

Survey of Librarians' Motivation in Writing Scientific Papers during the COVID-19 Pandemic: A Case Study



Survey Motivasi Pustakawan dalam Menulis Karya Tulis Ilmiah (KTI) di Masa Pandemi Covid-19: Sebuah Studi Kasus

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Abstract

Background: Creating scientific papers is the main job of librarians, who are often neglected due to busy technical work. During the COVID-19 pandemic, the Work From Home (WFH) policy provided librarians with more free time to write scientific papers. **Objective:** This study aimed to determine the motivation of librarians in writing scientific papers during the COVID-19 pandemic. **Method:** The survey method was employed with a descriptive approach, using a sample of 61 from a total population of 256 persons within an 8-month study period in April-November 2020. This study was conducted when the Indonesian government aggressively implemented the WFH and Large-Scale Social Restrictions (PSBB) policies. **Results:** The results showed that the highest motivation for librarians in writing scientific papers during the COVID-19 pandemic was sharing ideas and achieving higher credit or career scores at 64% and 59%, respectively. Although financial rewards were the lowest-ranked motive at 13%, they were the biggest encouragement for contract librarians to write scientific papers because of increased income. Job demands were the highest motivation for librarians in the writing/publication field, while scientific writing workshops were the highest contributing factor, followed by support from institutions, leaders, colleagues, and family. Meanwhile, the lack of free time was the biggest barrier to writing at 47.5%. **Conclusion:** The motivation of librarians in writing scientific papers during the pandemic includes sharing ideas, obtaining credit/career scores, self-actualization, hobbies/aspirations, improving library and information science, job demands, self-esteem/prestige, and financial rewards.

Keywords: COVID-19; Librarian; Writing Motivation; Scientific Papers

Abstrak

Latar Belakang: Membuat KTI merupakan pekerjaan utama pustakawan yang sering diabaikan karena alasan kesibukan pekerjaan teknis, sementara itu pada saat pandemi pekerjaan tatap muka ditiadakan (WFH) yang memungkinkan pustakawan memperoleh lebih banyak waktu luang untuk menulis KTI. **Tujuan:** Penelitian ini bertujuan untuk mengetahui apa motivasi pustakawan pada Grup WA "Pustakawan se-Indonesia Jilid II" dalam menulis karya ilmiah di masa Pandemi COVID-19. **Metode:** Penelitian ini menggunakan metode survei dengan pendekatan deskriptif. Sampel penelitian sejumlah 61 dari total populasi 256 orang dengan jangka waktu penelitian selama 8 bulan (April-November 2020) pada saat pemerintah Indonesia gencar menerapkan kebijakan WFH/PSBB. **Temuan:** Hasil penelitian menunjukkan bahwa motivasi tertinggi pustakawan dalam menulis KTI di masa pandemi COVID-19 adalah untuk berbagi ide/gagasan sejumlah 64% dan untuk memperoleh angka kredit/ karir sejumlah 59%; *Financial rewards* menjadi motif terendah sejumlah 13% akan tetapi menjadi dorongan terbesar bagi pustakawan kontrak untuk menulis KTI karena dapat menambah penghasilan; Motif tuntutan pekerjaan menjadi motivasi tertinggi bagi pustakawan yang bekerja pada bidang penulisan/publikasi; *Workshop* penulisan ilmiah menjadi faktor pendukung terbesar, selanjutnya dukungan institusi/atasan/rekan sejawat/keluarga, sebaliknya faktor tidak adanya waktu luang merupakan kendala terbesar pustakawan dalam menulis KTI (47.5%). **Kesimpulan:** Penulis menyimpulkan bahwa motivasi pustakawan dalam menulis KTI di masa pandemi antara lain untuk berbagi ide/gagasan, memperoleh angka kredit/ karir, aktualisasi diri, hobi/cita-cita, meningkatkan keilmuan perpustakaan dan informasi, tuntutan pekerjaan, *self esteem*/prestise, dan *financial rewards*.

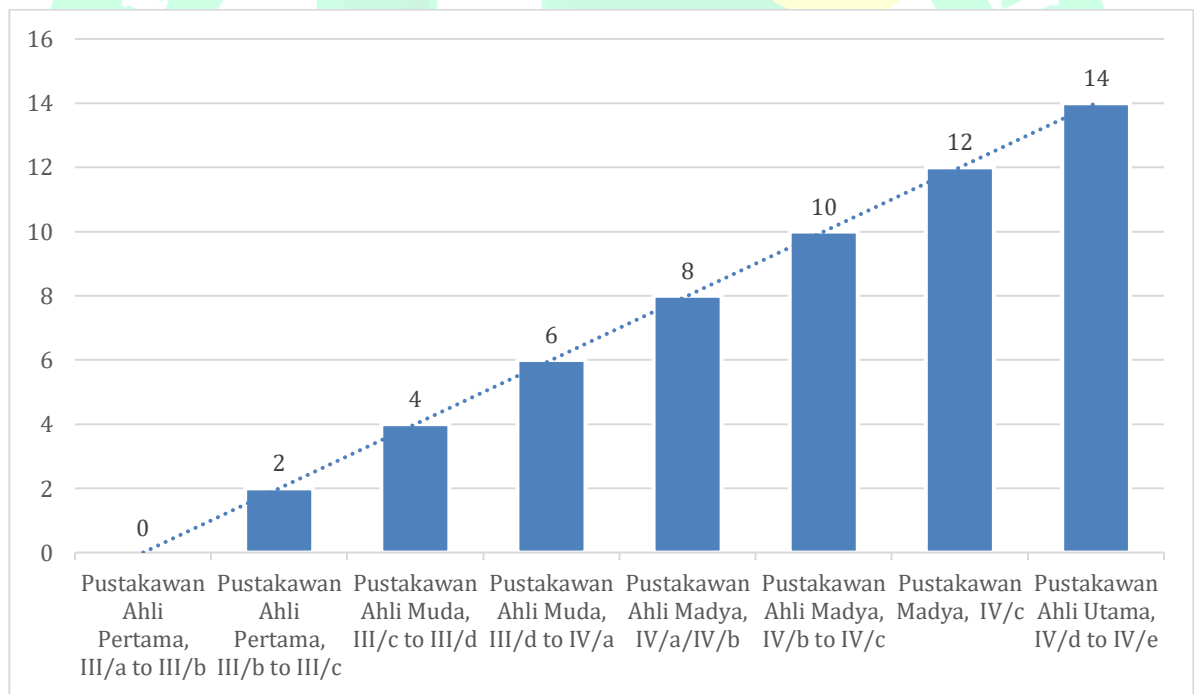
Keywords: COVID-19; Pustakawan; Motivasi Menulis; Karya Tulis Ilmiah

