



Empowering Academics through Scientific Writing Training for Scopus-Indexed Journal Publication

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ABSTRACT

Scientific writing competence is an important component of academic development and international research dissemination. However, many academics continue to face challenges in transforming research findings into manuscripts that meet the requirements of reputable Scopus-indexed journals. This community service activity was conducted for ICMA on March 15, 2025, and aimed to strengthen participants' understanding of scientific article preparation and international journal publication strategies. The training employed an educational and capacity-building approach covering scientific article structure, research gap identification, academic argumentation, journal selection, manuscript submission, peer review, publication ethics, and the use of writing-support tools. The results indicate that the training provided a conceptual and practical foundation for improving academic publication readiness. Participants were introduced to the relationship between research problems, literature, methodology, results, discussion, and conclusions, as well as the importance of journal suitability and ethical publication practices. The activity also highlighted the need for continuous mentoring, manuscript clinics, peer-review groups, and post-training monitoring. Nevertheless, the available documentation does not include participant numbers, pre-test and post-test results, participant feedback, completed manuscripts, or actual publication outcomes. Therefore, the contribution of the activity is interpreted as a documented training and capacity-building initiative rather than a statistically measured improvement in publication performance. Future community service programs should incorporate systematic evaluation and follow-up mentoring to assess longer-term impacts on manuscript development and journal submission.

Keywords: Scientific Writing; Academic Development; Scopus-Indexed Journals; Publication Readiness; Research Gap; Publication Ethics; Community Service

Fields: Higher Education; Research Management; Scholarly Communication; Capacity Building

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INTRODUCTION

Scientific publication plays an important role in strengthening academic development, disseminating knowledge, and improving the visibility of research findings (Kankam et al., 2024). In the contemporary academic environment, researchers and lecturers are increasingly expected to communicate their research through publications in reputable international journals. Scopus-indexed journals are widely recognized as an important publication channel for disseminating scholarly contributions and developing academic networks. Publication in these journals can support academic recognition, facilitate research collaboration, and contribute to the broader development of scientific knowledge. However, the ability to produce a publishable scientific article remains a challenge for many academics, particularly those who are still developing their research and academic writing competencies.

Scientific writing requires more than presenting research findings (Meedya et al., 2024). It involves the ability to identify relevant research problems, formulate clear research questions, develop appropriate theoretical foundations, and present research contributions in a systematic manner. A well-structured scientific article should demonstrate coherence between the research background, methodology, results, and conclusions. In addition, authors need to understand the expectations of international journals regarding originality, research gaps,

methodological rigor, citation practices, and academic language. Limited understanding of these elements may reduce the quality of manuscripts and create difficulties during the journal submission and peer-review processes.

One of the important challenges faced by academics is the process of transforming research ideas into manuscripts that meet the standards of international publication (Khalifa & Albadawy, 2024). Researchers may experience difficulties in identifying research gaps, developing a clear contribution, selecting appropriate journals, and responding to reviewer comments. Furthermore, the increasing number of academic journals requires authors to carefully evaluate journal scope, publication policies, and editorial requirements. Therefore, scientific writing training is needed to provide academics with practical knowledge and skills for preparing manuscripts that are academically sound and suitable for submission to reputable journals.

Training in scientific writing can serve as a capacity-building initiative that supports academic professional development. Through structured learning activities, participants can improve their understanding of scientific article organization, research gap identification, literature review development, research methodology, and strategies for selecting appropriate journals. Training can also introduce participants to reference management tools, proofreading practices, publication ethics, and effective responses to reviewer comments. These competencies are relevant not only to the preparation of individual manuscripts but also to the development of a sustainable academic publication culture.

In response to these challenges, the scientific writing training conducted for ICMA on March 15, 2025, was designed to strengthen participants' understanding of scientific article preparation and publication strategies for Scopus-indexed journals. The activity focused on introducing the essential components of a scientific article, developing research arguments, identifying research gaps, selecting suitable journals, and understanding the publication process. By combining conceptual explanations with practical guidance, the training sought to support participants in developing greater confidence and readiness to prepare scientific manuscripts for international publication.

