



Empowering Beginner Researchers through Quantitative Research and Scopus Publication Training

Nicholas Renaldo ^{a*}, Amries Rusli Tanjung ^a, Achmad Tavip Junaedi ^a, Nyoto Nyoto ^a, Suhardjo Suhardjo ^a, Yenny Wati ^a, Gusrio Tendra ^b, Muhammad Pringgo Prayetno ^a, Arih Dwi Prihastomo ^a, Kristy Veronica ^a

^a Faculty of Business, Institut Bisnis dan Teknologi Pelita Indonesia, Indonesia

^b Faculty of Computer Science, Institut Bisnis dan Teknologi Pelita Indonesia, Indonesia

*Corresponding Author: nicholasrenaldo@lecturer.pelitaindonesia.ac.id

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ABSTRACT

Scientific publication is an important component of academic development, but beginner researchers often face difficulties in conducting quantitative research and preparing manuscripts for reputable international journals. These difficulties include identifying research gaps, selecting appropriate research methods, analyzing quantitative data, developing scientific arguments, and understanding journal submission procedures. This community service activity aimed to empower beginner researchers through quantitative research and Scopus publication training. The activity was conducted for members of ICMA on March 9, 2025. The training employed a participatory capacity-building approach involving presentations, discussions, and practical learning activities. The materials covered quantitative research methodology, research gap identification, scientific novelty, data analysis, scientific writing, journal selection, submission strategies, and academic visibility. The activity provided participants with a structured understanding of the relationship between research questions, theoretical foundations, data sources, analytical methods, manuscript preparation, and publication readiness. The discussion also emphasized the importance of selecting research methods based on research objectives and data characteristics, as well as the need to align manuscripts with journal scope and submission requirements. The program indicates that research training can provide a foundation for improving researchers' confidence and readiness to develop scientific manuscripts. However, the available documentation does not include participant numbers, pre-test and post-test results, participant satisfaction scores, or confirmed publication outcomes. Therefore, the contribution of the activity is interpreted primarily in terms of its educational value and potential to strengthen research capacity. Continuous mentoring, practical data analysis workshops, manuscript clinics, and collaborative publication activities are recommended to sustain the benefits of the training.

Keywords: Quantitative Research; Scientific Writing; Scopus Publication; Research Capacity Building; Community Service; ICMA

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INTRODUCTION

Scientific publication plays an important role in strengthening academic credibility, disseminating research findings, and contributing to the development of knowledge (Kankam et al., 2024). In higher education, publication in reputable international journals, including Scopus-indexed journals, has become an important goal for researchers seeking to improve the visibility and impact of their academic work. However, beginner researchers often face challenges in developing research manuscripts that meet the standards of international academic publications.

One of the main challenges is the limited understanding of quantitative research methodology (Ding et al., 2018). Beginner researchers may experience difficulties in identifying research problems, formulating research gaps, selecting appropriate variables, collecting credible data, and applying suitable statistical analysis techniques. In the fields of accounting, finance, business, and related disciplines, quantitative methods such as Structural

Equation Modeling (SEM), panel regression, time-series analysis, and machine learning can provide valuable approaches for examining research problems. Nevertheless, the effective use of these methods requires an understanding of research design, data characteristics, and methodological justification.

In addition to methodological challenges, academic writing and journal selection represent important barriers to international publication (Huang et al., 2025). Researchers need to develop manuscripts with clear research objectives, relevant theoretical foundations, appropriate methods, and meaningful discussions of empirical findings. A lack of understanding of journal scope, publication guidelines, and the peer-review process may further reduce researchers' readiness to submit their work to reputable journals. Therefore, improving research competence requires not only technical knowledge but also an understanding of the overall scientific publication process.

The development of research capacity through training and academic mentoring is an important strategy for addressing these challenges (Oladimeji et al., 2026). Community service activities conducted by higher education institutions provide opportunities to transfer knowledge, strengthen academic skills, and support the professional development of researchers. Through structured training, participants can obtain practical guidance on identifying research gaps, utilizing quantitative data, preparing scientific manuscripts, and developing strategies for journal submission.

