

Penyusunan Proposal Penelitian

Universitas Islam Negeri Sultan Syarif Kasim Riau



Riau, 29-31 Juli 2019

Wahyudin Darnalaksana

Pusat Penelitian & Penerbitan

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M)

UIN Sunan Gunung Djati Bandung



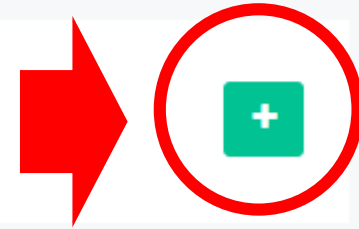
- Pastikan memilih kluster yang mana ?
- Lihat ketentuan di Juknis terkait tema-tema besar ARKAN
- Gali ide proposal sesuai sasaran kluster bitapdimas
- Siapkan persyaratan
- Submit



[Beranda](#)[Informasi](#)[Peneliti](#)[Reviewer](#)[Proposal](#)[Publikasi](#)

Daftar Pengajuan Proposal

Silahkan kelola pengajuan proposal Anda di sini. Klik tombol Plus (+) di samping kanan untuk menambah usulan.

Tampilkan data

Menu ▲	Periode ▼	Judul / Kluster ▼	Status ▼
	2017	No. Registrasi : 171070000007329 Fabrikasi Semikonduktor Keramik Znxf2-xo3:mn Berbahan Alam Lokal Sebagai Sensor Alkohol Dan Formalin Kluster : Penelitian Terapan dan Pengembangan Nasional	Menunggu Keputusan Komite Penilaian
	2018	No. Registrasi : 181160000010744 Bantuan/ Penghargaan Setra Hki Uin Sunan Gunung Djati Bandung Kluster : Bantuan/Penghargaan Sentra HKI	Menunggu Keputusan Komite Penilaian

1 **Pernyataan Peneliti**

2 **Isian Proposal**

3 **Data Peneliti**

4 **Unggah Berkas**

5 **Pengajuan Proposal**

Judul Usulan

Digitalisasi Qur'an dan Hadis

Klaster Bantuan

Penelitian Tahun Jamak (Multiyears)

Bidang Ilmu

Studi Islam/Dirasat Islamiyah/Islamic Studies

Tema pada ARKAN

Generasi Millenial dan Isu-isu Keislaman

Luaran Kegiatan

Proses dan produk IPTEKS, HKI, Bahan Ajar, Teknolog

Pernyataan pengusul bantuan :

Kami dengan ini menyatakan bahwa proposal bantuan berikut :

- Proposal tidak sedang mendapatkan bantuan dari pihak manapun.
- Jika dibiayai oleh pihak lain, kami bersedia untuk dianulir dari proses pengelolaan bantuan diktis.
- Proposal bebas dari unsur plagiasi baik sebagian ataupun secara keseluruhan.
- Kami bersedia mengikuti aturan dan petunjuk yang berlaku dalam pengelolaan bantuan diktis.

 **Simpan dan lanjutkan »**



Lengkapi Data Usulan Proposal (Isian Proposal)

Silahkan lengkapi isian berikut untuk melengkapi usulan proposal.

1 **Pernyataan Peneliti**

2 **Isian Proposal**

3 **Data Peneliti**

4 **Unggah berkas**

5 **Pengajuan Proposal**

Perhatikan batasan jumlah kata pada masing-masing isian. Jika melebihi batas maka isian tidak akan tersimpan. Semua isian harus terisi, jika ada yang kosong maka isian tidak bisa disimpan.

Judul (Maks. 25 kata)

B	<i>I</i>	<u>U</u>	x^2	x_2	≡	≡	≡	≡	☐	∨	↕
<hr/>											

Latar Belakang (Maks. 500 kata)

B	<i>I</i>	<u>U</u>	x^2	x_2	≡	≡	≡	≡	☐	∨	↕
<hr/>											

Rumusan Masalah (Maks. 50 kata)

B	<i>I</i>	<u>U</u>	x^2	x_2	≡	≡	≡	≡	☐	∨	↕
<hr/>											

Tujuan Penelitian (Maks. 50 kata)

B	<i>I</i>	<u>U</u>	X^2	X_2						∨		

Kajian Penelitian Terdahulu yang relevan (Maks. 1000 kata)

B	<i>I</i>	<u>U</u>	X^2	X_2						∨		

Konsep atau Teori relevan (yang akan digunakan dalam analisis) (Maks. 1000 kata)

B	<i>I</i>	<u>U</u>	X^2	X_2						∨		

Metode dan Teknik Pengumpulan Data (Maks. 500 kata)

B <i>I</i> <u>U</u>	X^2 X_2	≡ ≡ ≡ ≡	<table border="1">▼</table>	↕ ↕

Rencana Pembahasan (Maks. 500 kata)

B <i>I</i> <u>U</u>	X^2 X_2	≡ ≡ ≡ ≡	<table border="1">▼</table>	↕ ↕

Pustaka Acuan / Bibliografi (Maks. 1000 kata)

B <i>I</i> <u>U</u>	X^2 X_2	≡ ≡ ≡ ≡	<table border="1">▼</table>	↕ ↕

Total 4.625 kata

 **Simpan dan lanjutkan >**



Lengkapi Data Usulan Proposal (Data Peneliti)

Silahkan lengkapi data peneliti berikut untuk melengkapi usulan proposal.

1 Pernyataan Peneliti

2 Isian Proposal

3 Data Peneliti

4 Unggah berkas

5 Pengajuan Proposal

Perhatikan jumlah minimal peneliti sesuai dengan yang ditentukan pada setiap klaster berdasarkan ketentuan juknis.

Nama Klaster	Penelitian Tahun Jamak (Multiyears)
Jumlah Minimal Peneliti	3 Orang

Jabatan	Nama	NIP / NIDN	Institusi	ID Peneliti	Hapus
KETUA	WAHYUDIN DARMALAKSANA	197108271998031007 2027087101	Universitas Islam Negeri Sunan Gunung Jati	202708710103070	

+ Tambah

Simpan dan lanjutkan »



Lengkapi Data Usulan Proposal (Unggah Berkas)

Silahkan unggah berkas untuk melengkapi usulan proposal.

