

UNDERSTANDING OF ETHICAL APPROVAL: IS THERE A NEED FOR RESEARCH ETHICS SOCIALIZATION FOR LECTURERS?

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Abstrak: Etika penelitian merupakan suatu keniscayaan bagi dosen peneliti di perguruan tinggi. Komisi Etik Penelitian (KEP) memiliki peranan penting dalam memastikan bahwa penelitian dilaksanakan dengan cara yang etis dan bertanggung jawab. Penelitian pengabdian ini bertujuan untuk menilai pemahaman dan penerapan etika penelitian di kalangan dosen Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas Maret (FKIP UNS), serta merancang langkah strategis untuk meningkatkan kesadaran dan pengelolaan etika penelitian di lingkungan akademik. Pendekatan yang digunakan adalah *Participatory Action Research* (PAR) dengan melibatkan 36 dosen FKIP UNS sebagai peserta. Data dikumpulkan melalui angket yang berisi 9 pertanyaan mengenai etika penelitian, dan dianalisis untuk mengetahui kecenderungan respon dan saran. Temuan menunjukkan bahwa sebagian besar responden telah memahami konsep dasar etika penelitian. Selain itu hampir semua responden menunjukkan kesadaran tinggi terhadap prinsip menjaga kerahasiaan informan (100%), meminta izin serta menjelaskan tujuan penelitian (89%), memberikan akses kepada informan untuk membaca hasil penelitian (94%), meminta persetujuan untuk publikasi (78%), merespon keberatan informan terhadap publikasi (83%), fokus manfaat penelitian untuk responden (89%), dan kepatuhan etika dalam bimbingan (94%). Sebagai tindak lanjut dari respon angket dan saran yang diberikan maka telah dilaksanakan kegiatan sosialisasi, workshop etika penelitian, dan telah terbentuk struktur organisasi dan personel KEP FKIP UNS yang baru, serta telah dilakukan perbaikan website guna memperkuat pengelolaan usulan kelaikan etik dan pelaksanaan etika penelitian.

Kata Kunci: etika penelitian, kelaikan etik, Komisi Etik Penelitian, Participatory Action Research (PAR)

Abstract: Research ethics are a necessity for university lecturers conducting research. The Research Ethics Commission (REC) plays a crucial role in ensuring research is conducted ethically and responsibly. This community service study aims to assess the understanding and application of research ethics among FKIP UNS lecturers and to design strategic steps to enhance awareness and management of research ethics within the academic environment. The study employed a Participatory Action Research (PAR) approach involving 36 FKIP UNS lecturers as participants. Data were collected using a questionnaire containing eight questions related to research ethics and analyzed to identify response trends and suggestions. Findings indicate that most respondents already understand the fundamental concepts of research ethics. Additionally, nearly all respondents demonstrated high awareness of ethical principles, including maintaining informant confidentiality (100%), obtaining consent and explaining the purpose of research (89%), providing informants access to research results (94%), seeking approval for publication (78%), addressing informants' objections to publication (83%), focusing on research benefits for respondents (89%), and adhering to ethical standards in supervision (94%). As a follow-up to the questionnaire responses and suggestions, activities such as ethics socialization, research ethics workshops, and the establishment of a faculty-level REC were conducted. Moreover, website improvements were implemented to strengthen the execution of research ethics practices.

Keywords: ethic research, ethical approval, Research Ethics Commission, Participatory Action Research (PAR)

Introduction

University lecturers have an important responsibility to understand and apply research ethics. Human research requires careful control to preserve participants' rights and welfare. This statement is in line with the provisions in Article 39 of Law Number 11 of 2019, namely: (1) Research, Development, Assessment, and Application must be carried out by the ethical code of the field of science, (2) To enforce the ethical code as referred to in paragraph (1), an ad hoc ethics commission is established, (3) The membership of the ethics commission as referred to in paragraph (2) may come from various fields of science, and (4) The ethics commission as referred to in paragraph (2) has the task of reviewing and determining ethical eligibility as well as evaluating and supervising the implementation of the ethical code of Research, Development, Assessment, and Application by the field of science (Presiden Republik Indonesia, 2019). Based on this, the role of the Research Ethics Committee becomes very important. Every research must obtain permission from the Research Ethics Committee to ensure that the research is conducted ethically and in compliance with applicable laws (El-Dessouky et al., 2011).

