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No: 008/SP/RLC/VI/2022

Diberikan kepada:

Dr. Ir. Agus Zainul Arifin, M.M

Atas partisipasinya sebagai peserta dalam Pelatihan Online
dengan tema:

**Strategi Menulis Artikel Jurnal Internasional Terindeks Scopus
yang diselenggarakan pada 11 Juni 2022**

Yogyakarta, 11 Juni 2022

Prof. Setyabudi Indartono, Ph. D
Narasumber

Ridwan Budiyanto, CP. NNLP., CPS
Direktur Utama



Materi

Strategi Menulis Artikel Jurnal Internasional Terindeks Scopus

Materi	JP
Penentuan Target Jurnal dan Struktur Menulis Artikel Ilmiah	2 JP
Identifikasi Tuntutan Jurnal Internasional	1 JP
Menggabungkan Ide dan Tips Menulis Artikel Ilmiah	1 JP

Publication

Graduation Requirement

Academic Requirements

pangkat jabatan dosen

Pengisian BKD Dosen tiap semester (3 tahun)

- Sharing Academic issues
- Global acceptance
- Ethics



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- **Plagiarism**
- **Figure Manipulation**
- **Conflict of Interest**

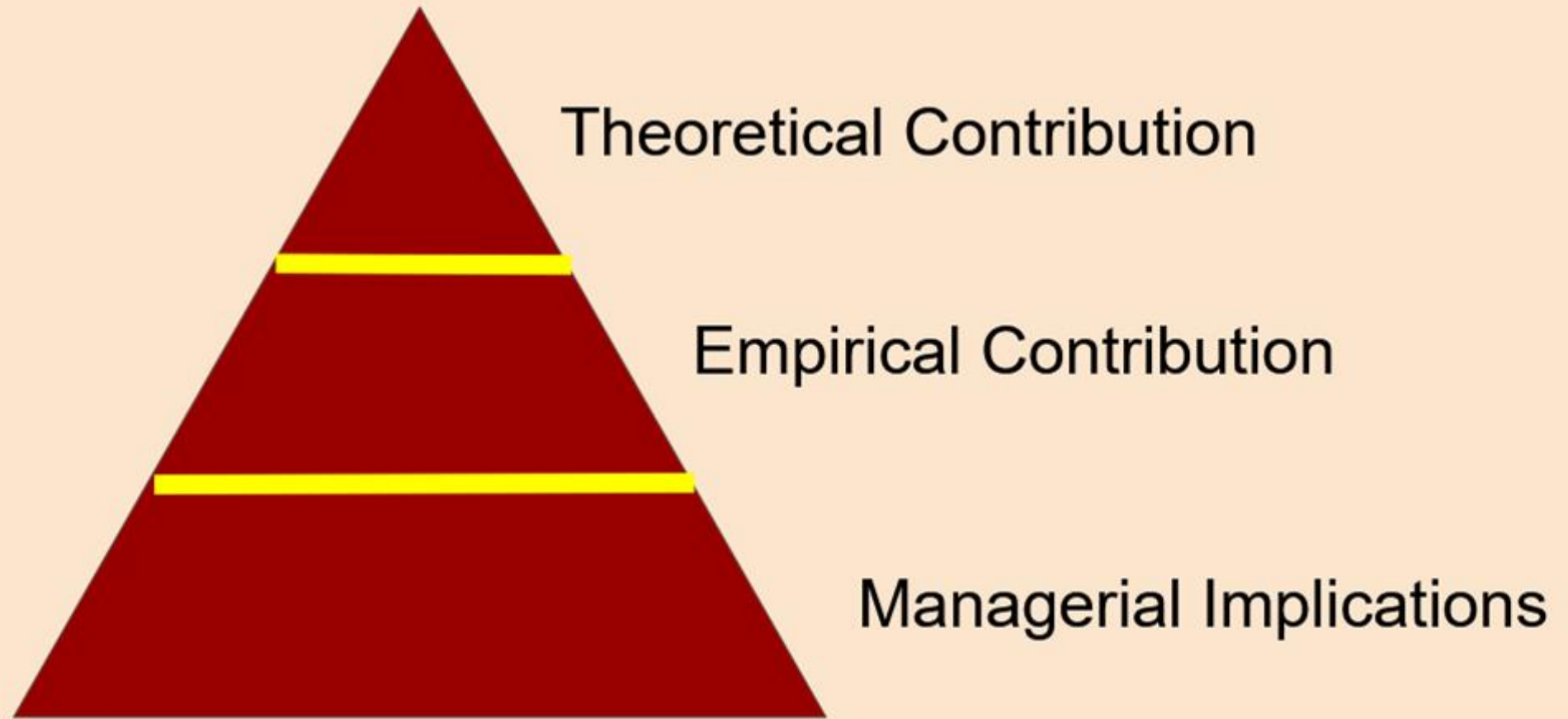
cheat vs honest

Tabel 1 Peran dan tanggungjawab penulis

by: Prof. Agus Muntohar

Praktik Tidak Etis	Pelanggaran	Peran dan Tanggungjawab Penulis
Kepengulisan (authorship)	Urutan/posisi penulis	Tentukan sebelum penulisan artikel
	Penulis hantu/tamu/hadiah	Semua penulis harus memenuhi kriteria kepengulisan
Plagiasi (plagiarism)	Plagiasi berat: salinan kata ke kata dari sebagian besar naskah termasuk data.	Kutip sumber asli dengan benar dan masukkan frasa salinan di dalam tanda kutip
	Plagiasi ringan: menyalin hanya frasa pendek tanpa manipulasi data.	Dapatkan ijin untuk menggunakan ilustrasi yang berasal dari artikel yang dikutip
Pengurangan/duplikasi publikasi	<ul style="list-style-type: none"> Berat: Duplikasi publikasi didasarkan pada kumpulan data dan temuan yang sama yang telah diterbitkan dan penulis berusaha menyembunyikan pengurangannya 	Sebutkan dalam surat pengantar saat submission bahwa pekerjaan serupa telah diterbitkan dan memberikan salinan dari pekerjaan terkait kepada editor
	<ul style="list-style-type: none"> Ringan: Duplikasi publikasi dengan beberapa pengurangan bagian atau pengulangan yang sah 	Hindari publikasi hasil atau temuan yang terpisah-pisah
Konflik kepentingan (conflicts of interests)	Hubungan atau sumber pendanaan yang dirahasiakan yang dapat menimbulkan persaingan kepentingan	Mengungkapkan semua jenis konflik kepentingan pada saat <i>submission</i> . Penulis juga harus menyatakan conflict of interest (COI) dalam naskah yang dimaksudkan untuk pembaca

Study / Article Contribution



MENGENALI CELAH PENELITIAN RESEARCH GAP

Dari yang tersulit
hingga yang termudah

1

TIADANYA TEORI/Penjelasan Konseptual bagi Praktek Manajemen yang berjalan

2

ADANYA KONSEP YANG TIDAK DIBIDIK OLEH RISET TERDAHULU..Bahkan Konsep itu sudah ketinggalan jaman (outdated)Lack of..... and outdated

3

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4

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5

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D
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**'To be a successful writer
I know of only two methods;
read a lot and write a lot'**



Stephen King

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Clare Llewellyn
(UK)
NIU Summer School 2016
Cascais, Portugal

