Vol. 4, No. 4, December 2026, pp. 3612-3619
INTERNATIONAL JOURNAL OF
POST AXIAL
FUTURISTIC TEACHING AND LEARNING
https://journal.amorfati.id/index.php/postaxial | | ISSN 3025-7549

Lecturer Publication Literacy Based on Outcome-Based Education (OBE): A Community Service Study on Writing ISBN-Registered Books at Shipbuilding Institute of Polytechnic Surabaya (PPNS)

Imaniah Sriwijayasih [1a*], Rachmad Tri Soelistijono [2b], Anda Iviana Juniani [3c], Dika Rahayu Widiana [4d], Mohammad Abu Jami'in [5e], Eky Novianarenti [6f], Alma Vita Sophia [7g], Tarikh Azis Ramadani [8h]

[1,2,7,8] Department of Shipbuilding Engineering, Shipbuilding Institute of Polythechnic Surabaya, Indonesia
[5] Departmentof Marine Electrical Engineering, Shipbuilding Institute of Polythechnic Surabaya, Indonesia
[3,4,6] Departmentof Marine Engineering, Shipbuilding Institute of Polythechnic Surabaya, Indonesia

[a]imaniahsriwijayasih@ppns.ac.id, [b]rachmad_tri@ppns.ac.id, [c]andaiviana@ppns.ac.id, [d]dikawidina@ppns.ac.id, [e]jammy@ppns.ac.id, [f]ekynovianarenti@ppns.ac.id, [g]yusuf.alma@gmail.com, [h]tarikh@ppns.ac.id

Article History:
Received:
14-09-2026
Revised:
22-10-2026
Accepted:
09-11-2026

Keywords:
ISBN-registered book; Writing literacy; KBM publisher; Lecturer training; PPNS

***Correspondence Address:**
imaniahsriwijayasih@ppns.ac.id

Abstract
This community service program aims to enhance literacy in writing ISBN-registered books for lecturers at Politeknik Perkapalan Negeri Surabaya (PPNS) through collaboration with a professional publisher. Method: The activity was conducted in two phases using a participatory approach. The first phase was a benchmarking visit to KBM Publisher in Yogyakarta in July 2026 to learn the publishing workflow from manuscript selection, editing, layouting, cover design, ISBN registration to marketing. The second phase was a training on ISBN book writing held on October 6, 2026, at the Directorate Building 3rd Floor of PPNS, involving 33 lecturers, using interactive lectures, outline drafting practice, and continuous mentoring via WhatsApp group with the publisher. Evaluation procedures were clarified through a structured pre- and post-survey instrument using a 4-scale readiness questionnaire and manuscript outline assessment rubric validated by the publisher. The instrument measured two key indicators: idea generation and understanding of book types and systematics. Results: There was a significant improvement in both indicators providing stronger evidence of effectiveness. For idea generation, lecturers who already had writing ideas increased by 400% from 5 lecturers (21.7%) to 25 lecturers (92.6%), while those who had not found ideas decreased by 88.9% from 18 to 2 lecturers. For understanding of book types and systematics, the not-understanding category decreased by 89.5% from 19 to 2 lecturers, while the moderately and very understanding categories increased by 420% from 5 to 26 lecturers. Additionally, 27 of 33 participants (81.8%) successfully submitted a complete book outline assessed as feasible for ISBN registration. Conclusion: The two-phase service model with publisher collaboration is proven effective in improving lecturers' readiness to compile ISBN book manuscripts according to industry standards.

This is an open-access article under the CC–BY-SA license.

Introduction (مقدمة)

