Strongly Agree. The fourth benefit "For credit points for career promotion as a government official" gained 4% Neutral, 24.8% Agree and 72.3% Strongly Agree. The fifth benefit "For institution credibility" gained 2% Disagree, 7.9% Neutral, 22.8% Agree and 68.3% Strongly Agree. The last benefit "Lecturer performance report" gained 2% Disagree, 4% Neutral, 28.7% Agree and 65.3% Strongly Agree. It means that publications in international journals are quite valuable and influential.

Reasons for Not Publishing Articles in Reputable International Journals

The second group of statements in the questionnaire is about the reason why the lecturers did not publish articles in reputable International Journals.

Table 3. Reason for not Publishing Articles in Reputable International Journals

Reason for not publishing in reputable international journals	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
1. Do not have enough knowledge about reputable international journals	17.8	16.6	38.6	15.8	10.9
2. Poor English Ability	43.6	31.7	20.8	4	0
3. Inadequate quality of research	11.9	26.7	50.5	8.9	2
4. writing articles for the international journal is too difficult (i.e., there are many requirements to meet)	9.9	18.8	34.7	20.8	15.8
5. Do not know the format of international journal articles	17.8	20.8	37.6	12.9	10.9
6. Lack of references available at the faculty and/or university library	7.9	15.8	23.8	23.8	28.7
7. There is no financial support to write an article for an international journal	5	15.8	24.8	23.8	30.7
8. There is no incentive for those who publish in international journals	5.9	13.9	29.7	19.8	30.7
9. Afraid if the article is not accepted by the editor or reviewer of international journals	23.8	24.8	21.8	14.9	14.9

10. There is no mentoring from seniors who have published in reputable international journals	13.9	14.9	34.7	16.8	19.8
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Table 3 revealed the reason for not publishing articles in reputable International Journal. There were ten reasons why the lecturers did not publish articles in reputable international journals. As can be seen in Table 3, the first reason "Do not have enough knowledge about reputable international journals" gained 17.8% Strongly Disagree, 16.6% Disagree, 38.6% Neutral, 15.8% Agree and 10.9% Strongly Agree. The second reason is "Poor English Ability" gained 11.9% Strongly disagree, 31.7% Disagree, 20.8% Neutral and 4% Agree. The third reason "Inadequate quality of research" gained 9.9% Strongly Disagree, 18.8% Disagree, 34.7% Neutral, 20.8% Agree and 15.8% Strongly Agree. The fourth reason "writing articles for the international journal is too difficult (i.e., there are many requirements to meet)" gained 9.9% Strongly Disagree, 18.8% Disagree, 34.7% Neutral, 20.8% Agree and 15.8% Strongly Agree. The fifth reason "Do not know the format of international journal articles" gained 17.7% Strongly Disagree, 20.8% Disagree, 37.6% Neutral, 12.9% Agree and 10.9% Strongly Agree. The sixth reason "Lack of references available at the faculty and/or university library" gained 7.9% Strongly Disagree, 15.8% Disagree, 23.8% Neutral, 23.8% Agree and 28.7% Strongly Agree. The seventh reason "There is no financial support to write an article for an international journal" gained 5% Strongly Disagree, 15.8% Disagree, 24.8% Neutral, 23.8% Agree and 30.7% Strongly Agree. The eighth reason "There is no incentive for those who publish in international journals" gained 5.9% Strongly Disagree, 13.9% Disagree, 29.7% Neutral, 19.8% Agree and 30.7% Strongly Agree. The ninth reason "Afraid if the article is not accepted by the editor or reviewer of international journals" gained 23.8% Strongly Disagree, 24.8% Disagree, 21.8% Neutral, 14.9% Agree and 14.9% Strongly Agree. The last reason "There is no mentoring from seniors who have published in reputable international journals" gained 13.9% Strongly Disagree, 14.9% Disagree, 34.7% Neutral, 16.8% Agree and 19.8% Strongly Agree. The majority of respondents (28.7% -30.7%) reported that top three reasons for not publishing in international journals include: 1) There is no financial support to write an article for an international journal, 2) There is no incentive for those who publish in international journals, 3) Lack of references available at the faculty and/or university library. This answer makes sense because all respondents in this study are lecturers. A lecturer has three main tasks called Tridharma and one component is doing field research. In addition, there are two other tasks, namely teaching and community service. These last two tasks are very time-consuming, for example preparing for college or training along with all the administrative work that follows. Research sometimes becomes neglected or conducted without careful planning. Although research can work, the constraints that arise are usually time and resources. Lecturers must be able to divide time between various priorities that are susceptible to very dynamic changes. For example, they must attend a seminar, supervise students or fill in study program accreditation forms that take up a lot of work time. Not to mention, the lecturers may have a family that must be taken care of or need extra attention. In writing articles for reputable international journals, extra dedication is needed.

