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Mailing Address
Office of Religious Research and Development, Ministry of Religious Affairs, Semarang, Indonesia
Jl Untungsurapati Kav 70 Bambankerep Ngaliyan
Semarang
Central Java, Indonesia
Email : analisajurnal@gmail.com

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INTRODUCTION FROM THE EDITORIAL BOARDS

Analisa Journal of Social Science and Religion released a new edition vol.2.no.1.2017. This is the third edition published in English since its beginning in 2016. This volume released in the mid of various activities and the hectic schedule in the office. However, this edition is published as scheduled. Many people have contributed in this edition so that publication process of the journal is managed smoothly. The month of June in which this journal on the process of publishing is a month when Muslim people around the world celebrated the Ied Fitr, therefore we would also congratulate to all Muslim fellows to have happy and blessing day on that occasion.

This volume consistently issues eight articles consisting some topics related to Analisa scopes as follows; religious education, religious life, and religious text. Those articles are written by authors from different countries including Indonesia, Australia, India, and Greece. Three articles concern on the education, one article focuses on the life of Hindu people. Furthermore, three articles discuss about text and heritage, and the last article explores on the evaluation of research management.

The volume is opened with an article written by Muhammad Ulil Absor and Iwu Utomo entitled "Pattern and Determinant of Successful School to Work Transition of Young People in Islamic Developing Countries: Evidence from Egypt, Jordan and Bangladesh." This article talks about the effects of conservative culture to the success of school to work-transition for young generation in three different countries namely Egypt, Jordan and Bangladesh. This study found that female youth treated differently comparing to the male youth during the school-work transition. This is due to the conservative culture that affect to such treatment. Male youth received positive treatment, on the other hand female youth gained negative transitions.

The second article is about how Japanese moral education can be a model for enhancing Indonesian education especially on improving character education in schools. This paper is written by Mahfud Junaidi and Fatah Syukur based on the field study and library research. This study mentions that moral education in Japan aims to make young people adapt to the society and make them independent and competent in making decision on their own. This moral education has been applied in schools, family, community as well since these three places have interconnected each other.

The third article is written by Umi Muzayanah. It discussed about "The Role of the Islamic education subject and local tradition in strengthening nationalism of the border society. She explores more three materials of the Islamic education subject that can be used to reinforce nationalism namely tolerance, democracy, unity and harmony. Besides these three aspects, there is a local tradition called *saprahan* that plays on strengthening the nationalism of people living in the border area.

Zainal Abidin Eko and Kustini wrote an article concerning on the life of Balinese Hindu people settling in Cimahi West Java Indonesia. They lived in the society with Muslim as the majority. In this area, they have successfully adapted to the society and performed flexibility in practicing Hindu doctrine and Hindu rituals. This study is a result of their field research and documentary research.

The next article is written by Tauseef Ahmad Parray. It examines four main books on the topic of democracy and democratization in the Muslim world especially in South and South East Asian countries namely Pakistan, Bangladesh, Malaysia and Indonesia. This paper discusses deeply

on whether Islam is compatible with the democratization or not. He reviews literature written by Zoya Hasan (2007); Shiping Hua (2009); Mirjam Kunkler and Alfred Stepan (2013); and Esposito, Sonn and Voll (2016). To evaluate the data, he also uses various related books and journal articles. Thus this essay is rich in providing deep analysis.

Agus S Djamil and Mulyadi Kartenegara wrote an essay entitled "The philosophy of oceanic verses of the Qur'an and its relevance to Indonesian context". This essay discusses the semantic and ontological aspects of 42 oceanic verses in the Qur'an. This study uses paralellistic approach in order to reveal such verses. Then the authors explore more on the implementation of such verses on the Indonesian context in which this country has large marine areas.

Lydia Kanelli Kyvelou Kokkaliari and Bani Sudardi wrote a paper called "The reflection of transitional society of mytilene at the end of the archaic period (8^{th} – 5^{th} century b.c.) a study on Sappho's "Ode to Anaktoria". This paper is about an analysis of poet written by Sappho as a critical product from the Mytilene society of Greek.

The last article is written by Saimroh. She discusses the productivity of researchers at the Office of Research and Development and Training Ministry of Religious Affairs Republic Indonesia. The result of this study depicts that subjective well-being and research competence had direct positive effect on the research productivity. Meanwhile, knowledge sharing had direct negative impact on the research productivity but knowledge sharing had indirect positive effect through the research competence on the research productivity. Research competence contributes to the highest effect on the research productivity.

We do hope you all enjoy reading the articles.

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Analisa Journal of Social Science and Religion would like to thank you to all people that have supported this publication. Analisa sincerely thank to all international editorial boards for their support and their willingness to review articles for this volume. Analisa also expresses many thanks to language advisor, editors, assistant to editors as well as all parties involved in the process of this publication. Furthermore, Analisa would also like to thank you to all authors who have submitted their articles to Analisa, so that this volume is successfully published. Special thanks go out to Prof. Koeswinarno, the director of the Office of Religious Research and Development Ministry of Religious Affairs, who has provided encouragement and paid attention to the team management of the journal so that the journal can be published right on schedule.

The Analisa Journal hopes that we would continue our cooperation for the next editions.

Semarang, July 2017
Editor in Chief

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RESEARCH PRODUCTIVITY FACTORS IN THE GOVERNMENT INSTITUTIONS
(STUDY IN THE OFFICE OF RESEARCH AND DEVELOPMENT AND TRAINING, MINISTRY OF RELIGIOUS AFFAIRS OF INDONESIA)

SAIMROH

Office of Religious Research and Development Ministry of Religious Affairs Jakarta

Rawa Kuning Road Number 6, Pulogebang, Cakung, East Jakarta 13950
Telp.(021) 4800725
Fax.(021) 4800712
Email : saimroh@gmail.com

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Abstract

TheProductivity of Indonesian researchers is still considered low at the international level. The researcher productivity is measured through the amount of scientific papers published. This study aimed to prove some factors affecting the research productivity. Specifically, this study aimed to empirically examine the effect of researcher characteristics, subjective well-being, knowledge sharing, and research competence on research productivity.With stratified proportional random sampling technique we obtained a sample of 100 researchers in Office of Research and Development and Training scattered in central and local units. Data were collected using questionnaires to measure research productivity, subjective well-being, knowledge sharing, and research competence. Data were analyzed descriptively and inferentiallly. We used analysis of variance (ANOVA) and path analysis which were processed with SPSS 16 and LISREL 8.80 (Student) for the inferential analysis. The results of ANOVA concluded that the productivity did not differ significantly by gender. However there were significant differences in the research productivity based on the academic qualification and the functional job of researchers. The results of path analysis concluded that subjective well-being and research competence had direct positive effect on the research productivity, knowledge sharing had direct negative impact on the research productivity but knowledge sharing had indirect positive effect through the research competence on the research productivity. Research compentence contributes the highest effect on the research productivity. From this study we recommend that the institution need to improve the research competence on quantitative research method with regard to statistical tools to collect, process, and analyze the research data.

Keywords: *Research Productivity, Knowledge Sharing, Subjective well-being, Ministry of Religious Affairs*

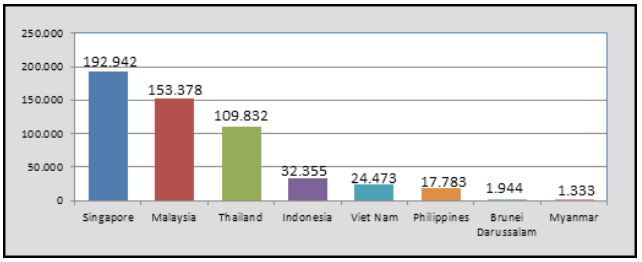
INTRODUCTION

In the era of knowledge-based society, science and technology are recognized as the highest achievement in human culture. Currently, science and technology develop very rapidly. The demands of science and technology development need the support of research and development activities with high labor productivity. Research is a series of scientific activities in the context of solving a problem (Azwar, 2009: 1). The research activities will always deal with the researchers. The term of researcher is actually intended for anyone conducting research. But in particular, there are functional researchers given to civil servants (PNS) with the task, responsibility, authority and full rights to conduct the research and / or the development of science and technology in the organization of research and developmentin government institutions (Regulation of the Head of Indonesian Institute of Science No. 2, 2014).

The benchmark of researcher productivity bases on the Regulation of the Head of Indonesian Institute of Science (LIPI) No. 02, 2014 on Technical Guidelines for Functional Researcher is

the number of credits; the value of each activities and/or the accumulated value of some activities that must be accomplished by researchers and can be used as one of the conditions for the appointment and the promotion. So, the researcher credits show the number of scientific papers published in national and international level. The Indonesian researcher productivity is still considered low at the international level. This can be seen from fewer scientific publications by Indonesian researchers at the international level than those by other countries. Scientific publications in international journal are the researcher actualization in the development of science at the international level. Figure 1 shows the position of Indonesia and some Southeast Asian countries related to research productivity.