EASO
European Association for the Study of Obesity



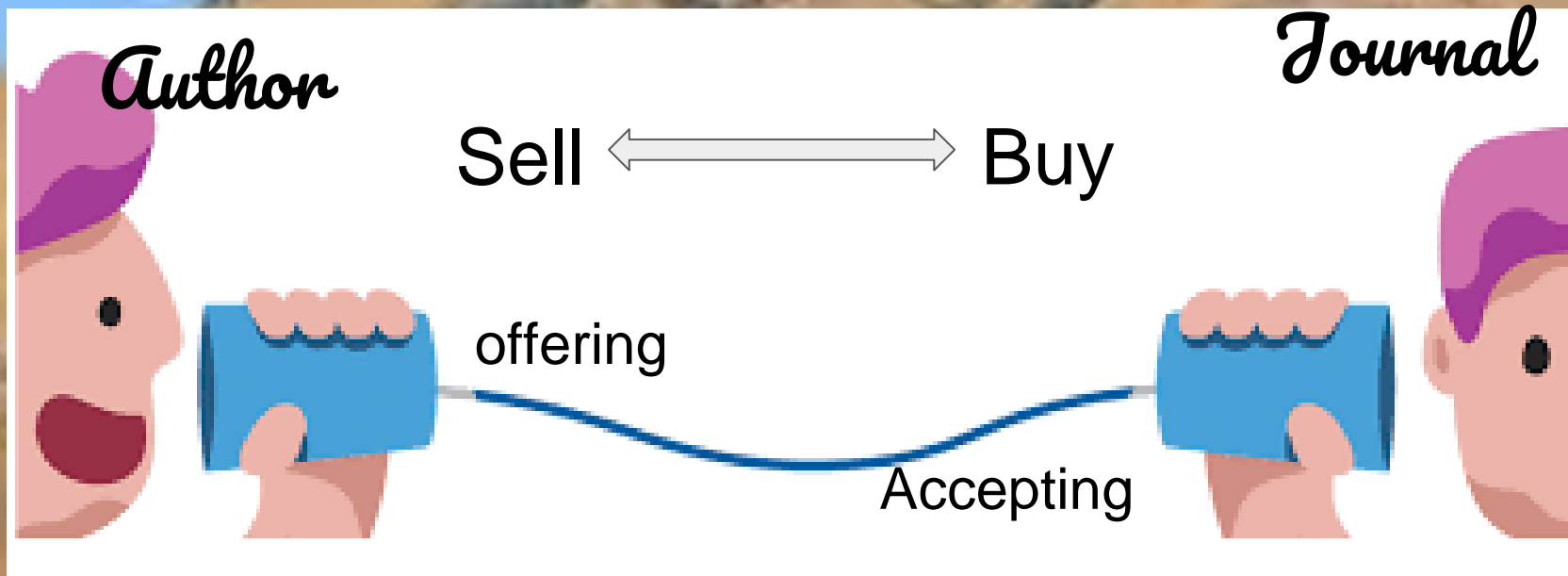
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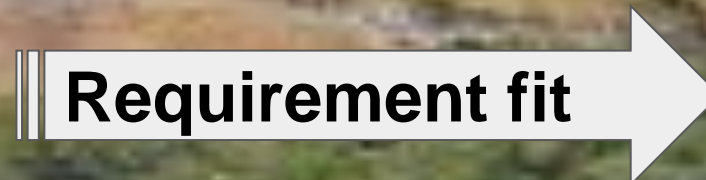
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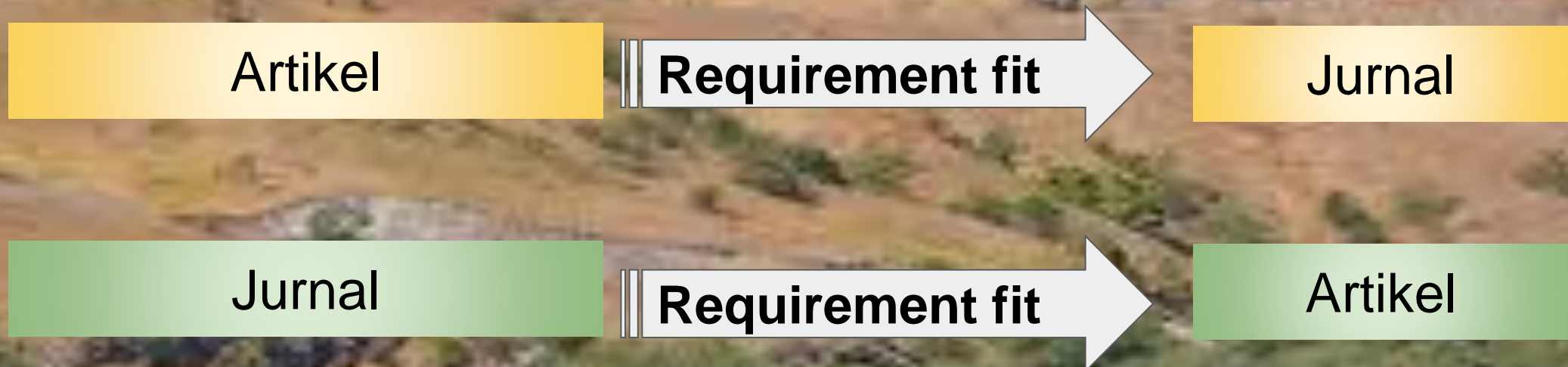
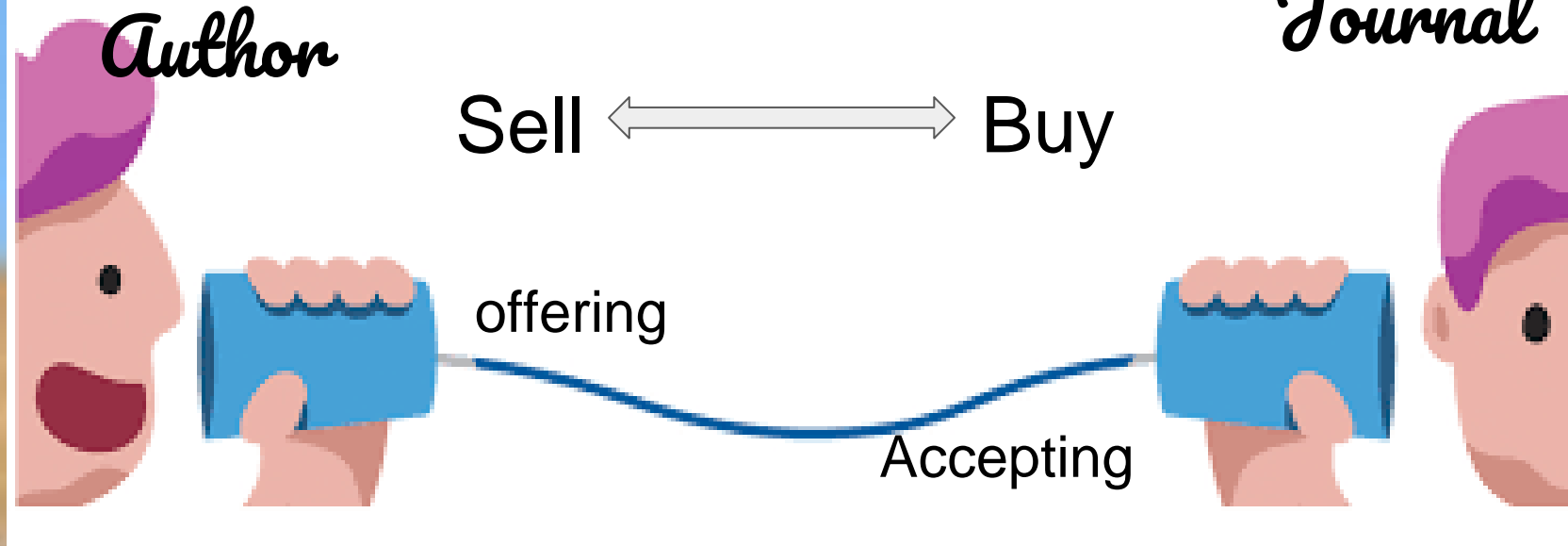
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- bagaimana cara menjual produknya?
- Bagaimana analisis Pasar yang harus dilakukan?
- bagaimana mencari produk yang laku di pasar?
- menyiapkan spek produk sesuai permintaan pasar

