



The Academic Writing Challenges and Opportunities for Lecturer in Frame of MBKM Program During Covid-19 Pandemic

Herli Salim*, Ima Ni'mah Chudari, Widjojoko, Muhammad Hanif

Elementary School Teacher Education Study Program, UPI Serang Campus
Universitas Pendidikan Indonesia

*Corresponding Author. Email: herlisalim@upi.edu

Abstract: This study aims at analyzing difficulties, identifying the support and needs of lecturers in academic writing, also lecturers' perceptions toward the potential of the MBKM program to strengthen academic writing activities during the Covid-19 pandemic. This study employed a quantitative approach with historical survey methods and a descriptive study design. The data were collected utilizing multiple-choice questionnaires and descriptions along with Focus Group Discussions (FGD) activities. The subjects of this study were 45 lecturers from Universitas Pendidikan Indonesia (UPI) Serang Campus and Universitas Banten Jaya. The data were analyzed interactively based on theoretical propositions which were divided into 2 cases, namely opportunities and challenges with 4 aspects of discussion, such as difficulties, support, needs, and potential for the MBKM program. The results showed that most of the lecturers experienced difficulties in funding as well as the skills to express ideas and find suitable sources even though their productivity was still quite good. The institutional support in terms of funding and referral sources is still there however the number is decreasing. Nevertheless, language training and facilitation are prominently required. The lecturers' need to support their academic writing activities is writing training and collaboration across departments as well as study programs. Their activeness in participating MBKM program correlates with their writing productivities also in lecturers' exchange activities and collaborative research as well. The number and activities in academic writing need to be elevated to help productivity in academic writing during the Covid-19 pandemic. The MBKM program has the potential to accommodate these requirements.

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Introduction

A lecturer is required to be able to write academically. This is closely related to the lecturer's self-development to fulfill his responsibilities as a lecturer (Mawardi, et al., 2018). As stated in the Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers article 60, particularly point 3 says "Improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology, and the arts." Lecturers' academic writing skills, on the other hand, must be passed on to the next generation, namely students. This is following Article 12 of Law No. 12 of 2012 on Higher Education, which states: "Lecturers, as members of the academic community, have the task of transforming the knowledge and or technology they master to students by creating an atmosphere of learning and learning so that students are active." The better academic writing, the excellent contribution both lecturers and students will give to the university, particularly in its academic field (Haryati, 2012; Murni, Imaduddin & Nasution, 2019).



Academic writing has its characteristic content such as clear, consistent, literal, and explicit, also it is supposed to be logical as well. The specificity of academic writing focuses on a specific target audience because it aims to disseminate thoughts or ideas in specific fields. Furthermore, academic writing contains convincing arguments and is equipped with supporting evidence, and is easily distinguished from a good and structured writing organization (Lindsay, 2018). Summaries, reviews or critical studies, essays, and final assignments are some of the different types of academic writing. While the form is figured in books, book chapters, journals, proceedings, presenter papers, and newspaper or magazine columns.

Academic writing necessitates academic aptitude as well as critical thinking skills. As a result, there is a connection between what writers read and what they write. Similar challenges are raised by Mudawy and Mousa (2017), who argue that academic writing success is dependent on critical skills, such as pouring words, ideas, and opinions of others to support their own academic opinions. Not only do language skills present challenges, but technological advancements are also seen as both a challenge and an opportunity in academic writing. Learning to write and utilizing technology to support writing activities can promote independent learning and critical awareness, which can help academic writing improve. Although technological advancements have increased the availability of resources, students still require supervision from lecturers and supervisors in writing activities (Boyle, Ramsay, Struan, 2019).

According to Gamal et al., (2018) writing culture at universities is still low due to two factors: lecturers' attitudes and a less supportive academic climate. He also mentioned that lecturers encounter an obstacle in the form of a lack of scientific work due to a lack of motivation to write. This is due to the tight schedule and other work demands. Lecturers also face obstacles in writing scientific articles, including a lack of confidence as a result of their infrequent attendance at scientific meetings and the fear of having their articles rejected. Gamal et al., (2018) also bring up another issue that lecturers confronted: a lack of knowledge about publications and predatory journals.