Figure 1.
The amount of scientific publications in international journal in some Southest Asian



Source: Scopus accessed from www.scimagor.com and processed on August 26, 2016

Scopus 2015 noted that Indonesia was ranked in 57 out of 239 with the number of paper publications as many as 32,355. The position of Indonesia was far lower than that of other Southeast Asian countries such as Singapore ranked in 32 with 192,942 publications, Malaysia ranked in 36 with 153,378 publications, and Thailand ranked in 43 with 109,832 publications (see Figure 1). The three countries with the most productive publication of scientific works were the United States ranked in 1 with 8,626,193 publications of scientific papers, China ranked in 2 with 3,617,355 publications, and England ranked in 3 with 2,397,817 publications (Scimagorjr, 2015).

The study related to some factors affecting the research productivity has been done in some countries. The study conducted by Lertputtarak (2008) concluded that there were five factors affecting the productivity of research at Noble University of Thailand, namely environment, institution, academic qualification, social contingency, and demography. Social contingency was the factor that directly affect the ability of faculty to conduct research such as health, spouse, children, parents, finance, and pregnancy. Demographic factors include age, gender, and marital status. According to the findings of this investigation, demographic factors have only a slight affect on research productivity because the respondents said that the outcomes depend on the enthusiasm and willingness of lecturers rather than those based on age, gender or marital status. These findings are contradictory in many studies. Blackburn et al. (1991) stated that the relationship between gender and researcher productivity. Bailey (1992) and Vasil (1992) showed that men had higher levelsof research productivity than women (cited in Lertputtarak, 2008:2).

The factor of the existence of research center, research funding from outside, and library facilities affected the quantity and the quality of research articles in a research group of production and operation management in Business Schools in USA (Hadjinicola and Soteriou, 2006). Wichian, Wongwanich and Bowarnkitiwong (2009) conducted a study on the lecturers at the Faculty of Pedagogy, Thailand State University. The study was conducted by examining two structural models of research productivity using LISREL Analysis and Neural Network Analysis. The test of both structural models showed similar and consistent results. The researcher characteristics, researchership, research competence and institutional support towards research significantly affected research productivity.

Kendagor et al. (2012) conducted a study on the productivity of academic staff at the University of MOI Kenya. Data were analyzed using descriptive and inferential statistics with the analysis of variance, Pearson correlation,

and regression. The test results proved that the accessibility of research funding, the amount of time allocated to research, the qualification of researchers and the research environment could significantly influence the research productivity of academic staff at the University of MOI Kenya. The study conducted by Bay and Clerigo (2013) concluded that self-assessment of the ability to write research and institutional support towards research were two important factors affecting the research productivity of lecturers at the Institute of Higher Education at the Asian Health Universities. The study by Kortlik et al. (2002) found that the research productivity at the Faculty of Agricultural Education in Colleges and Universities in USA was closely related to demographic characteristics, institutional support towards research and self-assessment of research competence.

According to the results of experiment conducted by Oswald, Proto, and Sgroi (2009), happiness could affect productivity. The experiment was conducted on the students of Warwick University, England. They were treated happily by watching a comedy film for 10 minutes and giving drinks and favourite food such as chocolate, fruit, and beverages. The results showed that the students given the happy treatment showed higher productivity than the students of the control group (no treatment). The study conducted by Elizabeth Kremp and Jacques Maresse (2003) on 2000 manufacturing companies in France with survey method and analyzed using correlation and regression analysis concluded that companies implementing the knowledge sharing culture has higher productivity. Saimroh's research (2016) has shown that subjective well-being, knowledge sharing and research competency had significant impact on researcher's productivity in Office of Research and Development and Training, Ministry of Religious Affairs of Indonesia. However, the analysis did not explain the impact of researcher's characteristic towards their productivity.

Based on those studies, it is known that many factors affect the research productivity. These factors are the intrinsic and extrinsic ones. This study focused on the intrinsic characteristics of researchers such as gender, academic qualifications, and functional job, and the extrinsic factors such as subjective well-being, the activity of knowledge sharing and research competence. Welfare can be measured from the health, the economic situation, the happiness and the quality of life of people (Seals and Bruzy in Widyastuti, 2012: 2). Examining someone's subjective welfare for his/her quality of life in terms of psychology is known as subjective well-being. The term "subjective well-being" is also often used as a synonym of happiness in the literature of Psychology. Someone is said to have high subjective well-being if he/she is satisfied with the conditions of his/her life and often feels happy. According to the study conducted by Oswald, Proto, and Sgroi (2009), the happy person is assumed to have a high productivity.

Knowledge sharing is defined as the exchange of knowledge, experience, and skills of employees in the department or the organization (Lin, 2007: 315). On the same literature (Lin, 2007), Red says that knowledge sharing can create opportunities to maximize the organization's ability to meet the needs and generate solutions, and create competitive advantage. Polayi (Nawawi, 2012: 6) divides knowledge into the tacit knowledge and the explicit knowlegde. Tacit knowledge is the knowledge that dwells in the human mind in the form of intuition, judgment, skill, value, and belief that is difficult to be shared to others. However, through the activity of knowledge sharing,this new tacit knowledge can be shared to others. Explicit knowledge is the knowledge that has been codified in the form of documents or any other form that can be transferred and distributed by using tools such as formula, tapes, compact discs, video, and audio or other documents. Science will develop quickly and effectively if the innovation of research results is disseminated or published to the public as users through the activities of knowledge sharing such as seminars, workshops, proceedings, journals, periodicals

and monographs. These activities of knowledge sharing can create the potential of creativity and innovation of researchers that are expected to improve research productivity.

To produce high quality of scientific work, it must be supported by human resources, namely high competent researchers with reliable research capabilities, because the quality of scientific work is related to the competence of the writer or the researcher. According to the Head of LIPI, Lukman on workshop in Cibinong, West Java (13/12/2012) Indonesia, said that investigators required to continuously improve the quality of scientific publications, especially innational and even international scientific journals and magazines. Furthermore,the Head of LIPI Pusbindiklat, Enny Sudarmonowati, said that many scientific papers of Indonesian researchers were lackof the ability to analyze and conclude the research problem (Nationalgeographic, 2012).

Based on these descriptions, this study aimed to prove empirically whether the factors of subjective well-being, knowledge sharing, and research competence had significant effect on the research productivity in government agencies. In addition this study revealed whether there were differences in research productivity based on the researcher characteristics such as gender, academic qualifications and functional job of researchers. Ministry of Religious Affairs as one of the government institutions that is responsible for increasing religious life, religious harmony and religious education, has a research and development institution whose function is to carry out research and development in the field of religious education, religious life, and religious literature. The agency is named as Office of Research and Development and Training which has seven units: four central working units that consist of the Center for Research Center and Development of Islamic guidance and religious services, the Center for Research Center and Development of Religion and Religious Education, the Center for Research and Development of Religious literature and Organizational Management, and Lajnah Pentashihan Qur'an (the unit for Qur'an correction); and three regional working units consisting of Office of Religious Research and Development Jakarta, Office of Religious Research and Development Semarang, and Office of Religious Research and Development Makasar.

The benchmark of success of Research and Development institutions is the number of scientific publications. Office of Research and Development and Training of the Ministry of Religious Affairs is required to improve the research productivity. The researchers of the Ministry of Religious Affairs may publish the research papers through scientific journals and scientific forums such as seminars and scientific proceedings. For scientific publications, Office of Research Development and Training has several scientific journals accredited nationally such as *Harmoni, Edukasi, Dialog, Lektur, Al-Qalam, and Penamas*. Futhermore, Office of Researh Center for Religion Semarang had a journal acredited internationally, namely "Analisa Journal of Social Science and Religion", which is published two editions a year. In addition to scientific journals, other kinds of publication are through scientific forums such as seminars, proceedings and scientific reports of research at national and international level. The Office of Research and Development and Training has a research budget on 3-4 studies in a year. If you look at the frequency of the research conducted by the researchers, in a year the researchers can produce 3-4 scientific papers published in scientific journals or scientific forums such as seminars or proceedings.

There has been no study on the research productivity in Office of Research and Development and Training of the Ministry of Religious Affairs. Therefore, this study tried to uncover the research productivity and the factors affecting it. This study focuses on researchers' characteristics, subjective well-being, knowledge sharing activities, and research competence. The characteristic of researchers studied aregender, academic qualifications, and functional job of researcher. The results are expected to be an

input for making effective policies to improve the research productivity in the institutions.

CONCEPTUAL FRAMEWORK

Definition and Measurement of Research Productivity

The definitionsof research productivity havebeen raised by several experts, such as Turnage (1990), Print and Haittie (1997), and Creswell (1986) in Lertputtarak (2008: 19). According toTurnage (1990), research productivity measures the total output of research results. Print and Haittie (1997) define the research productivity as the research totality conducted by academics in universities in a certain period. Creswell (1986) defines that productivity includes research publications in professional journals, conference proceedings, writing a book or part of a book, a set in the data analysis, dissertation, the acquisition of research grants, becoming an editorial board in a journal, the acquisition of patents and licenses, writing monographs, developing the experimental design, the results of artistic or creative works, engaging in public debate and comment.