Attitude towards Reputable International Journals

The third question in this study concerns lecturers' attitudes toward publishing their articles in reputable international journals.

Table 4. Attitude towards Reputable International Journals

Attitude towards reputable international Journals	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
1. A lot of activities such as teaching, administrative work, and conducting social service activities or other tasks on campus.	12.9	12.9	24.8	22.8	26.7
2. Work hard to write an article for an international journal if anyone can help	6.9	6.9	17.8	28.7	39.6
3. Do not feel confident if the article is not accepted by the editor or reviewer of international journals	13.9	25.7	33.7	11.9	14.9
4. Willing to publish an article in a reputable international journal if I already know the format and writing style of international journal articles	0	0	4	24.8	72.3
5. Studying the format and writing style of international journal articles (i.e., via guide books on academic writing)	1	2	16.8	25.7	54.5

The respondents were asked about their attitude towards reputable international journals. The results, as presented in Table 4, shows that the first attitude "A lot of activities such as teaching, administrative work, and conducting social service activities or other tasks on campus" gained 12.9% Strongly Disagree, 12.9% Disagree, 24.8% Neutral, 22.8% Agree and 26.7% Strongly Agree. The second attitude "Work hard to write an article for an international journal if anyone can help" gained 6.9% Strongly disagree, 6.9% Disagree, 17.8% Neutral and 28.7% Agree and 39.6% Strongly Agree. The third attitude "Do not feel confident if the article is not accepted by the editor or reviewer of international journals" gained 13.9% Strongly Disagree, 25.7% Disagree, 33.7% Neutral, 11.9% Agree and 14.9% Strongly Agree. The fourth attitude "Willing to publish an article in a reputable international journal if I already know the format and writing style of international journal articles" gained 4% Neutral, 24.8% Agree and 72.3% Strongly Agree. The last attitude "Studying the format and writing style of international journal articles (i.e., via guide books on academic writing)" gained 1% Strongly Disagree, 2% Disagree, 16.8% Neutral, 25.7% Agree and 54.5% Strongly Agree. The majority of the respondents are willing to work hard to publish their article if they already know the format and the rhetorical pattern or writing style of reputable international journals. Also, they need someone help to submit their article in order their articles are received by the editor and reviewer.

Expectation towards Reputable International Journal Publication

The last group of statements in the questionnaire is about lecturers' expectations towards reputable international journals. The data from respondents are displayed in the following:

Table 5. Expectation towards Reputable International Journal Publication

Expectation publishing in reputable international journals	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
The institution provides a lot of references in the library	1	0	5	14.9	79.2
Asking for mentoring with experienced lecturers to write reputable international journals	0	1	1	17.8	76.2
Frequently attending a workshop on reputable international journal publication	0	1	4	23.8	71.3
Getting the opportunity to join workshop conducted by Diktis	0	0	4	20.8	75.2
Getting a professional mentor or experienced researchers in reputable international journals	0	0	1	16.8	82.2

