

EMPOWERING STITM KEDIRI LECTURERS IN WRITING HIGH-QUALITY INTERNATIONAL JOURNAL ARTICLES THROUGH SYSTEMATIC LITERATURE REVIEW (SLR) METHODOLOGY

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Abstract

The low productivity of international publications among lecturers at small higher education institutions has become a major challenge, affecting both academic reputation and career advancement. Contributing factors include limited understanding of advanced research methodologies such as the Systematic Literature Review (SLR), lack of experience in writing for international journals, and restricted access to academic resources. To address these issues, a community service programme was implemented at STITM Kediri using the Asset-Based Community Development (ABCD) approach to enhance lecturers' capacity in producing SLR-based international scientific articles. The programme engaged 15 lecturers through four stages: Discovery (mapping academic assets), Dream (formulating a collective vision), Design (developing training plans), and Delivery (implementation and mentoring). The results indicate a substantial improvement in participants' understanding of the SLR methodology, with the average score rising from 2.1 (on a 1–5 scale) before the training to 4.3 afterwards. All participants were actively engaged (100% attendance, 87% active participation), resulting in 15 article drafts, three of which are ready for submission to reputable international journals (Scopus Q3–Q4). These achievements demonstrate that the ABCD-based training successfully empowered existing academic potential, fostered writing motivation, and strengthened the culture of international publication at STITM Kediri. This model has the potential to be replicated in other small higher education institutions as a strategy for sustainable academic capacity building.

Keywords: International Publication, Asset-Based Community Development (ABCD), Systematic Literature Review (SLR), Lecturer Empowerment, Academic Capacity

INTRODUCTION

Internationally reputable scientific publications have become a vital benchmark for the academic quality of higher education institutions. For lecturers, engaging in research and publishing in high-quality international journals is essential for enhancing both personal and institutional reputations, boosting global collaboration networks, and facilitating career progression (Jayadinata et al., 2022). This has necessitated a cultural shift among academics toward a 'publish or perish' mentality, which emphasizes a commitment to quality scholarship. Publications in prestigious journals serve not only as vehicles for knowledge dissemination but also as indicators of institutional competitiveness, particularly in the context of accreditation processes and university rankings (Fernandes & Singh, 2021). Especially in developing academic environments,

the expectation for increased publication outputs underscores the importance of transforming academic cultures to promote sustained research activity (Fernandes & Singh, 2021; Jayadinata et al., 2022).

Building the capacity of academic staff to produce high-quality publications is consequently a strategic priority for enhancing higher education quality. This capacity-building initiative must focus on systematic efforts to develop the necessary competencies, skills, and confidence in scholarly writing (Bonnamy et al., 2024; Fielman et al., 2024). Continuous training, which may include mentoring and workshops tailored to improve academic writing skills and research methodologies, is fundamental in equipping academic staff to meet the rigorous standards of international journals. Such initiatives are increasingly important for fostering a collaborative academic writing culture, which has been shown to enhance publication output dramatically (Bonnamy et al., 2024; Costa et al., 2021). Additionally, the adoption of systematic literature review (SLR) methodologies facilitates comprehensive, transparent research practices, allowing academics to synthesize existing studies effectively, thereby producing articles more likely to meet international publication standards (Costa et al., 2021).

Implementing SLRs can significantly improve the quality of academic articles targeting international journals. This method promotes a structured format for synthesizing prior research, which enables the identification of research gaps and trends in scholarly work (Costa et al., 2021). A robust theoretical foundation derived from systematic reviews not only strengthens individual research efforts but also contributes to more significant academic discourse within respective fields (Mardiana, 2022). Importantly, the systematic approach involved in SLRs enhances the replicability and transparency of research findings, aligning with the demand for rigor in scholarly work, which is essential for advancing an institution's reputation (Costa et al., 2021; Fielman et al., 2024). Given these advantages, it becomes evident that supporting lecturers in mastering SLR methods is crucial for fostering an academic environment conducive to producing high-quality research publications.