In his study, AlMarwani (2020) claims that there are three categories of academic writing skills that are problematic, namely language skills, academic writing skills, and resource management skills. Widodo et al., (2020), researched paper preparation as well, and according to the study's findings, the ability to write student papers remains low. This is indicated by a high level of plagiarism, writing papers that do not comply with the guidelines, and difficulties in finding references. Students struggle to cope with writing research proposals, particularly in the preparation of the introduction and literature review. Zuriati (2017) looked into this and found that the difficulty level for the two chapters was 60%. Nugroho, Suryawati & Zuliastutik (2019) investigated student errors in writing scientific papers. The result reveals that there were errors in spelling, grammar, as well as systematics. Referring to the various problems faced by students in academic writing, it is deemed necessary for lecturers to increase their capacity in terms of academic writing which is then transferred to their students.

Following the Covid-19 pandemic phenomenon, the Ministry of Education and Culture launched the Merdeka Belajar Kampus Merdeka (MBKM) program. This program aims to improve graduates' both soft and hard skills for them to be more prepared and relevant to the needs of the times, and to prepare graduates as future national leaders with superior and personality traits (Dikti, 2020). Students in the MBKM program have the opportunity to gain knowledge outside of their university. Student exchange is one of MBKM's programs. Not only can students attend lectures from other universities, but so can

lecturers from other universities teach at other universities. Lecturers must work to improve their academic writing skills to support the success of this MBKM program. Furthermore, lecturer collaboration with the MBKM model ranges from industrial internships to on-campus exchanges, as well as advanced skill training (Kamalia & Andriansyah, 2021).

In recent years, academic writing has also become more challenging. Especially in today's digital era, where information is readily accessible. The Covid-19 pandemic, on the other hand, has the potential to disrupt academic writing (Salim, Susilawati & Hanif, 2021). Scientific academic publications can also be easily carried out during the Covid-19 pandemic (Ferrig et al., 2021). However, the digital era does not always have a positive side; it also allows predatory journals to thrive. With the condition of paying a certain amount of money, this journal promises a rapid publication time (Paltridge, 2020). On the other hand, the publication is frequently one of the requirements for a research project's outcome. Lecturers need to fully comprehend this more to publish their academic writings in reputable journals. Academic writing, on the other hand, is frequently only a supplementary requirement in the academic environment on campus. Lecturers and postgraduate students only write academically to fulfill their assessment obligations; there is no writing culture embedded in lecturers as a means of self-actualization (Kumar & Aitchison, 2018).

Many researchers examine the use of technology as a writing solution during the Covid-19 pandemic (Salim, Susilawati, & Hanif, 2021; Suwartono, 2021), but few correlate it to collaborative programs and structured activities like MBKM and lecturer and student exchanges. Furthermore, many studies focus on the challenges and opportunities faced by students (Juwita, & Hapsari, 2021; Nugroho, Suryawati, & Zuliastutik, 2019; Sundari & Leonard, 2021), leaving a gap in the literature in terms of understanding writing problems during the pandemic. In its entirety, Covid-19. Taking a closer look at the needs and capabilities of lecturers to provide comprehensive solutions. According to the explanation, research is needed to determine (1) what challenges lecturers face in academic writing for publication during the pandemic, (2) the needs and (3) types of support provided by the campus in facilitating academic writing activities for publication, and (3) lecturers' perceptions of the MBKM program's potential to strengthen academic writing activities. With this investigation, it is hoped that the challenges and opportunities of academic writing to publications for lecturers during a pandemic will be envisioned in the MBKM framework, allowing for a more optimal implementation of the MBKM program.

Research Method

This research employed a quantitative approach in conjunction with a historical survey method (Yin, 2014). The goal of descriptive research was to gather data based on the research object's supporting factors, which were then analyzed to determine its role. During the Covid-19 pandemic, this study identified opportunities and challenges for lecturers in terms of academic writing to the publication stage. The researchers also looked into the link between this phenomenon and the MBKM program.

Researchers took several descriptive factors because they knew the overall description of the data and the broad context and potential relationships (Arifianto, 2016). There were 2 factors or variables, namely challenges and opportunities with the unit in terms of difficulties, support, needs, and potential for the MBKM program in terms of academic writing to publications for lecturers. Respondents in this study were 45 lecturers from the Universitas Pendidikan Indonesia (UPI) Serang Campus and the University of Banten Jaya (UNBAJA), consisting of 22 UPI Serang Campus lecturers and 23 UNBAJA lecturers from 20 different study programs.