The definition and the measurement of productivity is also widely cited in Wichian etal. (2009: 69), as according to Williams (2003), Jitpitak (1989), Pipatrojkamon (1994), Pabhapote (1996), Changsrisang (2002), Sax*et al.* (2002) , Bloedel (2001) and Kotrlik (2002). According to Williams (2003), research productivity is about how many researchers generate research products. Jitpitak (1989), Pipatrojkamon (1994), Pabhapote (1996) and Changsrisang (2002) estimate the value of research productivity by calculating the ratio between research product and research period. Sax et al. (2002) calculate the productivity of research as the average number of research reports published in the last two years. Productivity measurement differs according to the type of publication and the status of researchers. Bloedel (2001) says that the measurement of research productivity has different weighted points by the type of publication. Publications in reputable journals gain greater weighted point than those in other journals. Kotrlik et al. (2002, cited in Wichian etal., 2009: 69) recommend that weighted points to the research published by the status of a single author, co-author, and the third author ranging from 1.0; 0.5; and 0.33. Whereas the reference of LIPI gives different weighted points to each type of publication and the status of researchers. Greatest weighted pointis given to publications in international journals. In addition to the weighted points according to the status of a single author, the first author, and the second author range from 1.0; 0.6; and 0.4 (Regulation of the Head of LIPI No. 2, 2014).

The definition of productivity in research according to Sax et al (in Wichian etal., 2009: 69) is the average number of research reports published in the last two years. Whereas the weighted points in the measurement of research productivity refer to Regulation of the Chairman of LIPI No. 2, 2014; the weighted point of creditnumber as a benchmark of productivity depends on the type of publication and the status of researchers (LIPI, 2014: 9-13).

Factors Affecting the Research Productivity

The research productivity is influenced by many factors as described above. The factors that became the focus of this study are *subjective well-being*, *knowledge sharing*, and *research competence*. This study also saw the factors of researcher characteristics such as gender, academic qualifications, and functional positions of researchers that allegedly distinguished the research productivity.

Subjective Well-being

Subjective well-being is the individual subjective assessment to the quality of life. Diener, Oishi, and Lucas (2002: 63) define subjective well-being as follows:

> "Subjective well-being is defined as a person'scognitive and affective evaluations of his or her life. These evaluations include emotional reactions to events as well as cognitive judgment of statisfacion and fulfillment "

Ryan and Deci (2001: 141) describe the concept of subjective well-being as self-welfare involving subjective happiness. Someone is considered to have high subjective well-being if he/she is satisfied with the conditions of his/her life, and often feels positive emotion other than negative emotion. The term of subjective well-being is often used as a synonym of happiness in the literature of Psychology. However, according to Diener (1984: 543) in his article, happiness is a part of the subjective well-being as well as life satisfaction and positive affect. In this study, the definition of subjective well-being refers to the definition of Diener, Oishi and Lucas (2002: 63); subjective well-being is an evaluation to a person's cognitive and affective evaluations of his/her life.

Components of Subjective well-being

Subjective well-being consists of two interconnected components namely affective and cognitive evaluations (Diener, Oishi and Lucas (2002: 63). Cognitive evaluation is the evaluation of a person on his/her life; whether his/her life is going well.It includes reflective cognitive evaluations, such as life satisfaction and work satisfaction, interest and engagement. Some literatures mention specific evaluated domains in life satisfaction. In this study, we determined the 11 domains of life to be evaluated such as employment, income from employment, health, achievement, education, skills, wealth, the spiritual life, environmental conditions, social relationships with others, and hobby. While, an effective evaluation reflects the person's reaction to the events that happened in his/her life. It includes positive and negative affect. The positive affect denotes pleasant moods and emotions, such as joy and affect. The negative affect includes moods and emotions that are unpleasant, and represent negative responses of people's experience in reaction to their lives, health, events, and circumstances such as anger, sadness, anxiety and worry, stress, frustration, guilt and shame,and envy (Diener, Ed. 2005).

Knowledge Sharing

Probst, Raub, and Romhardt (in Nawawi, 2012: 19) define knowledge as the overall cognition and skill used by humans to solve problems. Knowledge sharing is one of the methods used in knowledge management to provide opportunities for the members of an organization, institution or company to share knowledge, techniques, experience and ideas. Knowledge sharing can only be done if each member has vast opportunity to express opinions, ideas, criticisms, and comments to other members. Knowledge sharing becomes increasingly important to promote the ability of employees to be able to think logically so that they are able to produce an innovation (Setiarso, 2015).

Hoff and Weenen (2004: 14) define knowledge sharing as a process in which individuals exchange their knowledge. Knowledge sharing consists of *donating knowledge* and *collecting knowledge*. Lin (2007: 315) defines knowledge sharing as a social and cultural interaction involving the exchange of knowledge, experience, and skills of employees in the department or the organization. Red (in Lin, 2007) says that knowledge sharing can create opportunities to maximize the organization's ability to meet the needs and to generate solutions, and the efficiency to create a competitive advantage. Clark and Brennan (in He, 2009: 2) asserts that the knowledge sharing refers to the exchange of knowledge, beliefs, and assumptions. Isfahani et al. (2013:140-141) state that knowledge sharing is an exchange of knowledge and information done voluntarily and intentionally in an organization. Knowledge sharing in the organization can be effective if backed by the trust factor, organizational culture, incentives and motivation. The concept of knowledge sharing in this study refers to the definition from Lin; knowledge sharing is a process of exchange of knowledge, experience and skills of employees in the department or the organization.

Dimensions of Knowledge Sharing

The activity of knowledge sharing within

an organization is backed by three dimensions; individual or personal quality, organizational, and technological dimension. The study on the effect of knowledge sharing activities on personal, organizational, and technological factors was conducted by Lee and Choi (2003), Connelly and Kelloway (2003), Taylor and Wright (2004), and Bock et al. (2005). Based on those studies, we established the indicators of each dimension. The personal dimension covers intrinsic motivation: *enjoyment in helping others*, *self-efficacy*, *knowledge*, and *interpersonal trust*. The organizational dimension includes the top management support and the reward system. The technological dimension is closely related to the use of technology and information for communication and knowledge sharing.

Research Competence

Spencer (1993) delineates competency as an underlying characteristic of a person related to the effectiveness of the performance at work. Competence lies in the inner man and will forever exist in a person's personality which can predict the behavior and the performance broadly in all situations and job task (Moeheriono: 2012, 5). Mulyasa (2008:38-39) cited some definition of competency according to Mc Ashan (1981:45), Finch and Crunkilton (1979), and Gordon (1988). Mc Ashan (1981) describes competence as knowledge, skills, and abilities or capabilities that person achieves, which turns to be part of his or her being to the extent he or she can satisfactorily performs particular cognitive, afective, and psychomotor behaviors. Finch and Crunkilton (1979:222) define competency as a self mastery of certain task, skills, attitude, and appreciation needed to ensure success. Gordon (1988:109) explains that competency consists of some aspects including knowledge, understanding skills, value, attitude and interest. McClelland (1970) outline scompetency as the basic characteristics of person that determines success or failure of a person in doing a job or in certain situations (Moeheriono, 2012, 6). From such definition, it can be assumed that competency is knowledge, skills and ability possessed by a person to work effectively.

Research is a series of scientific activities in the context of solving a problem (Azwar, 2009: 1). According to Kerlinger (1986), research is a process of discovery that has systematic, controlled and empirical characteristics, and is based on theories and hypotheses (Sukardi, 2003: 4). Mallari and Santiago (2013:52) define research as a process involving the conceptualization of research, the operations or the study design, the data collection, the processing and analysis of data, and the application of the results of the research. According to the meaning of both competency and research, research competency is researchers knowledge, skills, and ability on research techniques to conduct an effective research.

Dimensions of Research Competence

The dimensions of research competence refers to the definition from Mallari and Santiago (2003:52) because of more operational. Research is a systematic process started from the conceptualization of research, the operations or the study design, the data collection, the processing and analysis of data, and the application of research results. In this study, the measurement of research competence is conducted through self-assessment of the researchers towards their competences. Self-assessment is an assessment to themselves to know the weaknesses and strengths of researchers. Its results can be used as recommendation for a leader of an organization to improve performance in the future (Depdiknas, 2003: 181). The self-assessment contributes to the belief in self-success through the perception of researcher ability towards the competence required in research tasks (Depdiknas, 2003: 194).