In response to these needs, the community service activity entitled "Empowering Beginner Researchers through Quantitative Research and Scopus Publication Training" was conducted for members of ICMA on March 9, 2025. The activity was designed to introduce participants to the fundamental principles of quantitative research and the strategies required to prepare scientific articles for reputable international journals. The training covered research topic selection, research gap identification, quantitative research methods, data analysis, scientific writing, journal selection, and publication submission strategies.

The activity also emphasized the importance of selecting research methods that align with research objectives and data characteristics. Participants were introduced to quantitative research tools and potential data sources relevant to accounting, finance, and business research. In addition, the training addressed the importance of clear manuscript structure, appropriate academic language, and the relationship between research findings and theoretical contributions. These topics were intended to provide participants with a practical foundation for developing stronger and more publishable research manuscripts.

The main objective of this community service activity was to empower beginner researchers by strengthening their understanding of quantitative research methodology and international scientific publication. Specifically, the activity aimed to improve participants' knowledge of research gap identification, quantitative data analysis, academic writing, journal selection, and manuscript submission. By providing a structured learning framework, the program sought to support participants in developing greater confidence and readiness to engage in academic research and publication.

This community service article presents the training framework, implementation, and educational contributions of the activity for ICMA participants. It discusses the relevance of quantitative research competence, scientific writing, and publication strategies in supporting the development of beginner researchers. The article also highlights the importance of continued mentoring and academic collaboration to promote sustainable research capacity and improve the dissemination of scientific knowledge.

LITERATURE REVIEW

Quantitative Research Competence

Quantitative research competence is an important foundation for developing credible scientific studies (Mannonen et al., 2025). Quantitative research involves the systematic collection and analysis of numerical data to examine relationships, patterns, and phenomena. In academic research, the ability to formulate research questions, identify variables, select appropriate data sources, and apply statistical techniques is essential for producing meaningful research findings.

Beginner researchers often face difficulties in translating theoretical concepts into measurable variables and selecting analytical methods that are appropriate for their research objectives. These challenges may affect the quality of research design and the interpretation of empirical results. Therefore, training in quantitative research methodology is important to strengthen researchers' understanding of the relationship between research problems, theoretical foundations, data collection, and statistical analysis.

In accounting, finance, and business research, quantitative approaches provide opportunities to investigate organizational performance, financial behavior, digital transformation, and other empirical

phenomena. Statistical techniques such as regression analysis, Structural Equation Modeling (SEM), and time-series analysis can be selected according to the characteristics of the research questions and available data. The use of these methods requires not only technical knowledge but also an understanding of research validity, reliability, and methodological justification.

Research Gap Identification and Scientific Novelty

Research gap identification is an essential stage in developing a meaningful scientific study. A research gap refers to an area in the existing literature that remains insufficiently explored, requires further investigation, or presents inconsistent findings. Identifying a research gap enables researchers to formulate research objectives and explain the contribution of their studies.

For beginner researchers, the ability to identify research gaps is particularly important because scientific publication requires a clear explanation of why a study is necessary. A manuscript should demonstrate how the proposed research relates to previous studies and what new insights it intends to provide.

Systematic literature review approaches can support the identification of relevant studies and research trends. The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework is one approach that can be introduced to organize the identification, screening, and selection of academic literature. Through structured literature analysis, researchers can develop a stronger understanding of existing knowledge and formulate research questions that are relevant to their fields.

Research gap identification is therefore closely related to scientific novelty. A clear research gap can help researchers establish the originality, relevance, and potential contribution of their manuscripts.

Scientific Writing and International Publication

Scientific writing is a fundamental competency in the dissemination of research findings. A well-developed scientific article should present a clear research background, relevant theoretical foundations, appropriate methodology, systematic results, and meaningful discussion. The structure of a scientific manuscript supports the communication of research findings to academic audiences.

International publication requires researchers to pay attention to the clarity of academic language, coherence of arguments, methodological transparency, and alignment with journal requirements. Beginner researchers may experience difficulties in presenting research contributions, connecting findings with previous studies, and developing discussions that extend beyond descriptive explanations.