I. INTRODUCTION

Background. This study discussed the motivation of librarians in Indonesia to write scientific papers during the COVID-19 pandemic. This is quite interesting because the ability to write is a necessary competency for librarians. Based on Law Number 43 of 2007 and the Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform Number 9 of 2014, a scientific paper is an element of the main task of developing the librarian profession. Scientific paperwork procedures can be performed by librarians at all levels (Kamal & Arfa, 2019; Novianto, 2020). Writing also proves creativity in improving library services and performance (Adiatama, 2021). As shown in Figure 1, the creation of scientific papers (Professional Development Elements) is a requirement for promotion and/or position (Levels IIIa to IVe) for any level of expertise.

Figure 1

The Minimum Number of Credits Required For Professional Development to Attain Promotion to One Rank Above



Source: Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform Number 9 of 2014

Based on Figure 1, writing scientific papers is a librarian's obligation to fulfill credit scores and obtain promotions. The librarian expert position (*Pustakawan Ahli Pertama* III/a), where at least 54 points of professional development are required to reach the top position of expert librarian (*Pustakawan Ahli Utama* IV/e). The promotion demands that the minimum credit score required for each rank is fulfilled. A pay increase is preceded by an enhancement in the librarian's functional position (Perwitosari & Hardiningtyas, 2020). Achieving 6 credit points means an author must produce a minimum of 1 journal article publication for every promotion from the first expert librarian and junior expert, a minimum

of 2 publications for promotion to and or in the position of middle expert, and 3 publications to achieve the main expert (each as the sole author). For more than one author, more publications are required (fluctuation).

This study focused more on librarians' motivation to write scientific articles during the COVID-19 pandemic. This is because of the assumption that physical visitors were limited during this period, following government regulations regarding large-scale social restrictions (PSBB) and Work From Home (WFH) policies (Perdana et al., 2021; Setiani & Yulianto, 2021). Furthermore, the trend of library services shifted to digital platforms (Pambayun, 2021) to prevent direct physical contact (Akviansah & Sariyatun, 2020; Hapsari et al., 2020; S. Kim, 2020; Y. S. Kim et al., 2021; Panut & Abdullah, 2021; Suharti, 2020). This has led to changes, particularly in flexibility, which has led to improvements in the effectiveness and efficiency of library services (Tasyah et al., 2021). Efficiency specifically refers to more free time for librarians to maximize work items for professional development, studies, and/or the publication of scientific papers with a higher credit score rather than performing library services through regular circulation and collection processing. In addition, writing scientific papers is useful for sharpening brain intelligence (Kalida, 2020) as well as improving insight and health (Gladding & Drake Wallace, 2018).

Problem. This research raises the motives that led librarians in Writing Scientific Papers during the COVID-19 Pandemic, especially a case study on the Whatsapp Group "Pustakawan se-Indonesia Jilid II". Creating scientific papers is the main job of librarians, who are often neglected due to busy technical work. During the COVID-19 pandemic, the Work From Home (WFH) policy provided librarians with more free time to write scientific papers. Nevertheless, writing scientific papers is not only a matter of time availability. Other common problems include a lack of motivation, little insight, lack of confidence, plagiarism concerns, lack of reading activity, difficulty determining topics, laziness, routine activities, poor focus, limited mastered references, lack of talent, and lack of mastery of language (Abdan, 2018; Fatmawati, 2020; Nadhifah, 2021; Suwarno, 2021). Also, many librarians are unable to write scientific papers because journals prioritize original state-of-the-art studies, which leads to reduced interest.

Previous Literature Review. Many studies have explored the writing of scientific papers by librarians. Baqie examined the attitude of librarians of the Library and Archives of East Java Province towards writing scientific papers. The attitude concept of Notoatmodjo Soekidjo showed that librarians have positive beliefs about the benefits of writing scientific papers, though they have a moderate emotional state and evaluation. They also tend to act less due to the librarian's busy schedules of technical activities and community programs (Baqie, 2017). Kamal and Arfa studied the activity of librarians in writing scientific papers at UPT Diponegoro University Library, Semarang. They found that the average number of publications was 2 articles per year, while productive librarians tended to develop a writing habit from childhood. Every week or two, librarians spend their time on the sidelines of busy daily activities (Kamal & Arfa, 2019).

Also, Suryantini & Setyorini found that very few librarians publish their scientific papers in the Agricultural Library Journal (JPP) despite the demands for professional development requirements for promotion. Although they are required to produce scientific papers as part of their profession and functional demands, most librarians have yet to write them. Their motivations for writing scientific papers include professional demands, participation in scientific meetings, and encouragement from friends or superiors. The study highlighted various technical obstacles, such as poor mastery of assessment methods (83.33%) and writing techniques (77.78%), lack of experience (77.78%), difficulty finding topics (75.93 %), and poor critical thinking abilities (70.37%). The non-technical factors

hindrances were engagement with other tasks besides library activities (59.26%), the lack of available writing guides (51.85%), and the absence of sanctions for librarians that failed to produce scientific papers (51.85%) (Suryantini & Setyorini, 2016).

A subsequent study targeted teachers' motivation to write scientific papers through mentoring by the Teacher Working Group (KKG). It found that the Lesson Study conducted in Tangerang and Serang Cities was quite effective in improving teachers' ability to write scientific papers because the KKG group enables the participants to remain motivated (Juniardi et al., 2021). Also, online workshops improved students' scientific writing skills and information literacy (Marlina, 2021). A recent study was conducted to evaluate a PARMi-based scientific writing model, which entailed prototyping and development through four stages: FGD, expert judgment, limited trial, and extensive trial. By utilizing students and lecturers from STAIB (Islamic Bunga Bangsa Institute), STAIC (Islamic Institute of Cirebon), STAIMA (Islamic Institute of Ma'had Ali), and ISIF (Fahmina Institute of Islamic Studies), the study revealed that the PARMi model could improve students' scientific writing ability (Mulyaningsih et al., 2018).