This community service activity is important because strengthening academic publication competence can contribute to the development of research capacity and the dissemination of scholarly knowledge. Accordingly, this article aims to describe the implementation of scientific writing training for ICMA and discuss its contribution to supporting academics' preparation for Scopus-indexed journal publication. The article also provides an overview of the training approach and identifies potential areas for further development in academic writing and research publication capacity.

LITERATURE REVIEW

Scientific Writing Competence in Academic Development

Scientific writing competence is an essential component of academic development because it enables researchers to communicate research findings systematically, clearly, and effectively. Academic writing involves the ability to formulate research problems, develop logical arguments, integrate relevant literature, and present research findings according to established scholarly conventions. In higher education, scientific writing is not only a means of disseminating knowledge but also an important skill for supporting research productivity and professional development (Suhardjo et al., 2023).

A scientific article generally consists of several interconnected components, including the introduction, literature review, methodology, results and discussion, conclusion, and references. Each component has a specific function in establishing the credibility and contribution of the research. The introduction presents the research background, identifies the research problem, and explains the significance of the study. The literature review provides the theoretical foundation and establishes the relationship between the current study and previous research. Meanwhile, the methodology explains how the research was conducted, while the results and discussion present and interpret the findings.

The development of scientific writing competence requires an understanding of both the structure and the logic of academic argumentation. Researchers need to ensure that the research objectives are aligned with the methodology, findings, and conclusions. In addition, the use of appropriate academic language, accurate citations, and consistent terminology contributes to the clarity and reliability of scientific manuscripts. Therefore, scientific writing training can provide an important foundation for academics who seek to improve their ability to prepare research articles for publication.

Research Gaps and Scientific Contributions

The identification of research gaps is a fundamental element in developing a meaningful scientific article. A research gap refers to an area in the existing body of knowledge that has not been sufficiently explored,

explained, or addressed by previous studies. Identifying such gaps enables researchers to establish the relevance of their research and clarify how their study contributes to the development of knowledge.

A well-developed research gap should be supported by a systematic review of relevant literature. Researchers need to examine previous findings, identify limitations or inconsistencies, and determine opportunities for further investigation. This process helps prevent the development of research topics that merely repeat existing studies without providing a meaningful contribution.

In the context of scientific writing training, understanding research gaps is important because it supports the development of stronger introductions, clearer research questions, and more convincing research arguments. Participants can be guided to distinguish between a general research topic and a specific research problem that requires further investigation. This ability is particularly relevant for academics preparing manuscripts for international journals, where the significance and originality of a study need to be communicated clearly.

International Journal Publication and Scopus-Indexed Journals

International journal publication represents an important mechanism for disseminating academic knowledge to a wider scholarly community. Scopus-indexed journals are frequently used as a reference point in academic publication planning because they provide a recognized indexing platform for scholarly literature. Publication in reputable journals can support academic visibility, research collaboration, and the dissemination of research findings (Renaldo et al., 2022).

However, publication in a Scopus-indexed journal requires more than the completion of a scientific manuscript. Authors need to ensure that their research is relevant to the journal's aims and scope, follows the required manuscript format, and meets the journal's editorial and ethical standards. The selection of an appropriate journal is therefore an important part of the publication process.

Researchers should also understand the stages of journal submission, including manuscript preparation, submission, editorial screening, peer review, revision, and final publication. Reviewer comments may require authors to clarify theoretical arguments, strengthen methodological explanations, or improve the presentation of research findings. Knowledge of these stages can help academics develop realistic expectations and prepare more effectively for the publication process.

Research Publication Readiness and Capacity Building

Research publication readiness refers to the knowledge, skills, and preparedness required to develop and submit a scientific manuscript for publication. It includes competencies in scientific writing, literature review, research methodology, reference management, journal selection, and publication ethics. These competencies are interconnected and contribute to the overall quality of academic manuscripts.

