

Managerial Strategy in Developing Student Academic Literacy Culture Through Assistance in Writing Scientific Articles Towards Quality Scientific Publications

Muslim Afandi¹, Rizki Erdayani², Syed Agung Afandi³
Universitas Islam Negeri Sultan Syarif Kasim Riau
rizkierdayani@uin-suska.ac.id²

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Abstract

This activity aims to improve students' ability to write scientific articles, including active involvement in seminars and publication of scientific papers. The main problem behind this activity is the low understanding and contribution of students in producing quality scientific papers. This activity uses the participatory learning method. The number of participants in this activity was 30 people and came from students of the government science study program spread across the country. This community service activity was carried out online with a total of eight meetings. Based on the results of the evaluation, there was an increase in the understanding and skills of participants in writing scientific articles. However, only half of the participants were able to produce scientific articles that met the standards of accredited journals. The community service team recommends that all campuses encourage activities like this using more appropriate methods so that they have a broad impact on the participants.

Abstrak

Kegiatan ini bertujuan untuk meningkatkan kemampuan mahasiswa dalam penulisan artikel ilmiah, termasuk juga keterlibatan aktif dalam kegiatan seminar maupun publikasi karya tulis ilmiah. Masalah utama yang melatar belakangi kegiatan ini adalah rendahnya pemahaman dan kontribusi mahasiswa dalam menghasilkan karya tulis ilmiah yang berkualitas. Kegiatan ini menggunakan participatory learning method. Jumlah peserta pada kegiatan ini sebanyak 30 orang dan berasal dari mahasiswa program studi ilmu pemerintahan yang tersebar secara nasional. Kegiatan pengabdian ini dilakukan secara online dengan total delapan pertemuan. Berdasarkan hasil evaluasi yang dilakukan, terdapat peningkatan pemahaman dan keterampilan peserta dalam menulis artikel ilmiah. Meski demikian hanya setengah dari jumlah peserta yang mampu menghasilkan artikel ilmiah yang sesuai dengan standar jurnal terakreditasi. Tim pengabdian merekomendasikan kepada seluruh kampus untuk menggalakkan kegiatan seperti ini dengan menggunakan metode yang lebih tepat sehingga berdampak luas terhadap peserta kegiatan.

1. INTRODUCTION

Writing is a form of expression and communication that involves the use of words to convey ideas or information from the writer to the reader. Writing activities not only require technical skills such as good grammar and spelling, but also involve the ability to compose words creatively, persuasively, or informatively (Sari & Heriyawati, 2020). Writing is an exploratory activity in which the writer discovers and develops thoughts through writing. The writing process is a repetitive activity that involves continuous compilation, revision, and improvement of writing (Erdayani et al., 2024a).

The writing process and reading comprehension are closely related. The importance of the reading experience as part of the writing process is that the writer must consider the potential reader's response to their writing (Salehudin, 2022). The writing process includes three main stages, namely (1) Exploration: this stage involves searching for ideas, gathering information, and understanding the topic to be written. The writer can brainstorm, read references, or discuss to

Korespondensi:

Rizki Erdayani
rizkierdayani@uin-suska.ac.id

explore ideas. (2) Planning: at this stage, the writer begins to compile a writing framework. This includes determining the purpose of writing, target readers, content structure, and the order in which ideas are presented. Careful planning will make the next stage easier. (3) Implementation: at this stage, the writer begins to compile a draft based on the framework that has been created. After that, a revision process is carried out to improve the structure, grammar, and suitability of the content to the purpose of writing. Writing is a way to process thoughts and ideas, and writers go through these stages when developing their writing (Afandi et al., 2023). Writing is the most complex language skill because it involves not only copying words or sentences but also developing ideas expressed in written form (Supriani et al., 2020).