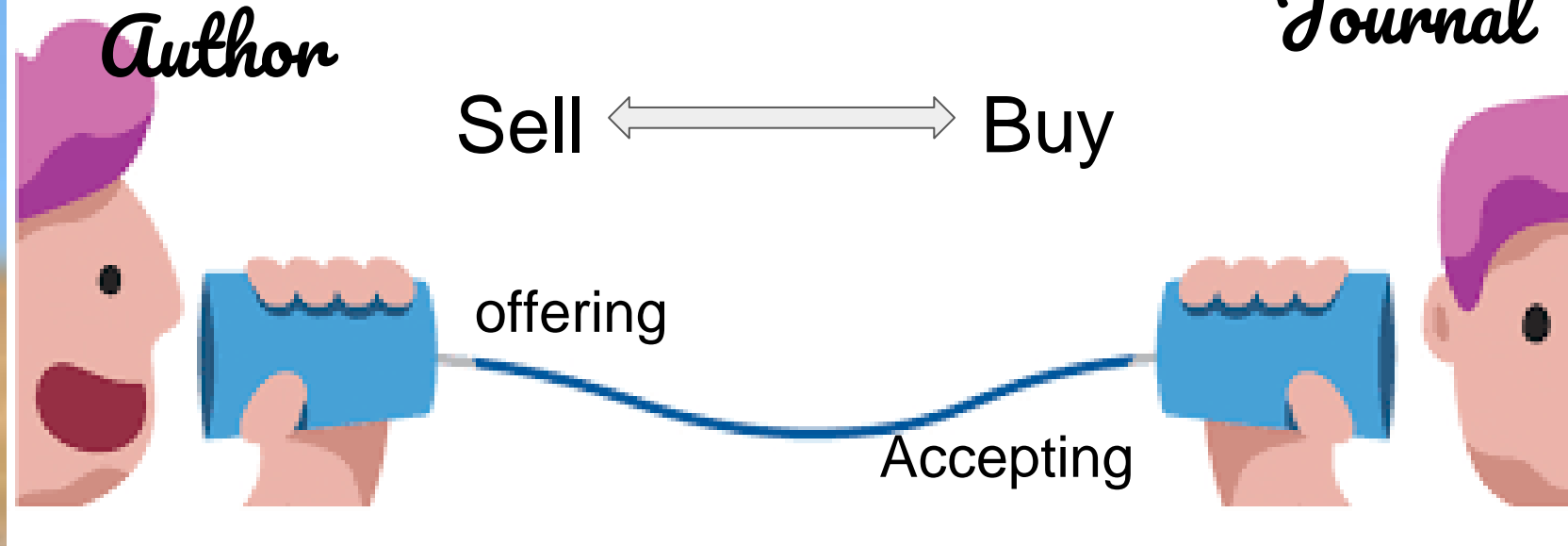


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Manuscript title

Sexual Intention Behavior Among bachelor Students: The challenge of Student Ethics Boundaries

Manuscript text

Previous research collaborations on ethics between Balakrishnan and Indartono (2021, 2020, 2021) have found unique behavior among Malaysian and Indonesian students. However, the Sexual Intention Behavior was missed from the studies. This research is aimed to investigate the The challenge of Student Ethics Boundaries based on the Sexual Intention Behavior Among bachelor Students. The comparative data sample from Indonesia and Malaysia is believed to be more attractive to be explored and discussed. The bachelor students from both universities, UNY and UPSI, will be gathered for this study. The model will be analyzed on the fit of the model, analyzed their hypothesis results, and explored based on the descriptive information. The results of this study are believed to provide theoretical and empirical benefits for researchers and in managerial operations for university managers in Malaysia and Indonesia.