The development of scientific writing skills can help researchers improve the quality and readability of their manuscripts. Training activities that introduce the structure of academic articles, research objectives, literature reviews, methodology, results and discussion, and conclusions can provide a practical foundation for manuscript preparation.

Scientific writing competence is particularly important for researchers who intend to submit manuscripts to Scopus-indexed journals. However, publication success cannot be guaranteed by writing skills alone. The quality of the research, relevance of the topic, methodological rigor, and suitability of the target journal are also important considerations.

Scopus-Indexed Journals and Publication Readiness

Scopus-indexed journals represent an important publication destination for researchers seeking international academic visibility. Journal selection requires an understanding of journal scope, publication guidelines, indexing status, and the relevance of the manuscript to the intended readership.

Publication readiness refers to the extent to which researchers are prepared to develop and submit manuscripts that meet the requirements of academic journals. This includes the ability to prepare a research manuscript, identify a suitable journal, follow submission guidelines, and respond appropriately to reviewer feedback.

For beginner researchers, limited knowledge of journal selection and submission procedures may become a barrier to publication. Training on journal evaluation and submission strategies can help participants understand the importance of aligning research topics with journal scope and reviewing the requirements before submission.

The training materials for this community service activity introduce journal quartile classifications, including Q1, Q2, Q3, and Q4, as part of the discussion of journal quality. Nevertheless, journal quartile classifications and indexing status should be verified using current official sources because journal rankings and coverage may change over time.

Research Capacity Building through Community Service

Research capacity building refers to efforts to strengthen individuals' and institutions' ability to conduct, communicate, and develop research. In higher education, training and mentoring activities can support the development of research skills among students, lecturers, and early-career researchers.

Community service activities provide an opportunity for universities to transfer academic knowledge to participants and strengthen their research competencies. Through workshops, discussions, and practical exercises, participants can obtain guidance on research methodology, scientific writing, and publication preparation.

The effectiveness of capacity-building programs depends on the relevance of training materials, participants' needs, practical learning opportunities, and continued support. Training that combines theoretical explanations with hands-on activities can help participants connect academic concepts with their own research projects.

In the context of this activity, quantitative research and Scopus publication training provides a framework for strengthening research capacity among ICMA participants. The program emphasizes the relationship between research methodology, manuscript preparation, journal selection, and academic dissemination.

Conceptual Framework

The literature review suggests that research capacity building can be supported through the integration of quantitative research competence and scientific publication skills. Quantitative research competence provides the methodological foundation for developing credible studies, while scientific writing and publication knowledge support the dissemination of research findings.

The conceptual framework of this community service activity can be described as follows:

Quantitative Research Training → Research Competence → Scientific Writing and Publication Readiness → Academic Research Development

The framework emphasizes that training in quantitative research methods can contribute to the development of research competence. This competence can support participants in preparing scientific manuscripts and understanding international publication procedures.

The framework also highlights the importance of continuous mentoring and academic collaboration. These activities can support the application of knowledge gained during training and encourage the development of sustainable research practices among beginner researchers.

Relevance to the Community Service Program

The literature review provides a theoretical foundation for the community service activity conducted for ICMA participants on March 9, 2025. The program addresses several challenges commonly associated with beginner researchers, including limited quantitative research skills, difficulties in identifying research gaps, and insufficient understanding of scientific publication procedures.

By introducing quantitative research methodology, scientific writing, and Scopus publication strategies, the activity seeks to strengthen participants' research competence and publication readiness. The training is expected to provide participants with practical knowledge that can be applied to their own research projects.

The literature review also emphasizes that research development is a continuous process. Therefore, follow-up mentoring, practical manuscript development, and academic collaboration are important components for sustaining the benefits of the training program.

METHODOLOGY

Community Service Approach

This community service activity employed a participatory training and capacity-building approach to strengthen the research and academic publication competencies of beginner researchers (Jahrizal et al., 2025). The program was conducted for members of ICMA on March 9, 2025. The activity focused on introducing quantitative research methodology and strategies for preparing scientific manuscripts for Scopus-indexed journals.