In college, writing is synonymous with scientific papers. Scientific papers are a form of written work that is systematic, structured, and closely related to scientific research methods. The main purpose of scientific papers is to present the results of scientific research or analysis clearly and accurately by referring to ethical and methodological standards that apply in the scientific world (Erdayani et al., 2024b). Some of the main characteristics of scientific papers are objectivity, scientific methodology, clear structure, references to scientific literature, accuracy and certainty, formal writing style, and aims for scientific clarification and contribution (Abdusshomad et al., 2022; Daumiller et al., 2019). (1) Objectivity: scientific writing must be based on verifiable facts and data, not personal opinions or bias. The author must be neutral in conveying the results or findings. (2) Scientific methodology: scientific writing is compiled based on systematic scientific methods, such as data collection, analysis, and interpretation of results. This is important to ensure the validity and reliability of the findings. (3) Clear structure: scientific works generally follow a standard structure introduction, literature review, research methodology, results and discussion, conclusions and suggestions, bibliography. This structure makes it easier for readers to understand the contents of the writing. (4) References to scientific literature: the author must include relevant sources from previous literature or research. This reference proves that the arguments presented are based on existing knowledge. (5) Accuracy and certainty: the information presented must be precise and clear. Avoid ambiguous or doubtful words such as "maybe", "approximately", or "seems" without supporting data. (6) Formal writing style: the language used in scientific works is formal, straightforward, and does not use everyday language or slang. This style reflects seriousness and professionalism. (7) Clarification and scientific contribution: the main purpose of scientific work is to explain a phenomenon or answer a research question, as well as to contribute to the development of science.

Scientific papers play an important role in the dissemination and development of science. The peer review process, namely the assessment of scientific papers by experts in their fields, is also an important step in ensuring the quality and validity of the information presented in scientific papers. Scientific papers are works produced from writing activities by applying scientific principles, prioritizing aspects of rationality, and raising problems that are objective and factual (Hanafiah et al., 2021; Harared & Iriyansah, 2021). Scientific papers basically include three complementary sub-competencies, namely the competence of finding library sources, the competence of carrying out research actions, and the competence of writing (Puspita et al., 2021; Putra, 2019).

First, the competence of searching for library sources is an important foundation because it determines the quality of the theoretical basis and context of the research. Authors must be able to identify relevant and reliable references through academic databases such as Google Scholar or JSTOR while evaluating the credibility of the sources. Without this ability, research can lose direction or even repeat mistakes that have been discussed in previous literature.

Second, the competence to carry out research actions plays a role in producing original data that supports scientific arguments. This stage includes planning the methodology, collecting data, and analyzing the results using appropriate techniques, whether qualitative, quantitative, or mixed. Researchers must ensure that the process is objective, measurable, and meets research ethics standards. Failure at this stage—for example, due to invalid methods or biased data—can undermine the overall integrity of the scientific work.

Finally, the competence to write is responsible for packaging research results into clear, logical, and academically correct writing. This includes compiling a coherent structure, using formal language, and proper citation and reference techniques to avoid plagiarism. Without good writing skills, even if the research is of high quality, the scientific message may not be conveyed effectively.

These three sub-competencies are interdependent. Strong literature sources strengthen the research foundation, good research produces meaningful themes, and structured writing ensures that themes are accessible to readers. Thus, mastering all three in a balanced manner is the key to producing credible and impactful scientific work.

The ability to write scientific papers is one of the important indicators in assessing students' academic competence in higher education. Scientific papers are not only a means to develop critical, analytical, and systematic thinking skills, but are also an inseparable part of the higher education process that aims to produce superior and competitive graduates (Anwar, 2021; Lambovska & Todorova, 2022).

However, the reality in the field shows that many students still have difficulty in compiling scientific papers that meet academic standards. Problems that often arise include a lack of understanding of research topics and the structure of scientific papers. In addition, the lack of scientific writing training also exacerbates this condition.

The low ability to write scientific papers not only affects the quality of students' final assignments but also affects students' contributions to scientific publications, both locally and nationally. In fact, increasing the number and quality of students' papers is very necessary as part of strengthening academic culture and improving the reputation of higher education institutions.