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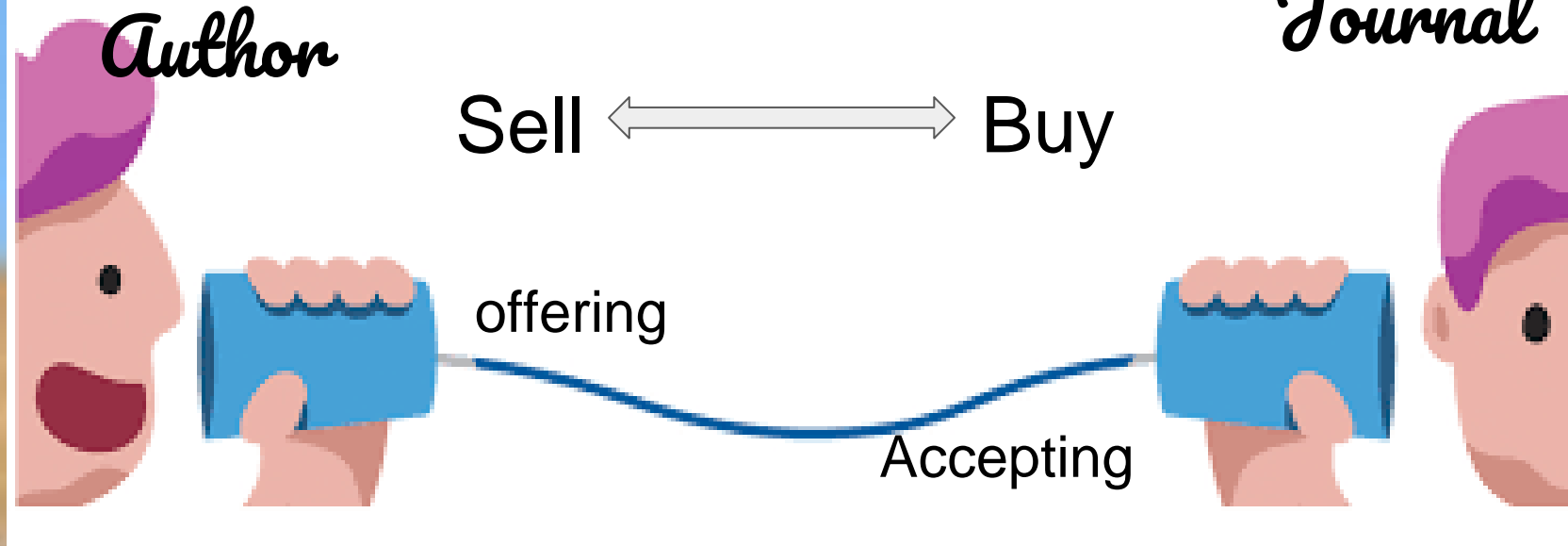
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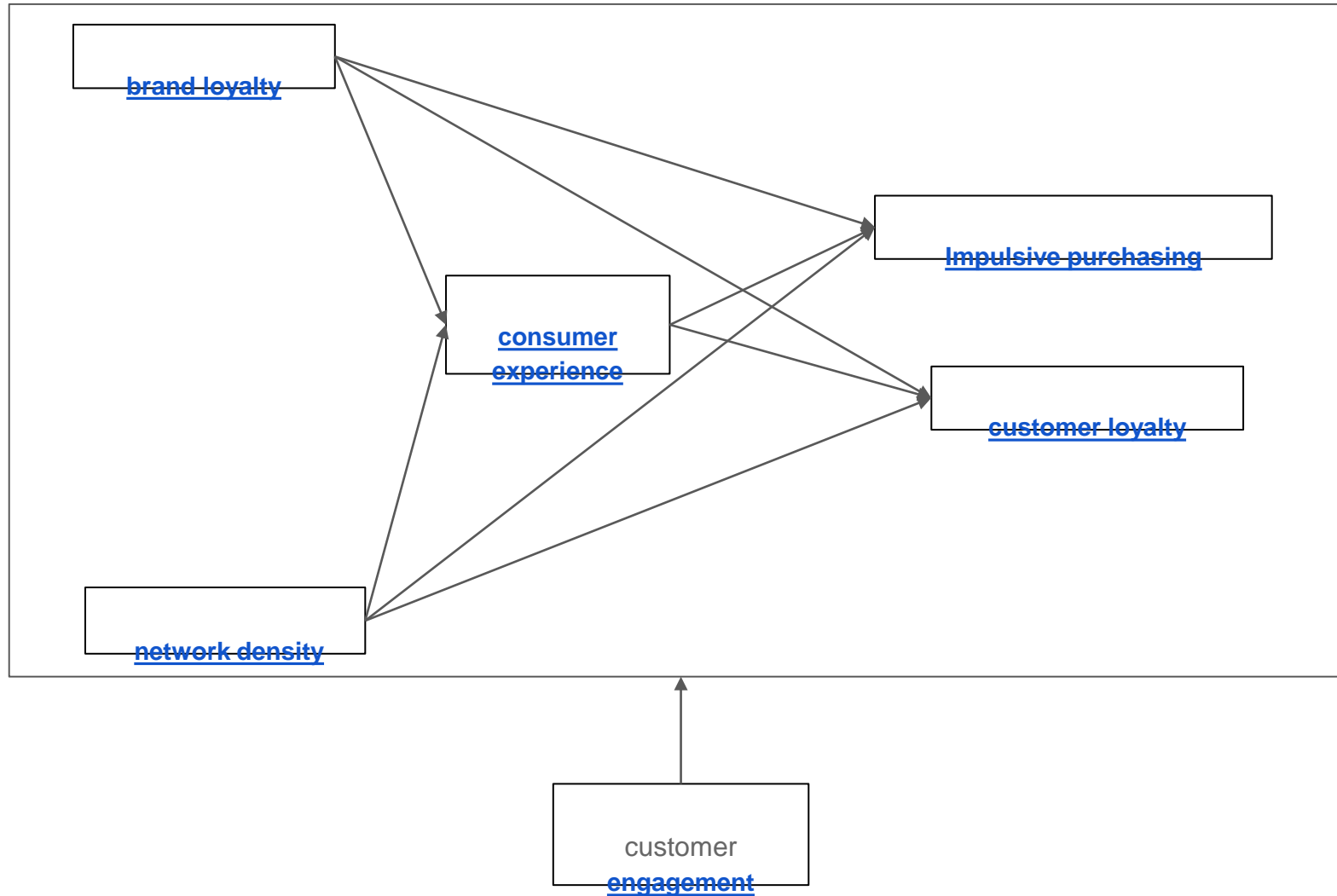
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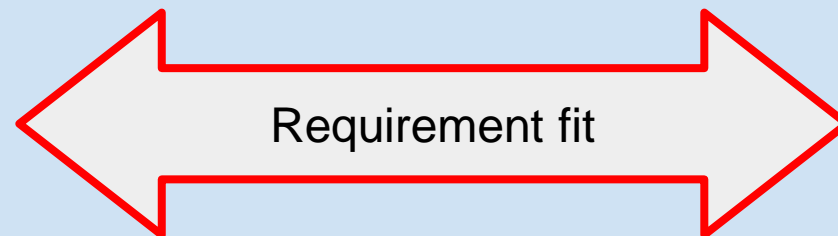


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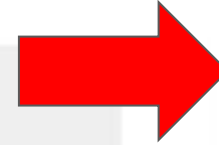
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- susun **ide riset** dari keywords yang ditemukan
- buat **model riset**
- mulai menulis: abstrak, introduction, dst

Journal of Educational Psychology

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keywords

- achievement goal theory
- personal achievement goals.
- classroom emotions:
- emotions.
- classroom characteristics
- self-efficacy,
- classroom goal structures
- grade retention
- academic engagement

Judul

The moderation of classroom characteristics on the mediation of student emotions on the effect of self-efficacy, grade retention, classroom goal structures on personal achievement goals, academic engagement

Abstract

Recent research has documented the academic engagement and personal achievement goals whose classroom characteristics influence the quality of engagement and achievement. Thus we examined mediation of student emotions on the effect of self-efficacy, grade retention, classroom goal structures on personal achievement goals, academic engagement. We argued that the different levels of classroom characteristics make up the conditions of the learning environment. By using the perspective of achievement goal theory we proposed that the classroom characteristics moderated the mediation of student emotions on the effect of self-efficacy, grade retention, classroom goal structures on personal achievement goals, academic engagement. These findings reveal that the various classroom characteristics fuel the the mediation of student emotions on the effect of self-efficacy, grade retention, classroom goal structures on personal achievement goals, academic engagement. We consider that achievement goal theory explains the model of student behavior in different situations.

