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Study of Perceptions and Obstacles from Postgraduate Education Students About Scientific Publication as a Graduation Requirement

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ABSTRACT

The Cooperation, Publication and Internationalization Group was formed as a postgraduate support unit at the Universitas Negeri Surabaya to assist students in the process of producing and publishing scientific publications. In order to provide assistance and facilitation in writing scientific articles for Unesa Postgraduate Education students, it is necessary to analyze the perceptions and obstacles faced by students in writing scientific manuscripts. The purpose of this research is to find out the perceptions and obstacles faced by Postgraduate Education students at Unesa in writing a scientific manuscript as a graduation requirement. The research was carried out qualitatively by using questionnaires, observations, and interviews with the research target of Unesa Postgraduate Education students who attended workshops and scientific manuscript assistance by the Cooperation, Publication and Internationalization Group (CPI) in 7th Semester 2022/2023. The data will be analyzed using data triangulation. Based on the results of the analysis, some students feel the need to write scientific manuscripts as a graduation requirement because it is to train student skills, improve quality, and participate in the development of innovation in science and technology. Obstacles faced by students in writing scientific articles include difficulties in determining research topics, using English in writing manuscripts, also in choosing good and reliable journals.

INTRODUCTION

The skill of communicating research findings in the form of scientific articles is very important to improve the dissemination of research results. Those reporting on research should pay attention to the truthfulness of the subject matter, the character of the intended audience, and questions about clarity, style, structure, precision, and accuracy (Sovacool et al., 2018). These factors, along with the responsibility to the scientific community, make scientific writing a formidable task. It caused many researchers to avoid critical elements of this research, thus hindering the advancement of knowledge and their own scientific careers (Albris et al., 2020; Neff, 2018; Toyao et al., 2020).

The findings and expert opinions show the many difficulties and misconceptions related to writing scientific articles. Liljedahl (2019) finds that the most common misconception is about the purpose of a literature review. It is not only to show that authors have read previous and related research on the phenomena they are interested in but also should be used as a place where authors will continue to narrow down the Phenomena of their interest to their precise research questions. Thus, a literature review is not a random walk through the literature, but a guided literature tour, constructed in such a way as to direct the reader's attention and interest toward the research question. Several other findings, as stated by Potari in Kaiser & Presmeg (2019), show that there are many weak contributions made to knowledge, unclear research questions,

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