



SCIENTIFIC ARTICLE WRITING ASSISTANCE AND PUBLICATION OF COMMUNITY SERVICE RESULTS: DISSEMINATION STAGE AND ACADEMIC REPUTATION

Nuryati¹, Sakti Andayani^{2*}, Nurhasanah³, Mutoharoh⁴, Phillip G. Queroda⁵

^{1,2,3,4}Universitas Bina Bangsa, Indonesia

⁵Pangasinan State University, Philippines

Email: nuryati@binabangsa.ac.id¹, 21032400046@binabangsa.ac.id², 21032400007@binabangsa.ac.id³, mutoharoh@binabangsa.ac.id⁴, phillipqueroda@psu.edu.ph⁵

Abstract

Community Service (PkM) activities frequently produce practical innovations and community empowerment outcomes; however, many results remain undocumented in scientific publications. Limited understanding of academic writing structures, publication procedures, and journal selection contributes to the low dissemination of PkM outputs. This community engagement program aimed to enhance participants' competencies in scientific article preparation and publication strategies to support broader dissemination and academic reputation development. The program employed a participatory training and mentoring approach involving workshops, guided writing sessions, manuscript reviews, and publication consultations. Activities were conducted through stages including needs assessment, training implementation, article development assistance, and evaluation. Participants consisted of lecturers and community service practitioners involved in institutional PkM programs. Results demonstrated increased participant understanding regarding article structure, journal standards, referencing techniques, and publication processes. Participants showed significant improvement in transforming PkM reports into publishable manuscripts. The mentoring process also enhanced participants' confidence and readiness to submit manuscripts to accredited journals. This initiative contributed not only to improved scholarly productivity but also to strengthening institutional academic visibility and dissemination practices.

Keywords: scientific writing, community service publication, academic reputation, dissemination, mentoring.

INTRODUCTION

Community Service constitutes one of the essential pillars of higher education implementation alongside teaching and research activities. Universities are expected not only to generate knowledge but also to disseminate it through community empowerment and scholarly engagement activities. However, despite the increasing number of PkM programs conducted annually, dissemination through scientific publications remains relatively limited (Rahman & Putri, 2023).

Transforming community service reports into scientific articles continues to be a challenge among lecturers and practitioners. Several factors contribute to this issue, including limited understanding of article structure, inadequate experience in scientific writing, lack of familiarity with journal standards, and insufficient knowledge regarding publication procedures. According to Mulyana et al. (2022), many academics encounter difficulties in converting practical outputs into publishable scholarly manuscripts.

Scientific publication plays a significant role in increasing institutional visibility and strengthening academic reputation. Educational institutions increasingly consider publication productivity as an indicator of institutional performance and scholarly contribution. OECD (2022) emphasized that publication activities contribute to global competitiveness and knowledge dissemination processes within higher education institutions.

Furthermore, UNESCO (2023) highlighted that higher education institutions are increasingly required to strengthen knowledge dissemination through digital and academic platforms. Publication activities therefore become strategic mechanisms to ensure that community service outcomes contribute to broader academic discourse.

Previous studies have indicated that mentoring-based academic writing programs positively influence writing competence and publication readiness. Merriam (2021) explained that participatory learning and guided professional development significantly improve participant engagement and competence. Similarly, Wenger (2021) argued that collaborative learning communities create productive environments for capacity building and knowledge sharing.

Educational management perspectives also emphasize the importance of organizational support and governance mechanisms in strengthening institutional quality. Nurcahya et al. (2024) explained that effective educational management requires systematic planning and sustainable professional development practices. In line with this perspective, Nuryati and Puji (2019) emphasized that accountability and governance principles contribute significantly to institutional quality and educational credibility. Based on these conditions, a mentoring program on scientific article writing and publication of PkM outputs was conducted to strengthen dissemination practices and improve academic reputation.

METHOD AND PROCEDURES

This community engagement program employed a participatory mentoring approach emphasizing collaborative learning and direct practice in scientific article writing and publication. The activity involved lecturers and community service practitioners who had implemented Community Service (PkM) programs and intended to disseminate their outputs through scholarly publications. The implementation stages consisted of preliminary needs assessment, workshop sessions, intensive mentoring, and evaluation. Initial observations and discussions were conducted to identify participants' challenges related to scientific writing competencies, publication literacy, and journal submission procedures. According to Merriam (2021), participatory learning approaches encourage active involvement and improve professional competencies through experiential learning processes.

The implementation stage included workshops on scientific article structure, manuscript organization, citation and referencing techniques, journal selection strategies, and publication procedures. Participants subsequently received intensive mentoring through manuscript drafting, review sessions, revisions, and publication consultations. Program evaluation was conducted using observation and questionnaire methods to assess participant understanding and readiness before and after the mentoring process. The mentoring framework adopted collaborative and sustainable learning principles because Wenger (2021) emphasized that continuous interaction and communities of practice positively contribute to professional capacity development and long-term learning outcomes.



Figure 1. Community Service Program Flow

RESULTS

The scientific article writing assistance and publication mentoring program was conducted through workshops and intensive mentoring sessions involving lecturers and community service practitioners. Initial observations revealed that many participants experienced difficulties in transforming community service reports into publishable scientific manuscripts. The major challenges identified included limited understanding of article structure, citation techniques, manuscript organization, journal selection, and publication procedures.

