

1. Lecturers' Professionalism Development Strategies: Portrayals in the Field of Research

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Lecturers' Professionalism Development Strategies: Portrayals in the Field of Research

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Abstract

This research aimed to describe the strategies for developing lecturers' professionalism in the field of research at the Tarbiyah faculty of IAIN Curup. This research adopted a descriptive qualitative research method. The subjects comprised several leadership elements and academic communities of IAIN Curup, such as the dean of the Tarbiyah faculty, the Head of departments under the Tarbiyah Faculty, the Head of LPM, the Head of LPPM, lecturers and students. The data were collected using interviews, observations, and documentation. The data were analyzed by means of data reduction, data display, triangulation, and conclusion drawing. This research revealed that strategies for developing lecturers' professionalism in the fields of education and self-development were associated with increasing educational qualifications and implementing learning innovations. Those of in-house training subsumed training, seminars, curriculum preparation workshops, learning strategies, classroom management. The off-house training entailed collaborations with other universities which addressed learning process training. In terms of in-service education, coaching was held for young lecturers in academic activities. The strategies for developing lecturers' professionalism in the field of research and scientific publications consisted of self-development, increasing individual and group research independently, increasing the preparation of journals both locally, nationally and internationally, and participating in scientific writing competitions. The in-house subsumed training, seminars, and workshops held on research methodology by presenting external speakers. Conclusively, the strategies for developing lecturers' professionalism in the field of research at the Tarbiyah faculty of IAIN Curup had been well-implemented.

Keywords: *Developmental Strategies; Lecturers' Professionalism; Tridharma of Higher Education*

Introduction

The lecturer is one of the university components who is required to produce scientific work. Lecturers must write scientific papers for a variety of purposes, including capacity building, accreditation, teaching materials, workshops, and functional position submission. Without the ability to write, it is impossible to produce superior scientific works. If the lecturers' writing abilities are not improved, the quality of their scientific works will get stuck in the state of no improvement. Furthermore, producing superior scientific papers requires training and habituation, beginning with lecturers' scientific works in a

limited scope, such as teaching materials and seminar materials, and progressing to scientific papers published in international journals.

The low number of superior scientific works is caused by a variety of issues. One of them is a lack of encouragement to generate interest in writing scientific papers among lecturers. The Indonesian government has made numerous efforts to address this issue. For instance, the government provides lecturers with the funds for research and community service, in which the results of such research and community service are to be published in journals. More than the foregoing, the Education Fund Management Institute (in the Indonesian abbreviation as LPDP) has collaborated with the Minister of Research, Technology, and Higher Education on the International Scientific Publication Award Program, which is in line with one of the LPDP's missions to encourage strategic and innovative research that is implementable and adds value. Meanwhile, the Ministry of Research, Technology, and Higher Education is in charge of improving incentives for international scientific publications (Menristekdikti in Liputan 6.com, 2015). Furthermore, in order to boost the productivity of lecturers' scientific works, the government has made scientific papers a component of Credit Score Assessment (CSA), and it becomes one of the requirements for applying for functional positions. However, these various efforts must be supplemented by additional efforts to ensure that the productivity of lecturers' scientific works continues to increase in terms of both quantity and quality.

State Islamic Institute of Curup (in the Indonesian abbreviation as IAIN Curup) has developed various strategies to encourage lecturers' interests in writing scientific papers in order to realize the university's vision related to the implementation of the Tridharma of Higher Education, as well as to support the government's efforts in increasing productivity in the field of lecturers' scientific works.

The most basic thing that can be done to improve lecturers' scientific works is to improve their abilities to write scientific papers. This research focuses on the strategies of Lecturer Professional Development in the implementation of the Tridharma of Higher Education at IAIN Curup, which are oriented towards developing the IAIN Curup lecturers' professionalism in writing scientific papers. The reason for selecting IAIN Curup as the research location is that it offers more advantages than state campuses in the Ministry of Religion Higher Education environment. Through campus autonomy, IAIN Curup can implement more diverse strategies for improving the professional development of lecturers in the field of scientific writing.

Because IAIN Curup has advantages in the field of research or writing scientific papers, the researcher is motivated to conduct research on strategies for developing lecturers' professionalism in writing scientific papers.