The training approach combined theoretical presentations, interactive discussions, and practical learning activities. This approach was selected to help participants understand the relationship between research design, quantitative data analysis, scientific writing, and international publication preparation.

Participants and Program Context

The participants of this community service activity were members of ICMA who were interested in developing their quantitative research skills and improving their understanding of scientific publication. The activity was conducted on March 9, 2025.

The program was designed to address challenges commonly faced by beginner researchers, including difficulties in identifying research gaps, selecting appropriate research methods, preparing scientific manuscripts, and understanding journal submission procedures.

Detailed information regarding the number of participants, participant characteristics, and training location should be included based on the official documentation of the activity.

Training Materials

The training materials were developed based on the topics presented in the manuscript *Trik Pemula Tembus Scopus dengan Data Kuantitatif*. The materials covered the following areas:

1. Quantitative research methodology: Introduction to research design, variables, data sources, and statistical analysis techniques, including SEM-PLS, SEM-AMOS, panel regression, time-series analysis, and machine learning.
2. Research gap identification: Understanding research problems, reviewing relevant literature, and developing scientific novelty.
3. Scientific writing: Introduction to the structure of academic articles, including the abstract, introduction, literature review, methodology, results and discussion, and conclusion.
4. Journal selection and submission: Understanding journal scope, indexing, quartile classifications, submission guidelines, and reviewer responses.
5. Academic visibility: Introduction to Google Scholar, ResearchGate, ORCID, and the importance of academic collaboration.

These materials were intended to provide participants with a structured understanding of the research and publication process.

Implementation Stages

The community service activity was organized into four main stages.

Stage 1: Preparation

The preparation stage involved identifying the training theme, developing learning materials, and organizing the training activities for ICMA participants. The materials were prepared to address the needs of beginner researchers in quantitative research and scientific publication.

Stage 2: Knowledge Transfer

The knowledge transfer stage consisted of presentations explaining quantitative research methods, research gap identification, scientific writing, and Scopus publication strategies. The sessions were designed to introduce the fundamental concepts required for developing a research manuscript.

Stage 3: Discussion and Practical Learning

Participants were encouraged to engage in discussions related to research topics, quantitative methods, and scientific publication. Practical learning activities could include identifying research gaps, selecting appropriate analytical techniques, developing research frameworks, and reviewing manuscript structures.

Stage 4: Evaluation and Follow-up

The final stage focused on evaluating participants' understanding and identifying opportunities for continued research development. Follow-up activities may include manuscript mentoring, research proposal development, and academic collaboration.

The specific evaluation instruments and follow-up activities should be reported based on the actual implementation documentation.

Evaluation Method

The evaluation of the community service program was designed to assess participants' understanding of quantitative research and scientific publication strategies. The evaluation may include qualitative feedback, participant discussions, and assessments of research-related learning outcomes.

The following indicators can be used to assess the training:

Evaluation Aspect	Indicator
Quantitative research competence	Understanding of research design, variables, and data analysis
Research gap identification	Ability to identify research problems and potential novelty
Scientific writing	Understanding of academic article structure
Publication readiness	Understanding of journal selection and submission procedures
Academic development	Interest in continuing research and publication activities

If pre-test and post-test data are available, the evaluation can be expanded using descriptive statistics to compare participants' knowledge before and after the training. However, numerical findings should only be reported when supported by actual evaluation data.

Data Analysis

The data analysis approach for this community service activity is descriptive and qualitative (Junaedi et al., 2025). Participant feedback, discussion results, and observations of training activities can be analyzed to identify learning needs and perceived benefits of the program (Renaldo, Tanjung, et al., 2025).

Where quantitative evaluation data are available, descriptive statistics such as frequency, percentage, mean, and standard deviation may be used to summarize participants' responses (Renaldo, Suhardjo, et al., 2025). These results can provide information regarding changes in participants' understanding of quantitative research and publication strategies (Renaldo, Panjaitan, et al., 2025).

The analysis is intended to describe the educational contribution of the program rather than establish causal relationships between training participation and publication success.

Ethical Considerations

The community service activity should be conducted with respect for participants' voluntary involvement and privacy. Any participant information, feedback, or evaluation results used in the article should be presented responsibly (Dalil et al., 2025).