Capacity-building activities, such as scientific writing workshops and academic publication training, can provide opportunities for researchers to develop these competencies. Training activities may combine theoretical explanations, practical examples, guided writing exercises, and discussions of common challenges in the publication process. Such approaches can help participants understand the relationship between research quality and effective scientific communication.

In addition, the use of reference management and proofreading tools can support the writing process. Tools such as Mendeley, Zotero, and Grammarly may assist researchers in organizing references, maintaining citation consistency, and identifying language-related issues. Nevertheless, these tools should be regarded as supporting instruments rather than substitutes for critical thinking, appropriate research design, and careful academic review.

Conceptual Framework for Scientific Writing Training

The literature discussed above indicates that scientific writing competence is closely related to the ability to develop a structured research argument and prepare a manuscript that meets publication requirements. The conceptual framework for this community service activity therefore connects scientific writing training with the development of academic publication readiness (Renaldo et al., 2021).

The framework consists of three main components. First, scientific writing knowledge provides participants with an understanding of article structure, academic language, research gaps, and research contributions. Second, publication strategy knowledge introduces journal selection, manuscript preparation, submission procedures, peer review, and publication ethics. Third, practical application allows participants to apply these concepts when developing or improving scientific manuscripts.

Through this framework, scientific writing training is expected to support academics in strengthening their publication preparation skills. The framework also provides a basis for evaluating the relevance of training

activities to participants' academic needs. In the context of the ICMA training conducted on March 15, 2025, these concepts serve as the theoretical foundation for understanding the role of scientific writing education in supporting academic publication development.

METHODOLOGY

Community Service Design

This community service activity employed a training-based approach designed to support academic development through scientific writing and international journal publication preparation. The activity was conducted for ICMA on March 15, 2025. The training focused on introducing scientific writing principles, research gap identification, scientific article structure, and strategies for preparing manuscripts for Scopus-indexed journal publication (Sudarmanto et al., 2025) .

The activity was designed as an educational and capacity-building program. Its implementation emphasized the delivery of relevant knowledge, discussion of academic writing challenges, and practical guidance related to scientific manuscript preparation. The training materials were developed to provide participants with an understanding of the essential components of a scientific article and the requirements associated with international journal publication.

Participants and Activity Setting

The participants of this community service activity were members of ICMA. The activity was conducted on March 15, 2025, as part of an academic development and scientific publication training initiative.

The training targeted participants who were interested in improving their scientific writing abilities and understanding the process of preparing manuscripts for international journals. The activity addressed common challenges in academic publication, including the development of research backgrounds, identification of research gaps, selection of appropriate journals, and preparation of manuscripts according to journal guidelines (Rustan et al., 2025) .

The number of participants, participant characteristics, and detailed venue information were not specified in the available activity materials. These details should be added based on the official documentation of the community service program.

Training Materials

The training materials were organized around the main components of scientific writing and the international publication process. The topics covered in the activity included:

1. Scientific article structure: Introduction, literature review, methodology, results and discussion, conclusion, and references.
2. Research gap identification: Understanding research gaps, formulating research questions, and establishing scientific contributions.
3. Scientific writing quality: Developing clear academic arguments, maintaining logical consistency, and improving academic language.
4. Journal selection: Understanding journal scope, publication requirements, and the importance of selecting an appropriate Scopus-indexed journal.
5. Submission and peer review: Understanding manuscript submission procedures, reviewer comments, revision, and resubmission.
6. Publication ethics: Avoiding plagiarism, self-plagiarism, data fabrication, and inappropriate authorship practices.
7. Writing support tools: Introducing reference management and proofreading tools to support the preparation of scientific manuscripts.

These materials were intended to provide participants with both conceptual understanding and practical knowledge relevant to academic publication.

Implementation Procedures

The training was implemented through a series of educational activities. The general procedure consisted of the following stages:

Stage 1: Preparation

The preparation stage involved identifying the focus of the training, organizing the scientific writing materials, and preparing the topics relevant to academic publication. The materials were structured to introduce participants to the requirements of scientific article preparation and Scopus-indexed journal publication.