As can be seen in Table 5 the first expectation "The institution provides a lot of references in the library" gained 1% Strongly Disagree, 5% Neutral, 14.9% Agree and 79.2% Strongly Agree. The second expectation is "Asking for mentoring with experienced lecturers to write reputable international journals" 1% Disagree, 1% Neutral and 17.8% Agree and 76.2% Strongly Agree. The third expectation is "Frequently attending a workshop on reputable international journal publication" 1% Disagree, 4% Neutral, 23.8% Agree and 71.3% Strongly Agree. The fourth expectation "Getting the opportunity to join workshop conducted by Diktis" gained 4% Neutral, 20.8% Agree and 75.2% Strongly Agree. The last expectation "Getting a professional mentor or experienced researchers in reputable international journals" gained 1% Neutral, 16.8% Agree and 82.2% Strongly Agree, the majority of respondents (71.3% - 82.2%), the following expectations are considered to solve lecturers' problems in publishing reputable international journals. These include: 1) supplying adequate references; 2) cooperating with practitioners or experienced lecturers in publishing international journals; 3) frequently attending workshops on publications in reputable international journals; 4) requesting assistance from mentors or researchers who have successfully published their article in such journals.

From the Interview

From the interview results, the respondents were asked about the advantages and what they will do to successfully publish in reputable/ indexed international journals. The majority of them reported if they can publish their articles in reputable international journals, there are a lot of benefits of publications that can be used for personal advantages and for the institution itself. As Arsyad (2018) stated that Academics may actively participate in contact with scholars from other nations by publishing in reputable journals to communicate and exchange ideas and research results in terms of enhancing knowledge on a specific issue. Technical professionals that have published articles might increase the value of their portfolio. It demonstrates the professional's research culture. A researcher is alive when he or she publishes without being compelled to do so (Choube, 2018). Accordingly, the benefits can be divided into internal and external ones. Internal benefits include: 1) increasing the citation rate of published papers, 2) exposing published papers to a wider audience, 3) achieving self-satisfaction, 4) motivation for lecturers to focus more on the fields and develop them, 5) to be an invited speaker in scientific meetings. External benefits include: 1) Assist study program accreditation, 2) increasing Indonesian publications. Then some efforts in order their articles can be received by

reviewers by studying the standard format of writing research articles. They also said that analyzing many articles published in international journals gives much knowledge about the style and rules of publication. To conclude that from advantages that can be obtained by lecturers who have publications in reputable international journals are perceived as internal rather than external advantages. They also will do some efforts to increase their publication in reputable international journals.

The respondents also were asked about their experience in writing articles to be published in reputable/ indexed international journals. They answered that sometimes it was successful, so it can influence academic ranking. On the other hand, many problems are faced in international journal publications such as 1) the availability of inadequate international references in faculty and/or university libraries, 2) writing reputable journal articles is too difficult (for example, because many requirements must be met), 3) no financial help for writing articles for international journal publications, and 4) unawareness of the format of article writing that applies to international journals. These data imply that external factors become the main reasons for the lecturers not publishing in reputable international journals. These external factors include facilities (availability of references) and knowledge that can be accessed by respondents (financial assistance, writing format).

Based on the information from an interview about the lecturers' attitude towards publishing in reputable journals, the majority of the lecturers reported that they are willing to publish their article if they know the format and writing style of international journal although they may be busy with academic work such as teaching and with administrative work such as writing annual plans and reports on their work performance, completing applications for a career pay raise, or helping their study program complete accreditation forms as the mean importance followed by studying the format such as via books on academic writing. In addition, the lecturers seem to have a positive attitude towards publishing in reputable international journals.

The respondents also asked Results from an interview about the lecturers' expectations towards publishing in reputable international journals, the respondents proposed some proposals to encourage their publication in reputable intentional journals such as conducting routine research, writing journals with other researchers who have published their articles in reputable international journals and establishing a faculty review team. Finally, they expect their institution to provide professional training courses on academic research or article publications in any discipline, to provide a lot of references in the library, to be involved in conducting group research projects rather than single-author papers, to give financial support or reward and to provide several practices such as a mentor or experienced academic researchers that can be undertaken to tackle the problems on publication in reputable international journals.

Discussion

The first question addressed in this study is what benefits from reputable international journal publications are. The findings reveal that the majority of the lecturers perceive and agree with the direct or indirect advantages of publishing in reputable international journals, not only for their benefits but also for their institution. This means that probably because the lecturers have already been aware of the various advantages of publishing in reputable journals, and if they get help from experienced authors or financial support from their institution, they are ready to work hard to do research and write articles for reputable international journals although it is in English. This result completely agrees with Ge (2015) and Shehata et al (2015) that improving research quality can be beneficial for gaining self-satisfaction; reaching a wider audience, which was considered to be the dominant advantage. According to Ge (2015), the benefits of publishing papers in international journals are advantageous to many scholars.

