

## TRAINING AND MENTORING SKILLS FOR WRITING SCIENTIFIC ARTICLES FOR UNIVERSITY STUDENTS: EFFORTS TO INCREASE STUDY PROGRAM ACCREDITATION SCORES

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### ABSTRACT

The low quality of university students' scientific article writing and the demand for article writing as a separate point in the accreditation score demands the best solution to overcome this problem. So it is necessary to carry out a service that aims to improve the students' article writing skills through training and mentoring. This community service program is carried out to improve the ability of students of the Faculty of Islamic Education (FAI) Undergraduate Program in Islamic Education at Darul Ulum Islamic Center Sudirman University, Semarang Regency to write and publish scientific articles. The number of participants in this community service program is 25. The form of community service activities is training and mentoring with the following training methods: 1) Lecture method; 2) Question and answer method; and 3) Assignment/Simulation method. The results of this mentoring are that the training participants are enthusiastic about the training material provided. This can be seen from the beginning to the end of the event, all participants followed it well. Based on the evaluation results, it can be identified that the level of understanding of the community service participants is that 84% of the participants understand the skills of writing scientific articles for students.

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### ABSTRAK

Rendahnya kualitas penulisan artikel ilmiah mahasiswa serta tuntutan penulisan artikel sebagai poin tersendiri dalam nilai akreditasi menuntut solusi yang terbaik untuk mengatasi masalah tersebut. Sehingga perlu dilakukan sebuah pengabdian yang bertujuan untuk meningkatkan kemampuan menulis artikel mahasiswa melalui pelatihan dan pendampingan. Pengabdian ini dilakukan untuk meningkatkan kemampuan mahasiswa FAI S1 PAI Universitas Darul Ulum Islamic Center Sudirman (Undaris) Kab. Semarang untuk menulis dan mempublis artikel ilmiah. Jumlah peserta pengabdian ini sebanyak 25 peserta. Bentuk kegiatan Pengabdian berupa pelatihan dan pendampingan dengan metode pelatihan, yaitu: 1) Metode Ceramah; 2) Metode Tanya Jawab; dan 3) Metode Penugasan/Simulasi. Hasil dari pendampingan ini adalah Peserta pelatihan terlihat antusias dengan materi pelatihan yang diberikan. Hal ini terlihat dari awal hingga akhir acara, semua peserta mengikuti dengan baik. Berdasarkan hasil Evaluasi dapat diidentifikasi mengenai tingkat pemahaman peserta pengabdian adalah bahwa 84% peserta memahami ketrampilan menulis artikel ilmiah bagi mahasiswa.

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#### Kata kunci:

Scientific articles; University Students; Accreditation; Study program

### INTRODUCTION

Regulation of the Minister of Research, Technology and University of the Republic of Indonesia Number 44 of 2015 concerning National Higher Education Standards regulates research result standards, researcher standards, as well as research funding and funding standards. This regulation emphasizes that research output must comply with scientific principles and methods systematically. The ability to understand, synthesize, and evaluate something is an important element in career development for all disciplines (Gilinsky Jr, 2016).

Research as a form of knowledge development is not enough just by thinking, but also by expressing thoughts, ideas, and the results of these thoughts into writing (Gunawan, 2014). The writing refers to scientific articles. A good scientific article as a result of research must be published in reputable national and international journals (Amaliyah, 2019). A reputable national journal, a journal that has been accredited by the Ministry of Research, Technology, and Higher Education of the Republic Indonesia through the Science and Technology Index (SINTA) with the highest accreditation level is SINTA 1 journal (Santosa, 2017).