Stage 2: Delivery of Training Materials

The training materials were delivered through academic presentations and explanations. The discussion addressed the importance of scientific writing, the structure of scientific articles, research gap identification, and the selection of appropriate journals. Participants were introduced to the stages of international journal publication and the importance of maintaining academic writing quality.

Stage 3: Discussion and Practical Guidance

The activity included discussion and guidance related to scientific manuscript preparation. Participants were encouraged to understand the relationship between research problems, theoretical foundations, methodology, results, and conclusions. Practical guidance also addressed the use of reference management tools, proofreading, and strategies for responding to reviewer comments.

Stage 4: Evaluation and Follow-Up

The evaluation stage was intended to identify participants' understanding of the training materials and their readiness to apply scientific writing principles. Follow-up activities may include manuscript development, improvement of research gaps, journal selection, and preparation for journal submission.

The specific evaluation instruments, assessment procedures, and follow-up activities were not specified in the available documentation. Therefore, these aspects should be completed using the actual records of the ICMA training (Renaldo et al., 2023).

Evaluation Approach

The evaluation of the community service activity was designed to consider participants' understanding of scientific writing and international publication preparation. The evaluation may focus on the following aspects:

1. Understanding of the structure and components of scientific articles.
2. Ability to identify and formulate research gaps.
3. Understanding of journal selection and publication requirements.
4. Knowledge of the submission and peer-review process.
5. Awareness of publication ethics and academic writing quality.
6. Readiness to prepare scientific manuscripts for international journal publication.

A structured evaluation instrument, such as a questionnaire or pre-test and post-test, can be used to assess changes in participants' understanding. However, the available materials do not provide actual evaluation data or documented measurement results. Consequently, no quantitative improvement or percentage of training effectiveness is reported in this methodology.

Data Analysis

The data analysis approach for this community service activity can employ descriptive analysis to summarize the implementation of the training and participants' responses. If evaluation data are available, descriptive statistics can be used to present participant characteristics, training attendance, and changes in understanding before and after the activity.

Qualitative feedback from participants may also be analyzed to identify perceived challenges, learning experiences, and suggestions for improving future scientific writing training. The combination of descriptive and qualitative analysis can provide an overview of the implementation and potential contribution of the activity to academic publication capacity.

Since the available documentation does not contain participant evaluation results, statistical findings and qualitative themes are not presented in this methodology. The analysis should be completed after the relevant training records and evaluation data have been obtained.

RESULTS AND DISCUSSION

Implementation of Scientific Writing Training

The scientific writing training was conducted for ICMA on March 15, 2025, as a community service activity aimed at supporting academic development and research publication preparation. The activity focused on

introducing the principles of scientific writing and the requirements associated with publishing articles in Scopus-indexed journals.

The training materials addressed several important aspects of academic publication, including the structure of scientific articles, research gap identification, academic writing quality, journal selection, submission procedures, peer review, and publication ethics. These topics were organized to provide participants with an overview of the knowledge and skills required to prepare scientific manuscripts for international publication (Junaedi, Hestia, et al., 2025).

The implementation of the training emphasized the importance of developing a systematic approach to scientific writing. Participants were introduced to the relationship between research problems, theoretical foundations, methodology, results, and conclusions. This approach was intended to help academics understand that a publishable manuscript requires not only a relevant research topic but also a coherent research argument and appropriate presentation of findings.

The available documentation does not specify the number of participants, the duration of the training, or the detailed activity schedule. Therefore, these implementation characteristics cannot be quantified in this article. Nevertheless, the documented training materials provide a basis for discussing the academic publication competencies addressed during the activity.

Strengthening Scientific Writing Competence

One of the main areas addressed in the training was the development of scientific writing competence. Academic writing requires researchers to communicate their ideas and findings through a structured and logical presentation. The training introduced the essential components of a scientific article, including the introduction, literature review, methodology, results and discussion, conclusion, and references.

