

## Optimizing Scientific Writing Skills through Academic Writing Training for the GenBI Tegal Regional Coordinator

Hendri Hermawan Adinugraha,<sup>1</sup> Achmad Tubagus Surur,<sup>2</sup> Muhammad Khoirul Fikri,<sup>3</sup>  
Ayatullah Sadali,<sup>4</sup> Arina Roudhotul Jannah<sup>5</sup>

<sup>1,2,3,4,5</sup>UIN K.H. Abdurrahman Wahid Pekalongan

Korespondensi Penulis:

Email: hendri.hermawan@uingusdur.ac.id

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### ABSTRAK

*This community service program aims to optimize the academic writing skills of GenBI members through a specialized training program focused on producing quality scientific publications. The methodology uses a problem-based learning approach, emphasizing hands-on experience in drafting research articles, utilizing reference management tools, and adhering to academic publication standards. Participants are guided through topic selection, literature review, drafting, and finalizing manuscripts for journal submission. The findings revealed significant improvements in participants' ability to write structured and academically rigorous articles. Prior to the training, most participants struggled to formulate research problems, write systematic methodologies, and use appropriate academic language. Post-training evaluations showed improved competency in these areas, with several articles successfully accepted in national journals. Collaborative learning and real-time feedback proved essential in overcoming individual challenges and building participants' confidence. The service program suggests that targeted academic writing training can effectively bridge the gap between theoretical knowledge and practical application, fostering a culture of scientific literacy among students. The success of this program underscores the importance of structured guidance and active participation in developing students' writing skills, making it a replicable model for similar initiatives.*

### SITUATION ANALYSIS

Writing scientific papers is one of the essential skills that students in the current era of globalization must possess. The shift in the educational paradigm from mere knowledge transfer to the development of deeper competencies requires students to convey their ideas and thoughts systematically and accountably. In the academic context, scientific papers play an important role as a medium for scientific communication, scientific development, and the publishing of research results (Wahyuddin et al., 2022). However, reality shows that the skill of writing scientific papers is still a big challenge for students, including among the Community of Generasi Baru Indonesia (GenBI) Tegal Regional Coordinator. The minimal number of student publications in national and international journals shows a low ability to write scientific papers (López a& Botana, 2019). Based on data reported by Kemenristekdikti, student contribution to scientific publications is still below expectations, especially within



the scope of universities in the regions (Wahyudin & Taufik, 2019). Lack of adequate training and access to scientific writing resources influence student publications' low quality and quantity. In the GenBI community of the Tegal Regional Coordinator, this problem is even more complex because most of its members have diverse educational backgrounds, thus requiring a unique approach to improve their scientific writing skills.

Although many training programs have been organized to improve scientific writing skills, a gap exists between students' needs and the training programs offered. These trainings often focus on technical aspects such as writing structure and journal format but place less emphasis on developing critical thinking skills, theoretical understanding, and relevant methodologies. As a result, many students struggle to develop their ideas into structured, high-quality writing (Dewi, 2019). Students main problems in writing scientific papers can be formulated into several aspects. First, students often experience difficulties in developing specific and relevant community service problems. Second, a limited understanding of the underlying theoretical concepts hinders the development of a strong framework. Third, the lack of ability to process data and present the results of analysis systematically also affects the quality of their writing. Fourth, limitations in using good and correct academic language make their writing less enjoyable and challenging for readers to understand.

This community service uses constructivism theory as a theoretical basis, emphasizing the importance of active and meaningful learning experiences. In this context, the academic writing training is designed to provide participants with hands-on experience through problem-based learning and collaborative learning approaches (Sotero et al., 2020). Participants are not only taught about scientific writing techniques with this approach. Still, they are also actively involved in preparing scientific papers, from formulating problems and conducting literature reviews to preparing manuscripts for publication. Previous research shows that structured and practice-oriented training has a positive impact on improving scientific writing skills. The students who participated in academic writing training with a problem-based approach significantly increased their ability to compose quality scientific articles (Wischgoll, 2017). Meanwhile, Kuswaya et al. (2022) highlighted the importance of intensive mentoring in the writing process as a key factor in the training program's success. Other relevant research also emphasizes the need to integrate theory and practice in scientific writing training to produce writing that meets academic standards and has novelty value.