RESEARCH METHOD

Population and Sample

The research was conducted in the Office for Research and Development and Training of the Ministry of Religious Affairs with the population which covered all researchers working in central

and local units located in Jakarta, Semarang and Makassar. The total number of researchers is 156 consisting of 17 researchers of the Center for Research and Development of Islamic guidance and religious services, 22 researchers of the Center for Research and Development of Religion and Religious Education, 17 researchers of the center for Religious literature and Organizational Management, 7 researchers of center for *Lajnah Pentashihan Qur'an*, 28 researchers of the Office of Religious Research and Development Jakarta, 35 researchers of the Office of Religious Research and Development Semarang, and 30 researchers of the Office of Religious Research and Development Makasar (Secretariat of Research and Development and Training Agency, 2015). Distribution researcher by position rank are 42 first researcher (*peneliti pertama*), 44 junior researchers (*peneliti muda*), 47 associate researchers (*peneliti madya*), and 23 principal researchers (*peneliti utama*). The instrument has been tested on researchers in the Center for Research and Development of Islamic guidance and religious services, and the center for Religious literature and Organizational Management. Therefore, the research population expands to 122 researchers. Sample is taken using stratified proportional random sampling with stratification in office unit. According to Krejcie and Morgan in Sofian Effendi (2012:175), a population of (N) 122 should have a minimum of 94 sample . Therefore, the research uses 100 sample consisting of 18 researcher of the Center for Research and Development of Religion and Religious Education, 7 researcher of center for *Lajnah Pentashihan Qur'an,* 24 researcher of the Office of Religious Research and Development Jakarta, 30 researcher of the Office of Religious Research and Development Semarang, and 21 researche of the Office of Religious Research and Development Makasar.

Instrument

The technique of data collection was the instruments consisting of four questionnaires: questionnaires for research productivity, subjective well-being, knowledge sharing, and research competence.The questionnaire for research productivity was asking how many scientific publications were produced by researchers in 2014 – 2015. The questionnaire for subjective well-being consists of two components, namely the cognitive and affective components. The cognitive component measuring the global satisfaction was adopted from *Satisfaction With Life Scale* (SWLS) developed by Diener et al. (In Pavot & Diener, 1993). Global life satisfaction is measured using Likert scoring method, with scoring range from 1 (strongly disagree) to 7 (strongly agree). While cognitive satisfaction under 11 life domain based on job situation, income, health, achievement, education, skills, wealth, spiritual life, environmental conditions of residence, social relations with others, and hobby, is also measured using likert scoring from 1 (very dissatisfaied) to 7 (very satisfied). The questionnaire of subjective well-being for affective component was adopted form the scale of Positive Affect Negative Affect Schedule (PANAS) developed by Watson et al (1988).This scale consists of a number of words that describe different feelings and emotions using Likert scoring method, with scoring range from 1 (very slightly or not al all) to 5 (extremely).

The questionnaire for knowledge sharing consists of 40 items of statement, and the questionnaire for research competence consists of 64 items. Both instrument are measured using Likert scoring from 1 (strongly disagree) to 5 (strongly agree). The research instrument had been validated by three experts and 20 panelists. Having validated by experts and panelists, the questionnaires were tested to 30 researchers. Empirical validation was caried out by using Product Moment Correlation, and the test of reliability was done by using Alpha Cronbach. The results of empirical validation for affective questionnaires on subjective well-being showed that 4 items were not valid and 6 items were valid for positive affect, and all items (10 items) for negative affect were valid. The validation of questionnaire for knowledge sharing showed that there were 31 valid items of 40 items, and the validation of questionnaire for research competence showed

that 3 items from a total of 64 items were not valid. The tes of reliability resulted Alpha Cronbach coefficient of the questionnaire for subjective well-being on the scale of cognitive as much as 0,795 and 0,906. Whereas the coefficient on the scale of affective was 0,800. Alpha Cronbach coefficient for the scale of knowledge sharing and research competence were respectively 0.930 and 0.970.

Data Analysis Techniques

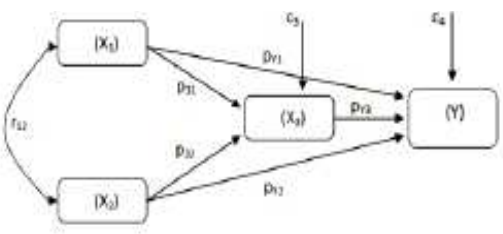
The data were analyzed by descriptive statistics and inferential analysis. For descriptive analysis we used some statistical values including the Sum, average, percentage, and descriptive statistical charts. For inferential analysis we used analysis of variance to determine the significance of the difference in the average of research productivity and path analysis to test the structural model of research productivity towards subjective well-being, knowledge sharing, and research competence. The structural model of productivity required direct and indirect correlations (see Figure 2). The variable of subjective well-being (X1), knowledge sharing (X2) became exogenous variable, research competence (X3) became intervening variable, and research productivity (Y) became endogenous variable.

Figure 2 showed that the subjective well-being (X1) affected directly and indirectly through the research competence (X3) on the research productivity (Y). The knowledge sharing could affect directly and indirectly through the research competence (X3) on the research productivity (Y). The research competence (X3) affected directly on the research productivity (Y). The data were processed using SPSS 16 and Lisrel 8.80 *(student)*.

Path analysis requires several assumptions that must be met: (1) An error estimated data should be normally distributed, (2) the absence of multicolinierity between independent variables, and (3) the linearity of correlation between variables. For the test of data normality we used Lilliefors test. The assumption test of multicolinierity by Colinierity Statistics resulted the value of Varian Inflacion Factor (VIF) and tolerance. The linearity test of the correlation between variables was carried out by finding the regression line of independent variable (X) on the dependent variable (Y).

Figure 2

Structural Equation Modelling of Research Productivity



Gambar 4. 5 Model Konstelasi Penelitian

RESULTS AND DISCUSSION

Respondents

The respondents were 100 respondents consisting of 75% male and 25% female. Based on the age, the majority of respondents (40%) were aged 30-40 years, and respondents aged 41-50 years were 26%, respondents over the age of 50 years were 26% of respondents, and only 2% of respondents were aged less than 30 year. Statistics Indonesia classified productive age group into two categories, very productive age from 15 to 49 years old and productive age from 50 to 64 years old. Data shows that 74% employee of Office of Research and Development are in the very productive age group. This should become an opportunity for the institution to boost research productivity growth by publishing more scientific paper with quality. According to educational qualifications, the majority of respondents (62%) were graduated S2, S1 graduates were 29%, and 9% were graduated S3. Meanwhile, according to the functional position of researchers, there were 22% of the first researchers *(peneliti pertama)*, 39% of young researchers *(peneliti muda)*, 31% of associate researchers *(peneliti madya)*, and 8% of principal researchers *(peneliti utama)*. The respondents based on the field of study consisted of 28% of researchers in religious life, 43% of researchers in the field of religious education and religion, 22% of researchers in the literature and religious treasures and 7% of researchers in the field of research and study of al-Qur'an.

The Description of Research Variables

Research Productivity

Research productivity was measured based on the number of scientific papers published during the period 2014 - 2015. Scores of productivity were calculated by the number of scientific papers produced which was multiplied with the weighted points of credits. The reference of weighted points was the Regulation of the Head of LIPI No. 2, 2014 concerning the technical manual of functional researchers. Each type of paper had different weighted points. The highest weighted points were given to scientific papers published in books by international publishers and scientific papers published in international scientific magazine with the weighted point of 40. Then scientific papers published in book by national publishers had the weighted point of 30, and scientific papers published in scientific journals which was nationally accredited had the weighted point of 25. Whereas the the lowest weighted point of credits for scientific papers in the form of a paper or short communication of research results or the results of scientific thought published in scientific journals that were not accredited was 1. Futhermore,the weighted points of credits according to the author's status by a single author, the first author and writer helpers were different. The weighted points of credits for a single author, the first author, and the second author ranged from 1; 0.6, and 0.4.

The lowest scores of productivity during the last 2 years were at 1.2 or 0.6 annually. The highest scores of productivity obtained by researchers were 272 or 136 anually. Generally 100 researchers each year could produce several published scientific papers with 49.39 weighted points. The score distribution of research productivity showed that 21% of respondents had the average score of productivity, 38% of respondents were under the average score of productivity, and 41% of respondents were above the average score of productivity.

Subjective Well-being

Life Satisfaction (global satisfaction)

Life satisfaction scores were obtained from the score of *Satisfaction with Life Scale(SWLS)*. By classifying life satisfaction into seven categories from very dissatisfied to very satisfied, the results of life satisfaction of respondents indicated that the majority of respondents (40%) felt quite satisfied, 29% of them felt satisfied, 13% of them felt a little dissatisfied, 11% of them felt somewhat satisfied, 3% of them felt very satisfied, 2% of them felt dissatisfied, and only 2% of them felt somewhat dissatisfied.

Satisfaction on Certain Aspects

The scores of satisfaction on 11 aspects included the satisfaction on the work situation, income, health, achievement, education, skills, wealth, the spiritual life, environmental conditions of residence, social relationships with others, and hobby.Table 1 showed the satisfaction on 11 aspects of life. The highest satisfaction was on aspect of social relationships (score 5.44), health (score 5.22), the condition of the neighborhood (score 5.18), and income (5.06). Meanwhile, the lowest mean was on the aspect of skill (score 4.40).