Surabaya State Shipbuilding Polytechnic (PPNS), as a vocational college, is committed to continuously encouraging the improvement of literacy culture and scientific publications, one of which is through works in the form of books with ISBNs. Books are not only for the dissemination of knowledge, but also evidence of lecturers' real contributions to scientific development and community service. Compared to other publication outputs, books are able to present findings comprehensively and in-depth with a wider and more sustainable readership. Books are written works that are systematically compiled and published as the main medium for the dissemination of science, education, and culture. In an academic context, books have a higher value than articles due to the depth of discussion, completeness of material, and wider and more timeless reach. In the academic world, the compilation of books with ISBNs (International Standard Book Numbers) is an important indicator that shows the quality and contribution of a lecturer in the development of science (Ambarita, 2022). ISBNs provide official recognition for scientific papers, as well as ensuring that they are widely accessible and internationally recognized (U. Hasanah, 2022).However, not all lecturers have adequate knowledge and skills in compiling ISBN-registered books, which often becomes an obstacle in their academic career development (Purba et al., 2024). The problem is further complicated by the lack of specific, applicable, and interactive ISBN-registered book writing training programs. To date, many lecturers have compiled books based solely on personal experience and limited information, without the support of a structured and sustainable mentoring system.Despite the urgency, a clear research and implementation gap remains. Previous community service programs and trainings on book writing have predominantly been one-off, theoretical seminars focused on general motivation, without direct benchmarking to the publishing industry and without continuous mentoring until the manuscript is ISBN-ready. Furthermore, existing studies have not provided a replicable model that integrates industrial publishing workflow — from manuscript selection, editing, layouting, cover design, ISBN registration to marketing — into lecturer training, especially in vocational polytechnics where practical expertise is abundant but not yet transformed into published books. As a result, a number of scientific works that actually have good substance and quality cannot be officially published or do not meet publishing eligibility standards.To address this gap, this program is designed based on the framework of Outcome-Based Education (OBE) currently implemented at PPNS. In OBE, all educational processes must be oriented toward measurable and tangible outcomes. In this context, an ISBN-registered book is not merely an additional publication, but serves as a concrete OBE outcome of lecturer competence. It is a measurable product that directly becomes outcome-based teaching material for students, fulfills the Tri Dharma of Higher Education, and serves as an indicator of lecturer professionalism. Therefore, unlike conventional training that measures success by attendance, this program adopts OBE principles where success is measured by the outcome: each participant must produce an ISBN-ready manuscript outline that meets industry standards. Through collaboration with KBM Publisher, this two-phase model of benchmarking and hands-on training with continuous mentoring is expected to be an effective and replicable model to improve quality ISBN book publications.

Method (منهج)

This community service program applies a participatory approach through three main phases, namely needs mapping, material delivery, and writing assistance. The initial phase was carried out through a structured pre-training survey to identify the level of understanding and experience of lecturers in writing ISBN books. The survey instrument used in this phase consisted

of 10 items with a 4-point Likert scale, where 1 indicates not having an idea or not understanding and 4 indicates having a clear idea or very understanding. The instrument was divided into two evaluation indicators, the first being Idea Generation which consisted of 5 items measuring the ability to find topics, formulate titles, and develop a synopsis, and the second being Understanding of Book Types and Systematics which consisted of 5 items measuring knowledge of reference books, textbooks, monographs, systematic structure, and plagiarism avoidance. This questionnaire was content-validated by two senior editors from KBM Publisher to ensure its relevance to industry publishing standards, and the results of the survey became the basis for determining the emphasis of the material and activity strategies so that its implementation was more relevant to the needs of the participants.The core training was held in an interactive lecture format by three speakers who were lecturers at the Surabaya State Shipbuilding Polytechnic (PPNS) as well as active practitioners in publishing ISBN books. The material was presented systematically and in stages, including techniques for finding and formulating writing ideas, introduction to types of books and their writing systematics, and strategies for avoiding plagiarism in book writing. The delivery of the material was not only theoretical, but also supplemented with concrete examples based on the experiences of the speakers in writing and publishing books. After that, the participating lecturers were asked to immediately practice by independently compiling a book outline comprising a title, synopsis, table of contents, and a sample chapter, accompanied by a team of facilitators to discuss ideas, compile chapter structures, and develop initial drafts. The activity was closed with a question and answer session to deepen understanding and address practical obstacles faced by participants.After the training, mentoring continued through a dedicated WhatsApp group as a communication medium between participating lecturers, resource persons, and publishers. To improve transparency and replicability, the program success was measured using three evaluation indicators, namely the percentage increase in pre- to post-survey scores for both idea generation and understanding indicators, the percentage of participants who submitted a complete outline with a target of more than 75 percent, and the feasibility assessment of the outline by the publisher for ISBN registration. The mentoring procedure itself was conducted for four weeks and involved 33 lecturers, three resource persons, and two editors from KBM Publisher. In the first two weeks, the focus was on idea finalization and table of contents consultation through two scheduled online manuscript clinics, while the third week focused on sample chapter review and plagiarism check using Turnitin with a similarity threshold of less than 20 percent, and the fourth week focused on layout arrangement and administrative management of ISBN publication. This mentoring included on-demand consultation via document sharing, voice notes, and written feedback, with all progress recorded in a shared tracking sheet to ensure accountability and allow replication by other institutions

Result (نتائج)