In respect of the research area and scientific publications, the preliminary data showed that the research conducted by the Taqiyah Faculty of IAIN Curup is based on the Rector's Decree Number 645 of 2016, which is managed by the Institute for Research and Community Service (in the Indonesian abbreviation as LPPM). The field of scientific publication is the most prominent research development of IAIN Curup and has advantages for State Islamic Institutes or Universities in Indonesia.

Scientific Journal Publishing and Management Laboratories, called LPPJI, was founded in 2016 with the goal of presenting professional and high-quality scientific journals in the IAIN Curup environment. At that time, four journals (Focus, Eduka Islamika, Komunika Islamika, and Al-Istinbath) had pairs of issuance letters and management that did not meet Ristek Dikti scientific journal accreditation standards.

As a result, IAIN Curup's scientific journals received significant updates in 2016. It was done to name journals that do not meet accreditation standards. As a result, previously published journals changed their names and their ISSN. The management has shifted from print to online form. Hence, IAIN Curup has an online journal platform at <http://journal.staincurup.ac.id> with 6 journals, namely: 1) AJIS:

Academic Journal of Islamic Studies, 2) AL-FALAH¹³ Journal of Islamic Economics, 3) AL-ISTINBATH: Jurnal Hukum Islam, 4) BELAJEA: Jurnal Pendidikan Islam, 5) FOKUS: Jurnal Kajian Keislaman dan Kemasyarakatan, 6) JDK: Jurnal Dakwah dan Komunikasi.

This shift in the governance system of scientific journals necessitates managers learning and practicing various aspects of the Open Journal System (OJS). With limited knowledge and being relatively new, these journals can also be published fully online on time in 2016.

¹⁸ Scientific journals were managed by the Center for Scientific Publishing and Publication, which is part of the Institute for Research and Community Service (LPPM) of IAIN Curup, in 2018, and the website was changed to: <http://journal.iaincurup.ac.id>.

Compared to other State Islamic Institutes, the rapid development of IAIN Curup publications includes the following: First, in 2017, 7 new journals were established. They subsumed AL QU¹⁶S: Jurnal Studi Alquran dan Hadis, ARABIYATUNA: Jurnal Bahasa Arab, AR-RIAYAH: Jurnal Pendidikan Dasar, ENGLISH FRANCA: Academic Journal of English Language and Education, ISLAMIC COUNSELING: Jurnal Bimbingan dan Konseling Islam, TADBIR: Jurnal Studi Manajemen Pendidikan, TIK ILMEU: Jurnal Ilmu Perpustakaan dan Informasi. Second, in 2018, 1 journal was established, namely ESTETIK: Jurnal Bahasa Indonesia. Third, in 2019, 1 journal was established, namely ARITHMETIC: Academic Journal of Math. Fourth, in 2020, 1 journal was established, namely ZURIAH: Jurnal Pendidikan Anak Usia Dini. Thus, the total journals within IAIN Curup in 2020 were 14 journals as presented in table 1.

Table 1. IAIN Curup's journals and their accreditations as of May 2020

⁵ SINTA 2	1. AL QUDS: Jurnal Studi Alquran dan Hadis 2. ⁵ ARABIYATUNA: Jurnal Bahasa Arab 3. AL-ISTINBATH: Jurnal Hukum Islam
SINTA 3	1. AJIS: Academic Journal of Islamic Studies 2. AL-FALAH: Journal of Islamic Economics 3. ²⁸ TADBIR: Jurnal Studi Manajemen Pendidikan 4. ENGLISH FRANCA: Academic Journal of English Language and Education
SINTA 4	1. ⁵ BELAJEA: Jurnal Pendidikan Islam 2. FOKUS: Jurnal Kajian Keislaman dan Kemasyarakatan 3. JDK: Jurnal Dakwah dan Komunikasi 4. ¹³ RIAYAH: Jurnal Pendidikan Dasar 5. ⁵ TIK ILMEU: Jurnal Ilmu Perpustakaan dan Informasi 6. ISLAMIC COUNSELING: Jurnal Bimbingan dan Konseling Islam
SINTA 5	1. ESTETIK: Jurnal Bahasa Indonesia

In terms of indexation, in general, IAIN Curup's journals have been indexed in a variety of national and international indexing institutions of varying repute. Among them, such indexation comprises Google Scholar, Moraref, Crossref, Dimension, ISJD, OneSearch, and DOAJ.