Table 1. The Statistics of Satisfaction Scores on Certain Domain

No.	Domain of Satisfaction	Mean
1	Work	4,98
2	Income	5,06
3	Health	5,22
4	Achievement	4,61
5	Education	4,60
6	Skills	4,40
7	Wealth	4,97
8	Spiritual	4,80
9	Environment	5,18
10	Social	5,44
11	Hobby	4,51

Source: analyzed data of questionnaire, 2016

Affective components

The measurement of the affective component for subjective well-being was aimed to know how

respondents felt certain positive and negative affects during 1-2 weeks. Affective scale was adopted from *Positive Affect Negative Affect Schedule (PANAS)*.The interpretation of PANAS scoreswas obtained by *affect balance* which was the result of a reduction of the mean of positive and negative affects. The positive values of *affect balance* meant that the respondents often felt more positive affect than negative affect, and on the contrary the negative valuesof *affect balance* showed that the respondents often felt more negative affect than positive affect. The results of the study revealed that most respondents (95%) often feltmore positive affect (e.g: Interested, Strong, Inspired and Attentive) than negative affect (e.g: Distressed, Scared, Hostile, Irritable, and Nervous), and only 5% of respondents often feltmore negative affective than positive affect.

The Scores of Subjective Well-being

The scores of Subjective well-being were obtained from the *z-scoremean SWLS* of respondents added with*z-score* mean of satisfaction on certain domains, and *z-score Affect Balance*. The average scores of Subjective well-being was 0.0003. The score distribution of Subjective well-being showed that respondents with an average score were 35% of respondents, 41% under the average score, and 24% of respondents above average score.

Knowledge Sharing

The scores of knowledge sharing were obtained from knowledge sharing questionnaires that consisted of three dimensions of personal, organizational, and technological dimension. Personal dimension consisted of some indicators: *Enjoyment in helping others, Knowledge self-efficacy*, and *interpersonal trust*. Organizational dimensionconsisted of *top management* and *system reward*. Technological dimension was an indicator showing the utilization of technology to share information and knowledge. The mean score on each dimension indicator can be seen in Table 2.

Table 2. The Mean Scores on Knowledge Sharing Dimensions

Dimension	Mean
Personal	**4,06**
Enjoyment in helping others	4,39
Knowledge self efficacy	3,52
Interpersonal trust	3,96
Organization	**3,52**
Top management	3,54
System reward	3,48
Technology	**3,55**

Source: analyzed data of questionnaire, 2016

Table 2 showed that the highest mean score was obtained in the dimension of the personal dimension (4.06), the technological dimension (3.55), and then the lowest mean score on the organizational dimensions (3.52). This indicated that a person conducting the activity of knowledge sharing felt enjoy or pleasure in sharing (*enjoyment in helping others*) and had the knowledge required to share in the organization, and there was high mutual trust among people (interpersonal trust). Knowledge sharing activities would be effectively implemented by someone who had advanced knowledge regarding the shared contents. The dimension with the lowest scores indicated that the leader of the organization did not have initiation to provide supports such as imposing a reward system for knowledge sharing activities. Likewise, the technological dimension in knowledge sharing provided a fairly low score, because the organization had no adequate facilities of information technology such as networkknowledge management for knowledge sharing. According to Isfahani (2013:140-141), the knowledge sharing activity could be effective if it was supported by several factors: trust, organizational culture, incentive system, and motivation. The score distribution of knowledge sharing is showed that respondents with an average score were 26%, the respondents under the average score were 46%, and the respondents above the average score were 28%.

Research Competence

The competence scores were obtained from questionnaires of research competence conducted by self-assessment to identify weaknesses and strengths of researchers related to the confidence in their competence. Research competence was measured with five dimensions of research techniques, namely the conceptualization of research, research design, data collection, data processing and analysis, and research applications. In each dimensions there were indicators that described the dimensions of research competence.

Tabel 3. The Mean Scores on the Dimensions of Research Competence

Dimension	Mean
Conceptualization	**3,79**
- Identifying problems on research	3,82
- Determining the research scope	3,83
- Formulating the research problems	3,76
- Formulating the research hypothesis	3,76
- Using theoretical technique correctly	4,03
Research design	**3,65**
- Determining the research methods	3,50
- Defining the concepts of research variables	3,76
- Defining the operational concept of research variables	3,60
- Building a framework of thinkinng on research	3,67
Data Collection	**3,49**
- Determining the population of research	3,81
- Determining the sampling techniques	3,45
- Determining the data collection methods	3,66
Data processing and analysis	**3,59**
- Data processing	3,26
- Data analysis	3,45
Research application	**3,81**
- Making the research report	3,90
- Explaining the contribution and the recommendation	3,77
- Publishing the result of study	3,86

Source: analyzed data of questionnaire, 2016

The research results illustrated that the lowest dimension of competence was the dimension of data collection with the mean of 3.49. Dimension is measured with three indicators. First, the ability to identify research. Second, competence in sampling techniques, and third, competence in techniques of data collecting. The result shows that competence in sampling technique is the lowest in average, while the point that shows respondent competence in indepth-inteview technique for its capability in collecting deeper information, is the highest in average. This shows that competency in of sampling techniques are low. Respondent are far more confidence in their ability to collect data by interview using in-depth interview technique. Research competency with second lowest in average is research data processing and analysis. Respondents are not quite confidence with their own competencies in using data processor such as Microsoft Excel and other statistics software such as SPSS, LISREL, and AMOS. Respondent also reveals their difficulties in presenting research's result in the form of table, graphs, and diagram. However, there is high competence in qualitative data analysis, from competence in data reduction, data presentation, and conclusion. The research shows that research competency in quantitative techniques are still low. The research competence obtaining the highest mean was on the dimension of research application with the indicatorsof making a systematic study report to the user.Score distribution of research competences showed that the respondents with an average score were 23%, the respondents under the average score were 30%, and the respondents above the average score were 47%.

Productivity Analysis Regarding the Researcher Characteristics

The characteristics of respondents correlate with the number of published scientific papers according to the results of study by Lertputtarak (2008), Wichian, Wongwanich and Bowarnkitiwong (2009), Kendagor *et al.* (2012). This study examined the research

productivity based on the characteristics of researchers including gender, educational qualifications, and functional position. The data of productivity were analyzed using analysis of variance (ANOVA) to determine the differences in research productivity based on the characteristics of researchers. The scores of productivity based on the characteristics of respondents can bee seen in Table 4.

Table 4. The Research Productivity Based on the Characteristics of Researchers

Characteristics	n	Productivity Score
Gender		
Male	75	50,44
Female	25	46,23
Educational Qualification		
S1	29	33,93
S2	62	52,78
S3	9	75,82
Functional Position		
Peneliti Pertama	22	28,84
Peneliti Muda	39	52,35
Peneliti Madya	31	55,61
Peneliti Utama	8	67,35

Source: analyzed data of questionnaire, 2016

Table 4 above showed that there were differences in productivity based on the scores of gender, educational qualification, and functional position. To determine whether there were significant differences of average, the data were then analyzed using analysis of variance with the results in Table 5. The criteria of decision-making was an error level α = 5%.If sig. was <0.05, we concluded that there was a significant difference.On the contrary if sig. was> 0.05,we concluded that there was no significant difference.

Table 5. Analysis of Variance Based on the Characteristics of Researchers

Variables	Source of Variance	F	Sig.
Productivity * Gender	Between Groups	0,309	0,580
	Within Groups		
	Total		
Productivity * Education	Between Groups	7,341	0,001
	Within Groups		
	Total		
Productivity * Position	Between Groups	4,640	0,004
	Within Groups		
	Total		

Source: Analyzed data of questionnaire, 2016

The result of analysis of variance to gender wassig. 0.580, so that we could conclud that the productivity of male and female researchers did not differ significantly. Analysis of variance for productivity based on the educational qualifications with sig. 0.001 meant that the research productivity differed significantly. The higher education of researchers, the more productive it would be. The researchers with educational qualification of S2 was more productive than the researchers with educational qualification of S1. Likewise, the researchers with educational qualification of doctor (S3) produced the papers more than those with educational qualification of master (S2). Analysis of variance of the average of productivity based on functional position showed significant result with sig. 0,004, which meant that the functional position of researchers could determine the research productivity. The higher the position, the more productive it would be. The young researchers *(Peneliti Muda)* produced papers more than the first researcher *(Peneliti Pertama)* did. Furthermore, the associate researchers *(Peneliti Madya)* produced papers more than the young researchers *(Peneliti Muda)* did. The principal researchers *(Peneliti Utama)* had the highest productivity if compared with other functional positions (first, young, and asociate). The analysis of variance showed that characteristics of researchers which could affect the research productivity were academic qualification and functional position of researchers.

Testing Assumptions of Path Analysis

The data were analyzed using path analysis. Before we used the path analysis, the necessary requirements or assumptions had to be met. The assumptions for path analysis are as follows:

(1) the normality of standard error of estimates which requires that any parametric analysis such as path analysis requires the normal distribution of data, (2) the linearity of the correlation between variables that explains that the path analysis requires the linear correlation between variables, (3) the absence of multicollinearity among variables that explains that there is no a linear correlation or high correlation between variables. The Structural Equation Model of research productivity can bee seen in Figure 2.