If participant questionnaires or evaluation data are collected, the information should be used for educational and academic reporting purposes in accordance with applicable institutional requirements. Personal information should not be disclosed without appropriate permission.

Methodological Limitations

The methodology is based on a training framework and the available information regarding the ICMA community service activity. The source material does not provide detailed information about the actual number of participants, training location, duration, evaluation instruments, or measured outcomes.

Therefore, the methodology should be refined using official activity records before submission to a community service journal. In particular, the evaluation design should be aligned with the actual activities conducted on March 9, 2025.

RESULTS AND DISCUSSION

Implementation of Quantitative Research and Scopus Publication Training

The community service activity entitled "Empowering Beginner Researchers through Quantitative Research and Scopus Publication Training" was conducted for ICMA participants on March 9, 2025. The activity focused on strengthening participants' understanding of quantitative research methodology and scientific publication strategies.

The training addressed several important aspects of research development, including research topic selection, research gap identification, quantitative data analysis, scientific writing, journal selection, and manuscript submission. These topics were selected to provide beginner researchers with a structured understanding of the research process, from developing research ideas to preparing manuscripts for international publication.

The training materials emphasized that successful scientific publication requires more than an interesting research topic. Researchers also need to develop a clear research problem, appropriate methodology, credible data sources, and a meaningful discussion of research findings. This integrated perspective is important for beginner researchers who may focus primarily on the statistical analysis without adequately explaining the theoretical and practical contributions of their studies.

Strengthening Understanding of Quantitative Research Methodology

One of the main contributions of the training was the introduction of quantitative research methods relevant to accounting, finance, business, and related fields. Participants were introduced to several analytical approaches, including Structural Equation Modeling (SEM), panel regression, time-series analysis, and machine learning.

The discussion of SEM emphasized its relevance for examining relationships among latent variables. Panel regression was introduced as an approach for analyzing data that combine cross-sectional and time-series observations, while time-series analysis was presented as a method for examining financial and economic variables over time. Machine learning was also introduced as an alternative approach for predictive research.

These topics provide a foundation for understanding that statistical methods should be selected according to research objectives and data characteristics. The training materials also introduced software such as SPSS, Stata, EViews, SmartPLS, R, and Python.

The relevance of this training is supported by the observation that beginner researchers may experience difficulties in selecting and applying appropriate analytical techniques. Without sufficient methodological understanding, researchers may produce analyses that do not adequately address their research questions. Therefore, quantitative research training can support the development of stronger research designs and more systematic data analysis.

However, the introduction of statistical techniques should be followed by practical exercises. Understanding the names and functions of analytical methods alone is insufficient to ensure methodological competence. Participants need opportunities to apply these methods to actual datasets and interpret the results appropriately.

Developing Research Gaps and Scientific Novelty

Research gap identification was another important component of the training. Participants were introduced to the importance of reviewing recent academic literature to identify unresolved research problems and potential contributions.

The training materials discussed the use of systematic literature review approaches, including the PRISMA framework, to organize the identification and selection of relevant studies. Participants were also introduced to tools such as VOSviewer and Publish or Perish for exploring research trends and identifying relevant academic literature.

The discussion emphasized that a research article should not merely summarize previous studies. Instead, researchers need to explain the relationship between previous findings and the proposed research. A clear research gap can strengthen the rationale for a study and support the development of scientific novelty.

This topic is particularly relevant for beginner researchers because difficulties in formulating research gaps may result in manuscripts that lack a clear contribution. By understanding the relationship between literature review, research problems, and research objectives, participants can develop more focused research topics.

The training also highlighted the importance of using relevant keywords and recent literature to improve the visibility and relevance of scientific manuscripts. Nevertheless, the selection of keywords should remain consistent with the actual research topic and should not replace the need for a substantive research contribution.

Improving Scientific Writing and Manuscript Preparation

The training introduced participants to the main structure of scientific articles, including the abstract, introduction, literature review, methodology, results and discussion, and conclusion. This structure provides a framework for presenting research findings in a systematic and academically appropriate manner.