1 Pernyataan Peneliti

2 Isian Proposal

3 Data Peneliti

4 Unggah Berkas

5 Pengajuan Proposal

Perhatian! Ukuran berkas yang boleh diunggah maksimal 2Mb dengan format .pdf

Nama Berkas	Berkas	Unggah di sini
Berkas Proposal	Belum diunggah.	<input type="button" value="Choose File"/> No file chosen <input type="button" value="Unggah"/>
Berkas RAB	Belum diunggah.	<input type="button" value="Choose File"/> No file chosen <input type="button" value="Unggah"/>

1 **Pernyataan Peneliti**

2 **Isian Proposal**

3 **Data Peneliti**

4 **Unggah Berkas**

5 **Pengajuan Proposal**

Silahkan perhatikan ceklis kelengkapan administrasi pengajuan proposal Anda.
Jika ada yang diberi tanda silang, silahkan lakukan perbaikan.
Pengajuan proposal hanya bisa dilakukan jika semuanya sudah dinyatakan lengkap.

Klaster / Pengelola	Penelitian Tahun Jamak (Multiyears) / PUSAT
Tahun Anggaran	2020
Status	Draft

Kelengkapan Proposal	Validasi	Keterangan
Isian Proposal (Fill In)	✘	Belum lengkap.
Jumlah Peneliti	✘	Silahkan tambah peneliti
Berkas Proposal	✘	Belum diunggah.
Berkas RAB	✘	Belum diunggah.

✘ Proposal belum lengkap



Puslitpen UIN SGD

Studi Islam

1. Teks Suci dalam Agama-Agama
2. Syariah, Hukum dan Peraturan Perundang-undangan
3. Pengembangan Khazanah Pesantren
4. Pengembangan Pendidikan

Pluralisme dan Keragaman

5. Negara, Agama, dan Masyarakat
6. Keragaman dalam Etnis, Budaya, Sosial, dan Tradisi Keagamaan

Integrasi Keilmuan

7. Pendidikan Transformatif
8. Sejarah, Arkeologi dan Manuskrip
9. Kesejahteraan Sosial dalam Masyarakat
10. Pengembangan Kedokteran dan Kesehatan
11. Lingkungan dan Pengembangan Teknologi

Kemajuan Global

12. Studi Kawasan dan Globalisasi
13. Isu Gender dan Keahlian
14. Pengembangan Ekonomi dan Bisnis Berbasis Syariah
15. Generasi Milenial dan Isu-isu Keislaman

Sumber : ARKAN Diktis Kemenag RI

JENIS BANTUAN KLASTER PUSAT



Penelitian

Pada Tahun Anggaran 2020, bantuan penelitian yang ditawarkan terdiri dari 11 (sebelas) klaster bantuan dan 6 (enam) klaster kegiatan pendukung