Normality test

For the normality test we used Liliefors test against estimated error which the deviation between observed scoresand estimated scores. In this study the test of estimated error was conducted on the estimated error of regression of Y on X1, Y on X2, Y on X3, X1 on X3 and X2 on X3 (see figure 2). For Liliefors test we used the statistic test of L. The testing criteria was comparing the scores of $L_{obtained}$ with $L_{critical}$ on the number of samples *n* and the error level α = 5%. The data will be distributed normally if the score of $L_{obtained}$ is smaller than $L_{critical}$, and on the contrary if the the score of $L_{obtained}$ is greater than $L_{critical}$, the distribution of estimated error is then not normal. The test results showed that all of the estimated error on the correlation between the independent variables and the dependent variable was normally distributed (see table 6).

Tabel 6. The results ofthe Normality Test of Estimated Error

Estimated error	**$L_{obtained}$**	**$L_{critical}$ (α=0,05)**	**Conclussion**
Y on X_1	0,066	0,089	Normal
Y on X_2	0,049	0,089	Normal
Y on X_3	0,088	0,089	Normal
X_3on X_1	0,083	0,089	Normal
X_3 on X_2	0,079	0,089	Normal

Source: analyzed data of questionnaire, 2016

Multicolinearity Test

The multicolinearity test aimed to determine that between independent variables did not have linear correlation. The multicolinearity test was conducted with software SPSS 16. The conditions in which multicolinearity could happen were indicated by VIF (Variance Inflation Factor) and the value of tolerance. .If the value of VIF was less than 10 and the value of tolerance was greater than 0.1, we concluded that the independent variable did not have multicolinearity. Table 7. and Table 8. show the test results of multicolinearityf or the two regression models (see figure 2).

Table 7. The Results of Multicolinearity Testof X_1, X_2, and X_3against Y

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
Subjective well-being	0,728	1,374
Knowledge	0,654	1,528
Comptence	0,698	1,433

Source: analyzed data of questionnaire, 2016

Table 7 showed the value of VIF for the variable of subjective well-being, knowledge sharing, and research competence which was less than 10, and the value of tolerance was greater than 0.1.This meant that the regression model did not have multicolinearity.

Table 8. The Results of Multicolinearity Testof X_1, X_2 against X_3

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
Subjective well-being	0,771	1,298
Knowledge	0,771	1,298

Source: analyzed data of questionnaire, 2016

Table 8. showed the value of the VIF for the varible of subjective well-being and knowledge sharing which was less than 10, and the value of tolerance was greater than 0.1. This meant that the regression model did not have multicolinearity

Linearity Test

The linearity test was conducted with a scatter plot and provided additional regression line. The results of linearity test can be seen in

Figures 3, 4, 5, 6, and 7. On figure 3, 5, 6, and 7 showed the linear regression line that led to the upper right. This showed that there was a positive linear corelation, which meant that the increase in one variable would raise other variables. Figure 4. showed the linear regression line that led down. This showed that there was a negative linear corelation, which meant that the increase in one variable would decrease the other variables. The results of testing several assumptions for the path analysis concluded that all assumptions were met, so that the data could be analyzed further.

Figure 3

Scatter Plot for the corelation of X_1 and Y

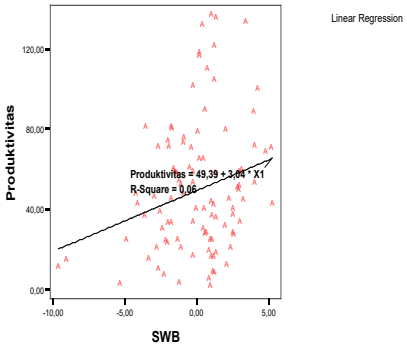


Figure 4

Scatter Plot for the corelation of X_2 and Y

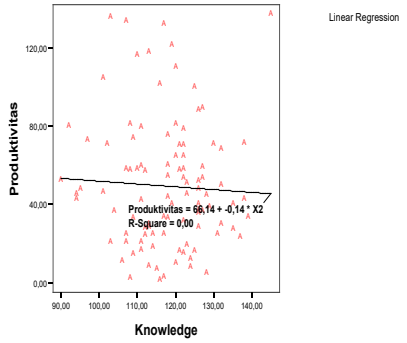


Figure 5

Scatter Plot for the corelation of X_3 and Y

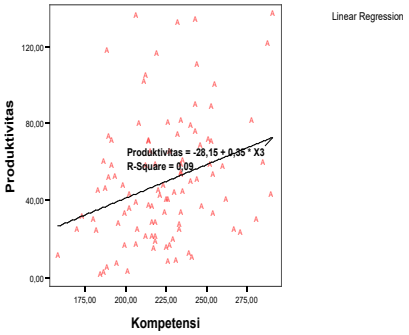


Figure 6

Scatter Plot for the corelation of X_1 and X_3

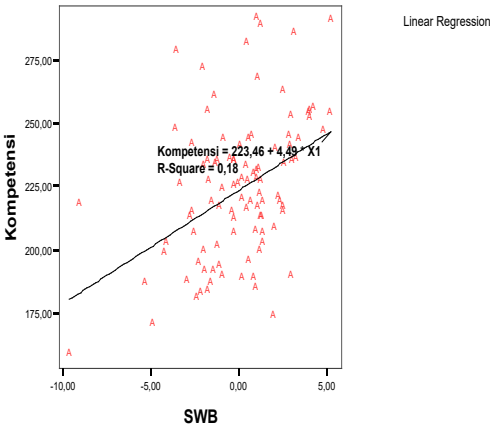
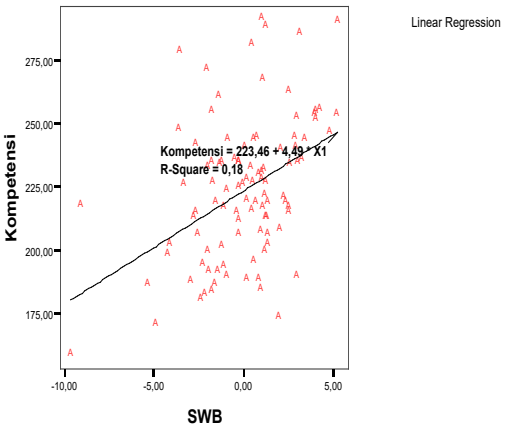


Figure 7.

Scatter Plot for the corelation of X_2 and X_3

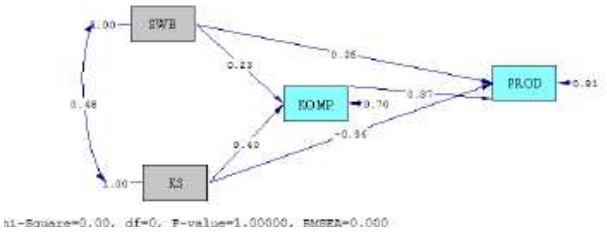


Causal Relationship of Research Productivity

The model of causal relationship of research productivity was depicted in the structural equation. The test of the structural model was processed by using LISREL 8.80 *(student)*. Figure 7 and 8 showed the empirical results of structural equation models processed using LISREL 8.80.

Figure 8.

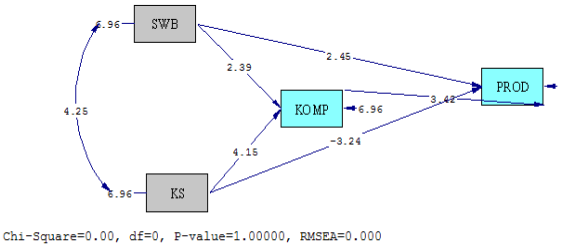
Empirical Path Diagram of Structural Model of Research Productivity



The structural model of research productivity had a path of direct and indirect effect. The path of direct effect occured on the correlation between subjective well-being and knowledge sharing on research productivity. The path of indirect effect occured on the effect of subjective well-being and knowledge sharing on research productivity through the research competence. Figure 8 showed the path coefficient values for ρ_{y1}, ρ_{y2}, ρ_{y3}, ρ_{31} and ρ_{32}ranging from 0.26; 0.36; 0.37; 0.23 and 0.40. The path coefficients indicated the magnitude of the direct effect. The path coefficient with the highest value was the path of direct correlation of the research competence to the research productivity. In figure 12 there was the path coefficient with negative value (-0.36), the path of knowledge sharing to research productivity, which meant that knowledge sharing provided direct negative effect on the research productivity.

Figure 9.

The Significance Test of Path Coefficient



The test of path coefficient was done with t-test statistic, which can be seen in Figure 13. By using the error level αof 5% it was obtained the value of $t_{critical}$ = 1.96. Figure 9 provided the value of t test statistics for all path coefficients which was greater than 1.96. This showed that all path coefficients in the model were significant.