In conclusion, strengthening the capacity of academic staff for high-quality scientific writing is imperative for improving the academic quality of higher education institutions. Central to this objective are systematic approaches to training and mentoring that embrace methodologies such as systematic literature reviews, which not only enhance individual scholarly practices but also collectively uplift institutional academic standing. Research output should be viewed not just as institutional metrics but as a pathway toward reinforcing academic credibility and enhancing the global competitiveness of higher education institutions.

The productivity of lecturers' publications remains a critical concern in the context of higher education, particularly in smaller or regionally-based institutions. A significant body of literature identifies various intrinsic and extrinsic factors that contribute to the low publication rates among educators. Key contributors to this challenge include limited access to research resources, insufficient familiarity with advanced research methodologies, and inadequate mentoring throughout the writing process.

Limited access to research resources significantly hinders the ability of lecturers to produce scholarly work. Susanti et al., (2023) indicate that motivation plays a crucial role in research productivity, suggesting that when lecturers lack resources, their motivation to publish may diminish, leading to reduced output. Furthermore, Fathonah et al., (2021) highlight other systemic barriers such as administrative burdens and limited journal subscriptions, which compound the difficulties faced by researchers in smaller settings. The lack of technological proficiency also stands out as a barrier; Wasis et al., (2022) argue that a deficiency in understanding how to leverage publication technologies directly correlates with low publication rates.

The necessity of advanced methodologies is another barrier that must be addressed. Lecturers often report insufficient understanding of methodologies such as Systematic Literature Review (SLR) or statistical techniques that enhance publication prospects. Ayankola & Busari, (2024) demonstrate that inequitable access to methodological training exacerbates productivity issues among lecturers, particularly in polytechnics, where specialized training opportunities can be scarce.

Interventions such as scientific writing training and mentoring programs grounded in specific methodologies have shown promise in mitigating these challenges. Evidence from various studies suggests that targeted writing workshops can significantly improve lecturers' publication capacity. Harsasi et al., (2021) provide an empirical analysis demonstrating that institution-specific mentoring can cultivate an environment conducive to scholarly productivity. Notably, conventional mentoring paired with structured methodologies has been shown to enhance writing efficacy and increase publication rates in reputable journals (Siregar & Sihotang, 2024).

Moreover, the impact of institutional support cannot be overstated. While Harsasi et al., (2021) found that there may not be a direct correlation between institutional backing and individual productivity, other studies, such as (Yohamintin et al., 2023), assert that a conducive research environment catalyzes productivity. This indicates the potential for institution-level interventions to enhance the research culture and ultimately lead to higher publication output. In summary, addressing the multifaceted barriers to publication faced by lecturers in smaller institutions requires a concerted effort to enhance access to resources, provide comprehensive training in research methodologies, and establish robust mentoring programs. Strategies aimed at alleviating these barriers can significantly enhance the productivity and academic visibility of lecturers' works, thereby contributing to a richer knowledge base in academia.

Preliminary observations at STITM Kediri revealed that the number of articles published by lecturers in international journals remains very low. This situation is exacerbated by the limited understanding of many lecturers regarding contemporary research methodologies such as SLR, which negatively impacts the quality of their manuscripts. Moreover, the absence of structured writing support programmes has created disparities in writing competence among lecturers. These conditions underscore the urgent need for targeted interventions in the form of structured training and mentoring to strengthen lecturers' capacity in scientific writing.

As a response, this community service programme was designed to provide intensive training and mentoring for STITM Kediri lecturers in producing international articles using the SLR methodology. The programme is practical, as participants are directly involved in the article-writing process; contextual, as it is tailored to the needs of a small regional institution; and sustainable, as it incorporates post-training mentoring support.

The novelty of this initiative lies in combining SLR methodology training with hands-on writing practice aimed at preparing manuscripts for submission to international journals. The focus on empowering lecturers in smaller regional institutions distinguishes this programme, as similar initiatives are typically concentrated in larger universities. Furthermore, the programme integrates a scholarly approach within the realm of community service, contributing not only to individual capacity building but also to institutional strengthening at a collective level.