The discussion emphasized the importance of writing a clear introduction that explains the research background, identifies the research gap, and states the research objectives. The literature review should establish the theoretical foundation and explain how previous studies relate to the current research.

The methodology section was presented as an important component for explaining data sources, research design, variables, and analytical techniques. Meanwhile, the results and discussion section should present empirical findings and connect them with relevant theories and previous studies.

For beginner researchers, understanding the function of each article section can support more coherent manuscript development. The training also emphasized the importance of academic language, logical paragraph structure, and clear presentation of research contributions.

The discussion suggests that scientific writing training should be integrated with research methodology training. Researchers who understand statistical techniques but cannot explain their findings clearly may still face difficulties in communicating their research to international academic audiences.

Understanding Scopus Journal Selection and Submission Strategies

The training addressed the importance of selecting an appropriate journal before submitting a scientific manuscript. Participants were introduced to journal scope, quartile classifications, indexing status, and submission guidelines.

The discussion emphasized that journal selection should be based on the alignment between the research topic and the journal's aims and scope. Researchers should also review author guidelines, manuscript formatting requirements, and publication policies before submission.

The training materials introduced Q1, Q2, Q3, and Q4 classifications as part of the discussion of journal quality. However, these classifications should be understood as indicators of journal ranking rather than guarantees of publication success. Journal indexing and quartile status should be verified using current official sources.

The activity also introduced the preparation of cover letters and responses to reviewer comments. These skills are relevant because publication involves an editorial and peer-review process that requires professional communication and willingness to revise manuscripts.

The discussion indicates that publication readiness involves a combination of research quality, writing competence, journal selection, and understanding of submission procedures. Therefore, beginner researchers need to develop publication strategies alongside their research skills.

Academic Visibility and Research Dissemination

Academic visibility was introduced as an additional topic in the training. Participants were introduced to Google Scholar, ResearchGate, and ORCID as platforms that can support academic profile development and research dissemination.

The training materials emphasized the importance of accurate author information, complete publication metadata, and ethical dissemination practices. These activities can help researchers improve the discoverability of their work and maintain a consistent academic identity.

The discussion also highlighted the role of collaboration in research development. Collaboration among researchers from different institutions can support knowledge exchange, research development, and the dissemination of scientific findings.

However, academic visibility should be understood as a supporting component of research impact. Visibility alone does not guarantee publication acceptance or increased citations. The quality, relevance, originality, and accessibility of research remain important considerations.

Implications for ICMA Participants

The community service activity provides a framework for supporting ICMA participants in developing quantitative research and scientific publication competencies. The training connects several stages of academic research, beginning with research topic selection and continuing through data analysis, manuscript preparation, and journal submission.

The main educational contribution of the activity is the introduction of a structured approach to research development. Participants can use the training materials as a reference for identifying research problems, selecting appropriate quantitative methods, and preparing manuscripts.

The program also highlights the importance of continued mentoring. A single training activity may provide foundational knowledge, but sustained research development requires practical application, feedback, and opportunities for collaboration.

For this reason, future community service activities may focus on manuscript workshops, quantitative data analysis exercises, and individual research mentoring. These activities can help participants translate the knowledge gained during training into concrete research outputs.

Discussion of Program Outcomes and Evaluation

The available activity information supports the identification of the training themes and intended educational contributions. However, the source material does not provide verified participant numbers, pre-test and post-test scores, participant feedback, or the number of manuscripts produced.

Consequently, this article does not claim statistically measured improvements in research competence or publication success. The findings presented in this section should be interpreted as qualitative contributions and educational implications of the training framework.

Future evaluations should include measurable indicators such as changes in participants' understanding of quantitative research methods, ability to formulate research gaps, quality of manuscript drafts, and readiness to select suitable journals.

A combination of pre-training and post-training questionnaires, practical assignments, and manuscript assessments would provide stronger evidence of program effectiveness. Such evaluation would allow future studies to examine whether the training contributes to measurable improvements in participants' research and publication competencies.