Understanding the function of each article component is important for improving manuscript coherence. The introduction establishes the research background, research problem, and significance of the study. The literature review provides the theoretical foundation and identifies the relationship between the current research and previous studies. The methodology explains the research procedures, while the results and discussion present and interpret the findings. The conclusion summarizes the main contributions of the study (Delyana Rahmawany Pulungan et al., 2025).

The training materials also emphasized the importance of maintaining consistency between research objectives, methodology, results, and conclusions. This consistency is relevant to the development of credible scientific manuscripts because each section should contribute to the central research argument.

From a community service perspective, introducing these principles provides a foundation for academic capacity building. Academics who understand the structure and logic of scientific articles may be better prepared to organize their research ideas and develop manuscripts systematically. However, the available documentation does not contain pre-test and post-test results or other direct measurements of changes in participants' writing competence. Therefore, the contribution of the activity is discussed as a training objective and learning opportunity rather than as a statistically measured improvement.

Research Gap Identification and Academic Argumentation

Research gap identification was another important topic addressed in the training. A research gap helps establish why a study is necessary and how it contributes to existing knowledge. Without a clearly defined research gap, a manuscript may present a topic without sufficiently explaining its academic significance.

The training introduced participants to the importance of reviewing previous studies, identifying limitations or unexplored areas, and formulating research questions that are relevant to the identified gap. This process supports the development of a stronger introduction and provides a foundation for explaining the contribution of a scientific article (Junaedi, Sofyanto, et al., 2025).

The discussion of research gaps is particularly relevant to international journal publication because authors need to communicate the originality and significance of their research. A clear research gap can help connect the research problem with the theoretical framework, methodology, and expected contribution.

The training materials also highlighted the importance of distinguishing between a general research topic and a specific research problem. For example, a broad interest in digital business or accounting technology needs to be developed into a focused research problem supported by relevant literature and an appropriate research design.

This emphasis suggests that scientific writing training should not be limited to grammar and manuscript formatting. It should also address the development of academic reasoning and the ability to construct a meaningful

research argument. Nevertheless, participant manuscripts or writing assessments were not available in the documented materials, so the extent to which participants applied these concepts cannot yet be established.

Journal Selection and Publication Preparation

The training addressed journal selection as an important component of international publication preparation. Selecting a suitable journal requires consideration of the journal's aims and scope, publication format, editorial policies, and relevance to the research topic.

Participants were introduced to the importance of examining journal indexing and evaluating journal credibility. The materials discussed the use of Scopus and Scimago Journal Rank as references for identifying journal information and quartile classifications. They also emphasized the need to avoid predatory journals and hijacked journals by checking official journal websites, editorial information, and publication policies.

In addition to journal selection, the training introduced the stages of manuscript submission and peer review. These stages include manuscript preparation, submission, editorial screening, reviewer evaluation, revision, and resubmission. Understanding these procedures can help researchers prepare for the practical requirements of international publication.

The discussion indicates that publication readiness involves both writing competence and knowledge of the publishing process. A researcher may have a relevant research topic but still face difficulties if the manuscript does not follow journal guidelines or if the selected journal is not aligned with the research scope.

For community service implementation, this topic provides practical value because it connects scientific writing with the actual process of disseminating research findings. However, the available materials do not document whether participants selected specific journals or completed manuscript submissions following the training.

Publication Ethics and the Use of Writing Support Tools

Publication ethics and the use of writing support tools were also included in the training materials. Academic publication requires researchers to maintain originality, accurately acknowledge sources, and avoid practices such as plagiarism, self-plagiarism, data fabrication, and data falsification.

The training emphasized the importance of using appropriate citation practices and reference management tools. Tools such as Mendeley and Zotero can support the organization of references and citation consistency, while proofreading tools may assist in identifying language-related issues.

The discussion of publication ethics is important because the quality of a scientific article is not determined only by its language or formatting. The credibility of research also depends on the integrity of its data, the accuracy of its citations, and the transparency of its academic contributions.