Writing is one of the important skills that the students must master. Writing ability is the ability to express ideas and thoughts in written form (Kurniadi, 2017). Writing skills are focused on improving children's cognitive abilities in the form of a series of words arranged in symbolic and written form (Huber, 2020). Writing activities are activities that can explore thoughts and feelings about an object, what things will be written, and write them down so that readers can easily understand them. The ability to write well is closely related to the ability to read well (Hadis, 2016). Apart from that, the students' writing skills will influence success in the learning process (Didiharyono, 2019)

Therefore, writing is one of the few tasks that requires both the ability to speak words and the ability to understand ideas. In other words, to produce quality scientific work, good writing skills are also needed. However, amidst the demands to graduate on time, we are faced with another problem, namely that there are still many students who experience problems in writing their final assignments, whether they are theses or scientific articles (Aisiah, 2019).

Students often face difficulties when writing scientific papers. The difficulties they face are very diverse, including lack of understanding of the problem being researched, limited references, lack of understanding of theory, lack of desire to start writing, and busy work schedules (Budhyani, 2021). Most of the student writing is written by lecturers as unsatisfactory. This is because the scientific work he produces is hampered by the quality of the writing (Lubis, 2019). Students experience anxiety when explaining research problems at the bottom of the problem, so the problem always looks bad (Puji Hastuti, 2020). This condition was also experienced by Islamic education student of Undaris, Semarang.

Accreditation is an assessment activity of study programs and university institutions to assess their quality. The purpose of accreditation is to determine whether these programs and institutions meet certain standards. Accreditation is carried out with the aim of:

- 1) determine whether study programs and higher education institutions in line with minimum quality requirement based on criteria referring to the National Higher Education Standards;
- 2) guarantee the quality of study programs and institutions externally, both in the academic and non-academic fields, to protect the students and society interest.

Accreditation is carried out for Study Programs and University based on the interaction among standards in the Higher Education Standards, namely the National Higher Education Standards and the Higher Education Standards set by the Higher Education Institutions. Accreditation of Study Programs and Higher Education is carried out using accreditation instruments (Tinggi, 2019).

A solution must be found to address this problem and prevent it from persisting. The solution provided is to conduct training and mentoring. Positive impacts can be achieved in improving students' knowledge and skills through mentoring and training. Mentoring in writing helps students to enhance their understanding and skills in writing scientific articles (Anwar, 2020). This training is intended to enhance and improve the ability to produce scientific papers of the research finding (Marwa, 2020). The training and mentoring in article writing can enhance the academic community's (lecturers and students) ability to write and publish reputable articles (Alwi, 2020). Many students will publish their articles through mentoring and training, which is expected to contribute in improving the accreditation score of the study program.

## METHOD

The form of service activities was in the form of training and mentoring skills in writing scientific articles for students: to increase the score of the accreditation value of the study program. The subjects of the program were Islamic education students of Darul Ulum Islamic Center Sudirman University (Undaris), Semarang, consisting of 25 participants. The service was held on Thursday, May 9, 2024 through Zoom Meeting. The service

method used was the training method, namely: 1) Lecture method; 2) Question and Answer Method; and 3) Assignment/Simulation Method (Sumarni, 2022).

The lecture method was used to provide explanations and motivate students about the importance of students' ability to write scientific articles to increase the score of the study program accreditation value. Furthermore, the question and answer method is very important for the trainees, both when receiving explanations about the stages of writing scientific papers and during practice, the question and answer method allowed participants to explore as much knowledge as possible about the stages of writing scientific papers and also experiences after practicing the stages of writing scientific papers.

The simulation method (assignment) aimed to provide an opportunity to practice training material obtained. the expected result was that the trainees will really master the training material received, know their level of ability to write scientific papers and then identify difficulties to be solved. The following stages of the implementation of this service are presented in Figure 1 below:

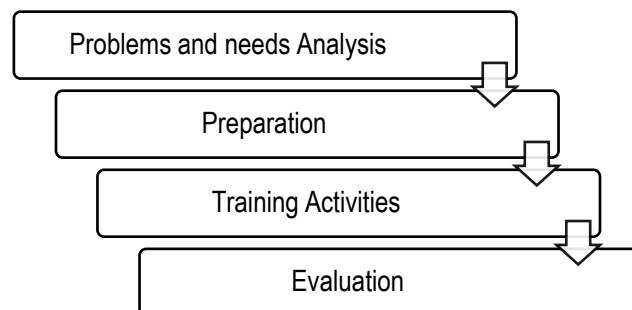


Figure 1: The Stage of service implementation.