CONCLUSION

Conclusion

The community service activity entitled "Empowering Beginner Researchers through Quantitative Research and Scopus Publication Training" was designed to strengthen the research and publication competencies of ICMA participants. Conducted on March 9, 2025, the activity introduced participants to essential stages of quantitative research, including research topic development, research gap identification, scientific novelty, data analysis, academic writing, journal selection, and manuscript submission.

The training emphasized that successful publication in Scopus-indexed journals requires an integrated understanding of research methodology, data quality, scientific writing, and publication procedures. Participants were also introduced to various quantitative analysis techniques, research software, academic databases, and platforms for improving academic visibility.

The activity provides a useful foundation for beginner researchers to develop more systematic and publication-oriented research practices. Nevertheless, the available information does not include quantitative evaluation results, participant satisfaction scores, or confirmed publication outputs. Therefore, the contribution of the activity is discussed primarily in terms of its educational value and potential to support future research development.

Overall, the program demonstrates that community service activities focusing on research capacity building can support the development of academic competencies. Continuous mentoring, practical exercises, and follow-up research assistance are recommended to ensure that the knowledge gained during the training can be transformed into research manuscripts and future scientific publications.

Implications

Academic Implications

The activity has academic implications for the development of quantitative research competencies among beginner researchers. By introducing research design, data analysis, literature review, and scientific writing, the training provides participants with a structured foundation for conducting academic research.

The training also emphasizes the importance of connecting research questions, theoretical frameworks, data sources, and analytical methods. This integrated approach can help researchers produce manuscripts that are more coherent, methodologically appropriate, and relevant to academic discussions.

Practical Implications

Practically, the training can assist participants in preparing research proposals, selecting appropriate statistical techniques, identifying credible data sources, and developing scientific manuscripts. The introduction of software such as SPSS, Stata, EViews, SmartPLS, R, and Python may also encourage participants to improve their technical research skills.

The discussion of journal selection and submission procedures provides practical guidance for researchers who intend to publish their work in Scopus-indexed journals. Participants can use this knowledge to examine journal scope, publication requirements, indexing status, and review procedures before submitting their manuscripts.

Institutional Implications

For ICMA and related academic institutions, the activity highlights the importance of continuous research capacity-building programs. Institutions may develop research clinics, writing groups, mentoring programs, and collaborative research activities to support beginner researchers.

Institutional support is also important for providing access to academic databases, statistical software, research datasets, and publication information. Such support can create a more sustainable research environment and encourage the production of higher-quality scientific work.

Policy and Community Service Implications

The activity indicates that community service programs can be used not only to transfer technical knowledge but also to strengthen academic and professional capacity. Research training can become a strategic form of community service when it is designed according to the needs of participants and followed by measurable outcomes.

Future community service programs should therefore combine training, mentoring, practical assignments, and outcome evaluation. This approach can improve the relevance and sustainability of academic capacity-building activities.

Limitations

This activity has several limitations that should be considered when interpreting the results and discussion.

First, the available documentation does not provide detailed information about the total number of participants, participant characteristics, training location, duration of each session, or the specific distribution of participants according to their research experience. These details would be useful for explaining the context and generalizability of the activity.

Second, the activity documentation does not include systematic evaluation data, such as pre-test and post-test scores, participant satisfaction surveys, or structured assessments of research competence. Consequently, the article cannot statistically demonstrate changes in participants' knowledge or skills.

Third, the training focused mainly on introductory and strategic aspects of quantitative research and Scopus publication. Participants may still require additional practical sessions to apply statistical techniques, operate research software, manage datasets, and prepare complete manuscripts.

Fourth, the activity did not provide verified information about the number of research proposals, completed manuscripts, journal submissions, or accepted publications produced after the training. Therefore, the long-term impact of the program on publication performance cannot yet be determined.

Finally, the activity was conducted within a limited period. A single training session may provide initial knowledge, but sustainable research competence generally requires continuous practice, feedback, mentoring, and collaboration.

Recommendations

Based on the discussion and limitations, several recommendations are proposed.

First, future training should include a more detailed needs assessment before implementation. The needs assessment can identify participants' research experience, methodological knowledge, software competence, research interests, and publication goals.