Keywords: classroom characteristics, emotions, self-efficacy, grade retention, classroom goal structures, personal achievement goals, academic engagement

FIT in Detail

Artikel

Requirement fit

Jurnal

Jurnal

Requirement fit

Artikel

Menulis sambil mengikuti style

1. penulisan abstrak
2. penulisan introduction
3. penulisan literature review
4. penulisan kerangka fikir,
hipotesis/proposition, model riset
5. penulisan Metodologi
6. penulisan/penempilan hasil riset
7. penulisan pembahasan/discussion
8. penulisan limitation and future
research
9. penulisan referensi

**Tuliskan isi kisi-kisi
masing-masing
bagian abstrak,
introduction dst**

Writing Style

Abstract

Routines and transactive memory systems: Creating, coordinating, retaining, and transferring knowledge in organizations☆

Linda Argote*, Jerry M. Guo

Tepper School of Business, Carnegie Mellon University, United States

ARTICLE INFO

Article history:
Available online xxx

Keywords:
Routines
Transactive memory systems
Organizational learning
Knowledge transfer

ABSTRACT

This chapter compares and contrasts the effects of two knowledge repositories, routines and transactive memory systems (TMSs), on knowledge creation, coordination, retention and transfer. We provide overviews of research on the two knowledge repositories, with particular attention to how they form and change. We then discuss the relationship between routines and TMSs. We also compare and contrast routines and TMSs in terms of their capabilities to promote knowledge creation, coordination, retention and transfer in organizations. Routines can transfer across organizations, and they are resilient to member turnover. Although routines can be a source of inertia, they can also enable change. TMSs are susceptible to member turnover and are not easily transferred to other organizations. TMSs promote innovation and are particularly valuable under conditions of uncertainty. We argue that TMSs and routines are reciprocally related. Routines can seed TMSs and TMSs can crystalize into routines. We hope that our chapter stimulates future research on the interrelationship between routines and TMSs and their effects on knowledge creation, coordination, retention, and transfer in organizations.

Writing Style

Introduction

1st paragraphs'
Issues

1. Introduction

Our chapter compares and contrasts the effects of two knowledge repositories, routines and transactive memory systems, on knowledge creation, coordination, retention, and transfer. Knowledge in the two repositories develops as organizations learn from experience. Thus, the repositories capture knowledge learned in the past to affect organizational performance in the future. In spite of commonalities in their origins and functions, we argue that routines and TMSs have different effects on knowledge creation, coordination, retention, and transfer in organizations.

2nd paragraphs'
Issues

A routine is a repetitive pattern of interdependent tasks performed by multiple members of an organization (Feldman & Pentland, 2003). That is, a routine is a recurring sequence of tasks performed by different organizational members. For example, a hospital emergency unit might have the following routine for admitting patients who arrive at the unit. One staff member triages the patient to determine how urgently he or she needs care. If the need is not immediate, the patient is sent to another staff member who takes information about the patient, including insurance coverage and billing information. The patient is then sent to a third staff member who collects information about the patient's symptoms and vital signs. Next, the patient is sent to a waiting area. When staff and space become available, the patient is moved to a treatment room. There the physician does a physical exam, asks more questions about the patient's history, and, depending on symptoms, orders tests such as bloodwork. The physician then decides on a diagnosis and begins treatment appropriate for the diagnosis. Following this, the patient could be admitted as an inpatient, discharged, or kept in the emergency room for further observation.

3rd paragraphs'
Issues

This example illustrates several benefits of routines. They reduce uncertainty, provide a base for coordination, increase efficiency, and provide stability. The same sequence of steps is performed by different staff on different days. Indeed, a key feature of routines is that they are

asks this colleague for advice. At this point, a TMS comes into play. Knowing who has specialized knowledge goes beyond the routine. The consulting physician examines the patient and orders more tests, which indicate the presence of the condition. Thus, consulting another physician who had specialized expertise enabled the patient's condition to be diagnosed correctly. The operation of a TMS involves knowing members' skills and knowledge and accessing that knowledge.

The enactment of a TMS depends on who the members of an organization are while the enactment of a routine is relatively independent of the organization's members. We argue that this difference in the degree to which routines and TMSs are dependent on the particular members of the organization has implications for the effects of routines and TMSs on knowledge creation, coordination, retention and transfer in organizations.

The chapter begins with sections on routines and transactive memory systems. Within each section we provide overviews of research on the two knowledge repositories, with particular attention to how they form and change. We then discuss the relationship between routines and TMSs. Following this, we compare and contrast routines and TMSs in terms of their capabilities to promote knowledge creation, coordination, retention and transfer in organizations. The chapter concludes with a discussion of future research directions that hold promise for advancing our understanding of routines and TMSs, their interrelationship and their effects on organizational outcomes.

Last
paragraphs'
Issues

2. Routines

Organizational routines are repeated, interdependent patterns of action (Cohen & Bacdayan, 1994). Organizations employ routines in order to achieve consistent levels of performance over time. Routines store the organization's past experiences