The second question in this study is about the reason for not publishing in reputable international journals. The data show that there are mainly two factors that seem to make them not published from publishing in reputable international journals: 1) they perceive the poor quality of their research and articles; 2) they are afraid their article will be rejected by journal editors and/or reviewers. This is probably because they do not standard rhetorical patterns or writing format of reputable international journals. According to Day (2007), fear of being rejected or turned down by a journal is the most

frequent reason for faculty members not to publish in journals, but it is only an excuse by the lecturers for not preparing their work seriously and well; if authors have done their best to do research and write a manuscript, then there is nothing to fear at all. This is because according to Belcher (2019) suggests that an article rejected by a journal will be accepted by another journal after several revisions. Revising and correcting manuscripts following suggestions and corrections from journal editors and/or reviewers becomes an important learning process, especially for novice authors to develop their academic writing competence and ability.

The third research question in this study concerns lecturers' attitudes toward publishing their research results in reputable international journals. It was found that the majority of the lecturers have a positive attitude towards international journal publication. If they get help, most of them are willing and ready to write articles for international journals although they may be busy with other academic and administrative work. The findings of Adnan et al. (2021) correlate to these results as respondents must have knowledge and skills and must be aware of the advantages of publishing in reputable journals.

The last research question in this study concerns lecturers' Expectation publishing in reputable international journals. The results show that some types of activities are considered necessary: getting help from professional mentors or experienced researchers who have published in reputable international seminars, a lot of references in the library, attending seminars and workshops on publication in international journals. This is in line with Gea-valor et al. (2014), Feyera et al., (2017) when they suggest that to increase publication of the faculty members of a particular institution, several efforts must be undertaken such as appreciation, rewards, training researchers, cooperating with practitioners, financial support and a good atmosphere. A similar recommendation has been made by Olszewska and Lock (2016) when they found in their study that the main factor affecting the success of academic writing among faculty members in the group or collaborative writing with clear purpose and committed members and institutional support. Then Olszewska and Lock (2016), the group members can develop their academic writing skills competence through sharing their work with others, peer correcting and editing, and group discussion during the writing processes. The challenge is, as Olszewska and Lock (2016) claim further, how to keep their high motivation to do research and write articles together. This is the role of the institution to support the lecturers financially and morally to publish their research results in reputable international journals. The publication should be at the center of academic tasks and the responsibility of every faculty member.

4. CONCLUSION

This study was investigating the problems and expectations on publications in reputable international journals faced by faculty members of English Departments of Islamic Institutes in Indonesia. This study has revealed that publication in reputable international journals is beneficial not only for themselves but also for their institution. Therefore, the majority of them have a positive attitude towards international journal publication. However, some problems with why they are not publishing their articles in reputable international journals. The first one is the quality of their research article is still bad. The second is a lack of references and difficulties related to academic writing. The third is that there is no incentive given to them. Lastly, publishing a research article in a reputable international journal is quite tough and takes a long time. Then a great number of the respondents proposed some expectations to be successful in reputable international journal publication as in the following: 1) to frequently attend seminars and workshops on how to write and publish in international journals; 2) requesting assistance from researchers who have successfully published their articles in such journals; 3) to frequently practice writing articles collaboratively with the help of a mentor or experienced writer. In addition, they hope the institution or Diktis to support them such as references and costs in the order they can publish in reputable international journals.

This study only included 17 out of 47 (%) IAIN in Indonesia and not all faculty members of English study programs in the sample IAIN returned the questionnaire. Future studies should include more or all institutions to be the samples of the study and should obtain more filled questionnaires from the

respondents. These findings have an implication for the faculty members at the English Department in improving the international journal published by the lecturers of IAIN. Because most lecturers have been facing problems in publishing their articles in reputable international journals, the lecturers are hopefully able to get training from experienced researchers or mentors who have published in a reputable international journal. Therefore, this study is expected to trigger the lecturers' awareness as well as to give examples of how to compose a better research article and how to effectively construct their articles for publication in a reputable international journal.

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