1. Comparative Study of the Publishing Process with KBM Publisher in Yogyakarta

The initial phase of the 2026 community service assignment scheme was carried out in July 2026 through a comparative study with KBM Publisher (Karya Bakti Makmur) in Yogyakarta. KBM Publisher was selected as the location for the comparative study based on its track record as an active and professional publisher, having published hundreds of ISBN-certified books, particularly textbooks, reference books, and monographs for lecturers and academics. The primary objective of this activity was to learn firsthand about the book publishing process from a professional team, from upstream to downstream. The community service team received a detailed presentation of the complete publishing process, including: (1) the selection and acceptance mechanism for initial manuscripts, (2) the editorial and proofreading process to maintain the quality of language and substance, (3) the layout and content arrangement process in accordance with national book standards, (4) attractive and representative cover design, (5) the

procedures for obtaining an ISBN from the National Library, and (6) book marketing and distribution strategies, both in print and digitally. During the visit, the team also held in-depth discussions with editors and production teams to understand common obstacles often faced by novice authors, such as unsystematic manuscripts, incomplete citations, and high levels of similarity. Through this visit, the service team gained a comprehensive and contextual understanding of the standards for manuscripts worthy of publication with an ISBN. Not only technical aspects, the team also understood the criteria for assessing manuscript eligibility used by publishers, such as originality of ideas, depth of discussion, suitability to reader needs, and completeness of administration. In addition, the team studied the mentoring system for novice authors implemented by KBM Publishers, where the publisher not only accepts finished manuscripts but also provides mentoring starting from title determination, outline preparation, to post-review revision assistance. This mentoring model was then adapted for application to lecturers participating in the PPNS training. The results of this comparative study then became the main provision and strategic foundation in compiling training materials in the second phase. The compiled materials became more applicable, practical, and in accordance with the latest publishing industry standards, rather than just conceptual theory.



(a)



(b)

Gambar 1.(a) (b) Comparative Study to KBM Publishers

By understanding the publisher's workflow from the inside, the resource person who is a lecturer at PPNS can deliver the material more convincingly, accompanied by real examples of manuscripts accepted and rejected by publishers, so that participants can understand more easily. Furthermore, the institutional collaboration built with KBM Publishers in this activity also opens up an accelerated path (fast track) for the publishing process for PPNS lecturers who participate in training at the next stage. The existence of a Letter of Agreement (LoA) and an understanding of the publishing process means that lecturers no longer need to look for publishers independently, but can be directly assisted until the manuscript is worthy of getting an ISBN. This is certainly an additional motivation for lecturers to immediately complete their book manuscripts.

2. ISBN Book Writing Training

The second phase, the core activity, was training on writing books with ISBNs held on October 6, 2026, at the Directorate Building 3rd Floor of PPNS, involving 33 lecturers. To present the outcomes more systematically as suggested, training outcomes were measured through comparative pre- and post-training surveys on two key indicators.

Tabel 1. Before and After Writing Ideas

Category Writing Idea	Before Activity	After Activity
Have Not Found an Idea	18	2
Still Hesitant	10	6
Already Here an Idea	5	25
TOTAL	33	33

Based on Table 1 and Figure 2, there was a significant improvement. Before the activity, the majority (54.5%) had not found an idea and only 15.2% already had an idea. After the training, lecturers who already had an idea increased by 400% from 5 to 25 lecturers (75.8%), while those who had not found an idea decreased by 88.9% from 18 to 2 lecturers. This shows the training effectively helped lecturers discover writing ideas from their daily Tri Dharma activities such as teaching modules and research outputs.

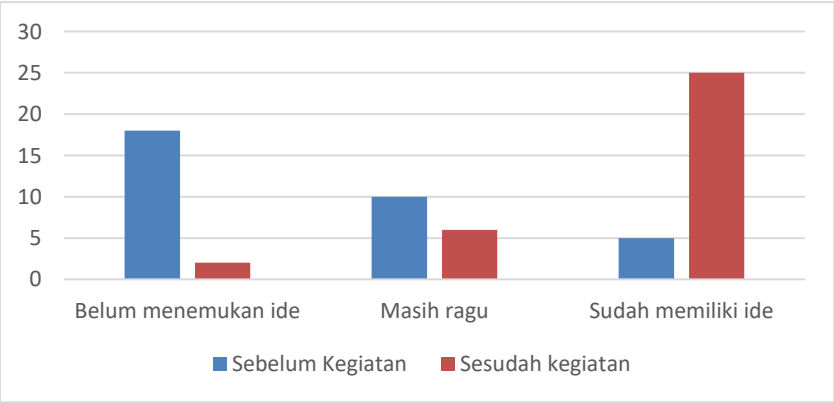

Figure 2. Writing idea categories

In the initial training session, we directed the participating lecturers to explore writing ideas based on their teaching experiences, laboratory and classroom practices, and current issues in the maritime and vocational education fields that were relevant for development into books. Initially, many lecturers expressed difficulty in finding worthy topics to write about. However,