Publikasi Ilmiah

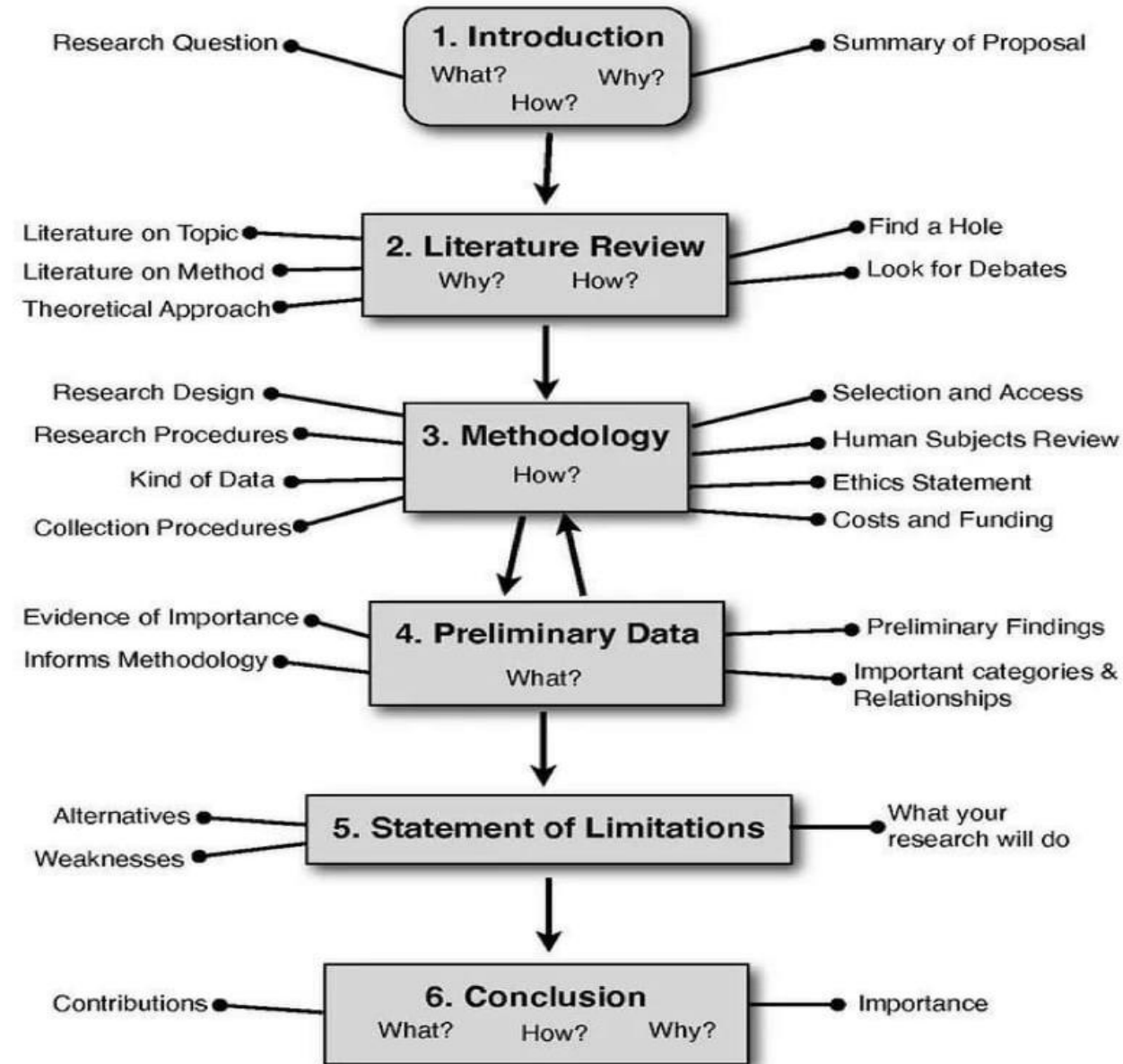
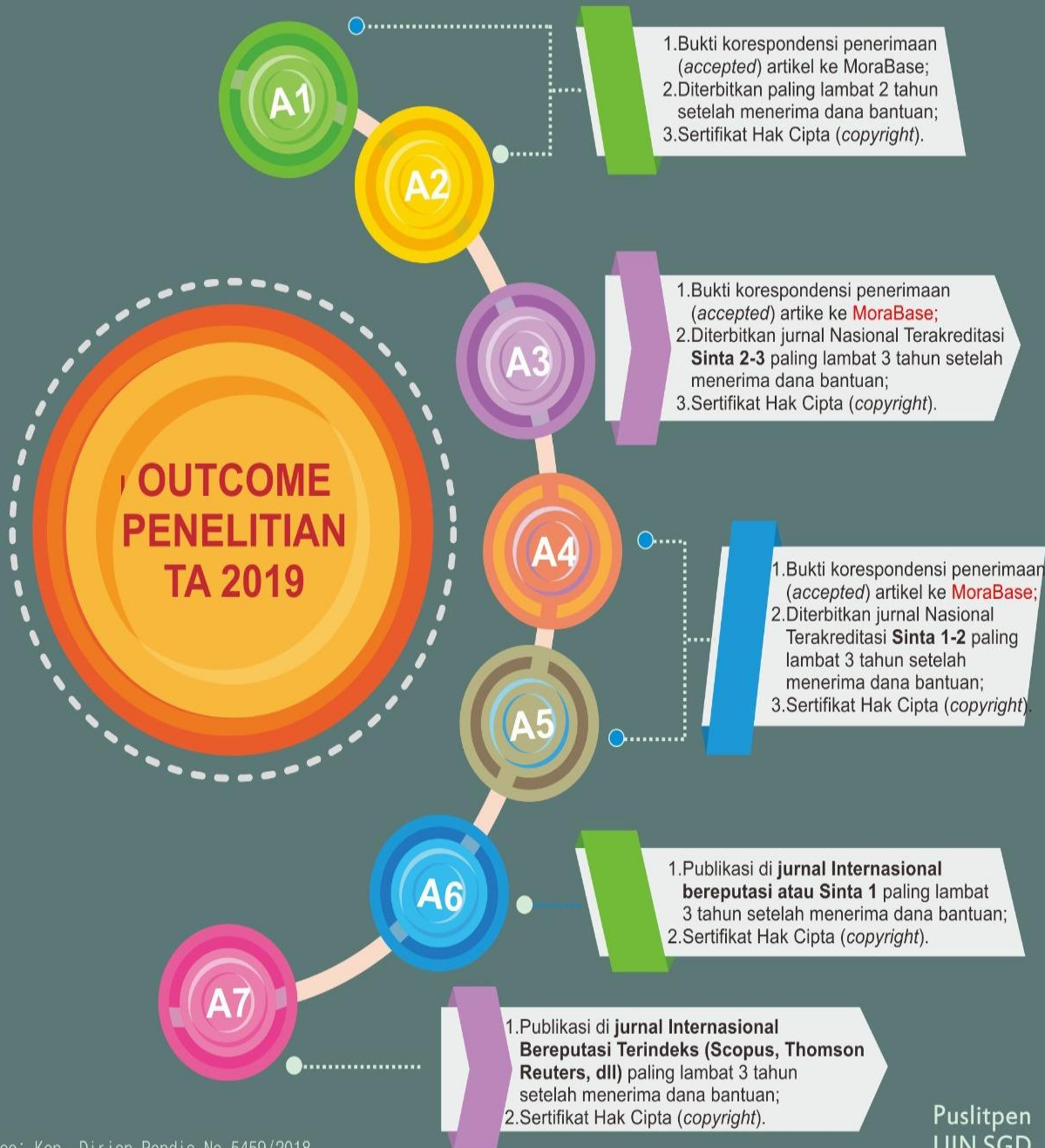
Pada Tahun Anggaran 2020, bantuan publikasi ilmiah kepada masyarakat yang ditawarkan terdiri dari 9 (sembilan) klaster bantuan dan 1 (satu) klaster kegiatan pendukung



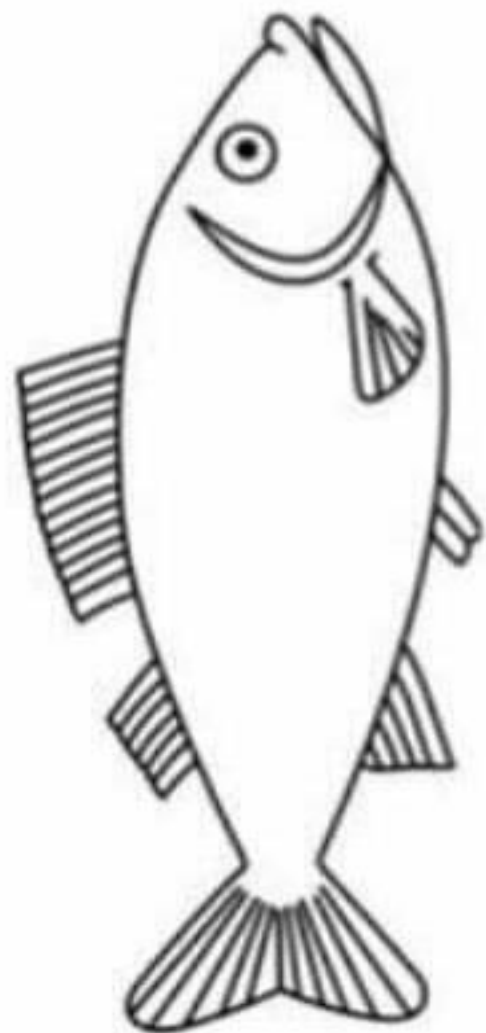
Pengabdian kepada Masyarakat

Pada Tahun Anggaran 2020, bantuan pengabdian kepada masyarakat yang ditawarkan terdiri dari 5 (lima) klaster bantuan dan 2 (dua) klaster kegiatan pendukung

Research Proposal Flow Chart



General Structure of a Research Article



- Title
- Abstract
- Keywords

Make them easy for indexing and searching! (informative, attractive, effective)

- Main text (IMRAD)
- Introduction
- Methods
- Results
- And
- Discussions

Journal space is not unlimited, more importantly, your reader's time is scarce.
Make your article as concise as possible.