DOAJ (Directory of Open Access Journals) is a well-known international indexing organization. 15 IAIN Curup's journals have been officially included in the DOAJ inclusion index as of September 2020. As a result, there is only one journal that has not been indexed by DOAJ, namely ZURIAH: Jurnal Pendidikan Anak Usia Dini, which was established in 2020.

Journals of IAIN Curup have been anchored in the maps of developmental plans, strategies, and targets. The developmental plans extend to some orientations, such as improving managers' abilities in terms of journal-based management through internal and external training and mentoring at IAIN Curup; improving peer-editors' abilities to present manuscripts with high-quality contents through internal and external training and mentoring; and improving writing skills of lecturers and researchers at IAIN Curup so that they can publish their research findings in credible journals at both national and international

levels. Hence, various trainings have been held both inside and outside of IAIN Curup. In respect of strategies, first, journal management falls under the purview of the Center for Scientific Publishing and Publication, rather than study programs or faculties. Second, the journals at IAIN Curup are organized by disciplines rather than study programs. Third, the alignment of budgets supports the journal management. For example, in 2021, AJIS journal is planned to be indexed by SCOPUS. Concerning targets, in 2021, 7 accredited journals were successfully ranked up to SINTA 2. In 2022, AJIS journal is targeted to be indexed in SCOPUS.

According to the above description, IAIN Curup's research field, particularly in the field of publishing and scientific publications, is becoming increasingly well-known amid State Islamic Institutes and Universities in Indonesia. In fact, IAIN Curup has been awarded for hosting a workshop on publishing and scientific publications throughout Indonesia. The present study is guided by the following research questions: First, what is the purpose of the lecturer's professional development strategies in writing scientific papers? Second, what are the forms of strategies for developing lecturers' professionalism in writing scientific papers? Third, what are the supporting and inhibiting factors of the lecturers' professional developmental strategies in writing scientific papers?

Literature Review

Lecturers' Professional Development in the Field of Research

Research refers to a systematic, controlled, empirical, and critical investigation of natural phenomena guided by theory and hypotheses about the supposed relationship between the phenomena (Setiaji and Kumiawan: 2011).

A research investigation is an inquiry carried out using standardized procedures to obtain information that will add to the body of knowledge. The term "standardized" refers to something that is systematic, communicable, and repeatable. Procedures that researchers can use to obtain information must follow a predetermined order and system (R.Mayer :1984: 30).

The following research characteristics stand out: First, empirical, namely in scientific research, the main data consists of the investigators' experiences. The second is the mental process that converts observations into meaningful information. Third, scientific inquiry is distinguished by the fact that it always has a structure or design, which may differ from investigation to investigation but is inherent in all scientific investigations (R.Mayer : 1984 : 31).

Another important task for lecturers is to conduct research. Research is a systematic activity carried out in accordance with scientific principles and methods to obtain information, data, and insights pertaining to the comprehension and/or testing of a branch of knowledge and technology (Permendikbud, 2014). The process of finding a systematic, logical, and objective solution to a specific problem based on data collection is known as research. Tuckman (1978) defined research as a systematic attempt to provide answers to questions.

Research may include the following tasks: 1) producing scientific works, 2) translating/adapting scientific books, 3) editing scientific books, 4) creating designs and patented technological works, 5) creating designs and non-patented technologies, and 6) creating designs and works of monumental art/performing arts/literary works (Credit Score Guidelines: 2011).

Lecturers strive to carry out research in accordance with predetermined standards. In this case, according to Permendikbud No. 49 of 2014 on National Standards for Higher Education, the scope of national research standards includes: 1) research results standards, 2) research content standards, 3) research processes, 4) research assessments, 5) researcher standards, 6) the standards of research facilities and infrastructure, 7) research management standards, and 8) the standards of research funding and financing. In order to create qualified research, lecturers must adhere to the minimum standards outlined

above, and it is hoped that they will exceed the standards so that the research carried out conforms to the desired expectations and ideals. The following provides some details with regard to research standards.

The first is research results. The quality of research results aims at developing science and technology, as well as improving community welfare and national competitiveness. All of which have outputs through activities that meet scientific principles and methods systematically in accordance with scientific autonomy and academic culture through seminars, publications, patented, and other methods that can be used to convey research results to the public. The second is research contents. Research contents associate with the depth and breadth of research materials, basic research oriented towards research outputs in the form of explanations or discoveries to anticipate a new symptom, phenomenon, rule, model, or postulate, and applied research oriented to research outputs in the form of innovation and development of science and technology that benefit society, the business world, and industry.