Second, the training should be supported by practical exercises using real or carefully prepared datasets. Participants should be guided to formulate research questions, define variables, conduct data analysis, interpret statistical outputs, and write research findings.

Third, the program should provide manuscript development activities. Participants can be asked to prepare a research title, introduction, literature review, methodology, results, discussion, and conclusion. These sections can then be reviewed by trainers or research mentors.

Fourth, future programs should include structured evaluation instruments. Pre-test and post-test assessments, participant feedback forms, manuscript rubrics, and follow-up interviews can be used to measure changes in research competence and participant satisfaction.

Fifth, participants should receive guidance in selecting suitable journals. The guidance should include journal scope, indexing status, quartile information, publication fees, review policies, ethical standards, and the identification of potentially predatory journals.

Sixth, institutions should establish follow-up mentoring after the training. Mentoring can be conducted through research groups, online consultation sessions, writing clinics, or periodic manuscript review meetings.

Seventh, collaboration among participants should be encouraged. Collaborative research can help beginner researchers share knowledge, divide research tasks, improve methodological quality, and develop stronger manuscripts.

Finally, future programs should document all important activity information, including participant numbers, attendance, training materials, evaluation results, photographs, assignments, and research outputs. Complete documentation will strengthen the credibility and evaluative value of future community service reports.

Future Research

Future community service activities should be developed as a continuous research capacity-building program rather than as a single training event. The next activities may focus on the practical application of quantitative research methods and the preparation of manuscripts for publication.

Quantitative Data Analysis Workshop

The first recommended activity is a practical workshop on quantitative data analysis. The workshop may introduce participants to data cleaning, descriptive statistics, reliability and validity testing, correlation analysis, regression analysis, SEM, panel data analysis, and time-series analysis.

The training should use datasets relevant to accounting, finance, business, and management research. Participants should be guided to interpret statistical outputs and connect the findings with their research questions.

Research Proposal Development Clinic

The second activity is a research proposal development clinic. Participants can develop research topics based on current issues and then formulate research problems, objectives, research questions, hypotheses, theoretical frameworks, and research methods.

Mentors can provide feedback on the clarity of the research gap, research novelty, feasibility of data collection, and suitability of the proposed methodology.

Systematic Literature Review Training

The third activity is training on systematic literature review and research mapping. Participants can be introduced to literature search strategies, keyword selection, article screening, research trend analysis, and the use of tools such as Publish or Perish and VOSviewer.

This activity can help participants identify research gaps and develop stronger theoretical foundations for their manuscripts.

Scientific Writing and Manuscript Clinic

The fourth activity is a scientific writing clinic. Participants should be guided to prepare complete manuscripts based on their research proposals or existing research projects.

The clinic may focus on academic paragraph development, citation management, abstract writing, results interpretation, discussion development, conclusion writing, and the presentation of research contributions.

Scopus Journal Selection and Submission Workshop

The fifth activity is a publication strategy workshop. The workshop can focus on identifying suitable journals, checking journal indexing status, understanding journal quartiles, preparing cover letters, submitting manuscripts, and responding to reviewer comments.

Participants should also be introduced to publication ethics, plagiarism prevention, authorship responsibilities, and the identification of predatory journals.

Research Mentoring and Collaborative Publication

The sixth activity is a mentoring and collaborative publication program. Participants can be grouped according to research interests and supported by mentors during the development of their manuscripts.

The mentoring process may include regular consultations, peer review, statistical assistance, language editing, and journal submission preparation. Collaborative publication can also strengthen networking among researchers and institutions.

Digital Research Dissemination

The final recommended activity is a digital research dissemination program. Participants can be trained to manage Google Scholar profiles, ORCID accounts, ResearchGate profiles, and institutional repositories.

They may also be encouraged to disseminate research findings through academic webinars, podcasts, institutional websites, and social media. Digital dissemination should be conducted ethically and should prioritize accurate information and responsible communication of research findings.

Through these follow-up activities, the community service program can develop into a sustainable research support system. The long-term objective is not only to improve participants' knowledge but also to support the production of research proposals, manuscripts, journal submissions, and high-quality scientific publications.

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