Table 1. Respondents' Demography

Demography Item		N	%
Sex	Male	19	42.2
	Female	26	57.8
University	UPI	22	48.9
	UNBAJA	23	51.1
Expertise	Science	27	60
	Social	18	40
Teaching Experience	1-5	25	55.6
	6-10	11	24.4
	11-15	4	8.9
	16-20	4	8.9
	21-25	0	0
	26+	1	2.2

Data were collected using multiple-choice questionnaires and descriptions. The items in the questionnaire represent 4 aspects to be studied. The questionnaire was compiled in the form of a google form and then distributed to the respondents. In addition, secondary data were also obtained from Focus Group Discussions (FGD) together with representatives from previous respondents. The data were analyzed following the theoretical propositions used to guide historical survey research (Arifianto, 2016). This analysis focused on 2 cases, namely opportunities (1) and challenges (2) lecturers in academic writing to publications during the Covid-19 pandemic. Interactive analysis in the form of qualitative and quantitative descriptive analysis (Creswell, 2014). Then each case will be analyzed based on 4 aspects, namely: difficulties, support, needs, and potential of the MBKM program through interactive stages (Miles, Hubberman & Saldana, 2014).

Results and Discussion

Difficulties faced by Lecturers in Academic Writing for Publications

Analysis of respondents' difficulties includes the level of productivity constraints experienced by the lecturers. In terms of productivity, the total respondents from both campuses are quite productive by producing various types of scientific academic writings in 2021. The data can be seen in the table below.

Table 2. Productivity of Respondents' Scientific Writing in 2021

Types of Academic Writing	N	Average
Book	20	0,45
Book Chapter	23	0,51
Journal Article	98	2,17
Proceeding Article	30	0,67
Disertation	11	0,24
Essay/Paper	37	0,82
Popular Article	11	0,24
Total	230	5,11

From the trend of respondents' productivity, it appears that the average respondent produces an average of 5.11 academic writings. Among the 8 types of academic writing given, journals have the highest average number with an average of 2.17. This means that each lecturer in an average year writes about 2 journal articles. This is following the trend where lecturer productivity is still quite high and especially interest in journals is a demand for lecturer professionalism. It is related to the high and increasing number of journal

publications in Indonesia. Popular articles in newspapers and magazines and dissertations are the fewest. 11 respondents are working on a dissertation or are studying doctoral programs. Popular articles in newspapers are indeed less desirable because the professional credit rating score is quite low. Although productivity is quite high, respondents also experienced several obstacles during the Covid-19 pandemic in scientific academic writing. The following are some types of obstacles experienced by respondents from two universities.

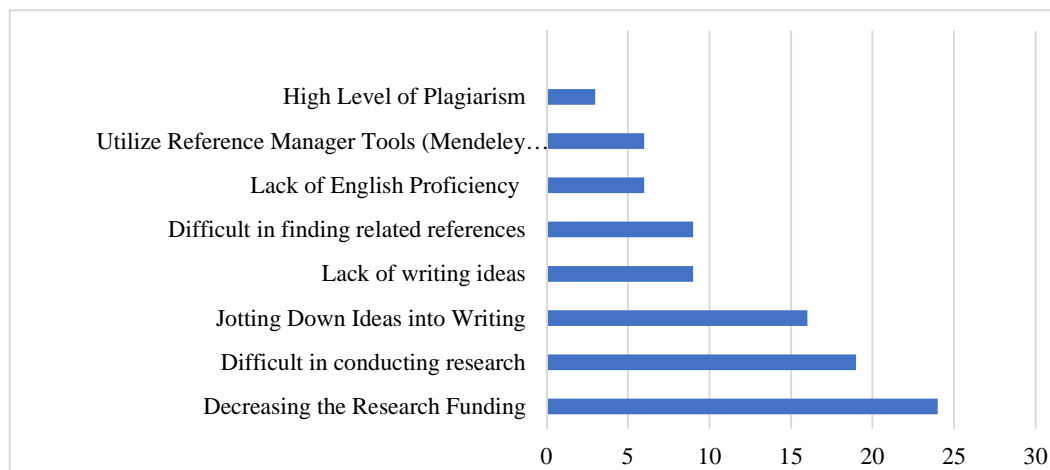


Figure 1. Diagram of Types of Constraints in Scientific Academic Writing in a Pandemic Period