Goodness of Fit Test

Goodness of fit test aimed to determine the suitability of the model proposed by the data of research. A model is said to be fit to the data if the covariance matrix of sample data equal to the covariance matrix of estimated population. The suitability test of models in LISREL is done with some measures of goodness of fit test: *degree of freedom* (df), *P-value, RMSEA, GFI, AGFI, CFI, NFI,* and *NNFI* (Kusenendi, 2008: 11). From Figure 13, it can be seen that the value of df = 0, P-value = 1.00, and RMSEA = 0.00. Because df = 0; P-value = 1.00; and RMSEA = 0, with some of the goodness of fit test, we could conclude that the proposed model was fit to the data.

Direct and Indirect Effect

The magnitude of direct and indirect effect from the variables of subjective well-being, knowledge sharing and research competence on research productivity was shown by the path coefficients (see table 9). The research productivity was affected directly by the subjective well-being and research competence. Subjective well-being provided a direct positive effectof 0.26

or 26%on the research productiviy. Knowledge sharing provided a direct negative effect of -0.36 or 36% on the research productivity. Research competence provided a direct affect of 0.37 or 37% on the research productivity.

Table 9. The Direct and Indirect Effect on the Research Productivity

Variable	Direct	Indirect through Competence			Total Effect
SWB on PROD	0,26	(0,23)(0,37)	=	0,085	0,345
KS onPROD	-0,36	(0,4)(0,37)	=	0,148	
KOMP on PROD	0,37				0,372
SWB onKOMP	0,23				0,232
KS onKOMP	0,40				0,402

Source: analyzed data of questionnaire, 2016

The research productivity was affected indirectly by subjective well-being and knowledge sharing through research competence. Subjective well-being provided aindirect positive on the research productivity through research competence of (0.26) (0.37) = 0.0851 or 8.51%. Knowledge sharing providedan indirect effect on the research productivity through research competence of (0.4) (0.37) = 0.1480 or 14.80%.

The Effect of Subjective Well-Being on the Research Productivity

Subjective well-being directly affected the productivity as much as 26% in the positive direction which meant the higher the Subjective well-being, the higher the research productivity. This indicated that the level of research productivity was affected by the conditions of subjective well-being of the researchers. The higher subjective well-being of the researchers, the higher the research productivity produced. Subjective well-being is an individual evaluation of the life experience which consists of cognitive and affective evaluation. Cognitive evaluation is an evaluation of life satisfaction. Meanwhile the affective evaluation reflects the person's mood and emotions on the events that happened. Researchers who have higher subjective well-being means that they are satisfied with the life that they have and often feel more positive emotions than negative emotions. Researchers are said to have high research productivity if they produce a lot of papers. The research findings demonstrated that researchers who felt high satisfaction and happiness would likely deliver scientific papers more than the researchers who did not feel the satisfaction and happiness in their life. This is also consistent with the results of experimental studies conducted by Oswald, Proto, and Sgroi (2009) which concluded that the happy subjects were more productive around 12% if compared with the control group.

Subjective well-being also provided an indirect effect on the research productivity through research competence as much as 8.51%. Subjective well-being is a cognitive and affective assessment to life. The definition of competence according to Mc Ashan (1981 in Mulyasa, 2008:38) is the knowledge, skills and abilities held by someone so that he/she can perform the cognitive, affective, and psychomotoric behaviors very well. The higher Subjective well-being of researchers, the more they perform the cognitive, affective, and psychomotoric behaviors, or they can also be said to perform high competence. Productivity relates to how a person carries out his/her work or performance (job performance). The higher someone'scompetence,the higher he/she performs or produces a productive work. The research findings demonstrated that researchers with high subjective well-being and high research competence would produce more papers.

The Effect of Knowledge Sharing on the Research Productivity

The direct effect of knowledge sharing on the research productivity was indicated by the path coefficient of 0,36 or 36% in the negative direction, which meant that the more the activities of knowledge sharing, the more they could reduce the research productivity. This happened in cases where the knowledge sharing activities were not carried out by non-quality person in the sense of not having the knowledge, experience, and skills. Knowledge sharing activities require a

shared understanding of the content and process. When individuals doing knowledge sharing have fierce debate (crucial conversation) and strong emotions which can not be able to be controlled, it can cause estrangement between individuals within the organization if it occurs continuously and ignored. Such conditions can reduce the productivity organization.Isfahani et al. (2013, 140-141) explains that in order that knowledge sharing can be done effectively, it should be supported by the trust, organizational culture, incentive systems, and intrinsic motivation of individuals. Knowledge sharing is built by three dimensions: individual or personal, organizational, and technological dimension. The research data showed that most respondents felt that the organization did not provide facilities that supported knowledge sharing activities. Organizations do not yet implement knowledge sharing culture, whether it is written or unwritten policy from top management, and the absence of knowledge management system or technology, information,and information-based knowledge management, so that knowledge sharing activities are not effective.

If knowledge sharing activity is done by qualified individuals or by the individuals woth required competencies, it can increase the productivity. The findings of this study proved that knowledge sharing provided an indirect effect through research competencies on the research productivity as much as 14.80%. These results are consistent with a study conducted by Elizabeth Kremp and Jacques Maresse (2003) which showed that companies that implemented knowledge sharing culture have higher labor productivity.

The Effect of Research Competence on the Research Productivity

Research Competence providing direct positive effect on the research productivity was indicated by the path coefficient of 0.37 or 37%. This indicated that the level of research productivity was directly affected by the research competence. The higher the research competencies possessed by the researchers, the higher the research productivity. The structural model of research showed that the research competences had the greatest effect of other factors. McClelland (1970) said that competence was a basic characteristic of the personnel that became the main factor a person's success in doing a job. The productivity relates to how a person carries out his/her job (job performance). The higher someone's competence, the better he/she performs his/her jobs. Furthermore, if the performance is high, it will be more productive. The results are consistent with the results of researchs conducted by several previous studies such as Kortlik et al. (2002), which proved that the self-assessment of research competence was closely related to the research productivity. Studies by the Bay and Clerigo (2013), proved that the self assessment of the ability to write affected the research productivity. Later studies by Wichian, Wongwanich and Bowarnkitiwong (2009) proved that research competence significantly affected the research productivity.

CONCLUSION AND RECOMMENDATION

The research productivity is affected by several factors. This study empirically proves the factors of researcher characteristics, subjective well-being, knowledge sharing, and research competence. The findings of the first study, Gender can not distinguish the research productivity. However, academic qualifications and functional position of researchers can significantly differentiate the research productivity. The higher academic qualifications, the higher the productivity. Likewise, the higher the functional position of the researchers, the more paper they produce. Second, Subjective well-being provides a direct positive effect on the research productivity. The higher subjective well-being of researchers, the more productive they produce scientific paper. Third, the activities of knowledge sharing can directly decrease the research productivity if committed by individuals who are not competent. However, knowledge sharing provides an indirect

positive effect on the research productivity through research competence. This means that the knowledge sharing activities performed by highly competent individuals can significantly improve the research productivity. Fourth, research competence provides a positive direct effect on the research productivity. Research competence contributes the highest effect on the research productivity.

The recommendations from this study are as follows. First, the research institution can increase the productivity by taking into account the academic qualifications of researchers subjective well-being, knowledge sharing activity and research competence. Second, the institution needs to create knolwedge sharing culture that is supported by top management and appropriate technologies. Third, to improve the quality and quantity of scientific work, agencies need to improve the research competence by organizing seminars, workshops and training on research techniques, especially with regard to quantitative research techniques such as the use of statistical tools to collect, process and analyze data. Fourth, in order to obtain the ideal number related to the research productivity indices, agencies need to conduct an assessment of research productivity in all publications published by the Office of Research and Development and Training.

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GENERAL GUIDELINE

1. The article has not been previously published in other journals or other places
2. The article should be written in English (United State of America English) with a formal style and structure. This is because it is a fully peer-reviewed academic journal, so that an oral and informal language would not be accepted
3. The article should be written in word document (MS word), 1 space (single space), 12pt Georgia,
4. The article should be written between approximately 10,000 – 12,000 words including body text, all tables, figures, notes, and the reference list.
5. The article has to be an original work of the author/s
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1. Title
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6. Hypothesis (optional)
7. Methodology of the research (it consist of data collecting method, data analysis, time and place of the research if the article based on the field research).
8. Research findings and discussion
9. Conclusion
10. Acknowledgement (optional)
11. Reference
12. Index (optional)

WRITING SYSTEM

1. Title

a. Title should be clear, short and concise that depicts the main concern of the article
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a. The author/s name should be typed below the title of the article without academic title
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3. Abstract and key words

a. Abstract is the summary of article that consists of background of the study, data collecting method, data analysis method, research findings.

b. Abstract should be written in one paragraph, single space and in italic

c. Abstract should be no more than 250 words

d. The word "abstract" should be typed in bold, capital letter and italic

e. Key words should consist of 3-5 words or phrases.

f. Key words should be typed in italic

4. How to present table

a. Title of the table should be typed above the table and align text to the left, 12pt font Times New Roman

b. The word "table" and "number of the table" should be typed in bold, while title of the table should not be typed in bold (normal).

c. Numbering for the title of table should use an Arabic word (1, 2, 3, and so forth)

d. Table should be appeared align text to the left.

e. To write the content of the table, it might use 8-11pt font Time New Roman or 8-11pt Arial, 1.0 space.

f. Table should not be presented in picture, it should be type in real table-office word formating

g. Source of the table should be typed below the table, align text to the left, 10pt font Time New Roman.

h. Example:

Table 4. Number of Rice, Corn and Sweet potato Production

product	2010	2011	2012	2013
Rice	1.500 Ton	1.800 Ton	1.950 Ton	2.100 Ton
Corn	950 Ton	1.100 Ton	1.250 Ton	1.750 Ton
Sweet potato	350 Ton	460 Ton	575 Ton	780 Ton

Source: Balai Pertanian Jateng, 2013.