- Conclusion
- Acknowledgement
- References
- Supplementary Data

RUMAH MODERASI

UIN SUNAN GUNUNG DJATI BANDUNG

Materi Proposal Adaptasi Paper Jurnal



Available online at www.sciencedirect.com

ScienceDirect

Procedia - Social and Behavioral Sciences 195 (2015) 202 – 209

Procedia
Social and Behavioral Sciences

World Conference on Technology, Innovation and Entrepreneurship

The Academicians' Perspective on the Challenges Facing Higher Education in Turkey

Fahrettin Ozturk^a, Tuncay Bayrak^{b,*}

^a *The Petroleum Institute, Ruwais Building, Room 3003, Abu Dhabi, United Arab Emirates*

^b *Tuncay Bayrak, Western New England University, 1215 Wilbraham Rd. Springfield, MA, 01119, USA*

Abstract

This study explores various challenges facing higher education in Turkey. While several studies done in the past highlight a number of challenges of Turkish universities, those challenges were often not articulated well. In this study, we made an attempt to provide a framework for understanding the major problems and challenges Turkish universities have been struggling with. Some of the challenges discussed in this study are rooted in the perception and assumption that higher education institutions are a gateway to the job market. Although this perception is partially true, the real purpose of higher education is to provide the students with various critical thinking skills so that they can make informative decisions and address the challenges they may encounter once they graduate. In this research, the key issues associated with challenges Turkish universities are struggling with are investigated and presented using academic research, and the assessments and observations of the authors of this study.

<https://www.sciencedirect.com/science/article/pii/S1877042815038306>

Judul:

Perspektif Akademisi tentang
Tantangan Pendidikan Tinggi
Di Turki

Abstrak:

Tujuan, Metode, Temuan,
Kesimpulan

1. Introduction

The world's top 500 universities is among the most talked about topics in the academic field. It could be argued that there is a correlation between a country's development level and the ranking of its universities. For instance, looking at the data published by Top Universities (2014), it's seen that the following developed countries made the

South Korea, which has achieved a rapid development in technology in recent years, is known for its commitment to education. With 197 universities and 222 colleges, South Korea's literacy rate is 92% (South Korea, 2011). The importance given to general and science education is evident in the case South Korea. Thus, it may be suggested that there is a strong relationship between the quality and the number of universities in a country and the development level of that particular country. For example, according to a report published by the World Bank (2000), while the most developed countries and regions such as the United States, Canada, Western Europe, Australia, and South Korea have the best university in the world and the percentage of college students in such countries is over 50 percent, in developing countries this percentage ranges from 35 percent to 15 percent, and in the underdeveloped countries located generally in African and Asia it is below 5 percent. (World Bank, 2000).

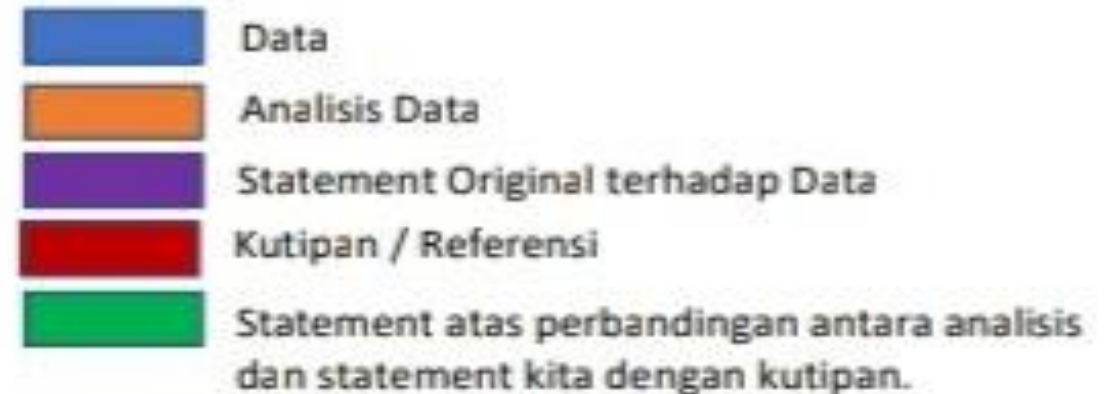
This study aims to determine the scope of the problems of higher education in Turkey and proposes solutions. Some of the problems cited in this study are problems experienced by the newly established universities, some are prevalent in older universities, and some are fundamental problems that are common in both older and more recently established universities. In this research, the key issues associated with challenges Turkish higher education institutions are struggling with are investigated and presented using academic research, a literature meta-analysis, and the assessments and observations of the authors of this study.

LATIHAN

Tubuh Paragraf



Keterangan:



2. Literature Review

The challenges of universities or higher education institutions in Turkey have been explored in a number of academic studies. For instance, Bakioğlu and Hacifazlioglu (2007) in their research studied the faculty perspectives on problems at private universities. In his study, Bayrakdar (2006) investigated the regulations and policies put forward by the Turkish Higher Education Council and the faculty perspective on those policies. Akar (2010) in his research examined the impact of globalization on higher education in Turkey. The author has examined issues such as the impact of globalization on the growing demand for higher education in Turkey, the lack of well-educated and trained faculty, research practices, knowledge creation, and the lack of financial resources.

In addition, the challenges and problems of Turkish universities have been examined from a technical perspective and various solutions have been presented. For instance, Isman (1997) studied adoption of innovation and the use of educational technologies in higher education. Cinar et al., (2009) have done a comprehensive study on the problems of technical and vocational schools in Turkey and proposed solutions.

The aforementioned studies explored various challenges and issues facing higher education or universities in Turkey. Some studies have examined the challenges in terms of technical and infrastructure problems (Isman, 1997), some other studies have examined the legal and administrative dimensions of similar challenges (Bayrakdar, 2007), and finally, some studies have examined the problems in terms of the lack of quality academic personnel, and the lack of research and development at universities (Akar, 2010).

In the following section, we elaborate on various challenges and problems facing universities in Turkey and present potential solutions to each problem.