The training materials further introduced strategies for responding to reviewer comments. Researchers were encouraged to analyze reviewer feedback, provide systematic responses, and revise manuscripts carefully before resubmission. These practices can support a more constructive approach to the peer-review process.

From the perspective of academic capacity building, the integration of publication ethics and writing support tools broadens the scope of scientific writing education. It encourages researchers to view publication as a process involving academic responsibility, research quality, and effective scholarly communication.

Discussion: Implications for Academic Publication Capacity

The documented training materials provide a framework for understanding scientific writing as an important component of academic publication capacity. The activity addressed several interconnected competencies: manuscript organization, research gap identification, journal selection, publication procedures, and publication ethics.

These competencies are relevant because preparing a scientific article requires coordination between the research process and the communication of research findings. A manuscript should present a clear problem, establish its contribution through relevant literature, explain the research method, and discuss findings in relation to the research objectives.

The training also highlighted the importance of systematic preparation and continuous improvement. Academic publication may involve multiple stages of revision, and researchers need to be prepared to respond to feedback and improve their manuscripts. This perspective is consistent with the training's emphasis on reviewer responses, journal selection, and the use of reference management tools.

For ICMA, the training provided an opportunity to address the knowledge and practical considerations involved in preparing scientific articles for Scopus-indexed journals. However, the available documentation does not contain participant feedback, assessment results, or evidence of completed manuscripts. Therefore, the direct impact of the activity on publication outcomes cannot be determined from the available materials.

Future implementation of similar community service programs could strengthen the evaluation component by incorporating pre-test and post-test assessments, manuscript reviews, participant feedback, and follow-up monitoring of journal submissions. Such measures would provide stronger evidence of learning outcomes and the longer-term contribution of scientific writing training to academic publication development.

Summary of Results and Discussion

The scientific writing training conducted for ICMA on March 15, 2025, addressed key elements of academic publication preparation. The documented materials covered scientific article structure, research gap identification, journal selection, submission procedures, peer review, publication ethics, and writing support tools.

The discussion indicates that these topics are relevant to the development of academic publication competence. The training provides a conceptual and practical foundation for researchers who seek to improve their manuscript preparation and understanding of international journal publication.

Nevertheless, the available documentation does not provide quantitative evidence of participant learning outcomes or actual publication achievements. Consequently, the results presented in this article should be interpreted as a description of the training content and its intended academic contribution, rather than as a measured evaluation of training effectiveness.

CONCLUSION

Conclusion

The scientific writing training conducted for ICMA on 15 March 2025 provided an academic capacity-building framework for preparing manuscripts for Scopus-indexed journal publication. The training emphasized the importance of selecting appropriate journals, understanding article structure, identifying research gaps, formulating novelty, designing suitable methodologies, and complying with publication ethics. It also introduced practical considerations related to manuscript submission, peer review, reviewer responses, academic collaboration, and the use of writing-support tools.

Overall, the activity strengthened participants' understanding of scientific writing as a systematic process rather than merely a technical writing task. The training also highlighted that successful publication requires the integration of research quality, clear academic argumentation, methodological consistency, ethical conduct, and appropriate journal selection. However, the available activity documentation does not provide quantitative evidence regarding changes in participants' knowledge, writing competence, or publication outcomes. Therefore, the results should be understood primarily as evidence of training implementation and the delivery of relevant academic publication materials.

Implications

The activity has several implications for academic development. First, scientific writing training can support academics in improving the structure and clarity of their research manuscripts. Understanding the relationship between research problems, research gaps, novelty, methodology, results, and conclusions may help participants develop more coherent and publishable articles.

Second, the training has implications for improving publication readiness. Knowledge of journal scope, indexing status, manuscript guidelines, peer-review procedures, and publication ethics can help academics avoid inappropriate journal selection and reduce common submission problems.

Third, the activity may contribute to the development of a stronger academic publication culture within ICMA. Regular training and mentoring can encourage academics to transform research findings into journal articles, collaborate across disciplines, and engage with international academic communities.