The constraint felt by respondents the most was the reduction in research funding due to budget savings policies and priority activities. During the Covid-19 pandemic, financial posts for universities and educational institutions were also prioritized in dealing with the impact of COVID-19. It was also found that the difficulty of carrying out social research with social restrictions made academic writing productivity, especially the social department, experience obstacles. In addition to other factors such as the lack of skills in expressing writing ideas and finding related references for lecturers with a working period of fewer than 5 years. In exploring the challenge cases, apart from the data above, it was also found that lecturers were affected by activities and bureaucratic factors which were considered more complicated. Structural workload also appears in the deepening of the types of constraints experienced but not in a worrying portion. The motivation of lecturers in writing is also another constraint factor that is considered to have not changed during the Covid-19 pandemic or not. If the level of productivity is associated with the Covid-19 situation, the respondent's answers are described as follows.

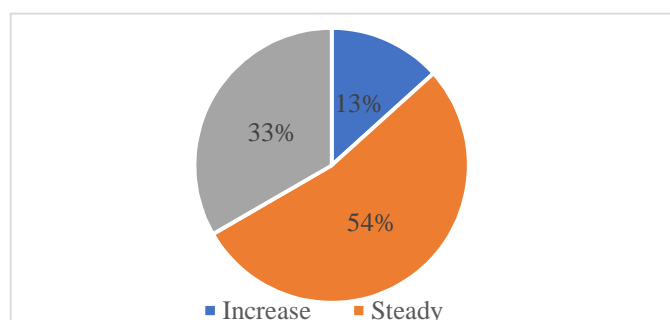


Figure 2. Perception of Writing Productivity in a Pandemic Period

The tendency of respondents did not to find the impact of the Covid-19 pandemic on their scientific academic writing productivity. 54% of respondents stated that their academic writing productivity remains constant. The difference in perception of influence may occur because 33% of respondents stated that the Covid-19 pandemic had made them more productive in writing, while a small percentage (13%) stated otherwise, their productivity had decreased.

Campus Support in Academic Writing for Publications

The analysis of the support felt by respondents in the context of lecturers' academic writing productivity is very diverse. This indicates that the campus is quite adaptive in responding to the impact of the Covid-19 pandemic toward scientific writing activities. Data on the form of assets and also the support programs felt by lecturers can be seen in the graph below.

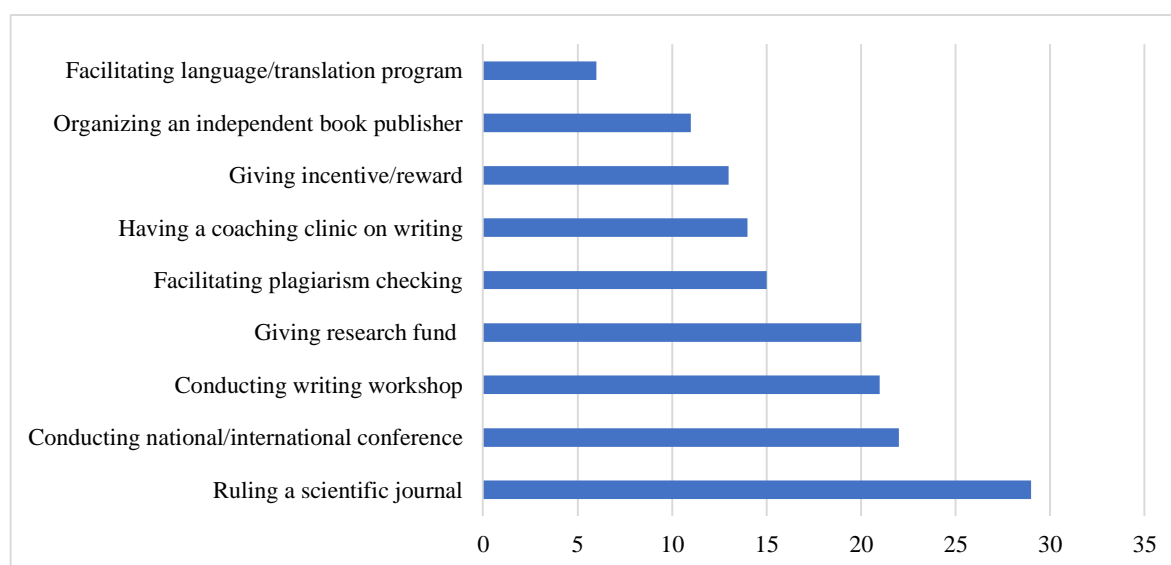


Figure 3. University Support toward Writing Activity during Pandemic Situation

Having a scientific journal managed by the institution itself is considered the most impactful in helping lecturers in increasing productivity. Not in the sense that it is easier to publish but to get resources that are cognate with knowledge. Organizing national and international seminars also plays a major role in boosting the productivity of academic writing. This is also in line with the productivity of the type of scientific academic writing where the number of journal articles is the highest, then proceedings and papers are the second. International seminars help lecturers a lot in producing proceeding articles and also the opportunity to become keynote speakers with published papers or essays.