The third is research processes. Research processes consist of the stages of planning, implementing, and reporting activities that adhere to scientific principles and methods in a systematic manner in accordance with scientific autonomy and academic culture. Research processes reflect the standards of quality, work safety, health, comfort, and security of researchers, society, and the environment. The fourth is research assessment. Research assessment is associated with an evaluation of research processes and outcomes in an integrated manner with educative, objective, accountable, and transparent principles. The aforesaid principles are tailored to research outcomes, research contents, and research processes. The fifth is researchers. Researchers are required to have a level of mastery of research methodologies that are appropriate for the field of science, the object of research, as well as the level of complexity and depth of research based on academic qualifications and research results.

Higher education research is inextricably linked to the national research system. The national research system works to create a pattern of mutually reinforcing relationships between elements of science and technology mastery, utilization, and advancement in a unified whole (Darmalaksana and Humas 2018). Higher Education, as an institutional component of the national research system, shapes scientific and technological resources. Resources in science and technology include expertise, skill, competence, organization, intellectual property information, and facilities and infrastructure. Each component of the national research system's science and technology institutions is responsible for continuously improving the usability and value of science and technology resources (UU RI No 18 th 2002 n.d.).

Higher education research is strictly directed at developing science and technology, as well as improving societal welfare and national competitiveness. The academic community conducts research in Higher Education in accordance with scientific autonomy and academic culture. It has also been emphasized that the benefits of university research results are as follows: a) enrichment of science and technology as well as learning, b) improvement of university quality and advancement of national civilization, c) increased independence, progress, and competitiveness of the nation, d) fulfillment of strategic needs of national development, and e) transformation of Indonesian society into a knowledge-based society (UU RI No 12 Th 2012 n.d.).

The conduction of research in universities must adhere to national research standards. One of them is the research content standard, which is the minimum criterion for the depth and breadth of research materials. Meanwhile, the breadth and depth of research materials include both basic and applied research. To begin, basic research materials must be oriented toward research outcomes in the form of explanations or findings in order to anticipate a new symptom, phenomenon, rule, model, or postulate. Second, the materials in applied research must be oriented toward research outcomes in the form of innovation, scientific presentation, and technological development that benefit society, the business world, and industry. Materials in basic and applied research must adhere to the principles of usefulness, accuracy, and anticipating future needs (Permen Riset No 44 th 2015 n.d.).

12 According to the Regulation of the Minister of Religion of the Republic of Indonesia Number 55 of 2014, research is an activity carried out systematically in accordance with scientific principles and methods to obtain information, data, and insights related to understanding and/or testing a branch of science and technology. According to the regulation, research at Religious Universities aims to: a) develop religious knowledge; b) develop science and technology; c) develop culture and art; d) develop academic culture; and e) overcome life and humanity's problems. Religious colleges conduct research in three areas: a) scientific monodisciplinary; b) scientific interdisciplinary; and c) scientific multidisciplinary. In this case, religious universities can conduct research in the context of developing specific scientific fields as an advantage. The research findings are being used to develop learning resources and to improve the quality of Religious Colleges (The Regulation of Minister of Religion N55 th 2014 n.d.).

According to Nukhan (2003), lecturers' professional development can be accomplished through some activities. The first is pre-service education, which entails providing educational services to lecturers who have never taught before. This internalization program may take the form of training or education to assist in the performance of the profession. The second is in-service education, that is, additional education services for lecturers who have completed their professional responsibilities. This should be given to lecturers so that they can add knowledge and skills that are current. This program can be carried out through courses, seminars, curriculum workshops, field surveys, internships, and other activities. The third is on-service education, specifically services provided to lecturers to carry out development related to specific subjects taught. In accordance with their disciplines, this program also includes research and community service. This program can be implemented in the form of learning strategy training, research training, and community service based on the lecturers' disciplines, additional studies, and other activities.

According to the Director General of Islamic Education Decision No. 4398 of 2015, the existence of universities must always benefit the community. Indeed, universities have become symbols of change or social engineering. Universities and the community must collaborate on research in order to produce changes along relevant and contextual knowledge. The true goal of research is to improve people's lives. In 2015, the Directorate General of Islamic Education of the Ministry of Religion of the Republic of Indonesia launched research activities under a new paradigm, namely innovative, inspirational, science and technology practice, arts, empowerment, and broad community development in accordance with the scientific fields developed by each Islamic Religious College (Decree of the Director General of Islamic Education No. 4398 of 2015).