Finally, the training provides a foundation for further institutional support. Publication development should not end with a one-time seminar but should be followed by manuscript clinics, peer-review sessions, research collaboration, and monitoring of submission progress.

Limitations

This community service activity has several limitations. First, the available documentation does not include the total number of participants, participant characteristics, training duration, detailed activity schedule, or information about the delivery format. These limitations restrict the assessment of the reach and intensity of the program.

Second, no pre-test and post-test results were available. Consequently, the extent to which participants' knowledge and scientific writing competence improved cannot be measured quantitatively.

Third, the documentation does not include participant feedback, satisfaction surveys, or structured evaluation results. Therefore, participants' perceptions of the training effectiveness cannot be independently assessed.

Fourth, there is no available evidence of completed manuscripts, journal submissions, reviewer responses, or accepted publications following the activity. The long-term contribution of the training to Scopus-indexed publication outcomes therefore remains unconfirmed.

Finally, the training materials focused primarily on general scientific writing and publication preparation. Individual differences in research topic, methodological capability, English proficiency, and previous publication experience may have influenced the extent to which participants could apply the materials to their own manuscripts.

Recommendations

Several recommendations can be proposed to improve similar community service activities in the future:

1. Conduct a needs assessment before training. Participants' research fields, publication experience, writing difficulties, and target journals should be identified before the activity begins.
2. Use pre-test and post-test instruments. Evaluation instruments should measure participants' understanding of article structure, research gaps, novelty, methodology, publication ethics, and journal selection.
3. Include practical manuscript exercises. Participants should be guided to prepare or revise specific parts of their manuscripts, such as the title, abstract, introduction, research gap, methodology, results, and conclusion.
4. Develop follow-up mentoring. After the training, participants should receive individual or group mentoring to improve their manuscripts before submission.
5. Establish peer-review groups. Academic writing communities can be formed within ICMA to facilitate manuscript discussion, internal review, and constructive feedback.
6. Provide journal selection assistance. Participants should be guided to evaluate journal scope, indexing status, publication fees, review procedures, and potential predatory journal risks.
7. Strengthen publication ethics training. Future programs should provide practical examples related to plagiarism, citation management, authorship, conflicts of interest, data integrity, and the responsible use of artificial intelligence tools.
8. Monitor post-training outcomes. The institution should record the number of revised manuscripts, submitted articles, manuscripts under review, accepted papers, and published articles resulting from the program.

Future Community Service

Future community service activities should develop from a one-time scientific writing training into a continuous academic publication assistance program. The next program may be designed as a structured mentoring series consisting of several stages.

The first stage should focus on research mapping and manuscript diagnosis. Participants can identify their research topics, target journals, research problems, research gaps, and potential contributions. The second stage should provide intensive training on manuscript development, particularly the introduction, literature review, methodology, results, discussion, and conclusion sections.

The third stage should involve manuscript clinics in which participants submit their drafts for review by facilitators or peer groups. Feedback should focus on academic argumentation, methodological consistency, language quality, citation practices, and journal compliance. The fourth stage should address the submission process, including journal platform registration, cover letter preparation, response to reviewers, and manuscript revision.

Future programs may also include the following activities:

1. Scopus journal selection and publication strategy workshops;
2. academic English and scientific editing training;
3. reference-management training using citation software;

4. research gap and novelty development clinics;
5. systematic literature review and bibliometric analysis training;
6. research methodology and data analysis workshops;
7. research collaboration and co-authorship development;
8. publication ethics and responsible AI-use training;
9. journal submission simulations;
10. post-submission mentoring and reviewer-response assistance.

The effectiveness of future community service programs should be evaluated using measurable indicators, including participant attendance, pre-test and post-test scores, number of completed manuscripts, number of submitted articles, participant satisfaction, and publication progress. This approach would provide stronger evidence regarding the contribution of scientific writing training to sustainable academic publication capacity.

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