State of The Art. This study's novelty was assessing librarians' motivation to write scientific papers during the COVID-19 pandemic, following the Work From Home (WFH) and Large-Scale Social Restrictions (PSBB) implemented in Indonesia. This period was selected due to the assumption that librarians have much free time and are excessively occupied with physical services and work. This study is quite interesting because the ability to write is a necessary competency for librarians. A scientific paper is an element of the main task of developing the librarian profession.

This research will not only contribute to the development of the librarian profession, but will also enrich knowledge in the library and information science field because writing scientific papers for librarians does not only about have much time and is excessively occupied with physical services and work. This study is relatively new because the previous investigations related to the topic of librarians' motivation to create scientific articles were conducted during the period of normal activity before the COVID-19 pandemic. Also, different analytical indicators were used, as the concepts proposed by Clapton were modified into sharing ideas, professional development, improving self-profile, and financial awards (Clapton, 2010).

Objective. This study aimed to determine the motivation of librarians on the Whatsapp Group "Pustakawan se-Indonesia Jilid II" in writing scientific papers during the COVID-19 pandemic.

II. METHOD

This study used a survey instrument with a descriptive approach. The survey method was employed because it seeks to quantitatively describe a particular population's tendencies, attitudes, or opinions based on a sample (Creswell, 2014). The population in this study comprised librarians who were members of the WhatsApp Group "Pustakawan se-Indonesia Jilid II." The entire population entailed 256 librarians working in various types of libraries throughout Indonesia, including the National Library and university libraries, as well as public and special libraries. A sample of 61 respondents was selected from the population based on the ownership of scientific publications. The criteria are useful for researchers to ensure that librarians who have published scientific papers will provide correct answers to questions related to their motivation in writing scientific papers. Therefore, librarians who have never written scientific papers are not included in the research sample category. Obtaining random samples was fairly easy due to the population's homogeneity, consisting of librarians. The data were collected via observation,

documentation, and questionnaires with closed and open questions and analyzed using descriptive statistics.

The study was conducted for approximately 8 months, from April 2021, coinciding with the implementation of Government Regulation Number 21 of 2020, regulating PSBB in response to COVID-19, to November 2021. The questionnaire consisted of three sections, where the first collected data regarding the respondents' characteristics and involvement in scientific paper writing to obtain various information. This included the type and name of the library agency of employment, the functional position occupied, the frequency of writing, and plans to write scientific papers in the near future, especially during the pandemic. The second section contained the core questions to evaluate the motivation of librarians to write scientific papers during the pandemic. It consisted of questions adapted from Clapton's indicators, including (1) *Do you write because of the urge to share ideas?* (2) *Do you write because of the impetus to develop the librarian profession?* (3) *Do you write to promote organizational development?* (4) *Do you write because of the high chance of publication?* (5) *Do you write because of a financial award?* Additional groups of questions regarding the factors that supported and hindered their writing were added to acquire more interesting findings.

A total of 89 out of 256 persons returned the questionnaire, and only 61 out of this number affirmed previously written scientific papers, as illustrated in Table 1 below.

Table 1.
Survey of Respondents' Involvement in Writing Scientific Papers during Career as Librarians

Involvement	Respondent	Percentage (%)
Ever Conducted Scientific Paper Writing Activities	61	
Never	18	
Total	89	100

Source: Survey data processed by authors, 2021

Subsequently, 61 respondents were mapped based on the type of library where they worked. The majority, at 47.5%, worked at special libraries, with work units divided into the Diplomacy Library of the Ministry of Foreign Affairs, the Center for Libraries and Agricultural Technology Dissemination (PUSTAKA) of the Ministry of Agriculture, and the PDDI-LIPI Library. Others were the Library of the Directorate General of Electricity, Ministry of Energy and Mineral Resources, Bosscha Observatory Library Bandung, Manado Religious Education and Training Center, Denpasar Religious Education and Training Center, and Riau Agricultural Technology Research Center Library. Some respondents were also employed at the Research Institute for Spices and Medicinal Plants Library, Ministry of Forestry, BBPP Batangkaluku Gowa Library, Jambi Agricultural Technology Research Center Library, Research Institute library for Vegetable Plants Lembang, Lajnah Pentashihan Mushaf Al-Qur'an, Central Library for Socio-Economic and Agricultural Policy Bogor, BBPP Lembang, and PPMKP Ciawi Library, Bogor. Other special libraries mentioned were the Maluku Balitbangtan AIAT Library, Research Center Library and Development of Bogor Agricultural Postharvest, Jepara BBPBAP Library, and Aceh Religious Education and Training Center Library, and many more. The second-largest number of respondents, amounting to 24%, were employed at college libraries, with work units including the Jatinangor IPDN Central Library, UNPAD Central Library, IPDN Library on the Nusa Tenggara Barat Campus, and the Bandung Institute of Technology Library. Others were the UNPAD Faculty of Communications Library, UPT Mataram Library, Postgraduate Library IAIN Bengkulu, IAIN

Tulungagung Library, Sunan Ampel IAIN Surabaya Library, alongside Tarbiyah Faculty and Teacher Training Library at UIN Antasari Banjarmasin. About 14.8% of the respondents worked at public libraries, including Dispusipda of West Java Province, Southeast Sulawesi Province, West Sumatra Province, Cirebon City, and Dispusipda of Wonosobo Regency, as well as the Disarpus of Bandung City. Approximately 6.5% were school library workers employed at the MAN 2 Cilacap Library, the MAN 1 Yogyakarta Library, the MAN 3 Tasikmalaya City, and the Kupang State Agricultural Development Vocational School. Finally, 3.3% of the respondents were from other organizations, namely the Medika Community Reading Park (TBM) of Ogan Ilir Regency and the Nagari Bukittinggi Children's Reading House.

As a disclaimer on the method, this study was conducted while considering the limitations of the COVID-19 pandemic situation. Hence the data collection only used Google Forms, and observations were performed online via Whatapps Chat, Zoom, and G-Meet.