The Research Ethics Committee is crucial in maintaining integrity and quality, especially in human research. In the context of health research, ethical review becomes crucial to ensure that all research procedures are conducted with respect for the rights and welfare of the subjects. Applying ethical principles in health research, especially human research, protects subjects and enhances the credibility of research results (Handayani, 2018). In Biomedical Research, some guidelines encompass five important stages in the research process, from proposal to publication, and aim to enhance research integrity and oversight of research activities (Mardani et al., 2019). In stem cell research and regenerative medicine, there are ethical guidelines to handle the ethical issues arising from technological advancements in this field (Afshar et al., 2020). Ethical-based research management is very important for building trust among the community and stakeholders (Ramadani, 2021). In the Faculty of Education, the Research Ethics Committee also has a vital role in ensuring that the research conducted by academics and students meets high ethical standards. This commission is responsible for evaluating and approving research proposals, especially human research, to protect their rights and welfare. Research conducted without ethical oversight can potentially pose risks to participants, including privacy violations and data misuse (Junaidin, 2023). Therefore, the existence of the Research Ethics Commission becomes crucial in creating a safe and responsible research environment. With the existence of the Research Ethics Committee, the Faculty of Education can ensure that all research conducted is not only academically beneficial but also ethical and responsible. However, the existence of the Research Ethics Committee in most faculties raises concerns that this process may slow down research (Kandeel et al., 2011). For this, lecturers must have a greater grasp of the value of research ethics and the ways of the Research Ethics Committee functions to protect all parties involved.

Based on the research by Hur & Yun (2023), publication ethics in the academic environment are very important, and many lecturers still feel undereducated on relevant ethical issues. Currently, many journals require authors to include proof of Ethical Clearance (EC) for

their research. Ethical clearance is an important aspect of research aimed at protecting the rights and welfare of research participants. This process is usually carried out by Research Ethics Committees, known by various names in different countries, such as Research Ethics Committees (REC) in the UK and Institutional Review Boards (IRB) in the United States. There are experiences of applicants and ethics committee members who often feel dissatisfied with the process, especially regarding the values and power involved in the process (McCareavey & Muir, 2011). This shows that although there are clear guidelines, the implementation and real experience in obtaining ethical approval can vary significantly. Additionally, Large-scale research involving social data analysis also faces significant ethical challenges, including issues of informed consent and bias, which must be addressed by the ethics committee (Mahoney et al., 2022).

Based on the above, understanding research ethics and ethical clearance is essential to enhance lecturers' knowledge and attitudes toward research ethics significantly (Ramalingam et al., 2014). Moreover, the planned socialization and training activities in the research will be very beneficial in enhancing lecturers' understanding of research ethics. Thus, the development of research ethics capacity among academics to improve the quality and integrity of research conducted by lecturers, and to prevent ethical violations that could harm the institution's reputation and research outcomes becomes very important (Ali et al., 2012). From the nine (9) questionnaires filled out by 36 lecturers from the Faculty of Teacher Training and Education (FKIP) at Universitas Sebelas Maret (UNS), randomly selected, it shows that more than 76% of these lecturers already understand the basics of research ethics. However, they desire the establishment of a Research Ethics Commission (REC) in the FKIP UNS. The REC in the FKIP UNS is necessary because students' final assignments, whether in the form of theses or dissertations, involve human respondents. Some students do not yet understand research ethics, and some face difficulties in obtaining respondents, especially those related to sensitive issues in research. This community service research aims to assess the understanding and application of research ethics among FKIP UNS lecturers and to design strategic steps to increase awareness and management of research ethics in the academic environment.

Methods

This community service activity employed the Participatory Action Research (PAR) method, a collaborative approach that involves active participation in every stage of the activity process aimed at creating positive social change by empowering the community to engage in problem identification, planning, implementation, and evaluation of the actions taken (Rahmat & Mirnawati, 2020; Wijayanto, 2024; Aslamiah, 2024). This process is structured into four distinct phases, as illustrated in Figure 1.



Figure 1. Activity design

Stage 1: Identification

At the identification stage, the main focus is identifying problems and formulating objectives. Lecturers were given a questionnaire containing nine questions about understanding research ethics (Table 1) to identify whether they have implemented research ethics in conducting research and supervising students. Data from the questionnaire responses in Table 1 were analyzed using descriptive statistics, including percentages of "Yes" and "No" responses. This stage involves 36 lecturer samples consisting of 26 lecturers from the Science and Technology field and 10 lecturers from the Social Science and Humanities field at FKIP UNS (Figure 2).

Stage 2: Defining Requirements

The requirements determination stage involves gathering initial data to determine the specific requirements of the intervention. This stage is crucial in translating the insights gained from the identification stage into an actionable plan. Based on the identification results, it was concluded that lecturers still need to be socialized about research ethics, particularly in guiding students and how to obtain ethical clearance, especially when their research involves humans as respondents or subjects. The criteria for lecturers who will receive the intervention were determined from here.