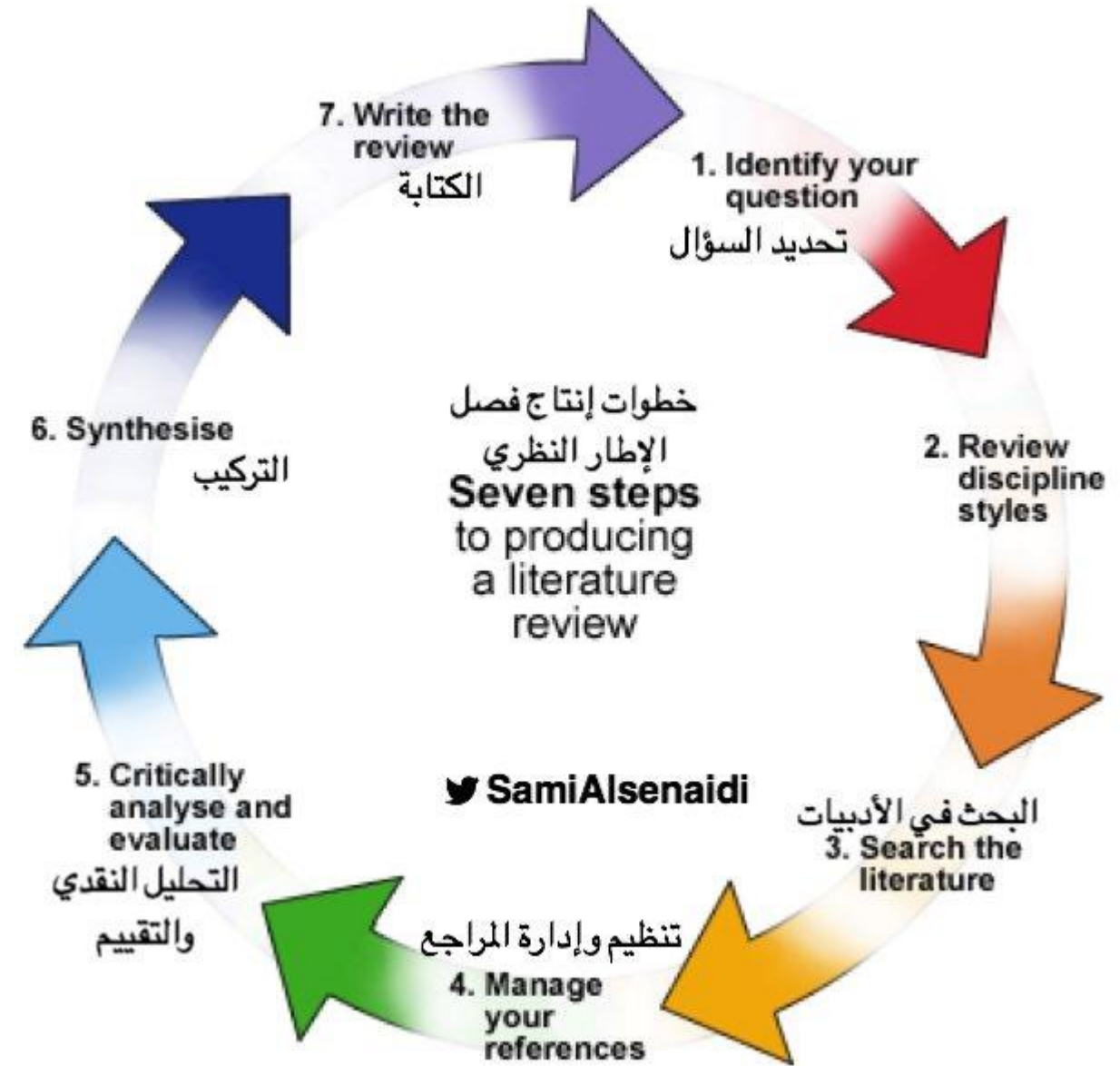


Image created by University of Sheffield

Tantangan universitas atau institusi pendidikan tinggi di Turki telah dieksplorasi dalam sejumlah studi akademis. Misalnya, tentang **masalah di universitas** swasta. Dalam studinya, Bayrakdar (2006) menyelidiki **peraturan dan kebijakan** yang diajukan oleh Dewan Pendidikan Tinggi Turki dan perspektif fakultas tentang kebijakan tersebut. Akar (2010) dalam penelitiannya meneliti **dampak globalisasi terhadap pendidikan tinggi** di Turki. Penulis telah memeriksa masalah-masalah seperti dampak globalisasi pada meningkatnya permintaan akan pendidikan tinggi di Turki, **kurangnya fakultas yang berpendidikan dan terlatih, praktik penelitian, penciptaan pengetahuan, dan kurangnya sumber daya keuangan.**

Selain itu, tantangan dan masalah universitas Turki telah diperiksa dari perspektif **teknis dan berbagai solusi** telah disajikan. Sebagai contoh, Isman (1997) mempelajari **adopsi inovasi dan penggunaan teknologi pendidikan** dalam pendidikan tinggi. Cinar et al., (2009) telah melakukan studi komprehensif tentang masalah **sekolah teknik dan kejuruan** di Turki dan solusi yang diusulkan.

Studi-studi tersebut mengeksplorasi berbagai tantangan dan masalah yang dihadapi pendidikan tinggi atau universitas di Turki. Beberapa penelitian telah meneliti tantangan dalam hal masalah **teknis dan infrastruktur** (Isman, 1997), beberapa penelitian lain telah memeriksa **dimensi hukum dan administrasi** dari tantangan yang sama (Bayrakdar, 2007), dan akhirnya, beberapa penelitian telah memeriksa masalah dalam hal **kurangnya tenaga akademik yang berkualitas, dan kurangnya penelitian dan pengembangan** di universitas (Akar, 2010).

Pada bagian berikut, kami menguraikan berbagai tantangan dan masalah yang dihadapi universitas di Turki dan menyajikan solusi potensial untuk setiap masalah.

3. Methodology

In this study, we employed a research method which was mainly based on a review of the scientific literature and faculty perspectives of the problems facing higher education in Turkey. The key issues associated with challenges our higher education institutions are struggling with were investigated and presented using academic research and a

literature meta-analysis. Further, the numerous problems and challenges facing universities in Turkey were documented and explored by the authors of this study as they themselves are faculty members too. We classified the problems and challenges Turkish universities have to deal with into ten different categories, elaborated on them, and finally offered possible solutions to each problem.