Based on these problems, a community service activity is needed that focuses on intensive assistance in writing scientific papers for students. Through this assistance activity, it is hoped that students will not only be able to compile quality scientific papers but also be motivated to continue to be active in other scientific activities, such as seminars, conferences, and journal publications. This program is also a form of real contribution in forming literate, productive academics who are ready to compete in the academic and professional world.

2. METHOD

The method used in this community service activity is the Participatory Learning Method (PLM). This method emphasizes the learning process where training activities are built on the basis of participant participation in activities so that two-way interactions emerge (Supriani et al., 2020). This activity was carried out in eight online meetings in April-May 2025. Participants registered for this activity were 30 students from government science study programs from various regions. In general, this activity is in the form of mentoring for students to provide conceptual understanding and practical skills regarding good and correct scientific writing techniques, starting from determining topics, searching for literature, writing systematics, using appropriate references and citations, to publishing scientific works. The stages in this community service activity include: identifying problems, determining solutions, planning problem-solving activities, implementing activities, and evaluating activities.

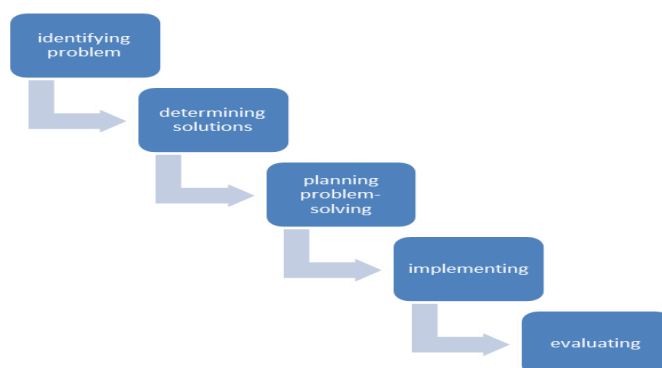


Figure 1. Devotion method

3. RESULTS AND DISCUSSION

This community service activity shows a significant impact, but is not yet optimal when viewed from the ideal academic literacy standards of higher education. This finding was obtained from the results of activities in the form of structured training, individual and group guidance, and assessment of work results. The materials presented in this activity include research topics and research writing systematics.

A research topic is the main problem or theme that is the focus of a research activity. The topic is the initial and most basic step in the research process because it will determine the direction, scope, and objectives of the research being conducted. A good research topic has the following characteristics: specific (not too broad), relevant (answers the needs of science or actual problems), researchable (allows data collection and analysis: available sources, methods, and research tools), and original (offers a new perspective or fills gaps in previous research). The types of research topics include: theoretical topics (focus on developing theories or concepts), empirical topics (based on field data or experiments), and applied topics (aimed at solving practical problems).

Research topics can be determined in several ways including: identifying interests (choose a field that you are good at or want to explore, for example: public policy, bureaucracy, community

participation), reading current journals (finding research gaps from previous studies), taking from actual issues, discussing with experts (consulting with lecturers or practitioners to narrow down the topic). Examples of government science research topics can be seen at this link: <https://scholar.google.com/citations?user=DPbv1cQAAAAJ&hl=id>. Some study topics in the field of government science include: (1) Good governance: this topic examines how the basic principles of good governance—such as accountability, transparency, efficiency, participation, and responsiveness—are implemented by government institutions at various levels (national, regional, and village). This topic is important because policies are often ineffective due to weak governance, corrupt bureaucracy, or non-participatory systems. (2) Public participation and local democracy: this topic explores citizen involvement in the public decision-making process, both formally (through musrenbang, regional elections) and informally (social action, social media). A strong democracy is not only measured by the elections that take place, but by the people's control and voice in every policy. (3) Decentralization and regional autonomy: this topic examines the effectiveness of the government system that gives authority to regions to regulate their own affairs. This topic also touches on the power relations between the center and regions, as well as the challenges in implementing decentralization. (4) Bureaucratic reform and government performance: this topic focuses on improving the professionalism, efficiency, and integrity of the State Civil Apparatus.