RESEARCH METHOD

The community service programme employed the Asset-Based Community Development (ABCD) method. This approach was selected as it aligns with the conditions of lecturers at STITM Kediri, who possess various assets such as prior research experience, strong motivation to increase their publication output, and institutional support for academic development. The activity was conducted on 21 August 2025 at STITM Kediri and involved 15 lecturers as training participants.

The programme was implemented through four main stages of the ABCD model. The first stage, Discovery, involved identifying lecturers' academic assets, including prior writing experience, areas of expertise, and available institutional facilities. The second stage, Dream, focused on formulating a collective vision of international publication as a strategic goal for strengthening the institution's academic reputation. The third stage, Design, entailed developing a training and mentoring plan for SLR-based article writing, which included mastering the methodology, applying bibliometric analysis software, and practising the preparation of article drafts. The final stage, Delivery/Destiny, comprised the training implementation on 21 August 2025, followed by continuous mentoring, programme evaluation, and the formulation of sustainability strategies to establish the initiative as an internal training model at STITM Kediri.

Data collection during the programme employed several techniques: observation, to monitor lecturers' active participation in training; interviews, to explore experiences and challenges in scientific writing; focus group discussions (FGD), to identify academic assets and formulate collective goals; and documentation, including activity notes, photographs, presentation recordings, and writing outputs. The collected data were analysed using a qualitative descriptive approach, which involved organising, interpreting, and comparing lecturers' initial writing skills with their post-training outcomes. This analysis aimed to evaluate the programme's effectiveness and to identify its tangible impact on enhancing lecturers' competencies.

The expected outputs of the programme encompassed three main aspects. First, the production of SLR-based scientific articles ready for submission to international journals. Second, the improvement of lecturers' scientific writing skills in line with international publication standards. Third, the establishment of a sustainable training model that can be institutionalised as a regular programme at STITM Kediri to strengthen a culture of academic productivity. Accordingly, this community service initiative was not only directed towards short-term skill enhancement but also towards the long-term development of sustainable academic capacity within STITM Kediri.

RESULTS AND DISCUSSION

The implementation of the community service programme using the Asset-Based Community Development (ABCD) approach at STITM Kediri provided a comprehensive overview of lecturers' potential, needs, and achievements in enhancing their capacity for writing international scientific articles based on the Systematic Literature Review (SLR) methodology. The analysis of the programme outcomes focused not only on quantitative achievements, such as improved understanding and the number of article drafts produced, but also on the dynamics of lecturer empowerment throughout each stage of the ABCD process. Through asset mapping, vision formulation, programme design, and implementation, significant changes were observed in both individual skills and collective commitment to strengthening the culture of international publication within the institution.

1. Results of the ABCD Stages

a. Discovery (Mapping Academic Assets)

The initial stage successfully identified the academic assets of STITM Kediri lecturers. Among the 15 participants, 11 had prior research experience funded either internally or by external institutions, although most of these research outputs had not yet been published in international journals. Writing competence varied: 40% of the participants were accustomed to producing national-level articles, while 60% had only written internal research reports. In terms of facilities, STITM Kediri had limited access to international journal databases; however, institutional support in the form of computer laboratories, internet connectivity, and licensed reference management software (Mendeley) was available. This mapping revealed a solid initial foundation that could be leveraged for SLR-based international article writing training.

b. Dream (Formulating a Shared Vision)

During this stage, the participants and the programme team agreed on a collective target to increase international publications within the next two years. The shared vision articulated was: *“to make STITM Kediri lecturers productive in publishing reputable international articles through the utilisation of the SLR methodology.”* Lecturer motivation appeared strong, particularly as international publications are a key requirement for academic promotion. Thirteen out of 15 lecturers expressed their commitment to producing at least one international article within two years, while the

remaining two lecturers aimed to publish in reputable international conference proceedings.

c. Design and Delivery (Training Plan and Implementation)

The design stage resulted in a one-day intensive training programme followed by post-training mentoring. The training sessions covered the introduction to SLR methodology, article searches using Scopus and Web of Science databases, citation management with Mendeley, and bibliometric mapping using VOSviewer. During implementation, all participants were actively involved in drafting review protocols, developing article outlines, and writing introductory sections. Evaluation results showed that before the training, only 20% of lecturers understood the steps of SLR, whereas this figure increased to 80% after the training. Additionally, three small groups were formed to develop SLR-based article drafts according to their respective fields of expertise.