Stage 3: Intervention

The intervention stage involves designing and implementing training programs or workshops. Here, lecturers are invited to participate in the "Research Ethics Workshop", which is divided into three stages of activities, there are: (1) Socialization of Research Ethics, (2) Preparation of Research Ethics SOP and Ethical Clearance Proposal abbreviated as EC, and (3) Workshop on the Development of EC Proposal Instruments and the REC in the FKIP UNS.

Stage 4: Evaluation

The evaluation stage assesses the effectiveness of all activities in the program during the intervention. The success of the research ethics socialization is seen from participants' enthusiasm in following the activities, the questions raised, and the desire to implement it in all research activities, especially those involving human subjects or student supervision. The success of preparing the Research Ethics SOP and EC Proposal is realized through the SOP, which has received input for implementation. The success of developing the EC and REC Proposal Instruments is realized through the EC instruments that can be applied via the web and the formation of a new organizational structure and personnel for REC in the FKIP UNS.

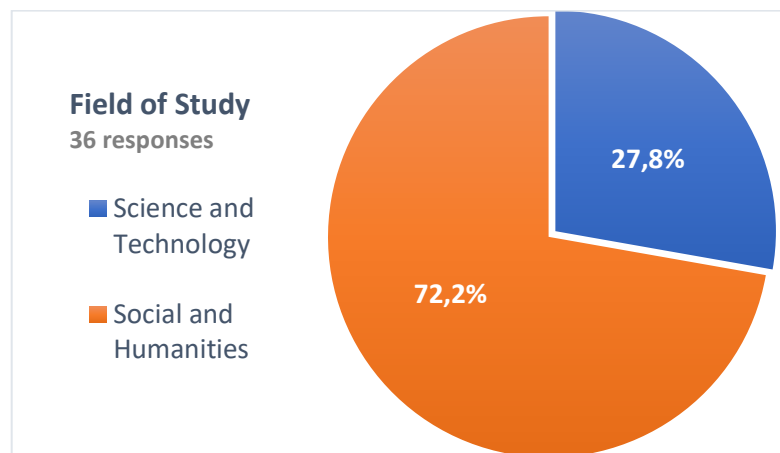


Figure 2. Distribution of participant data based on field of study

Table 1. List of questions

No	Questions
Q1.	Do you feel that maintaining the confidentiality of informants is important in your research?
Q2.	Do you always ask for permission and explain the purpose of the research to the respondents when starting the research?
Q3.	Do you allow respondents/informants to read the results of your research?
Q4.	Have the results of the research you are going to publish been approved by the informants/respondents?
Q5.	If the informant/respondent of your research objects to the research results, then you will not publish them.
Q6.	Is the result of your research focused on providing benefits to the respondents?
Q7.	Have you been paying attention to research ethics while conducting research or supervising student research?
Q8.	If yes, what do you expect from the Faculty Research Ethics Committee?
Q9.	What challenges have you encountered in your research or while supervising your students in their research?

Results and Discussion

Identification Stage

Respondents' answers to the nine questions in [Table 1](#) are divided into two sections. The first section contains the results of respondents' answers to 7 questions (Q1-Q7) in the form of Yes and No answers, with the percentage results shown in [Figure 3](#). The second section is the respondents' responses to questions Q8 and Q9, in the form of respondents' expectations and obstacles they experienced in research or guiding students in conducting research.