The stages of service implementation are as follows:

1. Problems and Needs Analysis  
The problem and needs analysis was carried out by the service team to find out the problems and needs of the candidates for the training subjects/participants, in this case, the Islamic Education Student of Undaris, Semarang. The problem and needs analysis was conducted through a literature study of various of the stages of writing scientific papers article.
2. Preparation  
The preparation stage was done by preparing material, compiling data collection tools in the form of questionnaires, and others. In addition, at the preparation stage, socialization was also carried out to students, regarding the agenda for implementing this service activity. This socialization of the service team collaborated with lecturers to inform students in the campus environment.
3. Training Activities  
Training activities were done in three activities. First, providing explanations related to tips and strategies for writing articles for students: to increase the score of study program accreditation scores. Second, the practice of making article titles of a result of service activities through simulations by the service team and followed by participants. Third, simulations by trainee representatives to practice in searching for service journals and downloading templates, writing articles from either research or service activities.
4. Evaluation  
The evaluation of service activities was conducted during the process and at the end of the training, on the aspects of the achievement of training objectives and also the training organization. Evaluation of the process and results (achievement of training objectives) was carried out with documentation. While evaluating the aspects of training organization was done by giving a questionnaire. The indicator of success in the implementation of scientific writing training for students: increasing the study program accreditation scores. Evaluation used two steps methods, namely: (1) Evaluation during the training process, and (2) post-training evaluation (Sumarni A. N., 2023).

**RESULT AND DISCUSSION**

**A. Result**

The implementation of the service activities was done in stages explained above, while the results of the training activities are described as follows:

1. **Problem and Needs Analysis Stage**  
 Based on the results of the problem and needs analysis interview with the Dean of the Faculty of undergraduate program of Islamic Education obtained information about the problems experienced by students, which is the impact in the study program accreditation related to difficulties writing scientific papers and publications. The difficulties include a) Lack of knowledge and awareness of the importance of publishing the research finding, b) lack of knowledge of information related to publication media, c) have difficulties in formulating article titles, d) have no experience in writing articles.
2. **Preparation Stage**  
 The preparation stage includes internal coordination carried out by the Team to plan conceptual and operational implementation, as well as the job description of each member, determination and recruitment of training participants. Instruments for service activities, such as attendance sheets, questionnaires, worksheets, preparation of consumption, publications, locations, and documentation.
3. **Training Implementation Stage**  
 In this stage, the first thing to do was team leader Dr. Ida Zahara Adibah, M.SI gave a speech to the participants, followed by the speaker Dr. Uswatun Khasanah, M. Pd.I gave an explanation of the material presented regarding the importance of writing articles for students: to increase the study program accreditation scores, articles can be from mini research or the results of student activities. The following photos of the implementation of the activity are as follows:

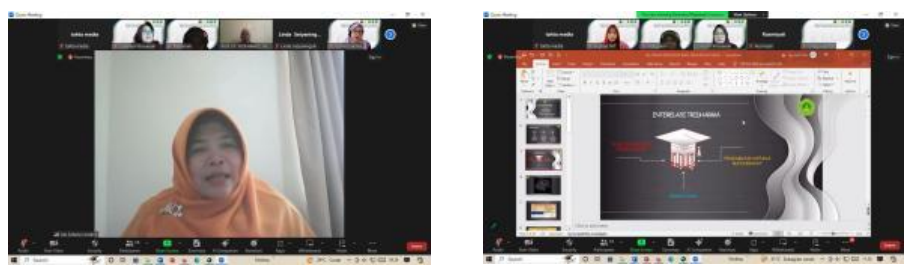


Figure 2. Opening activities and material delivery

Question and answer activities was conducted simultaneously with the presentation of the material. The participants could directly discuss with the speaker directly to gain an understanding of the material and share experiences related to the issues being discussed in the relevant material.



