Analysis of the Submitted Lecturers' Scientific Works in a Reputable International Journal: A Multiple Case Study

Hermayawati Hermayawati iD
Universitas Muhammadiyah Yogyakarta
Yogyakarta, Indonesia

Abstract. This paper was generally intended to analyse the lecturers' competence in writing their scientific works published in a target reputable international journal (RIJ). The analysis focused on the FCL (Format, Content, and Language), including the submitter's obedience in using "Format" (template), "Content"(IMRaD) and "Language" in principle. Several (95) articles submitted by lecturers worldwide to the research target RIJ were analysed. The data were grouped into two categories, namely the raw data (manuscripts that have not been reviewed) and the ready data (the manuscripts have been completely reviewed and resubmitted to the journals' chief editors). The ready data, then, were analysed descriptively based on the defined criteria. The research procedure was performed as follows: (1) raw data provision; (2) defining criteria of assessment (namely content and communication) by using the journal review template; (3) raw data accurately reviewed; (4) analysing review results; (5) data validation; and (6) judgement. The result of judgement was then defined as the research findings. This study reveals that among the investigated 95 articles submitted to the target RIJ, 41 articles consistently fulfilled the demanded template, 21 inconsistently fulfilled, and 33 articles did not implement the template at all. The findings are expected to contribute both as reference enrichment and for policy-making for the relevant parties connected to the related appearing issues in future research.

Keywords: multiple case study; reputable international journals; assessment; competence; raw data

1. Introduction

Publication in a reputable journal has been world-widely 'haunting' higher education level teachers, particularly those who want to achieve professorship in rank. This happens since publishing manuscripts in reputable international journals is not a simple matter. Publication in reputable international journals not only requires manpower and writing skills, but also relatively expensive funds, especially for lecturers from developing countries. Even though there are

universities that provide financial support for the publication of their lecturers' manuscripts, there are other obstacles that temporarily make lecturers less motivated to write. Many factors naturally influence the publication of lecturers' scientific works. The previous study conducted by Yulianti et al. (2020) revealed that the lecturers under study were low on scientific work appreciation, rewards and punishments, the capacities of human resources, financial support from institutions, and work environments unconducive to academic work, as well as English mastery.

Apart from such issues, it was also found that most lecturers were low in productivity of writing textbooks, and journal article publications, and less competitive in getting both research and textbook grants that are commonly launched annually by the Directorate General of Higher Education. This is exacerbated by the lack of research funding assistance from the related institution (Yulianti et al., 2020). There is a direct positive effect of work motivation on the work performance of lecturers (Misdalina et al., 2020), whereas publication is one of the main tasks of lecturers. The success of producing a journal article needs substantial effort by following the targeted journal's guidelines and avoiding common errors (Hoogenboom & Manske, 2012). The lack of financial support from institutions for journal manuscript writers, particularly at various private universities, coupled with the strict review of RIJ, of course, may lead to low interest in submitting their research results to RIJ publications. This may affect their efforts in improving their scientific works for publication.

Writing an article for RIJ is a challenge for lecturers both to contribute and influence the quality of higher education (QHE). Aishath et al. (2021) claim that professional development and lecturers' competency are the two factors that play an important role in enhancing skills and knowledge and keeping up with the latest tools and trends in the professional field, including journal article writing. The more the number of lecturers' article publications, the better the QHE will be.

In line with the lecturers' manuscript submission, the previous studies implied that most lecturers who studied in the post-graduate programme were less-aware of how to write a manuscript for journal publication (Elhefian, 2021; Mayyas & Alzoubi, 2022). All RIJs always clearly state the rules and writing templates. Even so, there are relatively many scriptwriters who do not heed the applicable rules. This possibly is due to a lack of understanding, or fulfilling every detail of the specified rules due to a lack of understanding of the FCL (Format, Content and Language) writing philosophy. "Format" refers to the writing procedure, abbreviated as IMRaD (Introduction, Method, Results and Discussion). "Content" contains all the issues that are being studied as well as relevant concepts that are used as a basis for investigations.