2. Participant Achievements

Lecturer participation throughout the programme was high, with 100% attendance and an 87% level of active involvement, as recorded by facilitators’ observations. In terms of understanding, there was a marked improvement: participants’ initial comprehension of the SLR methodology averaged 2.1 (on a 5-point scale), which increased to 4.3 after the training. Furthermore, 12 out of 15 lecturers succeeded in producing structured outlines of SLR-based scientific articles, while the remaining three were still in the process of collecting relevant literature. Post-training mentoring resulted in 15 initial article drafts, three of which were already ready for submission to reputable international journals (Scopus Q3–Q4). A summary of participant achievements is presented in Table 1.

Table 1. Training Outcomes of Lecturer Participants

Measured Aspect	Initial Condition (Before Training)	Final Condition (After Training)	Remarks
Attendance and Participation	15 lecturers attended (100%)	15 lecturers actively involved (100%)	High participation, with 87% recorded as actively engaged
Understanding of SLR methodology (scale 1-5)	Average score: 2.1	Average score: 4.3	Significant improvement (~105% increase)
Experience in Writing International Articles	3 lecturers had prior attempts	12 lecturers prepared to draft SLR-based articles	Marked increase in writing motivation
Draft Articles Produced	0	15 drafts completed	3 ready for submission; 2 still under revision
Publication Targets in International Journals	Undefined	13 lecturers set targets for Scopus-indexed journals	Stronger collective commitment
Use of Software (Mendeley, VOSviewer)	20% familiar	80% able to use basic functions	Further mentoring required for advanced bibliometric analysis



Figure 1. Presentation of Training Materials

Figure 1 illustrates the atmosphere of the SLR-based scientific article writing training at STITM Kediri. All participating lecturers are shown attentively following the presentation, which was delivered through a projector. Wearing the institution's distinctive green uniforms, participants sat with their own laptops while engaging with the facilitator's explanations. This situation reflects the Design and Delivery stages, during which participants were introduced to the SLR methodology, practised article searches, and learned citation management using Mendeley and VOSviewer. The participants' enthusiasm was evident in their active involvement, both in listening to the materials and directly applying the demonstrated steps. This observation is consistent with the recorded increase in SLR understanding, which rose from 20% before training to 80% afterwards.



Figure 2. Mentoring of Training Participants

Figure 2 depicts the mentoring session that followed the main material presentation. The facilitator is shown providing direct guidance to participants in preparing review protocols, developing article outlines, and collecting literature relevant to their respective fields. Some lecturers engaged in intensive discussions, while others worked independently on their laptops. This scene illustrates the Delivery stage, where learning outcomes were applied in practice. The high level of active involvement recorded at 87% and the production of 15 draft articles (three of which were ready for submission)

are consistent with the dynamics captured in the figure, demonstrating the participants' commitment to producing scholarly work for international publication.

Discussion

The results of this programme demonstrate that the ABCD approach proved effective in enhancing the capacity of STITM Kediri lecturers to write international scientific articles. The asset mapping conducted during the Discovery stage revealed that lecturers already possessed considerable research potential that had not been fully optimised. By focusing on these existing assets, the training could be designed in a more targeted and relevant manner. The significant improvement in understanding of the SLR methodology from 20% to 80% indicates that practical, training-based interventions can successfully address initial limitations, particularly in the adoption of advanced research methodologies.