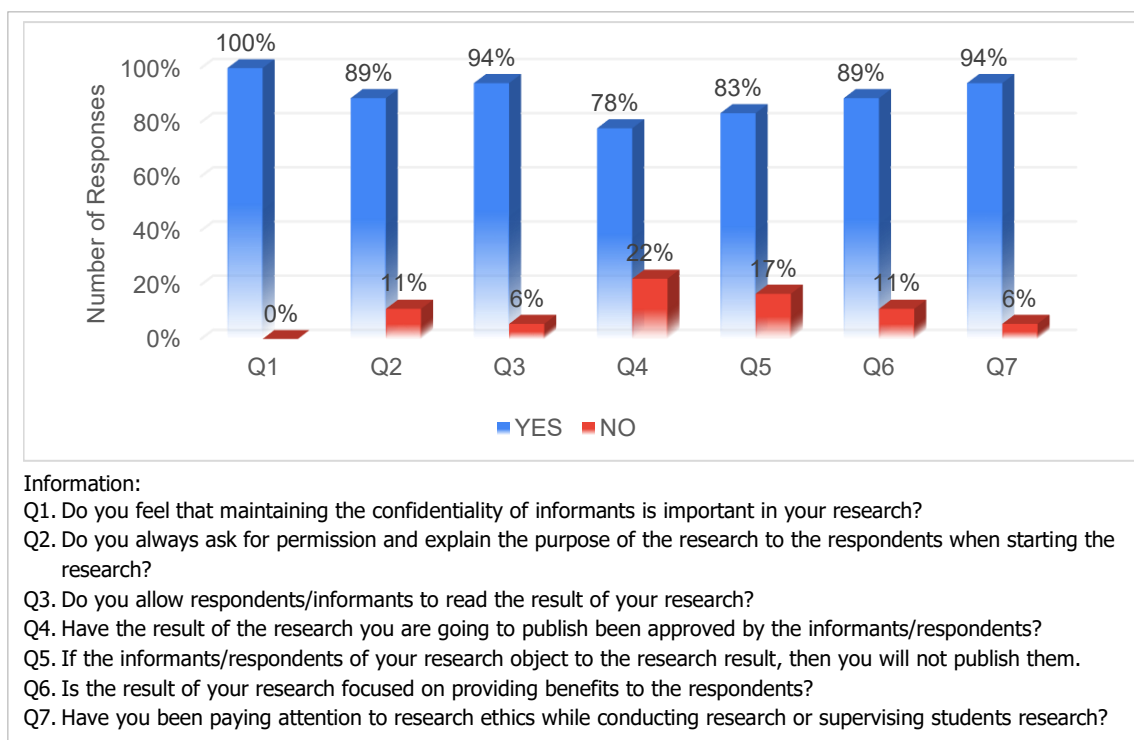


Figure 3. Result of the FKIP Faculty Survey

After analyzing the obtained data, it was found that not all respondents understand research ethics. It is indicated by the response result of each question, which has not yet fully reached 100%. Here is the discussion of each sub-topic question response:

Response to question Q1. All respondents agree that maintaining the confidentiality of informants is a primary principle in research ethics. This response indicates a full awareness of the importance of protecting informants' privacy in the research process. By maintaining confidentiality, researchers adhere to international standards that protect individual rights from potential risks, both personally and professionally. This 100% compliance indicates that all respondents understand that the trust of informants is the foundation for collecting valid and credible data, especially in research involving sensitive data or vulnerable subjects (Kerasidou, 2016). Therefore, the respondents have to maintain an understanding of this principle when conducting research. It aligns with the demands for integrity and the instillation of ethical values, as Halimah et al. (2024) researched.

Response to question Q2. As many as 89% of respondents stated that they always ask for permission and explain the purpose of the research to the informants. It shows that most researchers apply the principle of transparency in their research. Providing initial information can help respondents understand the risks and benefits of their participation (Ries et al., 2017). However, 11% of respondents who did not follow this procedure indicate a potential gap in understanding or implementing research ethics principles. Some possible causes could include a lack of training on the importance of informed consent, time pressure in data collection, or the mistaken assumption that verbal consent without detailed explanation is sufficient. Thus, this indicates the need for further education. Transparency at the beginning of

the research can enhance trust between researchers and respondents and reduce the risk of misinterpretation that could impact data quality (O'Hare et al., 2018).

Response to question Q3. As many as 94% of respondents allowed informants to read the research results, reflecting openness and appreciation for their participation. By allowing informants to see the research results, researchers can ensure there are no perceptual errors or data that could lead to negative interpretations, while also strengthening the trust between researchers and informants (Weston et al., 2023). However, 6% of respondents still do not provide this access, which may be due to technical reasons such as the complexity of the data being difficult for informants to understand or institutional policies that restrict the distribution of research results (McElfish et al., 2019). However, this lack of transparency can pose a risk to the research, especially if the research results involve sensitive information or directly impact the informants. To address this, researchers can consider increasing access for all informants. Thus, researchers can encourage more ethical and transparent engagement, especially in studies that require further clarification from the informants (George et al., 2023).

Response to question Q4. As many as 78% of respondents sought informant approval before publishing research results, reflecting efforts to respect the rights and comfort of informants. Involving informants in the final approval process gives them control over their data use (Bhupathi & Ravi, 2017). However, 22% of respondents who did not seek this approval may have administrative constraints or not understand the importance of this final confirmation. It can pose risks, such as conflicts arising if informants object to the data used, or even lead to violations of research ethics (Regmi et al., 2016). To improve this situation, further education on the importance of final consent is necessary, as it can strengthen the relationship between researchers and informants and ensure that publications do not overlook the rights of respondents.

