

TRAINING ON WRITING PROPOSALS HIBAH DIKTI ABOUT COMMUNITY SERVICE FOR USCND LECTURERS

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ABSTRACT

The difficulty of lecturers in scientific publications is the low level of dedication and research conducted by lecturers. One of the causes of low research among lecturers, especially in the USCND environment, is the lack of national competitive PkM proposals that pass the selection. The purpose of this activity is to improve lecturers' knowledge and skills in compiling national competitive proposals. This community service activity will be carried out in several stages, namely 1) Coordination with all related parties, including the USCND Chancellor; 2) Training on compiling national competitive proposals; 3) Assistance in writing proposals; 4) Focus group discussions on several problems that occur, solutions and follow-up plans. At this stage, a comprehensive evaluation of the activity is also carried out. After participating in this activity, participants are expected to be able to make considerations for the national competitive PkM scheme, utilizing knowledge and information to support plans and facilitate the preparation of proposals.

Keywords: Hibah Dikti, Lecturer, National Competitive, PkM Proposal, Proposal Quality

INTRODUCTION

Tri Dharma Perguruan Tinggi is one of the main goals that must be carried out by universities. Therefore, every university must produce people who have a high fighting spirit, shrouded in critical, creative, independent, and innovative thoughts. The three main pillars in the Tri Dharma of Higher Education are, (1) education and teaching, (2) research and development, and (3) community service (Triyana, 2017). The task bearers of these 3 pillars are students, lecturers and the entire academic community of a university. Lecturers are academic staff who are tasked with implementing the tridharma of higher education. The bearers of the duties of these 3 pillars are students, lecturers and the entire academic community of a university. Lecturers are academic staff who are tasked with implementing the tridharma of higher education, which includes education and teaching, research and development of science and technology and community service as well as supporting activities (Eniyati & Santi, 2010).

Community service is also important for lecturers and universities to apply knowledge and expertise directly in the community. Through community service, lecturers can interact with the community directly, understand the needs and challenges faced by them, and provide appropriate solutions based on the knowledge and expertise they have. This not only provides direct benefits to the community, but also improves the image and reputation of the university in the eyes of the community (Fadli et al., 2023). Community service can also be a means for

universities to establish partnerships with various parties, including government, industry, and non-profit organizations. Through these partnerships, universities can increase the relevance and impact of their research and community service activities, as well as help identify and solve complex and multidisciplinary problems.

Thus, research and community service are an integral part of the role of lecturers and universities in producing knowledge, advancing science and technology, and making meaningful contributions to society and the development of the Aceh region. Therefore, it is important for universities in LLDIKTI Region XIII to continue to encourage and support research and community service activities among their lecturers and students.

Previous research has been conducted by (Vasset et al., 2024) on essay writing provides an opportunity for students in higher education to express more personal ideas. Interprofessional collaboration in essay writing is considered useful and challenging and is part of the reflective learning process for students. (Purnawan et al., 2024) Concerns about the low quality of rhetoric, citation techniques, and development of theories and arguments in a conceptual framework in writing research reports. Prihatini et al. (2024) Scientific writing guidance must pay attention to the development of students' language skills, choices of feedback preferences for improvement, and follow-up strategies in the academic writing process.

Furthermore, the review by Budiharto and Abbas (2023) regarding the main task of a lecturer besides teaching is to carry out quality research and publications. Kusumawati et al. (2022) stimulus to improve the quality and quantity of research so that it has a positive impact on the functional position of lecturers and also the accreditation of study programs. Wicaksono (2022) increases research productivity. Crucial factors in preparing a grant proposal include formulating research questions based on observations, compiling a comprehensive literature review, considering the relevance of class concepts to research questions, receiving evaluations of abstracts, providing criticism of proposals from colleagues, and recording developments in journals during the writing process (Bierema, 2021). Then Boyle (2020) determining the right research environment, verifying support, adequate supervision, and identifying knowledge and skills, are essential to carry out projects efficiently. Yulianto (2018) disseminates information regarding the latest regulations from the Ministry of Research, Technology and Higher Education related to research proposals and community service.

In realizing the implementation of the tri dharma Perguruan Tinggi of USCND Lecturers also submit grant proposals facilitated by the Kemendikisaintek every year. However, it is very scary, on average only 10% of proposals are accepted. Of course, this is one of the most urgent problems and must be resolved immediately. After conducting observations, it turns out that there are still many lecturers who do not understand the technicalities of submitting grant proposals, especially community service. Therefore, training is needed in writing community service grant proposals. In writing proposals, there are still many lecturers who are still mistaken regarding the scheme and format of writing. With the provision of writing training, it is hoped that there will be an increase in the number of proposals received.

Based on the analysis of the situation, an activity was carried out entitled, "Training on Writing Proposals Hibah Dikti about Community Service for USCND Lecturers" It is hoped that through this activity, lecturers will gain understanding and experience so that they can prepare their research proposals better. This competitive grant proposal preparation training is very necessary because of the importance of the role of research proposals in improving the quality of lecturers both in terms of career and improving the quality of the University as a whole. This activity is very important because a good research proposal will provide a better

chance of winning a competitive grant, which will indirectly improve the quality of Cut Nyak Dhien Science University.