In this case, many journals have commonly suggested to authors to consider the template provided on their websites that includes the issue of scope alignment compiled in a list of the following terms: (1) writing for the addressed audience; (2) justifying and framing a novel contribution; (3) telling a story in the paper; (4) delimiting the scope of the issue; (5) ensuring validity; (6) thinking and rethinking the novel contribution; and (7) taking care of the simple technicalities (Martinsuo & Huemann, 2020). Aside from the aforementioned strands, the lecturers as the article submitters also require optimizing the Turnitin aspect to improve the level

of journal acceptation (Perpustakaan UNDIP, 2022). The articles published in a reputable international journal (RIJ) have a very high standard and RIJs only accept excellent articles submitted to be published (Sutanto, 2022); besides, of course, they are reviewed by around ten worldwide reputable reviewers.

2. Literature Review

This section reviews the basic theories which support the current study, related to the definitions of "reputable international journals (RIJ)", "lecturer", and "scientific work". The followings are the detailed terms of the aforementioned literature. The first is, RIJ. Regarding criteria for an international journal, van Wingerden (2012) defines it as follows: (1) 25% (twenty-five per cent) of the employed editorial board/associate or assistant editors do not stay in the publication country; (2) 33% (thirty-three per cent) of the issued papers come from outside authors; (3) 50% (fifty per cent) of the subscribers descend from outside the country of publication. It also has an editorial board that is truly international in its composition. Such criteria must be carefully observed for those who intend to submit their articles to an RIJ, for there are many journals that are claimed to be international journals, but do not fulfil these aforementioned criteria (Edanz, 2021).

Another type of journal is a "predatory" journal. A predatory journal is a non-reputable journal, for it does not fulfil the demanded standards for a journal, such as (1) it comes with unprofessional or even non-existent peer reviewing; (2) listing an editorial board without their knowledge; (3) unclear issuance cost; (4) journal is not indexed in scholarly literature databases; (5) website refers to non-standard impact factors; (6) and content is not digitally archived (University of Washington, 2022).

The second criterion is about lecturers. A lecturer is defined as an expert in a specific field who teaches about his or her discipline in a college, university or other post-secondary institution (Indeed Editorial Team, 2022). They are professional educators and scientists with the main duties of transforming, developing, and disseminating science, technology, and art through education and teaching, research and development, and contribution to society (Trinova & Kustati, 2019). This means that one of their main duties is disseminating science through articles or scientific work publications. Especially for the associate professors and professors in ranks, lecturers must publish their works in reputable international journals (RIJs).

The third is about scientific work. Scientific work (SW) is a written work which describes factual issues, data, and phenomena resulting from research, observation, literature study, and interviews with trusted sources. Therefore, this work must be accurately and well-prepared (Jee, 2022) for submission, especially to the addressed RIJ . In this case, SW is defined as a written report containing the results of a scientific activity carried out by researchers (LPPM UMA, 2021) submitted to the target RIJ for publication.

This paper was generally intended to analyse the lecturers' competence in writing their scientific works published in the target RIJ. The analysis focused on the FCL aspects that stand for "format", "content" and "language use". The format analysis focused on "the submitter obedience in implementing the RIJ demanded template", and the content analysis highlighted the principal use of IMRaD

(Introduction, Methodology, Results, and Discussion) in the submitted articles. The "language use" analysis highlighted the basic language performance especially in connection with the forms and meaning as scored by the "Grammarly" Application. The analysis results of the three aforementioned elements were then validated to find its trustworthiness through peer-debriefing, which then revealed the research findings. The findings are crucially needed to provide the novelty of both theoretical and practical information, particularly for the future RIJ manuscripts submitter efficacy for the sake of avoiding prolonging time and minimizing manuscript publication failures.