Several factors supported the success of the programme, including lecturers' strong motivation to increase their international publications, institutional support in the form of computer facilities and software access, and the ABCD approach, which fostered participants' self-confidence. Nevertheless, some challenges were identified, such as the limited duration of the training (one intensive day), which prevented the complete development of full manuscripts, and restricted access to subscription-based international journal databases. These limitations were mitigated through strategies such as continued online mentoring and the utilisation of open-access literature sources.

The pursuit of enhanced academic publication productivity in regional higher education institutions has garnered significant attention in recent studies. Evidence suggests that targeted methodology training, particularly Systematic Literature Reviews (SLR), can improve academic publication outputs. Zainab et al. highlight the importance of adequate research training and mentorship, identifying a relationship between such support and publication outputs (Zainab et al., 2023). Additionally, research by Igiri et al. emphasizes the impact of institutional support on researchers' productivity, indicating that lack of resources can severely hinder research efforts at smaller institutions (Igiri et al., 2021). This convergence of targeted training and institutional support outlines a pathway that can effectively bolster the academic capabilities of regionally based institutions.

Central to this improvement is the deployment of community service models that leverage internal institutional assets. The Asset-Based Community Development (ABCD) framework posits that empowering local resources can foster significant academic capacity (Q et al., 2022). Integrated training programs built upon the ABCD model, coupled with practical scientific writing activities, have the potential to yield replicable outcomes across similar institutions facing publication challenges. The study conducted by Rahim et al. demonstrates that structured training significantly enhances teachers' scientific writing skills, thus translating into greater publication outputs and academic engagement (Rahim et al., 2023). This supports the notion that targeted training can foster an environment conducive to improved scholarly output, ultimately enriching the academic culture over the long term.

Furthermore, sustained mentoring initiatives are crucial in bridging the publication gap between larger urban institutions and smaller regional ones. Research by Muhammad et al. illustrates that both individual and institutional factors play critical roles in enhancing publication productivity, suggesting that mentoring not only supports individual skill enhancement but also encourages a collaborative academic culture (Muhammad et al., 2023). The findings from Chepp et al. indicate that integrating networking skill-building into academic training frameworks improves not only individual career preparedness but also establishes a supportive academic community (Chepp et al., 2022). Therefore, when mentoring is anchored in sustained, systematic initiatives, it equips institutions to more effectively navigate the disparities in publication output typically observed between varying educational scales.

In summary, the combination of targeted methodology training through frameworks like SLR, empowerment via ABCD models, and sustained mentoring initiatives creates a robust strategy for addressing disparities in academic publication outputs between larger urban universities and smaller regional institutions. This approach enhances individual researchers' skills and strengthens the overall academic culture within these institutions, thereby fostering long-term improvements in publication productivity.

CONCLUSION

The community service programme conducted at STITM Kediri using the Asset-Based Community Development (ABCD) approach proved effective in strengthening lecturers' capacity to write internationally reputable scientific articles. The asset mapping (Discovery) revealed that lecturers possessed considerable academic potential, both in terms of research experience and supporting facilities, although these resources had not yet been fully optimised. Through the Dream stage, lecturers and the programme team successfully formulated a collective vision to increase international publications as a strategy for enhancing institutional reputation. During the Design and Delivery stages, SLR methodology training combined with hands-on writing practice and the use of supporting software significantly improved lecturers' understanding—from 20% to 80%—and resulted in the production of five article drafts, three of which were ready for submission to international journals.

Overall, this programme demonstrates that interventions based on the empowerment of internal assets can serve as a strategic solution for smaller, regionally based higher education institutions in addressing the challenge of low international publication productivity. The success of the training was supported by strong lecturer motivation, institutional commitment, and a practical approach tailored to local needs. However, limitations were identified, particularly the short duration of the training and restricted access to international journal databases, which need to be addressed through sustained mentoring initiatives.

In conclusion, this programme not only enhanced lecturers' individual writing skills but also strengthened the productive academic culture at STITM Kediri. The ABCD-based training model, when integrated with the SLR methodology, has strong

potential for replication in similar institutions and thus represents a tangible contribution to building academic capacity in Indonesian higher education.

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