The urgency of this community service lies in the importance of improving the quality of human resources in the university environment, especially among members of the GenBI Tegal Regional Coordinator, who are expected to become agents of change in society. Providing comprehensive and practice-based academic writing training is expected to create a generation of students who can write quality scientific papers and deeply understand the importance of scientific publications in the development of science and their academic careers (Ihtiyaryer & Alci, 2022). This community service program, through training, is designed to overcome various problems students face in writing scientific papers. This training aims to improve technical writing skills and build participants' confidence in producing writing that can compete nationally and internationally. With a systematic approach and based on the needs of the participants, this program is expected to make a real contribution to improving the quality of student publications, especially among GenBI Tegal

Regional Coordinator members. Researchers are also committed to evaluating the effectiveness of this program on an ongoing basis so that the results can serve as a reference for developing similar training programs in the future.

## IMPLEMENTATION METHOD

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The methodology used in this service activity is based on the constructivism approach, which emphasizes active and experiential learning. Implementing activities begins with identifying participants' needs through interviews and initial surveys. This stage was carried out to determine the participants' initial level of understanding related to scientific writing and to identify the main obstacles they faced. A training module relevant to the participants' needs was designed based on the data obtained. (Islami et al., 2024). The training was organized systematically using problem-based learning and a collaborative approach. Participants are invited to analyze fundamental problems they often face in scientific writing in each training session, such as difficulties formulating titles, compiling abstracts, or determining writing outlines. The session begins with presenting basic concepts accompanied by concrete examples and continues with group discussions to explore solutions that can be applied. At the end of each session, participants are asked to practice the skills they have learned with direct guidance from the facilitator.

The training materials included an introduction to the format of scientific papers, preparation of writing outlines, reference management using software such as Mendeley, effective paragraph writing techniques, and simulations of submitting articles to journals. Each participant is directed to choose a topic relevant to their field of interest or study, which is then developed into a draft article during the training. The facilitator provides regular feedback on the participants' writing to ensure its quality and conformity with scientific publication standards. Evaluation is conducted formatively and summatively. Formative evaluation was applied during the training to monitor participants' skill development through direct observation and group discussions. The summative assessment was conducted by assessing the quality of the draft articles produced by participants based on specific criteria, such as the appropriateness of the writing structure, accuracy of data, and clarity of academic language. In addition, the program's success was measured through the number of articles successfully submitted or published in scientific journals (Adinugraha et al., 2024).

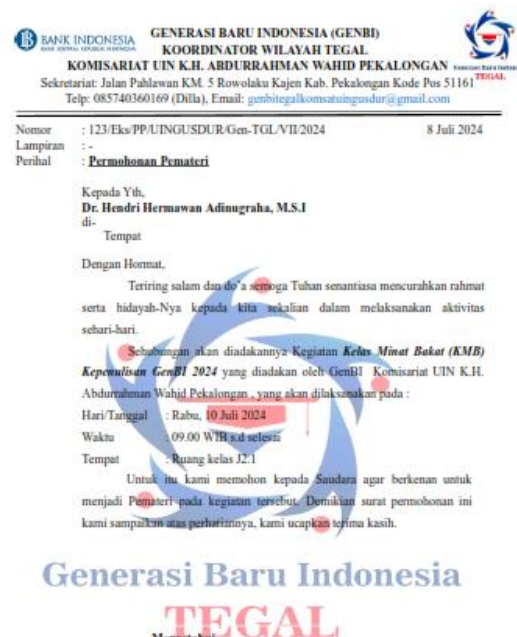
The training adopts an individualized approach to overcome the challenge of heterogeneity in participants' abilities. Participants who need more intensive assistance are given additional time for personal guidance. This ensures that each participant can participate optimally in the training according to their abilities and needs. The implementation of this activity involved close collaboration between the service team, facilitators, and the management of the GenBI Tegal Regional Coordinator. Full support from the GenBI community, both in terms of logistics and organizing participants, was an essential factor in the smooth running of the program. In addition, the program was designed to be replicated by other student communities, thus providing a broader impact on the development of academic writing skills among students (Anam et al., 2024). This systematic, practice-based, and adaptive methodology to the participants' needs is expected

to significantly impact the improvement of scientific writing skills and the production of quality article publications among GenBI Tegal Regional Coordinator members.