3. Research Method

For this research a multiple case study method was employed. A case study is a research methodology type that examines subjects, projects, or organizations to tell stories and draw conclusions based on the data compiled during the process of investigation (Barbara & Jacklyn, 2022). A case study is also defined as an in-depth study of one person, group, or event. It can be employed in various fields, including psychology, medicine, education, anthropology, political science, and social work (Cherry, 2022). In this case, almost every aspect of the subject's life and history was analysed to find both the patterns and causes of behaviour. If the issues under study involve more than one setting or case, it is defined as a multiple case study, or MCS for short. A multiple case study (MCS) is designed using an analysis of the research description realized according to the strategy (Ćwiklicki & Pilch, 2020). In this case, a MCS was employed in the field of educational issues, particularly related to the submitted lecturers' scientific works in the target Reputable International Journals (RIJ).

This study involved 95 lecturer articles worldwide, submitted to the target Scopus-indexed RIJ. The instruments were the researcher (who functioned as the data collector) and documentation (which was in the form of a template available in the target journal as an instrument to analyse the 95 articles under study). In collecting the raw data, the IMRaD procedure was employed aside from the language used as the crucial factor to communicate conceptually in written form. The aforementioned aspects were employed as the review criteria for the data collection techniques. The data were grouped into two categories, namely the raw data (the 95 articles which have not been reviewed) and the ready data (the articles which contents have been completely reviewed by considering both the IMRaD and the template use and were ready to resubmit to the journals' chief editors). The ready data, then, were analyzed descriptively based on the defined criteria using content analysis. Content analysis is a research method used to identify recorded communication patterns by collecting data in the forms of written, visual or oral texts (Luo, 2022). In a qualitative study, content analysis is commonly used for analyzing qualitative data (Elo et al., 2024). In this case, content analysis was addressed to analyse the current reviewed articles. As an illustration, Figure 1 depicts the procedure of conducting this study.
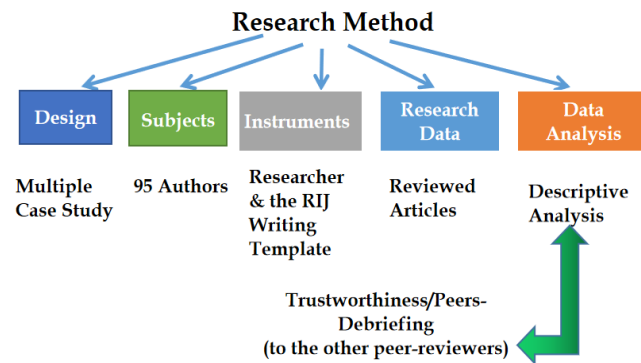
Figure 1: Research method

The data collecting procedure was performed as follows: (1) raw data provision; (2) defining criteria for assessment (the FCL implementation); (3) accurately reviewing raw data; (4) analyzing review results; (5) data validation; and (6) judgment. The result of judgment was then defined as the research findings. Analysis was conducted through the six stages (see Figure 2), as follows.
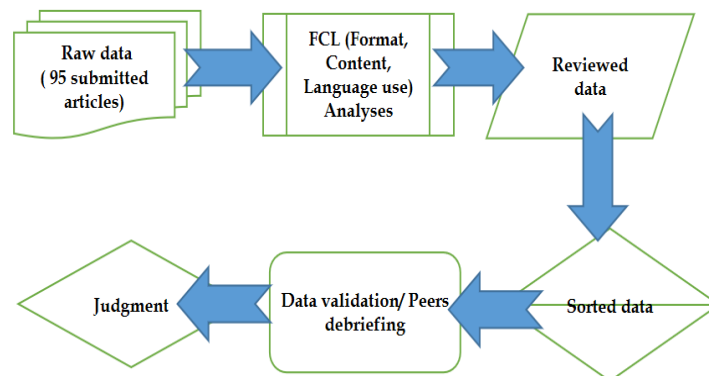
Figure 2: Research procedure

Firstly, we analyzed the use of the template. The raw data provision consisted of 95 articles submitted to the target RIJ written by lecturers worldwide, either personally or in groups. In this matter, a set of review templates was employed to analyse the article writing format. All of the raw data were assessed using the demanded template that included nine aspects, namely: paper length, originality, paper presentation, related work, reviewer's expertise, language use, the scope of paper relevance, references quality level, and decision or judgment on the publication of the submitted article .