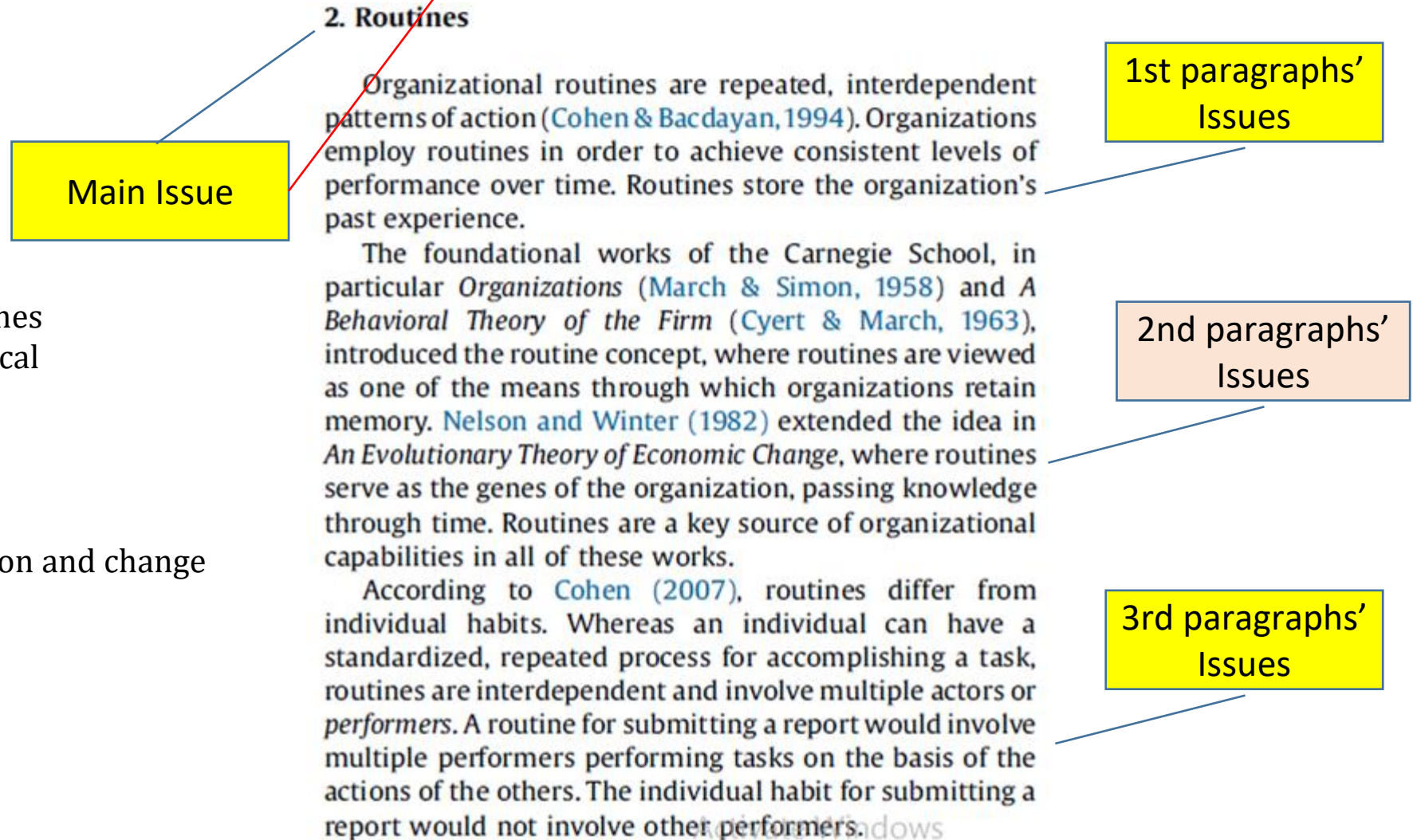
Introduction

- **Phenomenon Y**
- **Theoretical gap:** A(2014) mengatakan teori Y.... Namun B (2017) mengatakan teorY adalah...hal ini didukung oleh riset meta analisis yang dilakukan aoleh C, D, E, dan F (2017) yang mengatakan....
- **Empirical gap:** Y dianggap memiliki pengaruh signifikan terhadap Z (F, 2010, G dan H, 2013) namun R, T, dan V (2016) menemukan bahwa Y tidak memiliki pengaruh signifikan terhadap Z. Sedangkan V & Q (2015) menemukan bahwa pengaruh Y terhadap Z lebih kuat ($\beta=.83^{***}$) dibandingkan dengan temuan sebelumnya ($\beta=.23^{**}$) (E & H, 2014; T & X, 2013)
- **Solusi:** walaupun R, T, dan V (2016) menunjukkan pengaruh yang kuat, namun R (2015) memberikan kritikan..... Sehingga seharusnya.....
- **Tawaran anda:** sehingga perlu dilakukan studi ulang tentang antecedent Y yang berorientasi pada pendekatan teori yang lebih jelas, termasuk konsep motivasi
- Oleh karena itu riset ini bertujuan untuk melakukan investigasi pengaruh X1 & X2 terhadap Y dalam kondisi Z tertentu yang dapat dijelaskan oleh teori XX

Literature Review

Title: **Routines** and transactive memory systems:
Creating, coordinating, retaining, and transferring
knowledge in organizations

1. **Overview of research** on routines
2. **Relationships** to other theoretical perspectives
 1. Organization theory
 2. Evolutionary economics
 3. Dynamic capabilities
3. **Mechanisms** of routine formation and change
 1. Change of members
 2. Change of tasks



Title: Routines and **transactive memory systems:** Creating, coordinating, retaining, and transferring knowledge in organizations

3. Transactive memory systems

A transactive memory system (TMS) is a collective system for encoding, storing, and retrieving information in social systems (Lewis & Herndon, 2011; Wegner, 1987). Known as systems of “who knows what,” a transactive memory system provides individuals access to more information than they individually possess. A TMS has two components: the specialized knowledge that resides in the minds of individuals and the transactive processes that link individuals and enable them to coordinate their specialized knowledge and skills (Wegner, Giuliano, Hertel, & Ickes, 1985). Transactive memory systems enable groups and organizations to match tasks to the most qualified member. Further, TMSs enable members to know whom to consult for advice in various areas. This latter benefit is particularly valuable when tasks are uncertain and thus, new issues are likely to arise in completing them (Ren, Carley, & Argote, 2006). Transactive memory systems have generally been found to improve group performance (Ren & Argote, 2011).