after going through interactive discussions and presenting concrete examples from speakers who were PPNS lecturers and publishing practitioners, participants began to realize that book ideas could actually come from simple things that were closely related to their daily Tridharma activities, such as teaching modules, job sheets, and research outputs. A comparison of the achievement of idea discovery before and after the activity can be seen in Figure 2 above. Based on Figure 2, there is a significant change in the ownership of writing ideas before and after the activity was implemented. The majority of participants, namely 18 lecturers, had not yet found an idea for writing a book, 10 were still unsure, and only 5 had already had an idea before the activity was carried out. This figure changed drastically after the training, with only two lecturers still lacking an idea, six still unsure, and 25 already having an idea. This demonstrates that the training had a positive impact in helping the lecturers discover and believe in the book writing ideas they wanted to develop.

Tabel 2. Understanding Category

Understanding Category	Before	After
Don't Understand	19	2
Less Understand	9	5
Moderately Understand	5	15
Very Understand	0	11
TOTAL	33	33

Based on Table 2 and Figure 3, a significant change occurred in understanding. Before training, 57.6% were in the Don't Understand category and 0% in Very Understand. After training, Don't Understand decreased drastically by 89.5% to only 2 lecturers, while Moderately and Very Understand combined increased by 420% from 5 to 26 lecturers (78.8%). This indicates that practical guidance on book systematics (foreword, introduction, chapter contents, bibliography) and book types (fiction and nonfiction) was effective.

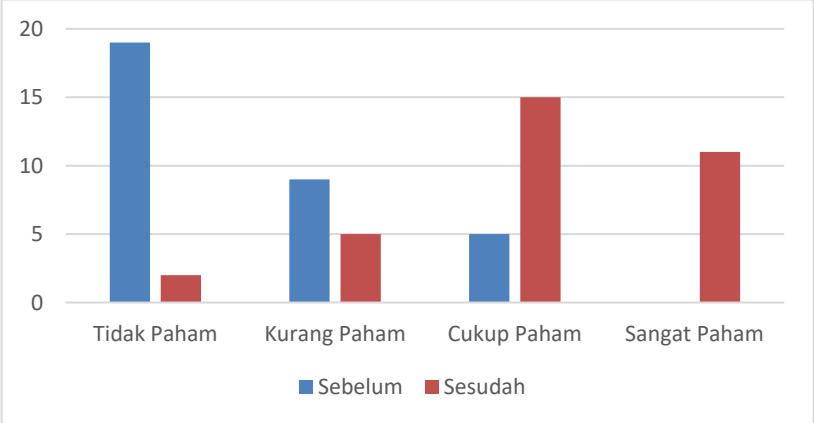

Figure 3. Understanding Category

Figure 3 shows the lecturers' level of understanding of book types and systematics before and after the activity. In the second session, participants were guided on book writing systematics and book types. This session explained that books are generally divided into two categories: fiction and nonfiction (Hanifa et al., 2021). The lecturers were given practical guidance on the general structure of a book, starting from the preparation of the foreword, introduction, chapter contents, to the bibliography, and were introduced to various writing styles appropriate for each

type of book. In this session, the participating lecturers actively matched their writing ideas with the type of book they would develop. Based on the data in Figure 3, there was a significant increase in understanding. Before the activity, 19 lecturers were in the category of Not Understanding, 9 people were Poor Understanding, 5 people were Fair Understanding, and 0 people were Very Understanding. After the material was delivered, the number of lecturers in the Don't Understand category decreased drastically to 2 people and Less Understand to 5 people, while the Quite Understand category increased to 15 people and Very Understand to 11 people. This shows that most lecturers who were previously in the less understand category managed to move to the quite understand and very understand categories after participating in the training.