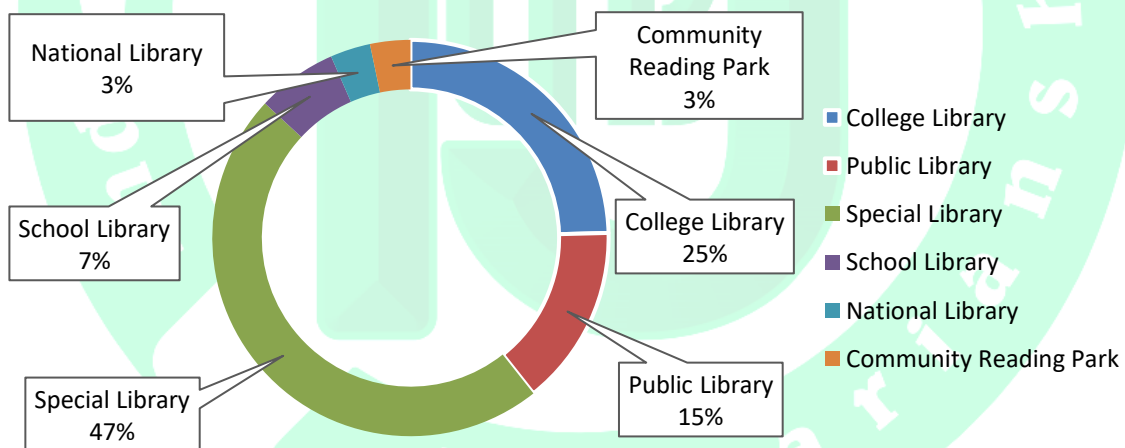
III. RESULTS AND DISCUSSION

Respondents and Their Involvement in Writing Scientific Papers

This study focused only on librarians who had performed scientific paper writing activities to obtain more valid results in studying their motivation to create articles during the COVID-19 pandemic. The number of respondents based on the type of library can be seen in Figure 2 below.

Figure 2.

Survey Results of the Types of Libraries where Respondents Worked



Source: Survey data processed by authors, 2022

Meanwhile, the categorization based on their functional positions showed that 46 librarians (75.4%) were in First, Junior, Middle, and Main Expert positions, while the rest occupied skilled and technical/contract staff positions. Law Number 43 of 2007 and Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform Number 9 of 2014 state that scientific papers can be written by librarians at all levels. Therefore, the functional positions were mapped based on the level or position held. The number of respondents based on the functional positions is shown in Table 2 below.

Table 2.

Results of the Survey of Functional Librarian Position Occupied by Respondents

Position	Number of Respondents	Percentage (%)
Main Expert Librarian (<i>Pustakawan Ahli Utama</i>)	1	1.6
Associate Librarian (<i>Pustakawan Ahli Madya</i>)	15	24.6
Young Expert Librarian (<i>Pustakawan Ahli Muda</i>)	12	19.7
First Expert Librarian (<i>Pustakawan Ahli Pertama</i>)	18	29.5
Supervising Librarian (<i>Pustakawan Penyelia</i>)	4	6.5
Proficient Librarian (<i>Pustakawan Penyelia</i>)	2	3.3
Skilled Librarian (<i>Pustakawan Terampil</i>)	3	4.9
Others (Library Contract/Technical Personnel)	6	9.8
Total	61	100

Source: Survey data processed by authors, 2021

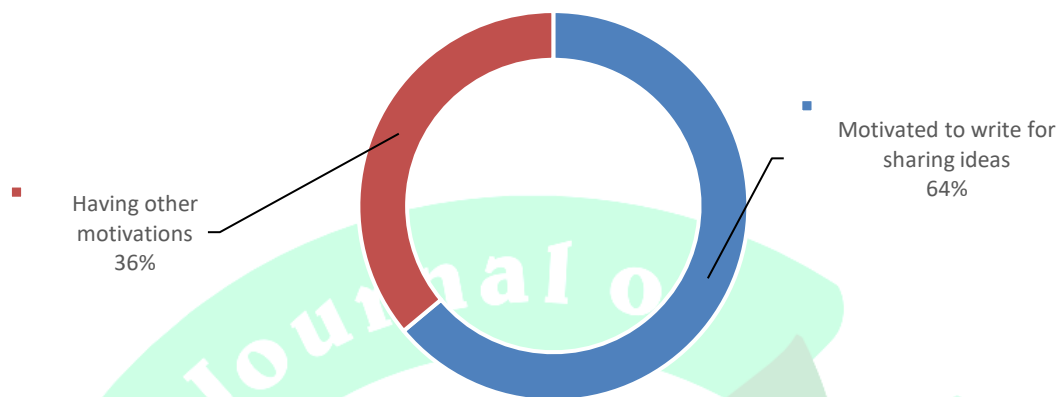
Surveys and observations were performed to determine the frequency with which the librarians create or plan to write scientific papers soon, particularly during the COVID-19 pandemic. The results showed that 36 respondents (59%) published scientific papers in national and international journals/newspapers/magazines between the end of 2019 and the end of 2020. About 6 respondents published more than 3 times, 7 had 2-3 times publications, and 23 had published at least once during the pandemic. Meanwhile, most of the respondents were working on scientific publications, as 33 persons intended to write shortly, 21 planned to publish within 1-2 years, while 7 librarians had not considered writing literature. Generally, published scientific papers achieve a higher credit score (AK) based on regulations related to the librarian's credit score assessment (PAK). The survey results found that most of the scientific papers made by librarians were published.

Based on the indicators presented by Clapton and modified for this study, the results on the factors that motivate librarians to write literature during the COVID-19 pandemic are described below:

Motives of Sharing Ideas. Writing means expressing thoughts, feelings, experiences, readings, and all ideas through the text. Therefore, sharing ideas was the first indicator in this study. The results, as shown in Figure 3, showed that most of the respondents, amounting to 39 persons, were motivated by the thought of sharing ideas with the global community, while the remaining 22 respondents had other motives. Sharing ideas was the aim of most librarians at the skilled level and the main motive for writing scientific papers (Hardiningtyas, 2018).

Figure 3.