Secondly, we analyzed the use of IMRaD. Adewusi (2021) and Codina (2022) affirm IMRaD content as follows: The "Introduction" section shows the purpose of the study, the research issues scaffolding including the theoretical and practical implications, corroboration of the research importance, its timelines and the appeared gaps possibility. It covers the previous study's critical review, research focus, detailed relevant theoretical review and issues statements. Besides, it is also

necessary to expose the mainstream of the research issues intended to underline possible gaps or deficiencies.

The "Methodology" section: This part explores the stages of conducting research, including data collection and sorting the needed data specifically and comprehensively. This part also affirms whether the research type is qualitative, quantitative or mixed-method type.

The "Results" section depicts the research product gained by utilizing various formats such as tabular, statistical, graphic, and narrative, always prioritizing the most effective forms of synthesis, and a description of the nature of the different results obtained. The collected data should be provided to be openly evaluated and once the paper is published it must be linked to the article.

The "Discussion" section. The "Discussion" section must consider the following principles: (1) the reasons for the main research contribution and its significance for advancement of the scientific discipline; (2) the description of various contributions achieved by the findings; (3) the identification of both the similarities with and differences from previous studies, if needed; (4) a review of the support for the hypotheses, the answers to the research questions, completed with its generalization (for quantitative methods) or its trustworthiness (for qualitative methods); (5) strategic scope of results, the study limitations, and possible future research.

In connection with "Conclusion", Adewusi (2021) and Codina (2022) affirm that a "Conclusion" is considered less normative, both in the IMRaD model and APA format. But most social sciences and humanity journals require it as one of the demanded criteria for the publication decision. The "Conclusion" section covers the following aspects: (1) the research objectives and research questions checked by synthesizing results (if it was not done in the discussion); (2) recommendations regarding the type of work; (3) a type of executive summary, with an assertive record in which the main significance of the research is highlighted. This section is sometimes requested in a structured format, through numbered lists or specific sections of well-differentiated items.

Third is the analysis of the language use. The language use analysis was conducted after the format and the content were reviewed. All the article's language use was analyzed using "The Grammarly" application with a minimum score of 90 points, as the minimum standard score demanded by the target RIJ. The raw data then were accurately analyzed based on each of the aforementioned aspects.

Fourth, the analyzed results were ready to be validated. Fifth, the data which had been analyzed were validated for their trustworthiness by using peer-debriefing. Sixth, the validated data were judged as the research findings. As has been mentioned previously, the gathered end data were validated through peer debriefing for it guarantees the trustworthiness of a qualitative research study (Heilman, 2010). Delve (2021) affirms that peer debriefing is a process of validating a qualitative research data analysis and its findings by involving one or more peers outside the research project. A peer may review, observe and assess the selected site documents for keeping the researcher's findings trustworthy (Janesick, 2015), including in the MCS (Multiple Case Study) design. In this

research, the peer-debriefing was conducted by comparing the researcher's review results to those of the other reviewers who were treated as outsiders. Table 1 presents the demanded template of the target RIJ as the media of the raw data analysis.