Response to question Q5. As many as 83% of respondents stated they would halt publication if the informants objected to the research results. This attitude demonstrates a strong commitment to respecting the informants' right to control the impact of the data they provide (Muthanna & Alduais, 2023). 17% of respondents who do not apply this principle may encounter challenges such as pressure to meet publication requirements or time constraints. However, ignoring the informants' objections can trigger the emergence of other problems (Grady, 2015). To address this, it is necessary to provide an option for informants to review, which can enhance their sense of security, especially if the data has high sensitivity that could affect their reputation or personal circumstances.

Response to question Q6. As many as 89% of respondents emphasized that their research is focused on providing benefits to the respondents, demonstrating a welfare-oriented research approach (Ningrat, 2018). It indicates that most researchers consider the positive impact of their research on informants and society, reflecting a commitment to the social responsibility of researchers. However, the 11% of respondents who do not focus on this may be due to the nature of the research not directly impacting informants, or the limitations of basic research. Encouraging researchers to consider practical benefits in their studies can enhance the social relevance of each research conducted. However, the goal of research is not only to enrich knowledge but also to provide a real impact on society.

Response to question Q7. As many as 94% of respondents claimed to pay attention to research ethics in the process of guidance or research, indicating an almost complete awareness of the role of ethics in education and mentoring. Respondents who are aware of ethics are more capable of guiding students responsibly, ensuring they adhere to ethical principles in research. This awareness plays a crucial role in creating a safe, transparent, and responsible research environment. However, 6% of respondents who do not adhere to this principle may require additional guidance to understand the importance of ethics in supervision, particularly in research involving human data.

From the overall responses obtained, although 94% of the respondents have paid attention to research ethics in the guidance or research process, there are still obstacles to the implementation. Based on the respondents' responses to question Q9, the common obstacle is the limitation in monitoring the implementation of research ethics carried out by students. Therefore, further support from educational institutions will help ensure that ethics becomes integral to the academic research process. With this, it is hoped that all researchers and supervisors can have a deeper understanding of the application of ethics.

Based on the respondents' responses to question Q8, the survey results also show a positive response to the existence of the Research Ethics Committee (REC), as indicated by the suggestions provided, namely:

1. REC in the FKIP UNS should hold training sessions for reviewers more frequently and ensure transparency in their recruitment
2. REC can provide supporting facilities, such as research ethics guidelines that can be accessed online by all research lecturers and students
3. Organizing outreach activities on research ethics for both lecturers and students
4. Providing guidance on the implementation of research ethics
5. Expanding the dissemination of information on research ethics and ethical suitability.

Based on the analysis of the questionnaire responses and referring to the suggestions provided, as a follow-up to improve the understanding and application of research ethics, activities have been prepared that are divided into three stages, namely: (1) Socialization of research ethics, (2) Focus Group Discussion (FGD) on Research Ethics SOP and Workshop on the preparation of EC submission procedures, and (3) Workshop on the establishment of the Research Ethics Commission (REC) in the FKIP UNS and EC proposal instruments.

Defining Requirements Stage

Based on the established activities, several criteria have been determined for the lecturers participating in each of these activities. The socialization activity on research ethics is prepared for all FKIP UNS lecturers and conducted online. The SOP FGD activity only involves a special team from KPPM FKIP and speakers/presenters on research ethics and is conducted in person. Meanwhile, other activities such as workshops on preparing EC submission procedures, REC in the FKIP UNS, and EC proposal instruments are selected participants with relevant competencies and are conducted in person.

Intervention Stage

Each activity carried out during the intervention stage is described below:

1. Socialization of Research Ethics

This activity was held on May 18, 2024, at FKIP UNS to increase understanding and awareness of the importance of ethical principles in research. This activity reflects the institution's commitment to building a research culture that is responsible, transparent, and protects research subjects. This workshop invites two speakers, there are:

- a. **Speaker 1** has been appointed as a member of the Medical and Health Research Ethics Committee of FKMK UGM/RSUP, Dr. Sardjito, since 2007, and has acted as the chair since 2020. He is an expert in clinical microbiology and human genetics with over 15 years of work experience. **Speaker 1** (Figure 4) presented the Research Ethics and Ethics Commission material, covering: (1) Introduction to Research Ethics, (2) Overview of the Ethics Commission, Research, and Ethics Guidelines Affiliations, (3) Management of submissions, ethical reviews, monitoring, and approval (Ethical Clearance), (4) Informed Consent Form & Procedure, and (5) Examples of Ethical Clearance cases at FK-KMK UGM and matters that need attention from Researchers and Research Supervisors.