5. How to present picture, graph, photo, and diagram

a. Picture, graph, figure, photo and diagram should be placed at the center

b. Number and title should be typed above the picture, graph, figure, photo and diagram.

c. Number and the word of the picture, graph, figure, photo and diagram should be typed in bold, 12pt *Georgia* and at the center, while title of them should be typed in normal (not bold).

d. Number of the picture, graph, figure, photo and diagram should use an Arabic word (1, 2, 3 and so forth).

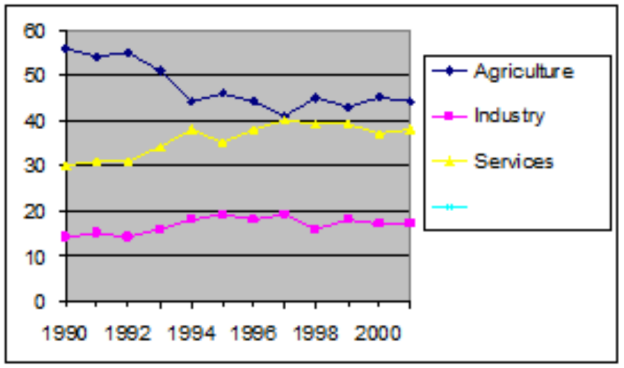
e. Source of the picture, graph, figure, photo and diagram should be typed below the table, align text to the left, 10pt font Georgia.

f. Picture, graph, figure, photo, and diagram should not be in colorful type, and in high resolution, minimum 300-dpi/1600 pixel (should be in white and black, or gray,).

Example:

Figure 1

Indonesian employment in agriculture compared to others sectors (% of the total employment)



Source: World Development Indicator, 2005

6. Research finding

This part consists of the research findings, including description of the collected data, analysis of the data, and interpretation of the data using the relevant theory

7. Referencing system

Analisa uses the British Standard Harvard Style for referencing system.

a. Citations (In-text)

Analisa uses in note system (in-text citation) referring to the British Standard Harvard Style referencing system; format (last name of the author/s, year of publication: page number).

- Citing someone else's ideas.

Example:

Culture is not only associated with the description of certain label of the people or community, certain behaviour and definite characteristics of the people but also it includes norm and tradition (Afruch and Black, 2001: 7)

Afruch and Black (2001) explain that culture is not only associated with the description of certain label of the people or community, certain behaviour and definite characteristics of the people but also it includes norm and tradition.

- Citations; quotation from a book, or journal article

Quotations are the actual words of an author and should be in speech marks. You should include a page number.

Example:

Tibi (2012: 15) argues that "Islamism is not about violence but as the order of the world."

It has been suggested that "Islamism is not about violence but as the order of the world" (Tibi, 2012: 15)

- Citations - Paraphrasing a book or journal article

Paraphrasing is when we use someone else ideas/works and write them in our own words. This can be done two ways, either is correct.

Example:

Batley (2013) argues that some of the detainees in the bombing cases were members of JI.

It has been suggested that some of the detainees in the bombing cases were members of JI (Batley, 2013).

- Citing a source within a source (secondary citation)

Citing the source within a source, it should be mentioned both sources in the text. But, in the reference list, you should only mention the source you actually read.

Example:

Tibi (2012, cited in Benneth, 2014: 15) argues that Islamism is not about violence but as the order of the world.

It has been suggested that Islamism is not about violence but as the order of the world (Tibi, 2012 as cited in Benneth, 2014: 15).

- Citing several authors who have made similar points in different texts

In text citations with more than one source, use a semi colon to separate the authors.

Example:

Understanding the cultural differences is an important element for mediation process (John, 2006: 248-289; Kevin and George, 2006: 153-154; Kriesberg, 2001: 375; Alaeda, 2001: 7).

- Citations - Government bodies or organizations

  If you reference an organization or government body such as WHO, the Departments for Education or Health, the first time you mention the organization give their name in full with the abbreviation in brackets, from then on you can abbreviate the name.

  Example :

  The World Health Organization (WHO) (1999) suggests that.....

  WHO (1999) explains that .....

- Citing from the internet

  If you cite a source from the internet (website), write last name of the writer, year of the uploaded/released: page numbers. If there is no author in that page, write the name of the body who release the article in that website, year of release.

  Please do not mention the address of the url in the in-text citation.

  Example:

  Syrian uprising has been prolonged for almost six years and has caused thousands people death as well as millions people has forced to flee from their homeland to seek safety (Aljazeera, 2016).

  Religion is an important aspect for the life of many people in the recent era. The believe system of religion plays as a guidance for some people (David, 2015: 12-13)

b. Reference list

- Book

  Last name of author/s, first name of the author/s year of publication. *Title of the book*. Place of publication: name of the publisher.

  Example:

  Aly, Anne. 2011. *Terrorism and global security, historical and contemporary perspectives*. South Yara Australia: Palgrave Macmillan.

  Effendy, Bahtiar. 2003. *Islam and the state in Indonesia*. Singapore: Institute of Southeast Asian Studies.

- Chapter of the book

  Last name of the author/s, first name of the author/s. "Title of the chapter". In title of the book. Editor name, place of publication: name of publisher.

  Example:

  Dolnik, Adam. 2007. "Suicide terrorism and Southeast Asia." In *A handbook of terrorism and insurgency in Southeast Asia*. Tan, Andrew.T.H (ed). Cheltenham, UK and Northamtom, USA: Edward Elgar.

- Journal article

  Last name of the author/s, first name of the author/s. Year of publication. "Title of the article". *Name of the journal*. Volume. (Number): Page number.

  Example:

  Du Bois, Cora. 1961. "The Religion of Java by Clifford Geertz." *American Anthropologist, New Series*. 63. (3): 602-604

  Sirry, Mun'im. 2013. "Fatwas and their

controversy: The case of the Council of Indonesian Ulama." *Journal of Southeast Asian Studies*, 44(1): 100-117.

- News paper
  Last name of the author/s, first name of the author/s. Year of publication. "Title of the article". *Name of the newspaper*. Date of publication.

  Example:
  Eryanto, Hadi. 2010. "Menyiapkan Jihad di Aceh." *Kompas*. 18 March 2010.

- Internet
  Last name of the author/s, first name of the author/s. Year of publication. "Title of the article or writing". Date of access. Web address

  Example:
  Suhendi, Adi. 2012. "Dana Osama bin Laden dipakai untuk bom Bali 1" (Osama bin Laden's fund was used for Bali Bomb 1). Accessed August, 20, 2014 from: http://nasional.kompas.com/read/2012/03/26/14001755/Dana.Osama.bin.L aden.Dipakai.untuk.Bom.Bali.I

- Internet
  If there is no author in that page, write the name of the body who release the article in that website, year of release, date of accessed, address of the website
  Example:
  Aljazera. 2017. The voices missing from Syria's peace talks. Accessed 23 June 2017, from: http://www.aljazeera.com/indepth/features/2017/03/syria-war-missing-voices-syria-peace-talks-170322073131728.html

- Unpublished thesis/dissertation
  Last name of the author/s, first name of the author/s. Year of publication. *Title of the thesis/dissertation*. Name of the university.

  Example:
  Muhtada, D. 2005. *Zakat and Peasant Empowerment: Case Study on Zakat Organizations in Yogyakarta*. Yogyakarta: Unpublished Master thesis for graduate school of social work at State Islamic University Sunan Kalijaga.

- Article/paper presented at seminar/ conference
  Last name of the author/s, first name of the author/s. Year of publication. "Title of the paper." Article presented at seminar/ conference, host of the seminar, place of the seminar, date of the seminar.

  Example:
  Anwar, K. 2007. "Mengungkap Sisi Akidah dalam Naskah Syair Kiyamat." Paper presented at a seminar on text of religions, hosted by Office of Religious Research and Development Ministry of Religious Affairs Republic Indonesia. Jakarta, 30 November 2007-03 December 2007.

8. Transliteration system

Transliteration Arab-Latin system refers to SKB Ministry of Religious Affairs and Ministry of Education and Culture Republic of Indonesia Number 158 year 1987 and 0543/b/u/1987

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