The form of support provided by the campus is still limited in research funding. Among the two sampled campuses, not all of them have supporting support such as having their publisher and subscribing to large journal resources and plagiarism check facilities. The number of rewards also exists but the amount is considered less significant than other forms. Language facilitation in this year is also considered insufficient in number to support the field of writing.

The Need for Lecturers in Facing Difficulties in Academic Writing for Publications

In exploring the need for support, in addition to the above data that must be maintained, the increase in research funding is the most frequent arises. Collaboration

between lecturers is also considered an atmosphere that must be built by institutions to increase productivity. The form of lecturer needs can be seen from their productivity which is more technical in writing so academic writing training needs to be encouraged further (Prahani et al., 2021).

In terms of form, textbooks are the least in number in a year so they can be more focused there. In addition, collaboration across study programs is also relatively small and needs to be facilitated. Rewards that are classified as small are considered important to be increased to motivate lecturers to produce scientific works more productively.

Exploring the collaboration of lecturers in writing the numbers obtained can be seen from the following table.

Table 3. Types of Lecturers' Writing Collaboration

	Types of Collaboration				
	Students	Fellow Study Program Lecturer at the University	Different Study Program Lecturer at the University	Lecturer/Practitioner outside of the University	Foreign Lecturer
Total	40	40	19	18	2
%	88.89	88.89	42.22	40.00	4.44

It can be seen in the table above, that almost all respondents collaborate with students and lecturers in their study programs (88.89%). However, the number is decreasing when the collaborative relationship is expanded to become a context between study programs between universities and even between countries. This means that if the collaboration side can be improved, it will have the potential to increase productivity in academic writing.

Lecturer's Perception toward the Potential of the MBKM Program to Strengthen Academic Writing Activities for Publication

The analysis of respondents' perceptions of the potential of the MBKM program on the level of lecturers' academic writing productivity can be seen from the number of MBKM activities that are followed by lecturers related to writing activities and the perception of their impact on their writing productivity.

Table 4. Total of MBKM Participants

	Number of Participating Lecturers of MBKM	Followed MBKM Activities	MBKM Related to Writing
Total	17	26	13

According to lecturer participation in MBKM activities in 2021, as many as 17 lecturers stated that they actively participated in multiple activities. This means that only 37% of those surveyed take part in MBKM activities. When viewed from the perspective of each campus's target, the number is relatively small. Respondents took part in 26 MBKM activities, resulting in an average of only 1.5, or one lecturer participating in only one MBKM activity. The MBKM activities that were followed were very diverse. Among those mentioned by the respondents, there were teaching activities such as Lecturer Exchange, MBKM Curriculum Drafting Team, Cross-Country Lecturer Collaboration (KODELN), Independent MBKM between Regional Campuses, and Exchange of Courses between Study Programs. There are also activities to guide students which quite a lot of respondents find, such as Industrial Apprentice Supervisors, MBKM Apprentice Supervisors, and Micro-Credential Programs. In addition to the two forms above, there are also training programs and research collaborations such as Summer School, Academic Research Program with NGOs, and KKP, MBKM Research. The number of lecturers who take part in MBKM is quite sufficient, but there are no specific MBKM activities that lead or produce academic writings. The activeness of the

lecturers shows that they are quite enthusiastic in activities such as lecturer-student exchanges and internships. If it is related to the productivity of academic writing, MBKM is not sufficiently correlated but is considered quite potential, especially in lecturer exchange activities and collaborative research.