Percentage of Librarians Motivated to Write Scientific Papers to Share Ideas

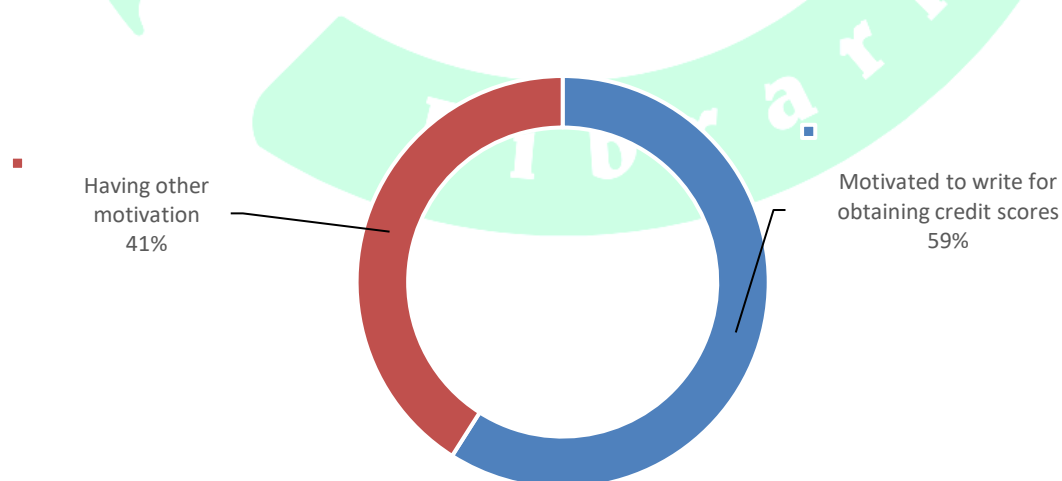


Source: Survey data processed by authors, 2021

Motives for Obtaining Credit Scores (Career Level/Position Interests). A total of 36 librarians wrote scientific papers with the motive of credit/career interests, while the other 25 had different reasons. Most respondents who selected this motive held expertise positions, as 32 of the 36 librarians were first, junior, intermediate, or main experts. Expert librarians are motivated by this factor because of the opportunity to ascend the professional hierarchy and occupy the highest position of the State Civil Apparatus, namely the rank of Main Supervisor/IVe. Writing scientific papers and obtaining a fairly high credit score compared to the technical work items for library services are necessary for promoting experts. Conversely, contract librarians/technical staff do not require credit scores for promotion, as their jobs are generally contractual. This is similar to skilled librarians because their routine work is limited to the technical level. Hence, they do not require significant energy to express their ideas in scientific papers and are not obligated to garner numerous credit points from writing or professional development for promotion.

Figure 4.

Percentage of Librarians Motivated to Write Scientific Papers because of Credit Scores (Career Level/Position Interests)

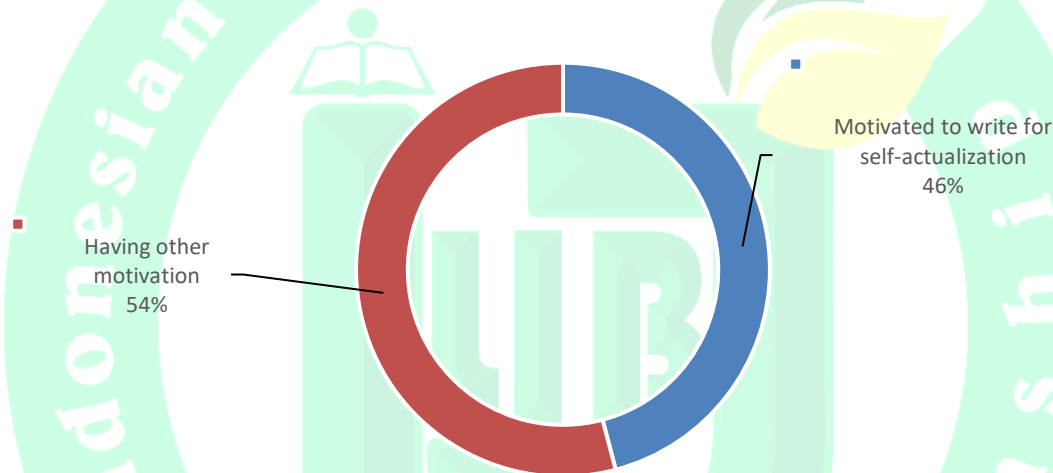


Source: Survey data processed by authors, 2021

Self-Actualization Motives (Maximizing Self Potential). A total of 28 librarians, at 46%, possessed self-actualization motivation. This figure is quite high and shows that librarians are willing to learn to develop and maximize their potential. Indirectly, they apply foresight to promote self-development, and their professions exist as a representation of superior librarians in Indonesia. The motive of self-actualization had the third-highest response after sharing ideas and achieving career advancement. Meanwhile, studies have shown that students with high self-actualization also possess good writing skills. This finding is similar to the study by Keogh, where the biggest motivation in writing was the encouragement of skills through the intellectual stimulation of the librarian, usually symbolized through grants (Keogh, 2013).

Figure 5.

Percentage of Librarians who were Motivated to Write Scientific Papers for Self-Actualization (Maximizing Self-Potential)

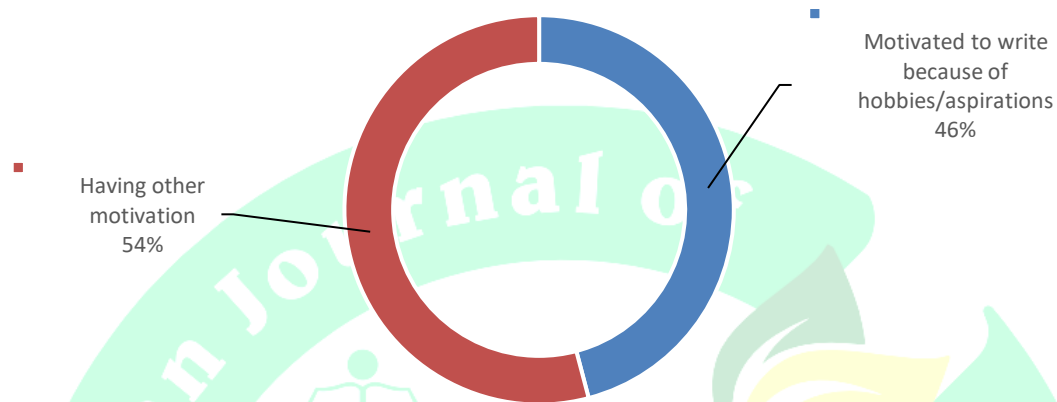


Source: Survey data processed by researchers, 2021

Hobbies/Aspirations as Writing Motives. The survey found an encouraging element related to this motive: many librarians wrote as their hobby or aspiration. Such librarians were evenly distributed in terms of level and type of library of employment, showing that one of the motivations for writing is self-encouragement. O'Brien & Cronin found that the motivation for librarians to write is personal encouragement or an intrinsic interest (O'Brien & Cronin, 2017). For persons who write as a hobby, the main obstacles, including time constraints, the lack of research funds, the absence of supporting tools, or little external support, did not reduce their motivation. It is slightly different from the finding by Andheska et al. that the motivation for Generation Z students to write study proposals was not determined by internal cognitive differences but more likely by external factors, such as the accuracy of the selected method and media, as well as the suitability of the result evaluation technique (Andheska et al., 2020). This is in line with the findings of Kamal and Arfa that the urge to write comes from a hobby, talent, or habit engendered since elementary school (Kamal & Arfa, 2019). Hence, the motivation to write because of this hobby/ideal becomes an impulse with the same value as self-actualization.