Table 1: The template of aspects for article review (Adopted from IJLTER, 2022)

1. Paper length: *too short, quite short, ok, quite long, too long	4. Related work: *nil, very poor, poor, acceptable, excellent	7. Scope of paper: *not relevant, relevant, highly relevant to the journal field scope
2. Originality: *nil, acceptable, good, very innovative	5. Reviewer's expertise: *nil, very low, low, knowledgeable, high, very high, expert	8. References: *Additional comments along the following lines: originality, literature review, methodology, evaluation of results, research implications, quality of communication, etc. *
3. Paper presentation: *must improve significantly, must improve slightly, Ok	6. Language: *The language use must be scored ≥ 90 by the Grammarly application.	9. Decision: *Declined submission, Resubmitted for review, Accepted if significant modifications are carried out, Accepted if minor modifications are carried out, Accepted without modifications

4. Results

As it has been previously mentioned, this study was generally aimed at analyzing the lecturers' competence in writing their scientific works published in the target Scopus-indexed RIJ by focusing on the content factors of IMRaD (Introduction, Methodology, Results, and Discussion), the language use and the target RIJ template. This section presents the research findings related to the FCL (Format, Content, and Language). "Format" highlights the principal use of the demanded RIJ template, "content" is addressed to review the implementation of IMRaD procedure in the submitted articles, and "language use" is used to assess the use of language in the articles, and includes CCED (Correctness, Clarity, Engagement, Delivery) as the Grammarly scoring criteria. The analysis results illustrate the results of the end-data validation that leads to the research findings. Table 2 revealed the analysis results regarding the aforementioned FCL (Format, Content and Language Use) research focus.

Table 2 shows the analysis results of a total of 95 articles. The analysis was conducted by considering the article format, content and language use (FCL) in principle. This table displays the results of each aspect to be highlighted. The following is the description of the format, content and language use analyses respectively.

First, we provide the analysis of the manuscripts by implementing the demanded Format (of the addressed RIJ template). It is shown that among the reviewed articles, 41 articles fully fulfilled the demanded format, that is by implementing the target RIJ template, 21 were less fulfilled, and the rest of the 33 articles were fully unfulfilled which meant they were written without implementing the template.

Table 2: Findings based on the FCL (Format, Content and Language Use) focus

Format Fulfillment of 95 articles			Content of IMRaD Fulfillment				Language Use Grammarly Score (Correctness, Clarity, Engagement, Delivery)		
Fully Fulfilled	Less-fulfilled	Fully-unfulfilled	Introduction	Methodology	Results	Discussion	41- 79	80-89	≥90
41	21	33	65	35	40	39	64	29	2

Secondly, we did the analysis of the content of the manuscript regarding the principle's implementation of IMRaD use. Based on the analysis results, it is shown that among the 95 articles, 65/95 (68%) were written with the correct principle of "Introduction", 35/95 (37%) articles were delivered with the correct principle of "Methodology", 40/95 (42%) articles were presented with the correct principle of writing "Results"/"Findings" and 39/95 (41%) were presented with the correct principle of writing a "Discussion" section.

Third, a review of the articles' language use showed that there were only two articles which fulfilled the required language minimum standard scores of 90 and 98 points. The other 29 (twenty-nine) articles achieved 80-89 points and the last 64 articles gained 41 to 79 points. As has been mentioned previously, the articles were scored by applying the "Grammarly" application.

Table 3: Findings based on the article review results

Peer Review Aspects for totally 95 submitted articles	Year of 2020=47 Manuscripts	Year of 2021 = 36 Manuscripts	Early Year of 2022 = 12 Manuscripts
Declined/Rejected	11 from 47 (23.4%)	9 from 36 (25%)	2 from 12 (16.5%)
Resubmit for review	14/47 (29.8 %)	9/36 (25%)	5/12 (42%)
Accepted if significant modifications are carried out	17/47 (36.2 %)	11/36 (30.6%)	3/12 (25%)
Accepted if minor modifications are carried out	5/47 (10.6 %)	7/36 (19.4%)	2/12 (16.6%)
Accepted without modifications	0	0	0

The unfulfillment of employing the FCL (Format, Content and Language Use) principles affected the article's reviewer's judgement for consideration of publication. Table 3 presents the author's (as the reviewer) judgement towards the 95 under-reviewed articles. Findings within three years of submission revealed that none of the submitted articles was accepted without modifications; 14.7% were accepted with minor modification; 30.6 % were accepted with significant modification; 29.5% were resubmitted for review; 23% were rejected (see Table 3).