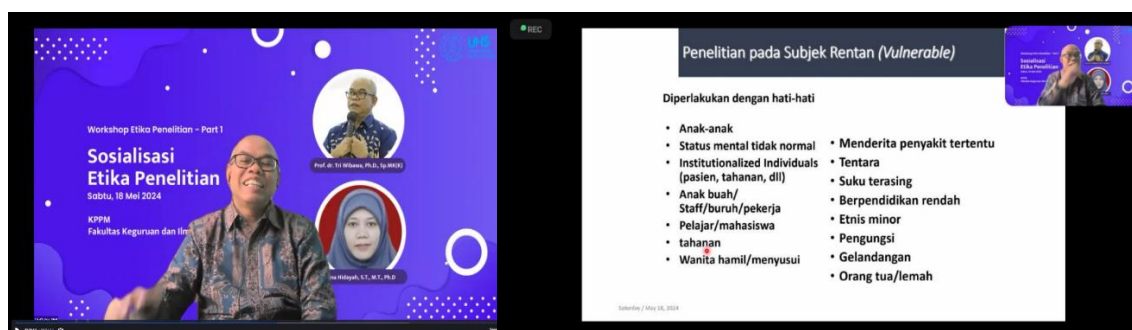


Figure 4. Socialization of Research Ethics by Speaker 1

- b. **Speaker 2** is an expert in architecture with over 20 years of work experience and has acted as a secretary of the Research Ethics Commission in the DRPM of Yogyakarta State University since 2022. **Speaker 2** (Figure 5) presented the Research Ethics Material in the field of Education, covering: (1) The Urgency of Ethical Clearance (EC) for Educational Research, (2) Structure of the Ethics Commission, (3) Example of EC Proposal Instruments, and (4) Issues in Educational Research Ethics.

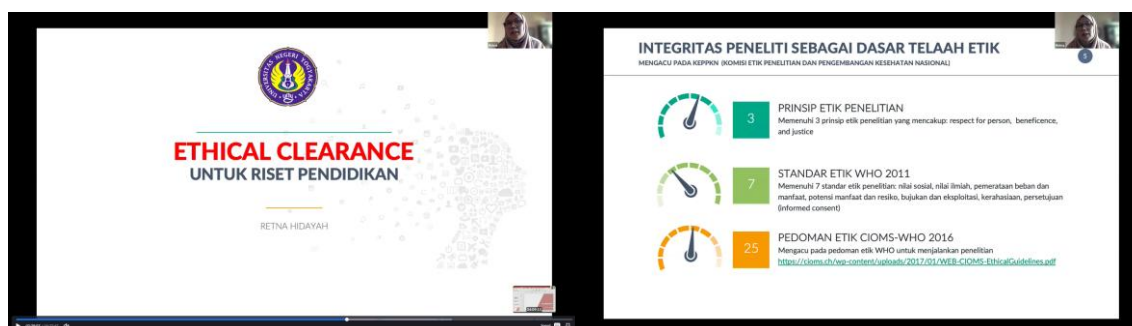


Figure 5. Socialization of Research Ethics by Speaker 2

2. Focus Group Discussion (FGD) SOP Research Ethics

This activity was conducted on May 22, 2024, in person, attended by resource persons and the Research and Community Service Coordination Team (KPPM) of FKIP UNS to discuss the Research Ethics SOP (Figure 6). Several SOPs that were discussed include: Organization of REC, Registration and Administration Management, EC Submission Management, Determination of Proposal/Protocol Criteria (initial review), Review of Educational Research Protocols, Ethics Committee Meeting and Issuance of Ethics Clearance Letters, and Follow-up Handling of Protocol Review Results and Monitoring.



Figure 6. FGD SOP Research Ethics by the KPPMF FKIP UNS team and the speaker

3. Workshop on the preparation of EC application procedures

This workshop discusses the procedure for submitting EC through the website <https://kep.fkip.uns.ac.id/> with a flow as described in Figure 8.



Figure 7. Workshop with FKIP UNS lecturers for the preparation of EC (A) submission procedures and the workshop committee team (B)

In Figure 7(A), a workshop is conducted with FKIP UNS lecturers focusing on preparing the Ethical Clearance (EC) application procedure. This workshop is designed to provide an overview of the steps in the EC application process and develop an efficient procedure that complies with research ethics standards. In addition, Figure 7(B) shows the Workshop Committee team responsible for ensuring the smooth execution of the activities.