Discussion

In general, the results of this study confirm several previous studies where the Covid-19 pandemic had a significant effect on the productivity of scientific writing, especially due to the situation of social distancing and also the lockdown (Karakuzu, Canlı & Canlı, 2020). However, investigations in several countries indicate that countries affected by Covid-19 tend to have high resilience in responding to their writing productivity (S. (Müller et al., 2020). However, there is still a little investigation into what factors make the survival level of academics in writing potentially maintained even though in a pandemic situation. The discussion of this research then provides some further analysis of these factors and potentials. The discussion section tries to explore some of the correlational aspects of the respondent's data regarding the main research findings and questions. Regarding the challenges that are correlated with the productivity of scientific academic writing, private campuses actually produce more book chapters, write more journal articles, are currently taking doctoral degrees/dissertations, so that they are statistically more productive than state universities. On average, respondents representing private campuses in this study produced 7.1 scientific academic writings compared to 5 academic writings produced by respondents from state universities.

Table 5. Independent Samples T-Test Inter-campus Factor

	F	t	df	Sig. (2-tailed)	Mean Difference
Book Chapter	6.899	-3.679	43	.001	-.73320
Journal Article	.216	-2.673	43	.011	-1.05929
Disertation	31.700	-2.445	43	.019	-.30040
Writing Productivity	.060	-2.291	43	.027	-2.17391
Study Program Collab	5.375	-2.744	43	.009	-.38142

Private campuses also have significantly more collaborations between study programs than the significant number of public campuses. From these 5 things, the significance of productivity can be predicted. Increasing collaboration between study programs and promotion of lecturers to continue further studies is a concrete action that can be sought to increase the number of scientific academic writings of lecturers. Obstacles in using technology in writing are still found, especially the use of the reference manager tool. This confirms that the use of technology during the Covid-19 pandemic, especially for writing activities, must be optimized (Rosyada & Sundari, 2021).

Still related to challenges, it turns out that certain majors or fields of science experience specific obstacles (Myers et al., 2020) and produce certain types of academic writing. Social science majors were identified as more likely to write essays than other types of academic writing. This also refers to the results where social science researchers find it more difficult during the Covid-19 pandemic because it is related to fields that have to interact socially compared to science majors. This adds a new finding regarding the flexibility of writing that can be done at home where researchers currently have the perception that in the future working from home will be a major element of researchers' lives and therefore

should learn more about the influencing factors and tactics to overcome them (Aczel et al., 2021), one of which is the field of science.

The dissertation effect is considered to be correlated with academic writing productivity during the Covid-19 pandemic. This is related to the process of mentoring or supervision (Suparman, 2021). Lecturers who write dissertations in the same year write more essays, articles in newspapers and journals at the same time. Therefore, the mentoring process still needs to be given to lecturers in the process of scientific academic writing

Table 6. Dissertation Correlation to Other Types of Academic Writing

		Essay	Journal Article	Popular Article
Dissertation	Pearson Correlation	.349*	.333*	.390**
	Sig. (2-tailed)	.019	.025	.008
	N	45	45	45

Meanwhile, if we look at the relationship between types of writing, if the productivity of journal writing increases, the number of book chapter writings also increases. Journals are the product of the most scientific academic writings, so their relation to other forms is interesting to see.

Table 7. Correlation of the Number of Journal Articles to Other Types of Academic Writing

		Book	Book Chapter	Proceeding Article	Dissertation	Essay & Presentation	Popular Article	Writing Productivity
Journal Article	Pearson Correlation	.104	.336*	.125	.333*	.193	.158	.712**
	Sig. (2-tailed)	.498	.024	.412	.025	.204	.298	.000
	N	45	45	45	45	45	45	45

More explicitly, in addition to the number and type of writing that affect the productivity of scientific academic writing, it is also found that productivity is influenced by campus origin and experience. This means that more experienced lecturers tend to write more academically. Writing experience and understanding writing criteria and techniques as well as penetrating certain journals in their field (Paltridge, 2020).

Table 8. Correlation of Academic Writing Productivity with Collaboration Factors

		University	Experience	Popular Article	Pandemic Influence	Lecture Collab	Study Program Collab	University Collab	MBKM
Writing Productivity	Pearson Correlation	.330*	.347*	.371*	.310*	.312*	.545**	.427**	.311*
	Sig. (2-tailed)	.027	.020	.012	.038	.037	.000	.003	.037
	N	45	45	45	45	45	45	45	45

Collaboration between studies, universities, and MBKM tends to produce productive respondents. The Covid-19 pandemic has an impact on those who are productive. This means that during the Covid-19 pandemic, collaboration has the potential to boost lecturers' writing productivity. Despite being affected by the pandemic, the high level of collaboration can help to mitigate the impact of the Covid-19 pandemic on academic writing productivity. This supports new findings that support a pattern of pandemic research collaboration that emphasizes collaboration across communities to stay productive in research (Embrett et al., 2020), while also bolstering the potential role of MBKM in responding to these challenges. The impact of the Covid-19 pandemic, in particular, has had a significant impact on productivity. The impact of the pandemic is more specifically the type of academic writing that is affected, namely journals and proceedings, if it is identified by the type of writing that

is affected. Those who were more productive during the Covid-19 pandemic wrote and participated in MBKM.