The FCL analysis results were then validated by examining their trustworthiness. Trustworthiness involves the dimension that captures the authority's benevolence and the other captures the authority's competence (Battista et al., 2020). In this study, trustworthiness was determined by using peer debriefing, which was in the form of the written review results of the other 9 (nine) reviewers sent by the addressed RIJ editor-in-chief. As it is known, the editor-in-chief always shares the ten reviewers' review results with each reviewer for agreement and to legalize every article to be published.

In this case, the 9 peer-reviewers review results were analyzed to gain information on the data's trustworthiness, since they coincidentally had made the same decisions as shown in Table 3. The similarity was particularly in the judgement of the "rejected" (which was a total of 22 manuscripts), "re-submit for review" (28 manuscripts), and "accepted without modifications (0 manuscripts)". There were 3 (among the 9 of the addressed RIJ's peer-reviewers) who purposely decided to measure the trustworthiness of the end-data findings since they had different decisions at the points of "resubmit for review", "accepted with significant modifications" and "accepted with minor modifications".

Table 4: The 3 different decisions at the points of manuscript improvement level

Peers-debriefer (with Initials)	Types of Publication Decision During 3 Years of 2020, 2021 and early 2022	Total Number of Judgement
A	Rejected	22
	Resubmit for review	28
	Accepted with significant modifications	31
	Accepted with minor modifications	14
B	Rejected	22
	Resubmit for review	31
	Accepted with significant modifications	32
	Accepted with minor modifications	10
C	Rejected	22
	Resubmit for review	27
	Accepted with significant modifications	33
	Accepted with minor modifications	13

Table 4 shows the varieties of the judgement level of the review results. Nevertheless, they had similar judgments on the rejected manuscripts. The various judgments of the three other levels such as: "resubmit for review", "accepted with significant modifications" and "accepted with minor modifications" can be further considered after the reviewed manuscripts have been revised based on each of the reviewer's notifications. In this study, further manuscript revisions are purposely not considered for investigation since it becomes the privilege of the addressed RIJ chief editor to decide.

5. Discussion

This section interprets the relation between the RQ (which in this case is replaced by the research focus), the method to be implemented, research findings (the results meaning), implication (reasons the results), limitations (the strengths and weaknesses of the findings) compared with the previous studies, and recommendations (research contribution towards future practical actions and scientific studies). The details of the aforementioned strands are sequentially delivered as follows.

First provided, is the interpretation of the findings in connection with the implementation of FCL (Format, Content and Language use) in the 95 articles submitted to the target RIJ. It has been mentioned previously in the "Findings" section that 41 articles consistently fulfilled the demanded format by implementing the target RIJ template, 21 were not consistently using the template, and the rest of the 33 articles did not implement the template at all. It was considered inconsistent since they did not implement the template fully, such as using different fonts, the type of letter used, and the measures of tables and figures. For instance, the template suggests the title must be written with "Book Antiqua" letter type in 18 font size, but it was written in 12 size font, while the other sections were written in 12 font for the sub-title and 11 font for paragraph content. Figure and Table must be placed exactly in the middle and in between paragraphs, but they were not written according to the suggested requirements. Thirty-three of the 95 articles discarded the template. Most of these were presented using Times New Roman, in 12 font size. The other issue was regarding the reference writing. They did not follow the APA style, 6th edition, as suggested in the template, either in the paragraphs or in the Bibliography or References section.