3.1. Research Goal

One would agree that higher education institutions are a place where knowledge is created. However, higher education institutions struggling with various structural, organizational, and personnel problems may not be able to achieve their goals. Hence, in order for higher education institutions to place their focus on creating knowledge, they should be provided with all the resources they need, and the current problems they are facing should be handled in a professional manner.

While various studies done in the past point out numerous problems Turkish universities face, those problems were often not articulated well. In this study, we provide a framework for understanding the major problems higher education institutions in Turkey have been struggling with. Some of the problems discussed in this study are rooted in the perception and assumption that higher education institutions are a gateway to the job market. Although this perception is partially true, the real purpose of higher education is to provide the students with various critical thinking skills so that they can make informative decisions and handle the problems they will face once they graduate.

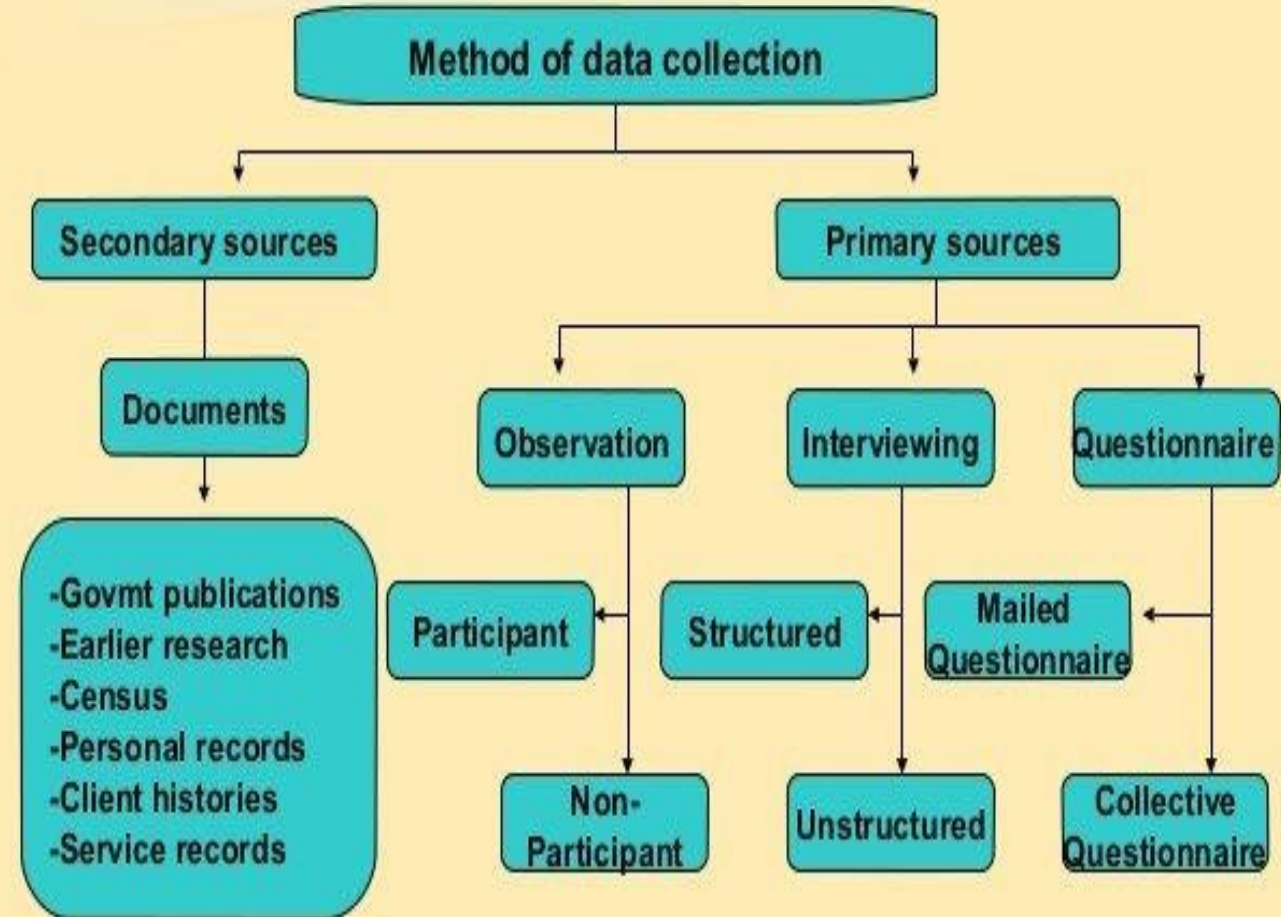
In this study, we explore why Turkish universities are not among the best universities in the world and offer possible solutions. We emphasize that Turkish universities need to be a pioneer in science and technology and strive to be among the best universities in the world in order for Turkey to create and sustain its competitiveness and to be among the developed nations. It must be understood that both the government and the society need to be open to new ideas to find solutions to the problems Turkish higher education institutions have been struggling with.

3.2. Problems of Higher Education and Proposed Solutions

Despite a rapid increase in the number of universities in Turkey, this increase does not seem to correlate well with creating more knowledge, finding solutions to the country's problems and advancing the university-community cooperation. For in-depth examination of the problems of Turkish universities, we find it necessary to take a closer look at the subject matter and present solutions. We classify the problems and challenges facing Turkish universities into ten different categories and elaborate on them. These categories include:

- A lack of physical infrastructure,
- A lack of information and communication technologies,
- Differences in regional development,
- A lack of academically qualified and professionally qualified personnel,
- A lack of financial resources,
- Problems with establishing a relationship with external entities and institutions,
- Mobbing,
- A lack of a nationwide university ranking system,
- A lack of a nationwide university accreditation system,
- A lack of a personnel performance evaluation system.

Method of data collection



Kami mengklasifikasikan masalah dan tantangan yang dihadapi universitas Turki ke dalam sepuluh kategori yang berbeda dan menguraikannya. Kategori-kategori ini termasuk:

- Kurangnya infrastruktur fisik,
- Kurangnya teknologi informasi dan komunikasi,
- Perbedaan dalam pengembangan regional,
- Kurangnya personil yang berkualitas secara akademis dan profesional,
- Kurangnya sumber daya keuangan,
- Masalah dengan membangun hubungan dengan entitas dan lembaga eksternal,
- Mobbing,
- Kurangnya sistem peringkat universitas nasional,
- Kurangnya sistem akreditasi universitas nasional,
- Kurangnya sistem evaluasi kinerja personil.