## RESULTS AND DISCUSSION

### Community Service Planning

Community service activities are one of the main pillars in implementing the Tri Dharma of Higher Education. As a form of commitment to developing community potential, this service is designed to improve the skills of writing scientific papers for members of Generasi Baru Indonesia (GenBI) Tegal Regional Coordinator. The planning of this service is based on identifying community needs that show the low level of academic writing skills and the lack of quality article publications in scientific journals. Based on the results of interviews and initial surveys, most GenBI members find it difficult to understand scientific papers' structure, academic language styles, and proper citation techniques. This data underscores the need for training specifically designed to improve these competencies.



**Figure 1.** Invitation of speakers from GenBI

This community service program is designed as a strategic effort to improve students' competence in writing scientific papers in the Generasi Baru Indonesia (GenBI) community. This training aims to enable community members to produce quality article publications relevant to academic and professional needs. The background of this program is based on the importance of scientific writing skills as one of the main competencies in the academic world. Students who can write well can contribute to disseminating knowledge and have a greater chance of gaining recognition in the educational sphere. However, many students still face challenges writing scientific papers regarding structure, grammar, and substance. On the other hand, the GenBI community, as a student organization that plays an active role

in human resource development, needs support so that its members can optimize their potential in the academic field. With this training, it is hoped that the participants can have qualified writing skills to produce quality scientific papers that can be published in journals or other media.



**Figure 2.** Flyer before the community service program event

The stages of implementing this activity began with identifying training needs through initial discussions with the management and members of the GenBI Tegal region. This step aimed to understand the participants' level of knowledge and experience related to scientific writing. Based on the identification results, the training was designed with materials that included an introduction to the basics of scientific writing, techniques for compiling a writing outline, appropriate references, and mastery of tools such as reference management applications. In addition, participants will also be given practical guidance in preparing abstracts, introductions, methods, results, discussions, and conclusions. The training method involves an interactive approach through lectures, discussions, and hands-on practice so that participants can apply the knowledge gained optimally.

During the training, participants will be directed to choose writing topics relevant to their interests or fields of study. This process is followed by drafting articles that will be developed gradually through direct guidance from the facilitators. Facilitators consist of lecturers and practitioners with expertise in academic writing so they can provide constructive feedback to participants. Evaluation is carried out through periodic reviews of participants' writing results to ensure that each article meets publication quality standards. In this training, a simulation of submitting articles to journals will also be given so that participants understand the procedures and ethics of scientific publications. The expected result of this activity is an increase in participants' ability to write scientific papers, as shown by draft articles that meet the publication eligibility criteria. In addition, it is hoped that this training can encourage participants to continue to hone their writing skills and contribute to disseminating knowledge through publications. The success of this program is also measured by the number of articles successfully published by participants in scientific

journals or other media. The long-term impact of this program is establishing a writing culture among GenBI members in the Tegal region, which can contribute positively to their academic and professional development. With better writing skills, community members can fulfill academic demands and actively provide solutions to issues relevant to the community. In addition, this program is expected to become a training model that can be replicated in other regions to empower the student community more broadly.

### Community Service Implementation

The implementation of this service is carried out through a practice-based approach by providing intensive academic writing training. The material presented includes an introduction to the basic concepts of scientific papers, effective paragraph writing techniques, supporting software such as Mendeley, and publication strategies in reputable journals. The training process involves hands-on mentoring, allowing participants to practice and get real-time feedback. In its implementation, the participants were invited to compile scientific articles based on themes relevant to their respective fields of study so that the results of this training would have high applicative value.



**Figure 3.** Delivery of academic writing material

This service activity improved the academic writing skills of GenBI Tegal Regional Coordinator members. The evaluation results showed a significant increase in the participant's ability to understand and apply the structure of scientific papers. Before attending the training, many participants claimed to have difficulty determining research topics, compiling abstracts, and writing the methodology section systematically. However, after the training, most participants could produce scientific articles with appropriate structures and more academic language. One important aspect that supports the success of the training is the use of practice-based learning methods. Participants were not only given theory but also invited to practice academic writing directly with guidance from the instructor. For example, participants were asked to compose paragraphs based on the data provided in the paragraph-writing session. This process offers a direct experience for participants to understand how data can be processed into compelling academic narratives.