METHOD

This activity was attended by 30 participants consisting of 5 faculties at USCND on Thursday, February 20, 2025 at the USCND Hall in Langsa City. In the field activities, participants were guided by 1 Facilitator Team from Samudra Langsa University for smooth technical implementation. The following are the details of the stages of Technical Guidance for the Preparation of PMP Grant Proposals. These stages are designed to provide participants with an in-depth understanding of the preparation of proposals, provide opportunities to improve the quality of their proposals, and ensure that participants can follow the grant application process properly. In order to solve the problem comprehensively, this activity will be divided into several stages, namely: preparation stage, implementation stage, and evaluation stage.

The following is a picture of the stages of implementing the activity.

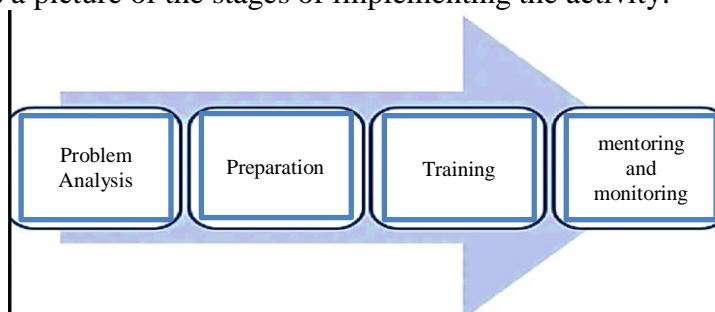


Figure 1. Stages of implementation of community service

RESULTS AND DISCUSSION

This activity aims to train lecturers at the Cut Nyak Dhien Science University in writing good and correct proposals in the national competitive scheme. After this activity, it is expected that the lecturers' understanding of proposal writing skills will be better so that it will have implications for the quality of the proposal and increase the chances of the proposal being accepted. To achieve this goal, an implementing team is needed that has adequate expertise in their respective fields. With good cooperation, the proposal writing training activity in the national competitive scheme has been successfully implemented. With the provision of research experience, the entire implementing team has the ability to foster participants in this activity to be able to produce the promised products as outputs of the activity.

The activity begins with planning from the implementation team, analysis of the situation and determination of the schedule for the implementation of the activity. Before the activity took place, the team conducted participant data collection by providing information related to the activity to the target participants. The implementation of this proposal writing training activity was responded positively by prospective participants, namely lecturers at the Cut Nyak Dhien Science University. The positive response was seen from the enthusiasm of the lecturers to participate in this activity. The training participants consisted of 30 participants and each participant had a draft proposal that would be developed, reviewed and revised according to applicable standards and regulations.

This research proposal writing training activity is divided into 2 sessions. The first main session is the material and technical delivery session, then the second session is the mentoring session. The material delivery session is combined with the socialization of community service guidelines and lasts for 1 day, namely on Wednesday, February 19, 2025. The implementation took place in the hall building of the Cut Nyak Dhien Science University. The material was presented by Dr. Adi Bejo, M.Si. Who is an expert in the field of research and community service.

The expert explained several materials, namely related to proposal guidelines, templates, schemes, funding, to the final report. In addition, the expert also explained how to create a good roadmap and in accordance with what is desired by higher education and the government. The expert also conveyed tricks so that the proposal is accepted and funded. The proposal must also be adjusted to the established template. then the chosen theme must be in accordance with current problems, both SDG'S, IKU, Asta Cita and RIRN focus areas.

The following is a photo of the material delivery activity carried out by the expert.



Figure 2. Presentation of training materials

The mentoring session continued on Thursday, February 20, 2025. In this session, the presenters assisted the lecturers to review and improve their proposals, so that they were in accordance with the rules and standards for assessing national competitive scheme proposals. After that, the mentoring did not end in just one day, the mentoring continued for the next 2 weeks, but was more flexible, adjusted to the schedule of the implementing team and training participants. Here are some documentation of the activities on the second day.



Figure 3. participants work on proposals

Then at the evaluation stage. the speaker asks about today's experience, then asks whether the material has been understood well. In addition, all participants are required to send their proposal scripts to the speaker to then be revised or improved so that it becomes a good and quality proposal so that it can compete in competitive Hibah.

The result of this activity is the increased ability of training participants in compiling national competitive research scheme proposals. By increasing the ability of participants in compiling proposals, it is hoped that in the future there will be more national competitive research proposals accepted, especially those compiled by USCND lecturers. By increasing the number of proposals received, it will improve the quality of USCND, which is part of the reflection of Indonesian education.

CONCLUSION

Based on the training activities that have been carried out, several things can be understood. This training is effective in increasing the interest of lecturers in the USCND environment to write community partnership empowerment scheme service proposals. During the training, this shows an increase in the participants' ability to prepare proposals based on the information they have obtained. Finally, it can be concluded that the proposal preparation training activities for USCND lecturers were successful in conveying and assisting participants to improve their ability to prepare competitive PkM proposals.

SUGGESTIONS

Proposal preparation training activities are not only needed by lecturers in the USCND environment. Similar training is needed to improve the skills of lecturers at other universities. Therefore, we suggest that this activity be expanded and with improvements in the quality of facilities and infrastructure when the training is carried out.

THANK YOU

The author would like to thank all parties involved in the training process, both the presenters and the training participants.

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