Figure 6.

Percentage of Librarians who were Motivated to Write Scientific Papers because of Hobbies/Aspirations

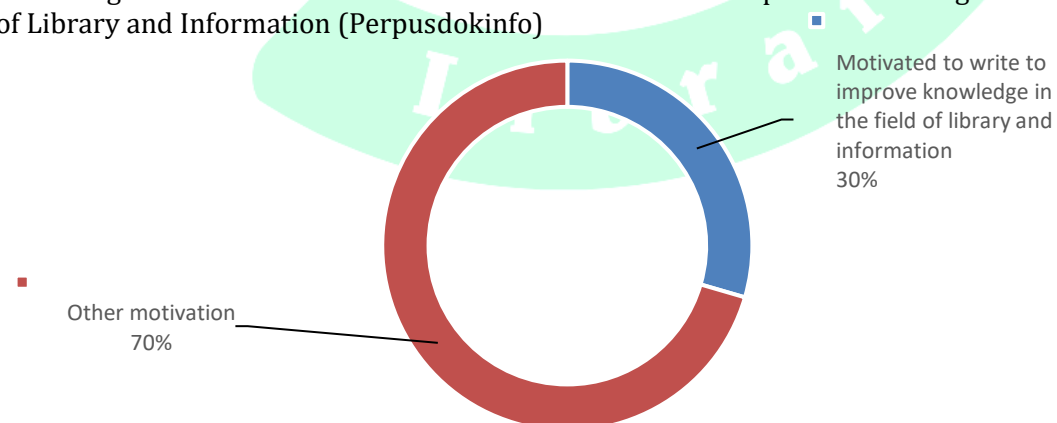


Source: Survey data processed by researchers, 2021

Motives of Improving Library and Information Science (Perpusdokino). Out of 18 respondents (30%) who chose this motive, the majority of 13 persons were working in university or academic libraries. It shows that university librarians strive to create and disseminate new knowledge through the publications/writings of scientific papers. This supports universities' visions as parent libraries of serving as educational institutions, alongside implementing research and community service to support the Tridharma of higher education. Meanwhile, Fennewald found that the motivation to research is internal, from intellectual curiosity related to education (Fennewald, 2008). This finding is similar to the results of this study that librarians in academic libraries continue writing during a pandemic to increase the amount of knowledge in library and information science and their fields of interest. Also, it substantiates Baqie's findings that librarians have positive beliefs about writing scientific papers for the benefit of development in the field of librarianship (Baqie, 2017).

Figure 7.

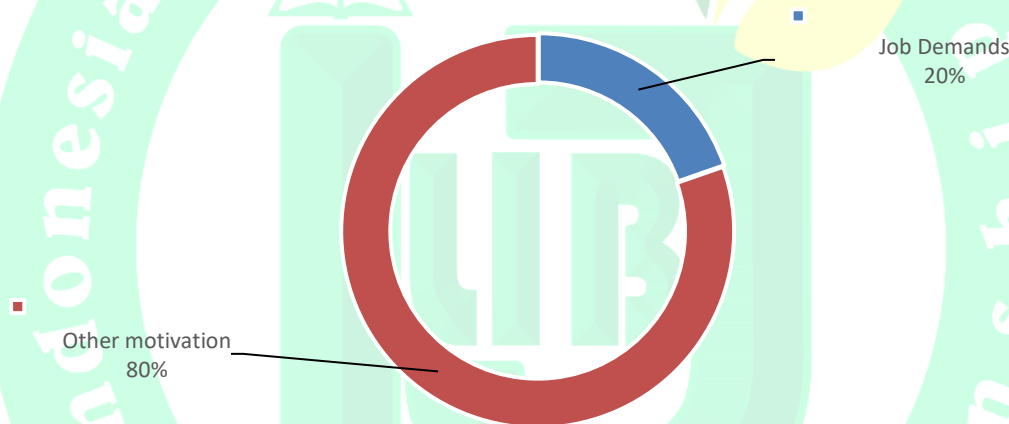
Percentage of Librarians who were Motivated to Write to Improve Knowledge in the Field of Library and Information (Perpusdokino)



Source: Survey data processed by researchers, 2021

Motives of Job Demands. Few librarians had this motive, and the majority were librarians with various levels of expertise. Advanced libraries that have budgeted research funds or published scientific papers view writing as an obligation or a job demand that must be completed. Some librarians may not be assigned to write scientific papers in work items ordered by their organization but consciously view publishing as an obligation stipulated by Law Number 43 of 2007 and Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform Number 9 of 2014. This motivation is strong enough to stimulate the production of scientific papers. Hence, librarians working in the field of writing/publishing and those aware of the main tasks of their profession based on applicable regulations must have this motivation. Professionals pursuing further studies also exhibit this motivation, as they are required to complete their final report/thesis. This is similar to the study on students' motivation to complete a thesis/final report to achieve their degrees (Septiono, 2021).

Figure 8.
Percentage of Librarians Who Have the Motivation to Write Scientific Papers due to Job Demands