This aligns with Creswell's (2014) view that practice-based learning can improve conceptual understanding and applicative skills in academic writing.

The use of technology such as Mendeley in this training also contributed significantly to the program's success. Before the training, most participants were unfamiliar with this reference management software. However, participants could use Mendeley to manage references more efficiently after specialized training sessions. This is important, considering that proper citation is one of the leading indicators of the quality of a scientific article. According to research conducted by Santos and Villegas (2018), mastery of reference management software can improve citation accuracy and speed up the article writing process. In terms of publication, several articles from the training were successfully accepted in national scientific journals. This process involved intensive assistance in editing articles, ensuring compliance with journal templates, and compiling cover letters for article submissions. This success shows an increase in participants' writing skills and proves that this training directly impacts the academic development of GenBI members. This finding supports the statement of Swales and Feak (2012) that structured academic writing training can increase the chances of publication in scientific journals.

Obstacles during the training included limited implementation time and heterogeneity of participant abilities. Some participants took longer to understand the material, especially technical aspects such as compiling references and data analysis. An individual approach was taken to overcome this obstacle by providing additional time for participants who needed more intensive guidance. This approach allows all participants to achieve optimal results according to their abilities. Collaboration between instructors and participants during the training process is the key to the success of this program. Interactions established through group discussions and personal feedback help participants improve their weaknesses. This is to the concept of collaborative learning proposed by Vygotsky (1978), where social interaction can accelerate the individual learning process. With direct instructor guidance, participants feel more confident compiling their scientific papers.

### **Community Service Evaluation**

Evaluation of community service is carried out continuously to ensure that the activity's objectives are achieved. Formative evaluation is carried out during the training through observation and group discussions. In contrast, summative evaluation is carried out at the end of the program by assessing the quality of articles produced by participants. The evaluation results show that this training has improved participants' understanding of academic writing, as seen from the increased quality of the written work. In addition, several articles produced have been successfully published in national scientific journals, which indicates the success of this training in supporting the academic development of participants. The evaluation results also show that this training positively impacts participants' motivation to continue writing and publishing scientific articles. Many participants previously felt hesitant to submit their articles to scientific journals due to a lack of self-confidence.

However, after the training, they became more confident and motivated to continue working. This shows the importance of academic writing training in building a productive academic culture among students. The success of this training cannot be separated from the full support of the GenBI Tegal Regional Coordinator. As a community that has a vision to

improve the quality of human resources, GenBI provides adequate facilities and logistical support for the smooth running of the training. Good cooperation between the community service team, instructors, and participants is a key factor in achieving the goals of this program. Based on this experience, it is recommended that similar training be carried out routinely with a broader range of participants to provide a more significant impact. This community service program contributes to developing academic literacy at the regional level in a broader context. With the increasing number of scientific articles produced by GenBI members, a more productive and innovative academic ecosystem is hoped to be built. In addition, this program can also be a model for other institutions that want to improve academic writing skills among students and the educational community.



**Figure 4.** Group photo after scientific paper writing training

This academic writing training successfully achieved its primary objective of improving the scientific writing skills of GenBI Tegal Regional Coordinator members. This success was supported by practice-based learning methods, supporting technology, and a collaborative approach between instructors and participants. Although several obstacles occurred during the implementation, the final results showed that this program significantly impacted participants' writing skills and motivation to continue working in the academic field.

## CONCLUSION

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The academic writing training program for the Generasi Baru Indonesia (GenBI) Tegal Regional Coordinator successfully addressed the identified gaps in scientific writing skills among participants. The program significantly improved participants' abilities to produce well-structured and academically rigorous manuscripts using a structured, practice-based approach. Furthermore, the program fostered participants' confidence and motivation to publish their work, contributing to a growing community academic productivity culture.



This initiative highlights the critical role of tailored training programs in bridging the gap between theoretical knowledge and practical application, thereby supporting the development of scientific literacy and publication competence. The successful outcomes of this program suggest its potential as a replicable model for empowering student communities to achieve higher academic standards and actively contribute to disseminating knowledge.

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