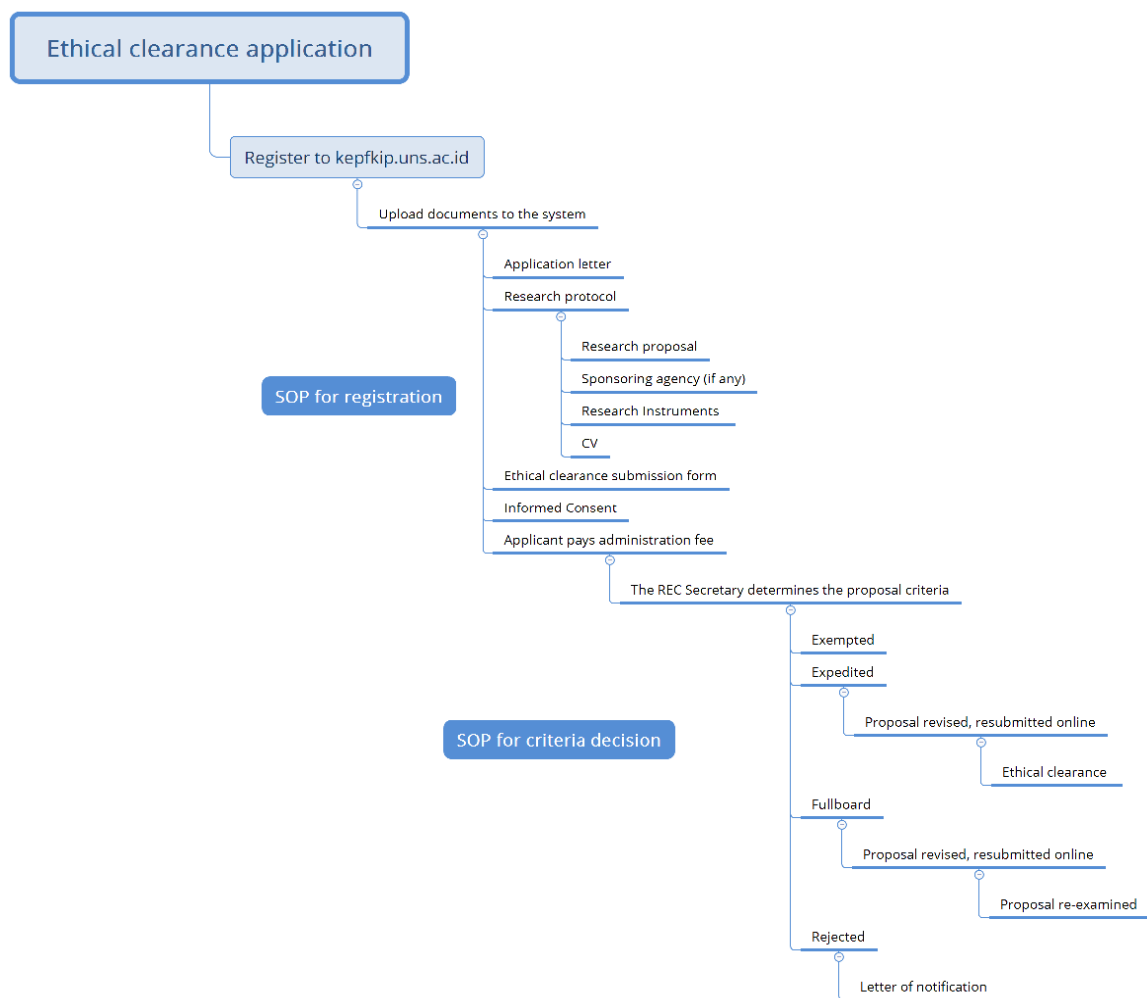


Figure 8. Submission flow of EC at REC in the FKIP UNS

4. Workshop on the establishment of the FKIP UNS Research Ethics Committee (REC) and the EC proposal instrument

This workshop was held in person on May 30, 2024, inviting faculty representatives from 49 study programs at FKIP UNS (see Figure 9). Two speakers were accompanying the workshop. The first speaker was the chairman of the Faculty of Medicine UNS Research Ethics Committee (REC), who accompanied the workshop on the formation of the FKIP UNS REC and the REC SOP draft. The second speaker is a secretary of the DRPM REC of Yogyakarta State University, who accompanied the workshop on developing EC proposal instruments for educational research.

Figure 9 shows the participants of the FKIP UNS Research Ethics Commission Workshop and the EC Proposal Instrument, which aims to form a competent research ethics commission and develop relevant and easily applicable EC instruments to support the implementation of research relevant to academic standards and regulations.



Figure 9. Participants of the Workshop on the Establishment of the FKIP UNS Research Ethics Committee (REC) and the Proposal Instrument for Ethical Clearance (EC)

Evaluation Stage

Based on the objectives of this community service research, there are two parts of the evaluation. The first part evaluated the understanding and application of research ethics by lecturers at the Faculty of Teacher Training and Education, Universitas Negeri Surabaya (FKIP UNS). The second part focused on evaluating strategic steps to increase awareness and management of research ethics in the academic environment.