Lecturers must perform the following activities in order to carry out research and knowledge development tasks: 1) producing scientific works; 2) translating/adapting scientific books; 3) editing/modifying scientific papers; 4) creating patented technology plans and works; 5) making designs and works of technology, designs and works of monumental art/performing arts/literary works; and 6) carrying out other activities with the function of Research and Development of Science which is regulated and or recognized by the leadership of the Higher Education.

Methods

30 This study used a qualitative approach. Bogdan and Taylor as cited in Mantja (2007) defined a qualitative approach as a research procedure in the form of a description that explains the expression of speech (interview results), a person's behavior (observations), and is supported by documents in the form of photographs, videos, or notes (results of documentation studies). Thus, through qualitative research, researchers can uncover things that other research methods overlook, such as trust, hope, love, and so on. Qualitative research can describe what actually has happened in ways that other methods cannot.

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Data Collection Techniques and Research Instruments

The data collection techniques and instruments of this research entailed interviews, observation, and documentation. In terms of interviews, Lincoln and Guba propose seven steps for using interviews to collect data in qualitative research. These steps subsume determining who will be interviewed; preparing the main issues that will be discussed; beginning or opening the interview flow; completing the interview flow; verifying the summary of interview results in the field notes; taking field notes on the interview results; and listing any follow-up interviews that have been conducted. Concerning observations, passive participatory observation was used in this study because the research only observed activities at the research site but did not take part in such activities. Passive participation observation occurs when a researcher visits the research site and observes the activities but does not participate in them (Sugiyono, 2016:227). The researcher selected non-participant observation from several types of observation. If the observer does not participate in the activities taking place, the observation is said to be non-participant. In this regard, the researcher simply recorded, analyzed, and drew conclusions based on the observed activities. With regard to documentation, documentation, according to Arikunto (2006:231), is the collection and search for data related to research in the form of transcripts, notes, agendas, and so on. Meanwhile, Sugiyono (2013: 240) stated that documentation can take the form of photographs, someone's work, or writing. Sugiyono (2015: 329) defined documentation as a method used to obtain data and information in the form of books, archives, documents, written numbers, and pictures such as reports and information that can support research. In this research, documentation was used to collect and review data.

Findings and Discussion

The following figure depicts the strategies for developing the professionalism of lecturers in the field of Research and Scientific Publications at the Tarbiyah Faculty of IAIN Curup:

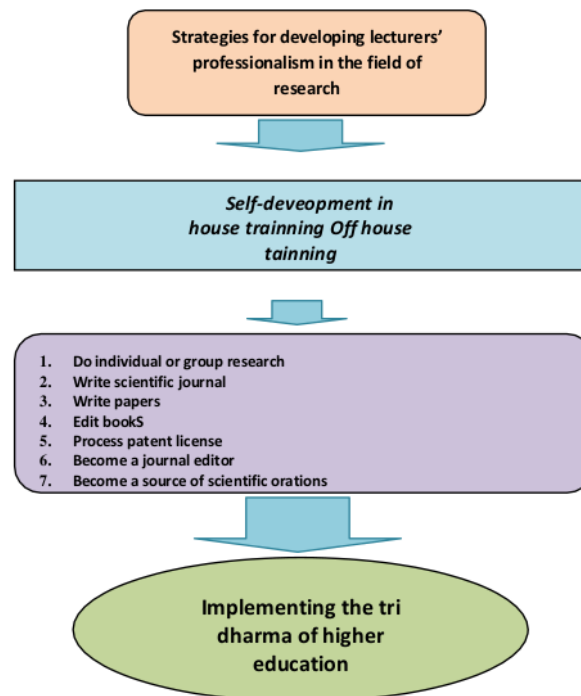


Figure 1. The Chart of Lecturers' Professional Development Strategies in the Field of Research

Source: Tridharma Guide for Higher Education at IAIN Curup

As presented in the chart above, lecturers' professional development occurred in several stages, including conducting research and groups, writing scientific journals, editing books, processing patents (HAKI), teaching, becoming journal editors, becoming resource persons, and giving scientific orations. It was possible to carry out the activities of lecturers' professional development based on some indicators. Lecturers' professional development was achieved by improving the quality of research using a variety of strategies, including the following presentation:

Lecturers' Professional Development in the Field of Research and Scientific Publications through Self-Development Strategies

Conducting Individual and Group Research

According to the findings of interviews with lecturers, each IAIN Curup lecturer had an obligation to conduct research both individually and in groups as a demand for improving research quality and fulfilling the implementation of the Tridharma of Higher Education, which was managed by SKP. The foregoing information was confirmed by the dean of Tarbiyah faculty with the initial of IN, who stated the following:

The activity of designing individual and group research based on research guidelines is to begin with the stages of training in proposal writing techniques, training in research implementation, developing social sensitivity in conducting quality, competitive and relevant research according to the needs of the community (Curup, January 19, 2021).

According to the above interview, the LPPM (Research and Community Service Institute) as the unit in charge of research, always held a lecturer communication forum in order to direct the improvement of the institution's research quality.

The following are some of the ways that Tarbiyah faculty lecturers did to help improve the quality of research, both individually and in groups. 1) Improving the quality of lecturer research through regular consortium monthly meetings; The dean of Tarbiyah faculty prepared a routine agenda every month to hold a consortium meeting in conducting a deepening of research quality improvement. He let every Tarbiyah faculty lecturer conduct research competitively, independently, and both individually and in groups. 2) Increasing the budget for public research funds; the Tarbiyah faculty's research budget was still managed by institutional planning, so every research budget submission was still recognized by the institution rather than the faculty, so the budget for the research fund was still low, especially since Covid 19 which had significantly affected the budget. 3) Research collaboration with a variety of institutions involving students in research and lecturer service; in conducting research collaboration, it could be seen that 85% of the authors were from outside IAIN Curup, while IAIN Curup lecturers submitted their writings outside IAIN Curup, and there were collaborations with UIN Jakarta, UIN Imam Bonjol, UIN Yogyakarta, and others. 4) Involving students in research; students were of very effective research partners. Hence, almost every lecturer who conducted competitive and independent research involved students.

Lecturers' Self-Development through Scientific Journal Writing

IAIN Curup has been carrying out significant renewals since 2016 in order to support the development of professionalism in the field of research and scientific publications. It was done to rename journals that did not meet accreditation standards. As a result, some previously published journals changed their names and their ISSN. Printed management had transformed into online management. Therefore, IAIN Curup had an online journal on the <http://jurnal.stainCurup.ac.id> page with 6 journals, namely: 1) AJIS: Academic Journal of Islamic Studies, 2) AL-FALAH: Journal of Islamic Economics, 3)

AL-ISTINBATH: Jurnal Hukum Islam, 4) BELAJEA: Jurnal Pendidikan Islam, 5) FOKUS: Jurnal Kajian Keislaman dan Kemasyarakatan, 6) JDK: Jurnal Dakwah dan Komunikasi.

The development of lecturers' professionalism in scientific publications was very motivating. The foregoing was elucidated by a participant with the initial SL, a Tarbiyah faculty lecturer who conducted research, as follows:

As a lecturer, I always conduct research on my research and publish it in the form of a journal; I am even more motivated now that the IAIN Curup journal is rapidly growing. In addition to meeting the BKD (Curup, 19 January 2021).

The development of scientific publications at IAIN Curup had been a value that added to lecturers' motivation to conduct research.

Preparing Textbooks and Reference Books

Every year, the LPPM institution made plans pertinent to the preparation of teaching materials in the form of books. However, the preparation of textbooks for teaching materials was very limited and competitive because the ratio of the number of titles to the number of lecturers was very disproportionate, with only ten titles budgeted by DIPA funds among 150 writer lecturers. As a result, a lecturer had to prepare textbooks independently even though LPPM was willing to assist in the permission of ISBN.

Lecturers' Professional Development in Improving the Quality of Research through in-House Training Strategies

Lecturers' Professional Development through Education and Training Activities

The in-house training research strategy, also known as in-service education and training, was a strategy for developing the professionalism of lecturers through education and training, with the goal of all lecturers being able to produce scientific works. This was conveyed by a participant with the initial of IN, namely the dean of Tarbiyah. He stated the following:

In the field of research, the study program makes a developmental effort directed through the increased educational and training activities organized by the campus on proposal writing techniques, research methodologies, and social sensitivity in conducting quality, competitive, and relevant research in accordance with community needs (Curup, 19 January 2021).