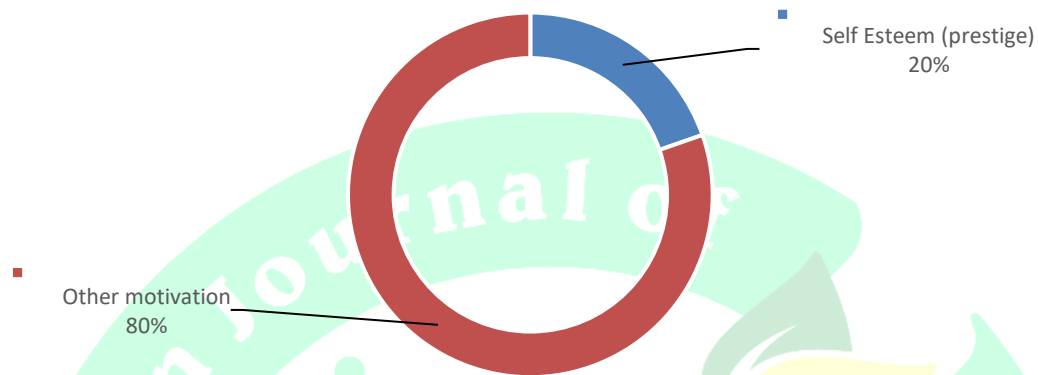


Source: Survey data processed by the authors, 2021

Self-Esteem (Prestige). For some persons, publishing scientific papers is a matter of pride, especially in a journal of international repute, and will increase the selling value of the librarian because of the difficulty involved in publication. This is generally a motive for librarians working in mature organizations, earning sufficient income, or being employed at prestigious institutions, which indirectly require the publication of scientific works. Therefore, the encouragement of prestige interests is commonplace for some respondents, approximately 12 out of 61. The findings showed that 5 of these 12 published more than 3 articles at the beginning of the COVID-19 pandemic, mostly in accredited national and international journals. This is in line with Hassan's study on the English writing program students at the College of Education Egypt, which showed the importance of self-esteem as a motivator, as low levels of this quality resulted in problematic writing and a lack of productivity (Hassan, 2001).

Figure 9.

Percentage of Librarians Motivated to Write Scientific Papers Because of Self-esteem (Prestige)

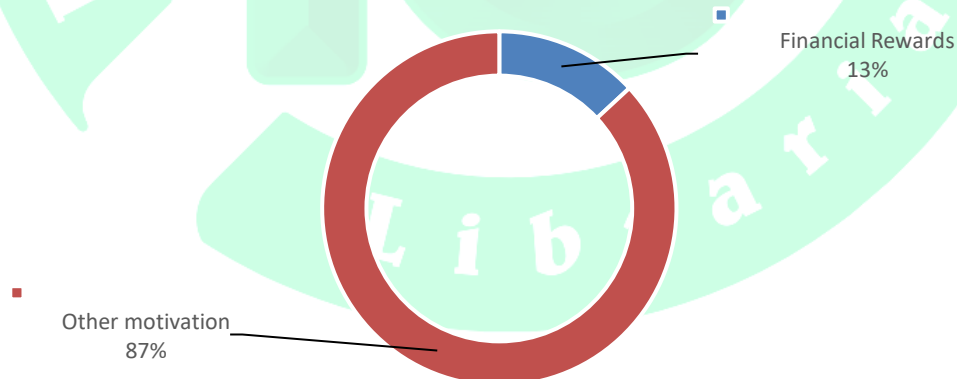


Source: Survey data processed by researchers, 2021

Financial Rewards Motive. The motive for obtaining additional income or financial rewards from writing was the least chosen by librarians. Only 8 respondents (13%) chose this motive, comprising 4 technical staff/contract librarians, 1 supervisor, 2 first-level librarians, and 1 middle-level librarian. The number of publishers that provide monetary rewards is a separate encouragement for librarians to write. Persons who wish to earn an additional income simultaneously achieve higher credit scores. Meanwhile, financial rewards are their biggest encouragement to write and publish for those who work selflessly as volunteers in organizations, such as the TBM library (Taman Baca Masyarakat), and obtain low incomes.

Figure 10.

Percentage of Librarians Motivated to Write Scientific Papers Because of Financial Rewards (Additional Income)

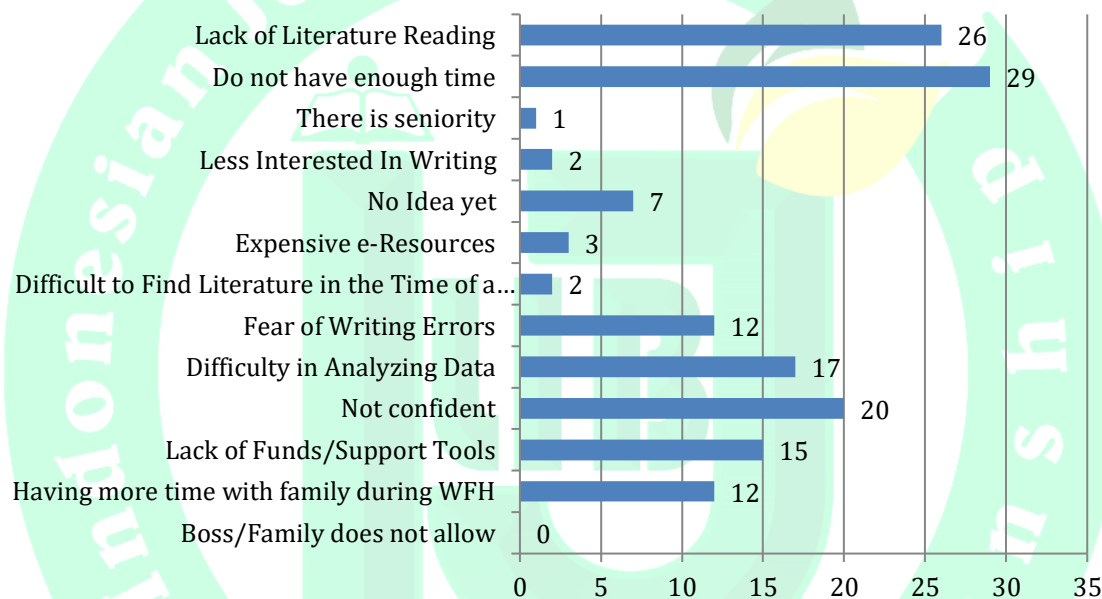


Source: Survey data processed by researchers, 2021

Inhibiting factor. Another interesting finding was related to factors that inhibit or reduce the motivation of librarians to write scientific papers. This study assumed that the WFH/PSBB policies or effectively performing library services from home provided sufficient free time for librarians to publish. However, the results showed that 47.5% of the

respondents considered the "availability of time to write scientific papers" as the biggest inhibiting factor. They also lacked time to read literature intensely, though they provided daily literature/referral services to users. The second-biggest factor was a lack of reading literature, followed by problems related to "self-confidence," which was a barrier for 42.6% and 32.7% of librarians, respectively. An interesting factor was that the free time obtained while working from home was mostly used by families, particularly persons with children in kindergartens/elementary schools, who are also involved in online learning and require stricter supervision and assistance. Additionally, they reported a relatively minimal inhibiting factor related to the availability of literary sources that librarians can access during a pandemic. Most utilize e-resources and services in their respective libraries or free platforms.