Figure 3. Discussion and question and answer activities

Second, a training session that focuses on formulating article titles from the results of research activities or student activities. The speaker discussed the draft article titles collected via Google Form. These titles were discussed and given feedback by the speakers directly. Third, simulation practice of searching for journals for publication and downloading article templates and writing research results on journal templates. This activity was carried out using simulation techniques so that students get hands-on experience. The following meeting of the implementation of the scientific article writing strategy training is described as follows:

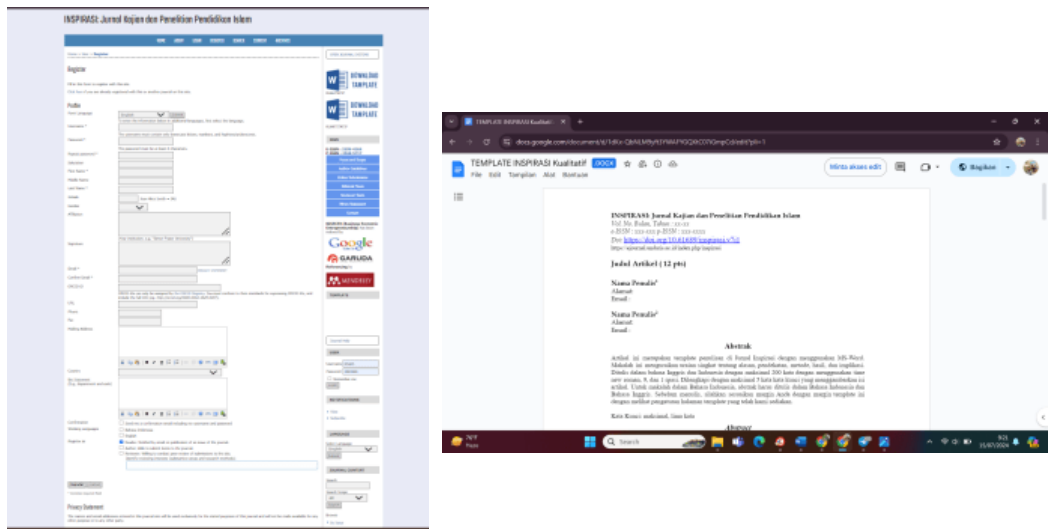


Figure 4. Simulation activity of account creation and journal templating

From the documentation of training activities in the activity above, the speaker explained to the trainees to practice searching for journals on the <https://sinta.kemdikbud.go.id/> page, then the speaker specified in searching on the <https://ejournal.undaris.ac.id/index.php/inspirasi/index> inspiration journal page, the journal managed by the Faculty of Islamic Religion of Undaris, Semarang. Furthermore, the templating simulation on the intended journal template. The last activity is finding references to service articles that are relevant to the service activities carried out. (Muh Kurniawan BW, 2023)

4. Evaluation

At the end of the training, participants were given an evaluation survey regarding the usefulness of writing scientific papers for students: to increase study program accreditation scores. The results of the data recap on the level of implementation of scientific article writing training can be seen as follows:

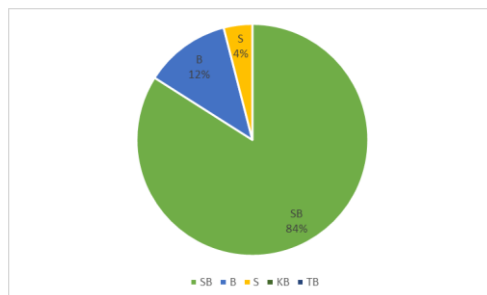


Diagram 1. Activity evaluation results



Based on the recap of the questionnaire results of scientific article writing training activities for students: to improve the study program accreditation scores in diagram 1, it can be seen that the training participants responded that the student scientific article writing activities carried out are very useful for them.