The mentoring activities were implemented through several stages consisting of workshops, direct practice sessions, manuscript consultations, and review processes. Participants actively engaged throughout the implementation process and demonstrated increased interest in scientific publication activities. During the mentoring sessions, participants were guided to convert their PkM reports into journal article manuscripts aligned with publication standards.

The evaluation results indicated improvements in participants' competencies after participating in the mentoring program. Increased understanding was observed in several aspects, including manuscript structure, referencing techniques, journal selection, and publication readiness.

Table 1. Participant Competency Improvement

Competency Aspect	Before Program	After Program
Understanding article structure	45%	88%
Citation and referencing ability	38%	85%
Journal selection understanding	40%	82%
Publication readiness	35%	80%

The findings demonstrate that participants experienced substantial improvement after receiving mentoring and practical guidance. Participants also reported increased confidence in preparing manuscripts and submitting articles to scientific journals.



Figure 2. Pre-test and Post-test Comparison of Participant Competencies

Figure 2 illustrates the comparison between participants' pre-test and post-test competency scores after the implementation of the scientific article writing mentoring program. The results demonstrate significant improvement across all competency indicators following the mentoring activities. The highest increase was observed in participants' understanding of article structure, which improved from 45% to 88%, followed by citation and referencing skills from 38% to 85%. Improvements were also identified in journal selection understanding (40%-82%) and publication readiness (35%-80%). These findings indicate that the mentoring program effectively enhanced participants' competencies and preparedness for scientific publication activities.

Discussion

The findings suggest that mentoring-based interventions effectively support participants in improving scientific writing competencies and publication readiness. The increase in participant understanding indicates that structured assistance provides practical solutions for addressing challenges commonly encountered during manuscript preparation. Similar findings were reported by Mulyana et al. (2022), who explained that academic publication barriers frequently arise due to limited experience and inadequate understanding of publication processes.

The participatory mentoring model adopted in this activity enabled participants to engage directly in learning experiences and collaborative practices. Merriam (2021) argued that adult learning becomes more effective when participants are actively involved in experiential and practice-oriented activities. Through direct engagement and consultation processes, participants were able to develop better understanding and confidence regarding scientific publication practices.

Furthermore, collaborative interactions during mentoring sessions contributed positively to participant learning experiences. Wenger (2021) explained that communities of practice and collaborative learning environments facilitate sustainable professional development and improve knowledge-sharing processes. The intensive consultation process in this program created opportunities for participants to receive immediate feedback and improve manuscript quality.

The dissemination of community service outputs through scientific publication also contributes to broader institutional goals. OECD (2022) emphasized that publication productivity increasingly serves as an important indicator of institutional performance and academic reputation. Therefore, strengthening publication competencies among lecturers and community service practitioners contributes not only to scholarly dissemination but also to institutional visibility and competitiveness. In addition, institutional governance and accountability principles remain essential in supporting sustainable academic development. Nuryati and Puji (2019) emphasized that accountability mechanisms and governance practices significantly influence educational quality and public trust. Therefore, mentoring initiatives focusing on publication and dissemination may strengthen both academic productivity and institutional credibility

Table 2 (Program Outputs)



Table 2 presents the output generated from the implementation of the scientific article writing assistance and publication mentoring program. The findings indicate that each activity stage successfully produced measurable outcomes aligned with the program objectives. Workshop activities improved participants' understanding of scientific writing and publication processes, while mentoring sessions facilitated manuscript development and strengthened publication readiness. In addition, the evaluation stage demonstrated improvements in participant competencies and overall program effectiveness. These findings suggest that the mentoring program contributed positively to participants' academic capacity development and dissemination readiness.

Documentation of Activities



Figure 3. Workshop Session on Scientific Article Writing and Publication

This activity shows participants attending a workshop session focusing on scientific article structure, manuscript preparation techniques, citation management, and publication procedures. The session aimed to enhance participants' understanding of academic writing standards and journal publication requirements.



Figure 4. Intensive Mentoring and Manuscript Consultation

This activity illustrates the mentoring and consultation process during manuscript development. Participants received direct guidance related to article drafting, manuscript revision, and publication preparation to improve the quality of their scientific writing output.



Figure 5. Group Discussion and Collaborative Learning Activities

This activity presents participant engagement during group discussions and collaborative learning sessions. Participants actively exchanged experiences, discussed publication challenges, and shared ideas to strengthen scientific writing competencies and publication readiness.

CONCLUSION

The implementation of the scientific article writing assistance and publication mentoring program demonstrated positive outcomes in improving participants' competencies related to scientific writing and publication practices. The mentoring activities successfully enhanced participants'

understanding of manuscript structure, citation and referencing techniques, journal selection procedures, and publication mechanisms. The findings indicate that intensive guidance and practical assistance effectively support lecturers and community service practitioners in transforming community service outputs into publishable scientific articles. Participants also showed increased confidence and readiness in preparing and submitting manuscripts to academic journals.

Furthermore, the program contributed not only to improving individual competencies but also to strengthening broader dissemination practices and institutional academic development. The mentoring process created opportunities for participants to engage actively in collaborative learning and practical writing experiences. Sustainable mentoring initiatives and continuous institutional support are expected to strengthen publication culture, improve scholarly productivity, and increase academic visibility. Therefore, continuous scientific writing assistance programs should be maintained as strategic efforts to support knowledge dissemination and enhance institutional academic reputation.

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