Figure 11.
Inhibiting Factors for Librarians in Writing Scientific Papers

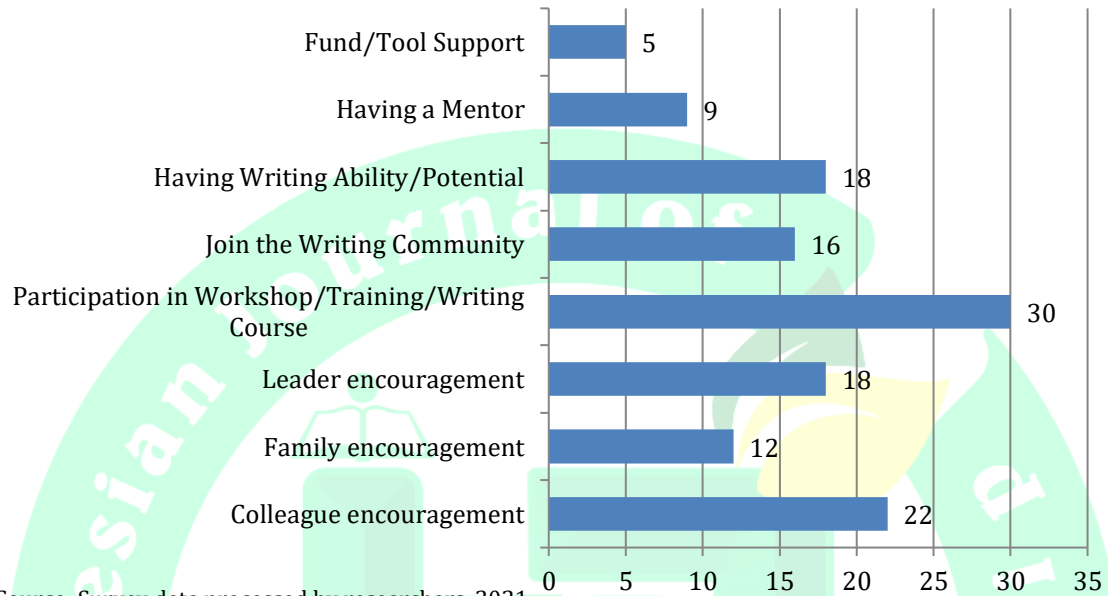


Source: Survey data processed by authors, 2021

Supporting factor. The study also found other interesting factors that support librarians' motivation to write scientific papers. These include participation in writing workshops/training/courses, according to 49.2% of the respondents, followed by the inclusion of librarians in the writing community (26.2%). Other factors were encouragement from colleagues (36%), leaders (29.5%), family (19.6%), and mentors (8%), as well as the writing potential of librarians (29.5%). These urges are extrinsic or external motivations. Likewise, Adiatama showed that leadership and work team support is required in writing scientific papers (Adiatama, 2021). This is similar to the findings of O'Brien & Cronin that librarians are encouraged by institutions, though incentives, such as leave and workload reduction, are rare (O'brien & Cronin, 2017).

Figure 12.

Supporting Factors for Librarians in Writing Scientific Papers



Source: Survey data processed by researchers, 2021

Research Finding Discussion. This study discussed the motivation of librarians in Indonesia to write scientific papers during the COVID-19 pandemic. Sharing ideas was the aim of most librarians at the skilled level and the main motive for writing scientific papers (Hardiningtyas, 2018). Writing scientific papers and obtaining a fairly high credit score compared to the technical work items for library services are necessary for promoting experts. This finding is congruent with the study by O'Brien & Cronin that writing scientific papers is important for the development of the librarian profession (O'Brien & Cronin, 2017). Furthermore, it strengthened Fennewald's investigation that librarians write because of promotion/position requirements (Fennewald, 2008). Baqie also showed that writing scientific papers enabled the attainment of high credit scores to accelerate promotion in functional librarian positions (Baqie, 2017).

The motive of self-actualization had the third-highest response after sharing ideas and achieving career advancement. So this finding is also similar to the study by Keogh, where the biggest motivation in writing was the encouragement of skills through the intellectual stimulation of the librarian, usually symbolized through grants (Keogh, 2013). O'Brien & Cronin found that the motivation for librarians to write is personal encouragement or an intrinsic interest (O'brien & Cronin, 2017). This is slightly different from the finding by Andheska et al. that the motivation for Generation Z students to write study proposals was not determined by internal cognitive differences but more likely by external factors, such as the accuracy of the selected method and media, as well as the suitability of the result evaluation technique (Andheska et al., 2020). This is in line with the findings of Kamal and Arfa that the urge to write comes from a hobby, talent, or habit engendered since elementary school (Kamal & Arfa, 2019).

Meanwhile, Fennewald found that the motivation to research is internal, from intellectual curiosity related to education (Fennewald, 2008). This is similar to the findings

of this study that librarians in academic libraries continue writing during a pandemic to increase the amount of knowledge in library and information science as well as their fields of interest. Also, it substantiates Baqie's findings that librarians have positive beliefs about writing scientific papers for the benefit of development in the field of librarianship (Baqie, 2017). Scholarships for academic librarians in Canada are aimed at professional and personal development rather than increasing income (Fox, 2007).

This was similar to the study by Nadhifah, where the lack of writing skills of librarians, insecurity, routine activities, and the absence of ideas was a heavy burden and limited time available to read and practice writing scientific papers (Nadhifah, 2021). According to O'Brien & Cronin, time constraints are the main obstacle in writing, followed by low self-confidence (O'Brien & Cronin, 2017). This finding also supports Baqie's findings that librarians are hindered from writing scientific papers by busy schedules of technical activities and community programs (Baqie, 2017).

IV. CONCLUSION

This study concluded that librarians are motivated to write scientific papers during the COVID-19 pandemic by several factors, including sharing ideas, gaining credit/career advancements, self-actualization, hobbies/aspirations, enhancing library and information science, job demands, self-esteem/prestige, and financial rewards. The biggest internal motivation is writing as a hobby, while the most significant obstacle is the lack of time.

Therefore, librarians are advised to do writing on any topic, a habit and even a hobby or idea. Persons who already possess the habit or hobby of writing can improve their research skills to become professionals. It will ensure that the librarian profession in Indonesia will advance more rapidly and be on par with developed countries.

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