Figure 2. Activity Implementation

This study is important to answer classic bureaucratic problems such as slow service, overlapping authority, and low accountability. (5) Government leadership and policy making: this topic discusses the leadership style and model of public officials (regional heads, heads of departments, etc.) in the context of service, crisis, innovation, and policy. Strong and ethical leadership is considered the key to successful local development. (6) Government innovation and smart governance: this study examines innovation and digital transformation in governance, including the use of information technology to improve public services and openness. (7) Public policy and budget politics: reviews how policies are formulated, implemented, and evaluated in a political and administrative context. Including political dynamics in the budgeting process, elite lobbying, and data-based policy implementation. (8) Government ethics and anti-corruption: discusses moral aspects, public service ethics, and strategies for preventing and overcoming corruption in government. This is important considering that integrity is the main foundation of public trust.

The next material given to the participants of this activity is the systematics of writing scientific articles. This activity is carried out in the form of mentoring the writing of scientific articles to participants. Reputable journal articles have certain structures and components that ensure their quality and credibility. The following is material on the main components commonly found in reputable journal articles (1) Title: the title of the study should be short, clear, and accurately reflect the content of the article. The title often includes the main variables or phenomena discussed. (2) Authors and Affiliations: this section includes the authors' names, institutional affiliations, and email addresses. It provides context about who conducted the study and where they worked. (3) Abstract: the abstract is a brief summary of the article that includes the purpose of the study, methods, main results, and conclusions.

The abstract provides an overview of the article and helps readers determine the relevance of the study. (4) Keywords: keywords are a list of key terms that describe the main topic of the article. This helps in searching and indexing the article in academic databases. (5) Introduction: this section presents the background of the study, the purpose, and the relevance of the study. The introduction usually includes a brief literature review to indicate the context and need for the study. (6) Methods: this section describes the research design, data collection techniques,

analysis procedures, and methodology used. The research methods should be detailed enough to allow for replication of the study by other researchers. (7) Results: this section presents the main findings of the study without interpretation. Usually involves data in the form of tables, graphs, or statistics. (8) Discussion: this section interprets the results, discusses implications, compares with previous research, and explains the relevance and contributions of the research. The discussion section also often includes limitations of the study and suggestions for further research. (9) Conclusion: this section summarizes the main findings and implications of the research. Sometimes the conclusion includes practical or theoretical recommendations. (10) References: this section provides a complete list of all sources referred to in the article. The format of references follows accepted writing styles (such as APA, MLA, or Chicago). (11) Acknowledgments: when relevant, this section includes an acknowledgement of the contributions of individuals, institutions, or research grants that supported the work.

These components are essential to ensure that reputable journal articles adhere to academic and scientific standards and provide valid and useful contributions to knowledge in their fields. Both activities (research topic education and scientific article mentoring) were enthusiastically attended by participants. These activities were carried out in the form of lectures, discussions, Q&A, and evaluation of scientific articles produced by participants. Some of the main questions/discussions in this activity included research titles, research problems, relevant theories, and analysis of research results. After implementing this activity, all participants were able to produce scientific papers, but only half of the participants were able to produce scientific papers that met the standards of reputable journals.

4. CONCLUSION

This activity was motivated by the phenomenon of students' lack of understanding of research topics, the structure of scientific papers, and the lack of scientific writing training activities. This condition has had an impact on students' contributions to scientific publications, both at local and national levels, such as in seminars, conferences, and journal publications. Alternative solutions offered through the implementation of this activity are in the form of providing material on research topics and the systematics of writing scientific papers. In this activity, assistance was also provided in writing scientific articles for all participants, so that at the end of the activity, all participants were able to produce a scientific paper, although if assessed in terms of quality, only half of the works produced had good standards to be published in accredited journals. The service team recommends that all campuses encourage activities like this, using better methods so that they have a greater impact on students.

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