Ignorance and disobedience of guidelines for writing articles were commonly found among lecturers as article submitter, whereas following the suggested template and avoiding common mistakes might increase the acceptability of articles for journal publication, even for novice authors (Hoogenboom & Manske, 2012). Previous studies revealed that many lecturers did not successfully publish journal articles for the lack of their appreciation of scientific work, whereas scientific work publication must start with appreciation of others' work. Lecturers' competence to publish in journals had not been a source of pride partly due to the lack of institutional support (Yulianti et al., 2020). Meanwhile, working motivation needs to be firstly improved for the sake of improving the lecturers' working qualities (Misdalina et al. 2020). Scientific work is a written work which describes factual issues, data, and phenomena presented from research, observation, literature study, and interviews with trusted sources. Therefore, this product cannot be written recklessly (Jee, 2022). The findings, as mentioned above, showed that most lecturers were impressed to be disobedient towards the use of the provided template. This may be because of their lack of reading, especially the journal writing rules. Writing articles, especially for RIJ may enrich lecturers' insights into handling the courses they teach (Prasetio et al., 2017). For the sake of acquiring such competence, they must know modern pedagogical technologies and strive for continuous professional self-improvement (Rih, 2022). The second highlighted matter was the review results on the content of the articles that were analysed through the IMRaD. In this case, the model was analysed in-

depth by focusing on the principles of delivering each of the strands, namely the content of the "Introduction", "Methodology", "Results" (Findings), and "Discussion" sections for each. As illustrated in Table 2, among the 95 articles, 65 contained an "Introduction", which fulfils the principle of writing such a section. It means that the other 30 articles did not follow the criteria of writing a good "Introduction".

Regarding writing an Introduction section, this study revealed that most of the articles submitted to the target RIJ fulfilled the principles of "Introduction" section writing. The evidence shows only around one-third (30 of 95 articles) were considered to fail in presenting such a section. In principle, the "Introduction" section must include the following aspects: (1) the purpose or the objectives of the work; (2) the research issues framework, including theoretical or practical implications; (3) a critical study of the previous research as the research background; and (4) the hypotheses or research questions which expose the 'gap' of the related studies (Adewusi, 2021; Codina, 2022). The failure of presenting such a section was mostly caused by the lack exposures of the relevant previous studies gap.

Regarding the "Methodology" section, it was found that 35 of 95 articles were written accurately, and satisfied all principles of writing updated scientific "Methodology". This section must provide a general explanation of the procedure of collecting or extracting data, the methods employed both to obtain and analyse data, and the documents as the basis of evidence. In this case, any added aspects and the relevant methods are crucial as a guarantee of the research findings' generalization or trustworthiness (Codina, 2022). Results of the current study showed that around 60 of 95 articles did not fully satisfy the principles of "Methodology" writing, particularly in deciding on the method for educational issues. They employed purely quantitative studies, even though they are called surveys or even case studies. Some of them were named 'classroom action research' and some 'developmental research', but the procedures did not illustrate those research method types that of course must involve classroom intervention. This means that most of the authors were not well-equipped in conducting either action research or developmental studies, particularly in the educational field.

In connection with "Results" writing, there were only 40 of 95 articles scientifically delivered that accurately matched the principles of "Results" writing. Adewusi (2021) and Codina (2022) state that this section must consider the following terms: (1) containing original results, without any analysis; (2) utilizing graphs, charts, and diagrams, or writing them in an organized manner; (3) referring to a substantial part of a scientific paper is dedicated to results, as the core of the study; (4) providing the complete data or datasets; (5) linking "Introduction" and "Method" sections to "Results" in such a way that it is shown as a scaffolding process. In this study, it was found that most authors did not fulfil the principles of writing the "Results" section accurately, particularly in using figures to support the readers' complete understanding of the obtained results. Added to the aforementioned matters, most of the writings were neither relatively completed with references to a substantial part of a scientific paper as the essence of the study, nor providing the complete data or datasets; rather linking the "Introduction" and "Method" sections to "Results".