3.3. Analysis and Results

3.3.1. A Lack of Physical Infrastructure

The majority of the universities in Turkey are opened before a full-fledged infrastructure is put in place, assuming that their infrastructure will be completed in time. This situation gives rise to an enormous amount of cost and time lost, and affects education, training and research opportunities negatively. Therefore, universities, faculties and departments should not be opened without doing a comprehensive feasibility study and fully-built infrastructure is put in place. Inadequate infrastructure is among the most important problems of higher education (Marmolejo, 2007). Similarly, site selection is one of the most important issues. When selecting a location for a university, rather than its initial investment cost, the site's long-term affordability must be considered. When choosing a location, suitable areas for expansion should be considered. Faculties or colleges thought to contribute to the development of the small settlements should not be opened as such places of insufficient quality education and training opportunities are known to cause serious problems.

When establishing a new university, the whole campus should not be built in a single location, rather, different schools and colleges may be established in different prominent industry and technology regions. For example, if a new college of maritime is to be established in Istanbul, it would be logical to establish it in the Tuzla region, as that region is the home of the largest shipyard in Turkey.

3.3.2. A Lack of Information and Communication Technologies

The most essential information and communication technologies must be employed in universities to manage higher education in an efficient and quality manner. According to a report published by the UNESCO, information and communication technologies have a major role in increasing the quality of higher education (UNESCO, 2011). Virtual communication platforms may be utilized to facilitate communication between faculty members and students, to distribute lecture notes to the students, to make the announcements about the exams, and to provide students with instant and quick feedback on their exams and assignments. Tools such as WebCT and Blackboard are used successfully in numerous countries around the world for these purposes and similar tools can easily be designed and configured for use in Turkish universities as well. Universities can even develop their own virtual environments based on their own needs. Digital or virtual classroom environments can be created using available web technologies.

3.3.3. Differences in Regional Development

Regional development related problems directly affect the overall quality of Turkish universities. A report published by the World Bank indicates that regional economic differences are not taken into account when establishing a new university in Turkey (World Bank, 2007). Especially the university personnel take into consideration the development level of the city they plan on living in. It's difficult to bring well-educated personnel to underdeveloped cities as they often lack social and economic opportunities. Various means of transportations such as railways and airports of the city where the university is established are important factors for many faculty and staff because such means of transportation indicate whether the infrastructure is available for the ordinary course of life. Educational and hospital facilities are also of great importance. Furthermore, the significant investments in the city where the university is located will contribute positively to the university's development.

When developed countries are examined, we see that there are no significant differences between big cities and small towns. In general, economic prosperity and development is homogeneously and uniformly spread in developed countries. In general, in Turkey there are major differences between the cities in terms of their development levels. In large cities, there is a large increase in the number of universities and this increase also creates more problems for cities with various major problems. This matter should be addressed urgently, and the

The body of your essay consists of paragraphs. Each is a building block in the construction of your argument. The body is where you:

- answer the question by developing a discussion.
- show your knowledge and grasp of material you have read.
- offer exposition and evidence to develop your argument.
- use relevant examples and authoritative quotes.

If your question has more than one part, structure the body into sections that deal with each part of the question.

Isi esai Anda terdiri dari paragraf. Masing-masing adalah blok bangunan dalam konstruksi argumen Anda. Tubuh adalah tempat Anda:

- Jawab pertanyaan dengan mengembangkan diskusi
- Tunjukkan pengetahuan dan pemahaman Anda tentang materi yang telah Anda baca
- Tawarkan eksposisi dan bukti untuk mengembangkan argumen Anda
- Gunakan contoh yang relevan dan kutipan otoritatif.

Jika pertanyaan Anda memiliki lebih dari satu bagian, susun tubuh menjadi bagian yang berhubungan dengan setiap bagian dari pertanyaan.

4. Conclusion

Although it can be argued that more problems may be added to the aforementioned list, as pointed out before, this study merely provides a framework that can be used to evaluate the solutions to the problems facing Turkish universities. Of course, the solutions discussed in this study may be tailored by each university according to their

needs. Each university should understand that it is a long process and requires successful change management. As pointed out by Machiavelli (1995), "there is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things".

As a result, the future of Turkey striving for higher standards of living for its citizens may depend on how well Turkish universities will become at creating new frontiers in science and technology. If no attempt is made to address the aforementioned challenges, Turkish universities may not be able to compete with other universities across the globe.

Acknowledgements

We would like to thank our colleagues Ilyas Kacar and Hakan Pekel for their invaluable contributions, suggestions, and comments.

Kesimpulan:
Merupakan jawaban atas pertanyaan utama termasuk rekomendasi.

Acknowledgement:
Penelitian didanai oleh BOPTN Litapdimas Diktis Kemenag RI Tahun 2020.