Table 9. The Correlation of the Effect of the Pandemic toward the Type of Academic Writing

		Book	Book Chapter	Journal Article	Proceeding Article	Disertation	Essay & Presentation	Popular Article	Writing Productivity
Pandemic Influence	Pearson Correlation	,123	-,064	,306*	,435**	-,063	,105	-,039	,310*
	Sig. (2-tailed)	,422	,678	,041	,003	,679	,492	,801	,038
	N	45	45	45	45	45	45	45	45

Collaboration opportunities are an effective way to counteract the impact of the Covid-19 pandemic on academic writing productivity. Respondents' current preference is to collaborate only with students and lecturers in their study programs. However, there is no link between the two. This means that, while collaboration among lecturers in a single study program is beneficial, it is insufficient to significantly increase academic writing productivity. As a result, the collaboration between study programs, campuses, and countries must be maximized.

Table 10. Correlation Effect of Collaboration and MBKM on Academic Writing Productivity

		Students Collab	Lecture Collab	Study Program Collab	University Collab	International Collab	MBKM
Writing Productivity	Pearson Correlation	,119	,312*	,545**	,427**	-,105	,311*
	Sig. (2-tailed)	,435	,037	,000	,003	,491	,037
	N	45	45	45	45	45	45

Respondents who participate actively in MBKM are more productive and affected by the Covid-19 pandemic. When it comes to the form of MBKM activities, it appears that more people believe there is no MBKM writing, and that if there is, MBKM writing will improve lecturers' writing skills. Several collaborative research programs with industry and government agencies do exist. This can still be a factor to consider when planning collaborative activities in the context of MBKM to help lecturers improve their capacity and productivity in academic writing.

Conclusion

It can be concluded that the reduction in research funding due to priority policies in dealing with the impact of Covid-19 was the constraint felt the most by respondents, according to the results. Although productivity remains high, the difficulty of conducting social research while adhering to social constraints causes academic writing productivity, particularly in the social department, to be hampered. In terms of impact, respondents do not believe the Covid-19 pandemic has had an impact on their ability to produce scientific academic writing. This is due to the campus's support in the form of institutionally managed scientific journals, which are thought to aid lecturers in increasing their productivity. Writing training, which is considered less significant, and language facilitation, which is lacking in number, are both deemed to be primary needs that must be improved to support academic writing productivity. In terms of productivity, the potential for collaboration is also very strong.



Improved collaboration has the potential to increase academic writing productivity, particularly between universities and study programs. Respondents' perceptions of the potential of the MBKM program on the level of lecturers' academic writing productivity are very visible from the influence of the number of MBKM activities that lecturers participate in with writing activities and the perception of their impact on their writing productivity so that they are perceived as very positive. The number of lecturers who take part in MBKM is quite sufficient, but there are no specific MBKM activities that lead or produce academic writings. The activeness of the lecturers shows that they are quite enthusiastic in MBKM activities because they are considered quite potential, especially in research activities and lecturer exchanges. The MBKM program is projected to have great potential to accommodate these needs.

Recommendation

By examining the potential forms of MBKM activities that support the improvement of academic writing and publication skills, the findings of this study can be used as a reference by campus institutional leaders for lecturer skills development programs and community service programs. The lack of MBKM activities directed toward scientific academic writing is an area where universities must focus their efforts. Strengthening the number and quality of MBKM program activities that allow lecturers to collaborate across study programs, campuses, and countries are needed to ensure that scientific academic writing productivity remains high despite the impact of the Covid-19 pandemic. A positive perception of MBKM among lecturers must be achieved by increasing participation in scheduled MBKM activities. Existing forms of support must also be synchronized into a holistic form of MBKM so that it becomes a single unit with a systemic impact, in addition to new programs. The findings of this research can be used by other researchers, institutions, and the government (in this case, the Ministry of Education and Culture, as the MBKM's initiator) to investigate the potential and impact of MBKM in other academic fields.

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