## B. Discussion

Article preparation training activities for Islamic Education student of Undaris were carried out through three stage activity. First, providing explanations regarding tips and strategies for writing articles for students: to increase the study program accreditation score. second, practicing in creating article titles resulting from service activities through simulations by the service team and followed by participants. Third, simulation by trainee representatives to carry out simulation practice by looking for service journals and downloading templates, writing articles either from research or service activities (Khasanah, 2022).

By providing training and mentoring on scientific article writing skills for students: to increase study program accreditation scores can improve writing skills in students who are inadequate. In the accreditation assessment of study program, scientific study is one of the assessments. Therefore, it is very important to provide training of scientific article writing for students to improve students' abilities in writing and publishing. There are several factors where the level of writing and publishing students' articles is still relatively low, these factors include: 1) lack of understanding of the structure and format of writing scientific articles 2) lack of skills in compiling coherent arguments 3) lack of understanding of the ethics of scientific writing.

The training participants were enthusiastic about the training materials provided. This can be seen from the beginning to the end of the event, all participants followed well. Materials regarding explanations related to tips and strategies for writing articles, practice making article titles, simulation of searching for service journals and downloading templates and writing articles. The results of student work are collected through Google form, given feedback, and then improved again. During the writing assistance process, questions and answers and discussions were held between participants and researcher through WhatsApp groups to increase understanding so that the desired results would be obtained.

Based on the results of the activity, it can be identified that the level of understanding of service participants is that 84% of participants understand the skills of writing scientific articles for students: to increase the study program accreditation score. The impact of this training is increasing students' knowledge about writing scientific articles, increasing students' motivation and knowledge in writing scientific articles, as well as increasing students' knowledge and experience in writing articles. However, based on observations during training activities, students still need the ability to use reference tools in writing for citing and bibliography. So that further service can be carried out in the form of training on the use of reference tools in writing for citations and bibliography in writing scientific articles for students.

Supporting factors for activities in general, this training event ran smoothly. This was achieved by the support of the academic community of the Faculty of Islamic Religion of Undaris, by online platform facilities (Zoom Meeting), as well as assistance in gathering an audience of participants. The Dean and Head of Study Program welcomed this training event and therefore hope that this training activity would be continued in the future for the progress of the community and its members.

There are several things identified as inhibiting factors for service activities, including the low willingness to write for some training participants. The factor that hinders the progress of service was that the writing is an activity that is not only requires ability but also requires will. Many students have the ability to write but do not have the desire to write. This is due to a lack of understanding about the importance of writing to improve your ability to become a writer, as well as low motivation to write.

## CONCLUSION

Community service activities, training and assistance in scientific article writing skills for students: to increase study program accreditation scores can run smoothly. Almost all participants were enthusiastic and felt the benefits of the training. Implementation of community service for Islamic education of Undaris Semarang can be concluded as successful. This success is demonstrated, among other things, by: 1) Increasing students' understanding regarding writing scientific articles and how to publish scientific articles; 2) There was a positive response from the participants considering that service activities are a student's need in order to improve their scientific abilities and efforts to increase the study program accreditation score. Based on the results of the activity, it can be identified that the level of understanding of service participants is that 84% of participants understand the skills of writing scientific articles.

Inhibiting factors in this service include the low willingness to write for some training participants. The factor that hinders the progress of service is that writing is an activity that not only requires ability but also requires will. Many students have the ability to write but do not have the desire to write. This is due to a lack of understanding about the importance of writing to improve your ability to become a writer, as well as low motivation to write. Supporting Factors for Activities In general, this training event ran smoothly. This was achieved by the support of the Academic Community of the Faculty of Islamic Religion of Undaris, Semarang. Training events like this will continue in the future for the betterment of the community and its members.

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