References

- AACSB (The Association to Advance Collegiate Schools of Business). (2012). Retrieved May 27, 2012 from <http://www.aacsb.edu/accreditation/business/standards/participating/standard10.asp>.
- Akan, B. (2010). Globalization and its challenges for developing countries: The case of Turkish Higher Education. *Asia Pacific Education Review*, 11(2), 447-457.
- Baloglu, A., & Hanfiyoglu, O. (2007). Academics' perceptions of private university establishment standards and teaching quality. *Handbook of Teacher Education*, Section Two, 157-174.
- Bayraktar, B. (2004). Turkish academics in Europe on autumn tale: Creating the European area of higher education. *Higher Education Dynamics*, 12, 183-207.
- Clement, R. W., & Stevens G. E. (1989). Performance appraisal in higher education: Comparing department of management with other business units. *Public Personnel Management*, 18(2), 243-251.
- Corrie, E., Naylor, P., Rivett, I., Smith, P. K., & Pereira, B. (2002). Measuring workplace bullying, aggression and violent behavior. 7, 25-31.
- Çakar, B. (2004). İş yerindeki yoldanma çalısılmasının (mobbing) işten ayrılmaları resmi belgeleri bir anketine, Marmara Üniversitesi Sosyal Bilimler Enstitüsü İşletme Anabilim Dalı, Yüksek Lisans Tezi, İstanbul.
- Çimen, H., Döngel, N., & Şişiririr, C. (2009). A case study of technical and vocational education in Turkey. *Procedia - Social and Behavioral Sciences*, 1, 140-147.
- Drucker, P. (1997). *Building the measurement system for information systems and technology*. Total Quality in Information Systems and Technology, the St. Lucie Press.
- İşman, A. (1997). Diffusion of distance education in Turkish Higher Education. *Educational Technology Research and Development*, 45, 124-128.
- Jamora, B. M., Gama's-Campayo, J., Gama'n, S., & Bolca, M. (2004). Medico-legal implications of mobbing: A false accusation of psychological harassment at the workplace. *Forensic Science International*, 142, 17-18.
- Jaschik, S. (2012). Faculty pay around the world. Retrieved May 2, 2012 from <http://www.insidehighered.com/news/2012/05/22/non-study-analysis-how-faculty-pay-compares-worldwide>.
- Machiavelli, N. (1995). *The Prince*. Hackett Pub Co Inc.
- Marmolaja, F. (2007). Higher education facilities: Issues and trends. Retrieved May 24, 2012 from www.aacsb.org/datasheet/17/59/58145577.pdf
- Öztek, F., Altan, M., Akdoğan, Ş. T., Yılmaz, Z., Aydın, A., & Çiçi, S. (2005a). Ülkemizde ekonomi yan sanayi-üniversite ilişkilerinin incelenmesi, TMMOB Makina Mühendisleri Odası IX. Önemli ve Yan Sanayi Sempozyumu, (27-28 Mayıs 2005), Bursa.
- Öztek, F., Altan, M., Akdoğan, Ş. T., Yılmaz, Z., Aydın, A., & Çiçi, S. (2005b). Mühendislik Eğitiminde Ürün Sanayi İşbirliği-Yüksek Lisans ve Doktora Çalıřmalarında Üniversite-Sanayi İşbirliği TMMOB Mühendislik Eğitimi Sempozyumu, (17-18 Kasım 2005), Ankara.
- Rogers, T., Çuqaçarıllı, N., & Stevens, B. (2007). New research underlines the importance of university rankings for prospective students. Retrieved May 9, 2012 from http://www.gazetemerk.com/pros_page/pros_release_all/article/new_research_underlines_the_importance_of_university_rankings_for_prospective_students/.
- Shochan, M. (1999). Workplace bullying: responding with some emotional intelligence. *International Journal of Management*, 20, 57-69.
- South Korea, Retrieved May 14, (2011). from http://en.wikipedia.org/wiki/South_Korea Toy Universities, retrieved March 28, 2012, from <http://www.kylinuniversities.com/html/university-rankings>.
- Turkish Language Association. T.C. Atatürk Kültür, Dil ve Tarih Yüksek Kurumu Türk Dil Kurumu Başkanlığı Terim Bilim ve Uygulama Komisyonu B.02.0.TDK.1005-4982736 sayı, 9 Kasım 2005 tarih ve "Mobbing" sözlü kresim yazım.
- UNESCO (2011). ICT for Higher Education. Case studies from Asia Pacific. Retrieved May 24, 2012 from [unesdoc.unesco.org/](http://unesdoc.unesco.org/images/0021/002141/014141e.pdf)
- World Bank (2004). Higher education in developing countries: Peril and promise. Retrieved May 2 2012, from www.worldbank.org/.../Resources/Peril_and_Promise.pdf.
- World Bank (2007). Turkey higher education policy study. Retrieved May 22, 2011 from http://www.worldbank.org/EXT/EDUCATION/Resources/444607110269441000/Turkey_Higher_Education_Paper_062007.pdf
- Zajac, B. (1999). Organizational, work group related and personal causes of mobbing/bullying at work. *International Journal of Management*, 20, 70-85.

Referensi:

Gunakan materi-materi actual yang relevan dari artikel jurnal ilmiah terkini dalam 5 (lima) tahun terakhir.

Types of Plagiarisms

Credit goes to: @arabademia (Arab_Ademia عرب_أديميا)

1 Verbatim Copy of Contents:

Occurs where the author copies content from another source verbatim.

2 Idea Plagiarism:

Can occur where an author claims an idea as their own without disclosing to the readers the source of the idea.

3 Mosaic Plagiarism:

Occurs when the content from a source is merely reproduced in a manuscript with poor paraphrasing. The author may change a few words in each sentence.

4 Metaphor Plagiarism:

If a previously used metaphor is intended to be used in another manuscript by other authors, they must identify to the readers the original source of the metaphor and its author.

5 Style Plagiarism:

When another author adopts the choice of headings, subheadings, and construct from another published article in his own article, it is termed as style plagiarism (e.g. literature reviews).

6 Self-Plagiarism or Auto-plagiarism:

If an author uses content from his own published work in a newer manuscript but fails to indicate to the readers the earlier publication through citation, then it is considered as self- or auto-plagiarism. Self- or auto-plagiarism is not accepted for two reasons – copyright violations and undue academic credit due to repeated publications.

Contoh RAB Penelitian 35.000.000

Judul: Analisis Manajemen Akreditasi Prodi Ilmu Hadis (UIN Bandung, UIN Jakarta, UIN Yogyakarta, dan UIN Surabaya)

- ATK Rp. 3.000.000
- Perjalanan Bandung-Jakarta 3 Hari 1 Orang Rp. 3.950.000
- Perjalanan Bandung-Yogyakarta 3 Hari 1 Orang Rp. 5.990.000
- Perjalanan Bandung-Surabaya 3 Hari 1 Orang Rp. 6.078.000
- Petugas Survei di Jakarta 8.000 x 25 Orang Rp. 200.000
- Pembantu Lapangan di Jakarta 80.000 x 3 Orang x 3 Hari Rp.720.000
- Petugas Survei di Yogyakarta 8.000 x 25 Orang Rp. 200.000
- Pembantu Lapangan di Jakarta 80.000 x 3 Orang x 3 Hari Rp.720.000
- Petugas Survei di Surabaya 8.000 x 25 Orang Rp. 200.000
- Pembantu Lapangan di Jakarta 80.000 x 3 Orang x 3 Hari Rp.720.000
- Pengolah Data Rp. 1.540.000
- Pembayaran Desain Cover (professional) Rp. 600.000
- Pembayaran ISBN Rp. 500.000
- Pembuatan Poster Ilmiah Rp. 500.000
- Pembayaran HKI/Paten Rp. 1.500.000
- Pembayaran Workshop Klinik Artikel Rp.3.500.000
- Pembayaran Konferensi Rp. 5.000.000
- Pajak Rp.82.000

Jumlah Rp. 35.000.000

Terimakasih



Litapdimas

<https://litapdimas.app/>