Conclusion (خاتمة)

This community service program, implemented in two phases, has proven effective in improving ISBN book writing literacy for lecturers at the Surabaya State Shipbuilding Polytechnic (PPNS). In terms of main achievements, the program successfully achieved its Outcome-Based Education (OBE) targets. The first phase, a comparative study at KBM Publisher Yogyakarta in July 2026, provided a comprehensive understanding of the professional publishing workflow from manuscript selection, editing, layouting, cover design, ISBN management, to marketing strategies. The results of this benchmarking became the strategic foundation for developing more applicable and industry-standard training materials. In the second phase, core training conducted on October 6, 2026, at the 3rd Floor of the PPNS Directorate Building and attended by 33 lecturers resulted in significant and measurable improvements. Based on comparative pre- and post-survey data, lecturers who already had writing ideas increased by 400% from 5 lecturers (15.2%) to 25 lecturers (75.8%), while those in the Don't Understand category regarding book types and systematics decreased by 89.5% from 19 to 2 lecturers. As a tangible OBE outcome, 27 of 33 participants (81.8%) successfully submitted a complete book outline comprising title, synopsis, table of contents, and sample chapter, which was assessed as feasible for ISBN registration by the publisher, exceeding the initial target of 75%.The practical contributions of this program are threefold. First, it provides a replicable two-phase model (benchmarking + hands-on training with continuous mentoring) that integrates the industrial publishing workflow into lecturer competency development, particularly relevant for vocational higher education. Second, it establishes a fast-track institutional collaboration through a Letter of Agreement (LoA) with KBM Publisher, which removes barriers for PPNS lecturers to publish independently and provides direct assistance until the manuscript is ISBN-worthy. Third, it produces tangible teaching materials in the form of ISBN-ready manuscripts that directly support outcome-based teaching and fulfill the Tri Dharma of Higher Education.However, this program has limitations that should be acknowledged. The evaluation was limited to short-term outcomes measured immediately after training through self-reported surveys and outline submission, without yet tracking long-term completion rates. The study involved a relatively small sample of 33 lecturers from a single institution, and the mentoring period of 4 weeks via WhatsApp group is insufficient to ensure full manuscript completion. Furthermore, the feasibility assessment was based on outlines and sample chapters, not on complete finished books.Therefore, it is recommended that follow-up mentoring be conducted for 6 to 12 months to systematically monitor and assist participants until their manuscripts are fully completed and officially published with ISBN. Future evaluation should include tracking indicators such as number of manuscripts submitted to the publisher, number of books successfully obtaining ISBN, and publication timeline. It is also suggested to implement a longitudinal tracer study and expand the program to other departments or institutions to assess the sustainability and broader impact of the OBE-based literacy model on lecturers' academic productivity.

Bibliography ((مراجع

Ambarita, R. (2022). The role of ISBN-registered books in enhancing the academic credibility of lecturers in vocational higher education. Journal of Vocational Scientific Publication, 4(2), 115–124.

Hasanah, U. (2022). The urgency of the International Standard Book Number (ISBN) as a means of legality and dissemination of lecturers' scientific work. Community Development Journal, 5(3), 4769–4775.

Purba, S., Siregar, R. A., & Lubis, M. (2024). Barriers for lecturers in writing ISBN-registered textbooks in the digital era. Journal of Education and Community Service, 6(1), 45–54.

Hanifa, N., Sari, D. P., & Rahmawati, F. (2021). Classification of fiction and nonfiction books and their implications for literacy learning. Journal of Literacy and Language Education, 3(2), 88–97.

Hanifa, M., Lidinillah, D. A. M., & Mulyadiprana, A. (2021). Designing a Local Culture-Based Comic Book for Fourth Grade Elementary School Students. Pedadidaktika: Scientific Journal of Elementary School Teacher Education, 8(4), 965–976. https://doi.org/10.17509/pedadidaktika.v8i4.41877

Roza, M., Lufri, & Asrizal. (2020). Development of a Biodiversity Textbook Based on an Ethnobiological Study of the Losarang Dayak Tribe. Journal of Mathematics and Science Education, 11(1), 1321.

Safaruddin, Mutmainnah, Tahir, N. Iftika & Juhaeni. (2023) Training on Islamic Religious Education Learning Evaluation Systems to Increase High School Students' Interest and Motivation. Journal of Research Innovation and Community Service, 3(2), 71–79. Suhendra, B, Setiadi, T & Ratih, R. (2023).

Susanto, H., Prawitasari, M., Akmal, H., Syurbakti, M. M., & Fathurrahman, F. (2023). Effectiveness of Using Textbooks for History Learning Media Courses. PIPSI Journal (Indonesian Social Studies Education Journal), 8(1), 1. https://doi.org/10.26737/jpipsi.v8i1.3112

Suwarni, E. (2015). Development of a Locally Based Textbook on Spider Diversity in Metro City as an Alternative Biology Learning Resource for Grade 10 High School Students. BIOEDUKASI (Journal of Biology Education), 6(2), 86–92. https://doi.org/10.24127/bioedukasi.v6i2.336