A transactive memory system is a form of social cognition. Models of groups as information-processing systems gained traction in social psychology (Hinsz, Tindale, & Vollrath, 1997; Larson & Christensen, 1993) and organizational behavior (Ilgen, Hollenbeck, Johnson, & Jundt, 2005; Kozlowski & Ilgen, 2006) in the 1990s. The

Main Issue

1st paragraphs' Issues

2nd paragraphs' Issues

1. **Overview of research** on transactive memory systems
2. **Relationships** between routines and transactive memory systems
 1. Knowledge creation
 2. Knowledge coordination
 3. Knowledge retention
 4. Knowledge transfer
3. **Mechanisms** of TMS formation and change
 1. Change of members
 2. Change of tasks

Future Research

5. Future research

Further work is needed to explore the possibility of a reciprocal relationship between TMS and routines. A TMS might arise out of performing a routine, and a routine might become instantiated through the work of a team with a developed TMS. A better understanding of this relationship would have implications for aspects of TMS and routine creation and updating.

Research is needed on how TMSs are updated and changed (Ren & Argote, 2011). Work on routines may provide insights how TMSs update. The work on routine dynamics suggests that repeated performances of a routine could lead to variation and change in the ostensive aspect of the routine due to a trial-and-error learning process (Rerup & Feldman, 2011). Would poor performance lead to a revision of a TMS? How does a TMS update as members learn new skills, or new problems force members to apply skills that they have previously not shown?

There is also little work on how routines form. Routines may be designed, but it is difficult to design a generative system (Pentland & Feldman, 2008). Empirical work has shown that a TMS arises as a product of group interaction (Liang et al., 1995). Do routines naturally arise in work groups, given sufficient time and experience working together? Are routines oriented around a specific task, or

1st paragraphs'
Issues

2nd paragraphs'
Issues

3rd paragraphs'
Issues

Writing Style

Conclusion

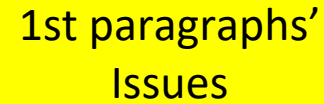
6. Conclusion

We have argued that routines and TMSs have different effects on knowledge creation, coordination, retention, and transfer. With respect to knowledge creation, a couple of studies have found that TMSs benefit teams engaging in innovative activities. More research is needed on how and when TMSs affects innovation. We have identified potential mechanisms for routines to support innovation—for example, aiding in knowledge recombination or in freeing up organizational slack (e.g., [Ohly et al., 2006](#)). Additionally, routines can serve as a source of variation within the organization through repeated performances ([Feldman & Pentland, 2003](#)).

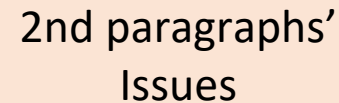
Routines can facilitate coordination, especially when uncertainty is low. By contrast, TMSs are especially valuable when uncertainty is high ([Ren et al., 2006](#)) and provide a base for coordination under uncertain conditions. Thus, our chapter opens up the black box of unprogrammed coordination and identifies a mechanism through which it occurs.

Routines promote knowledge retention and are resilient to membership change. Routines provide teams with a framework for how to accomplish a task, and this structure allows a team to integrate a newcomer relatively easily. Organizational knowledge is stored in the routine itself – or in the tools the routine utilizes – and only partially in the individuals.


1st paragraphs'
Issues



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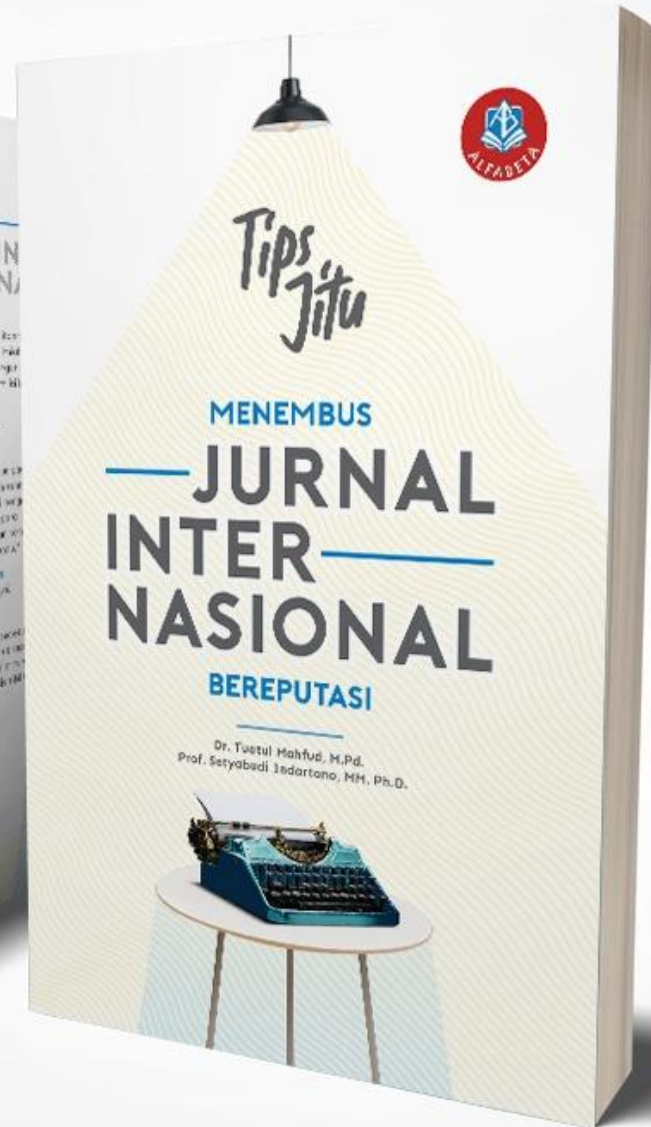
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Prof. Setyabudi Indartono, Ph.D