The understanding and application of research ethics by lecturers at FKIP UNS was assessed using a questionnaire (questions Q1-Q7), presented in Figure 3. These results indicate that more than 80% of lecturers at FKIP UNS understood and applied research ethics. While 100% of lecturers maintained respondent confidentiality, only 78% published research results after obtaining respondent approval. These evaluation results indicate that there is still a need to socialize research ethics.

Increasing awareness and management of research ethics in the academic environment was a strategic stage to address the obstacles and expectations of research lecturers identified in the identification phase (questions Q8 & Q9). Three strategic steps taken were (1) research ethics socialization, (2) improvements to the Research Ethics Commission (KEP) of the Faculty of Teacher Training and Education (FKIP) UNS and the EC proposal instrument, and (3) development of standard operating procedures (SOPs) for the Research Ethics Commission and EC submission procedures. A summary of the evaluation results regarding these three strategic steps' effectiveness, impact, and contribution is described below.

Evaluation of the Research Ethics Socialization Activity

This socialization activity was quite effective in increasing the understanding of participants who sought clarification on ethically sound research protocol procedures, how to formulate informed consent so that respondents are willing to participate in research, and where to obtain ethically sound research. Seven respondents interviewed after the socialization activity all stated that they understood and would implement it in their research, and when guiding students conducting research involving humans. It demonstrates that the socialization activity increased participants' understanding (Priowirjanto, 2022). Based on observations, participants

were highly enthusiastic and motivated to receive explanations about research ethics from the speakers, as evidenced by 90% of participants attending the activity from beginning to end.

Evaluation of the Preparation of the SOP REC and EC Submission Procedures

FKIP UNS REC before 2024 does not have an adequate SOP. The preparation of the FKIP UNS SOP REC is intended to improve and develop existing SOPs according to needs and pay attention to the three principles of research ethics, the 7 WHO 2011 ethical standards, and the 2016 CIOM-WHO research ethics guidelines (<https://cioms.ch/wp-content/uploads/2017/01/WEB-CIOMS-EthicalGuidelines.pdf>). According to testimony from 6 FKIP UNS REC Team members, the prepared SOP is more effective than the existing one because it is more practical to implement and makes it easier for the FKIP UNS REC Team to carry out its duties according to the referred standards. One of the SOPs that was improved and developed is the EC submission procedure. EC applications, previously submitted via kppmf@fkip.uns.ac.id email, are now facilitated through the website <https://kepkip.uns.ac.id/>. This website has been accessible since the end of January 2025, with a trial period until February 2025. This website has a positive impact because it can be used by internal and external FKIP UNS academics who require EC services.

Furthermore, the web-based application can expedite service delivery while improving operational reliability (Annisa et al., 2024). Since the launch of the EC application service through this website, 12 EC applications have been submitted between March and April 2025, all of which are in the expedited category. It demonstrates the intervention's effectiveness, indicating that participants have implemented all the activities they have participated in.

Evaluation of the FKIP UNS REC and EC Proposal Instruments

The evaluation of FKIP UNS REC is intended to improve the organizational structure and personnel. The organizational components of the KEP FKIP UNS include the chairperson, secretary, secretariat, members, and independent consultants. FKIP UNS REC strives to continuously improve to create quality assurance and a research ethics culture that meets national and international standards, including developing an assessment instrument for EC proposals. According to Sari & Nengsih (2024), the instrument must be able to measure the aspects being measured objectively, validly, and reliably. Therefore, the assessment instrument for EC proposals plays a strategic role in producing quality ethical decisions.

Conclusion

This community service research results indicate that the research ethics socialization strategy effectively improves the understanding and application of research ethics among FKIP UNS lecturers. Improvements in the organizational structure and appointment of the FKIP UNS REC personnel have positively impacted the development of the REC SOP, EC submission procedures, and EC assessment instruments. These efforts have significantly contributed to increasing awareness and management of research ethics in the academic environment. Follow-up that remains to be done to ensure the quality of research by FKIP UNS lecturers is to conduct

training activities for research protocol reviewers. Through this activity, the professionalism of the ethics commission and the quality of its ethical decisions will improve. In addition, research protocol reviewers can improve their competence and compliance with research ethics.

Acknowledgment

The author expresses gratitude to Universitas Sebelas Maret for providing research funding through the Program Penelitian Perkuatan Institusi (PPI-UNS) for the year 2024 with contract number 194.2/UN27.22/PT.01.03/2024.

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