It was necessary to organize education and training which aimed at: Presenting papers in scientific discussions through group discussions addressing how to design and carry out research strategies both individually and in groups, how to implement and report research strategies accurately according to scientific principles, and how to present a paper in scientific discussions at both regional and national levels.

During the internal discussion, the campus also decided to strengthen scientific publications as a research reinforcement. The preliminary data showed that the research conducted by the Tarbiyah Faculty of IAIN Curup was based on Rector's Decree Number 645 of 2016, which was managed by the Institute for Research and Community Service (LPPM). The development of IAIN Curup's research in the field of Scientific Publishing and Publication was the most prominent and has advantages over State Islamic Religious Universities in Indonesia.

Lecturers' Professional Development in Improving the Quality of Research through Off-House Training Strategies

The present research found that the IAIN Curup lecturers' research had followed procedures according to institutional research procedures, both independently, locally, and nationally, and funded by either the Institute or DIPA of IAIN Curup or the national finance by the Central Litapdimas.

The above description corresponds to the following statement from the director of research center with the initial of NJ as follows:

As the director of the IAIN Curup research center, I take the following steps to improve research on a local, national, and international scale: 1) Examining the research needs of lecturers, 2) reminding lecturers of that it is their responsibilities to conduct research, 3) implementing programs that promote self-development in the field of research, and 4) conducting an evaluation of the research's direction and development (Curup, January 21, 2021).

Based on the interview transcript above, it was explained that in the development of research, the head of the research center analyzed the research needs of lecturers with the goal of collecting data for each study program, so that research distribution could be realized. The IAIN Curup research center consistently evaluated the development of research at the end of the year as a basis for developing research for the following year.

IAIN Curup had its own scientific publication center, Rumah Jurnal, which focused on the quality of research and scientific publications in order to improve them. According to the results of interviews with the head of the scientific publication center with the initial of HV, the journal house program was working in the following way:

As the head of the scientific publication center, the programs that I prioritize are: 1) increasing managers' abilities in terms of journal-based management through training and mentoring, both internally and externally at IAIN Curup, 2) increasing peer-editors' abilities to present manuscripts with quality content through training and assistance, both internally and externally, and 3) increasing editors' abilities to present manuscripts with quality content through training and assistance, both internally and externally. 3) Improving managers' abilities in journal-based management through internal and external training and mentoring at IAIN Curup, and 4) improving IAIN Curup lecturers' writing skills so that they can publish their research results in qualified journals, both nationally and internationally, through various trainings held both inside and outside of IAIN Curup (Curup, 20 July 2021).

Based on the above interview, the head of IAIN Curup's scientific publication center was constantly striving to improve scientific publications in order to support professional development through journal writing.

Students played an important role in research because they were the members of academic communities and had the right alongside obligation to learn. As a result, all lecturers must involve students in order to strengthen the accreditation of institutions and study program in the field of research. According to the explanation of the preceding data for the last three years, 174 students from the Islamic education department had participated in lecturer research. In the last three years, the number of students from Islamic education department was 665 individuals. The foregoing implied that there were 26% of the students from the Islamic education department who had taken part in lecturers' research.

Conclusion

Professional development strategies in the field of research and scientific publications entail a couple of elements. The first is self-development in the field of research and scientific publications. The

strategies for developing lecturers' professionalism at the Faculty of Tarbiyah motivate lecturers to carry out research both competitively and independently. Lecturers are given some understanding that researching is one of their main tasks. Lecturers are motivated with the essence that they are called to actively write journal articles in each semester other than merely fulfilling their workloads. They are called to strengthen their professional development. IAIN Curup motivates lecturers in a way that provides rewards for those of the best researchers. The second is in-house training. The foregoing is represented by conducting training and development programs in the field of research for all lecturers. It is also depicted by holding training, seminars, and the workshops of research methodology alongside scientific publications held on campus. The third is off-house training. The strategy for developing the professionalism of lecturers at the Tarbiyah Faculty is carried out based on problems that exist in the field of research and scientific publications. Among others, the strategy is conducting joint training in the field of research by collaborating with other universities. As has been carried out, research collaborations have been established with UIN Palembang, UIN Yogyakarta, and UIN Aceh.

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