Related to the "Discussion" section, it was found that 39 of 95 articles were correctly matched with the principle of writing such a section. McCombes (2020), Adewusi (2021), Codina (2022) and Majumder (2014) generally affirm that a discussion section must elaborate on the results that reveal and detail the consequences that may occur, show the latest discoveries or relevant literature related to the current study field, declare the limitations of the current study to depict an accurate image, present details on what further research is crucially suggested to conduct, and recommend the practical actions or scientific studies that should follow. This study shows mostly (more than half) of the RIJ articles submitter did not follow such principles.

The third research focus was "Language use". Based on the "Grammarly" application scoring, there were only two articles which fulfilled the required language minimum standard score of 90 points. They achieved respectively 90 and 98 points. The other 29 (twenty-nine) articles achieved 80 to 89 points and the last 64 articles gained 41 to 79 points. This implied that most article submitters showed a lack of effort to increase their written language competence, especially because it could be improved by checking and revising, using the Grammarly application, freely, or, at least by asking for the proof-readers to review the language used, before submission.

Scientific work writing, moreover an article submitted for RIJ publication, of course, must be prepared accurately, besides needing support from the relevant parties such as institutions as the funder. Without such kind of support, the writers may be demotivated to publish their scientific works, and even be discouraged to start writing. Such conditions imply that the article submitters are reluctant to improve their writing competence, particularly by enriching the acquisition of their scientific works, including customizing to read the rules of journal paper submission to the target RIJ. This was because of the lack of support as revealed in the previous findings, whereas scientific work must refer to the result of scientific research that should be systematically planned before performing them. In scientific studies, the classification and description of planning stage randomization and bias are explained (Çaparlar & Dönmez, 2016).

The findings are expected to contribute to reference enrichment and policy-making for the relevant parties connected to the related appearing issues. Even though it is realized that this study was very limited, particularly in providing the peers-debriefing written data since it involved nine peer review results for each article. As it is known, every article submitted to the addressed Scopus-indexes RIJ is commonly reviewed by 10 (ten) relevant reviewers. The author is only one of the ten reviewers assigned by the target journal. The peers-debriefing was gained from the Editor-in-Chief given as the notification when the articles will be published. So, the validation of the research's trustworthiness was obtained from secondary data. This limitation may reflect in possible future studies. It is recommended for future relevant researchers to study the lecturers' competence improvement (action research studies) or development (developmental studies) in writing articles, particularly for the RIJ publication.

6. Conclusion
This multi-case study analyzed the lecturers' scientific works submitted to a reputable international journal (RIJ) by highlighting the format, content, and

language use (FCL). FCL includes the submitter's obedience in using the RIJ's required writing template, IMRaD (introduction, methods, results and discussion) procedure, and language use in principle. Though the findings do not bring significant novelty, such a study still needs to be consistently sustained to provide more updated references with different insights. The current study reveals that the lecturers' competence in writing articles for publication in the RIJ is still relatively low. It occurs particularly due to their disobedience or incompetence in implementing FCL in principle as a scientific writing procedure. This will affect the acceptance of the article by the addressed RIJ publication. This case was proved by none of the submitted manuscripts being approved for publication without improvement; besides, most of them are rejected or at least have to be resubmitted for review. Until now, the publication of manuscripts by RIJ still requires a relatively large amount of funding from lecturers. This requires both financial and motivational support from the authorized institution. Factually, previous studies implied that the failure of most lecturers to submit acceptable articles was caused by the lack of institutional support, including training in scientific writing, particularly for RIJ publications. Such support is needed for habituating lecturers to write journal manuscripts by obeying the principle of implementing the FCL procedure. Additionally, most lecturers' failure in RIJ publication is caused by the overburdened administrative jobs that affect them to have inadequate time to write qualified manuscripts. Meanwhile, the number of lecturers' manuscripts published will contribute to the level of both national and worldwide institutional accreditation. To strengthen such findings the future study may highlight the influence of institutional support towards the lecturer's competence in writing manuscripts for the RIJ publications.

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