ASSISTANCE IN WRITING SCIENTIFIC ARTICLES FOR STUDENTS THROUGH A WORKSHOP-MENTORING-PEER REVIEW MODEL

Niswatin Nurul Hidayati[1]*
[1]Institut Teknologi dan Bisnis Tuban
email: niswatin.nurul.hidayati@gmail.com [1)
*Corresponding Author

Abstrak

Program pendampingan penulisan artikel ilmiah ini bertujuan untuk meningkatkan literasi akademik dan menumbuhkan keterampilan menulis ilmiah di kalangan siswa KMI Assalam. Metode pelaksanaan terdiri atas tiga tahap: persiapan, implementasi, dan evaluasi. Pada tahap awal, dilakukan analisis kebutuhan dan perancangan rencana belajar personal. Tahap implementasi mencakup pelatihan metodologi penelitian, teknik penulisan akademik, dan sesi umpan balik individual serta peninjauan antar teman. Evaluasi dilakukan dengan menilai naskah akhir siswa, jurnal reflektif, survei kepuasan, dan diskusi kelompok terfokus. Hasil program menunjukkan peningkatan signifikan dalam kemampuan siswa menulis artikel ilmiah, baik dari segi struktur penulisan, penggunaan referensi akademik, maupun kepercayaan diri dalam menyampaikan gagasan secara ilmiah. Kegiatan ini juga membentuk budaya ilmiah yang kolaboratif dan reflektif di lingkungan sekolah. Program ini memberikan kontribusi positif dalam penguatan kapasitas akademik siswa dan menjadi model efektif dalam membangun ekosistem literasi ilmiah berkelanjutan di tingkat SMA.

***Kata kunci**: Penulisan Artikel Ilmiah, Program Pendampingan, Literasi Akadmeik, Penguatan Kapasitas Siswa.*

Abstract

This scientific article writing assistance program aims to improve academic literacy and foster scientific writing skills among KMI Assalam students. The implementation method consists of three stages: preparation, implementation, and evaluation. In the initial stage, needs analysis and personal learning plan design are carried out. The implementation phase includes training in research methodology, academic writing techniques, and individual feedback sessions and peer review. Evaluation was carried out by assessing the student's final manuscript, reflective journals, satisfaction surveys, and focus group discussions. The results of the program showed a significant increase in students' ability to write scientific articles, both in terms of writing structure, the use of academic references, and confidence in conveying ideas scientifically. This activity also forms a collaborative and reflective scientific culture in the school environment. This program makes a positive contribution to strengthening students' academic capacity and becomes an effective model in building a sustainable scientific literacy ecosystem at the senior high school.

Keywords: Scientific Article Writing, Mentorship Program, Academic Literacy, Student Empowerment.

INTRODUCTION

The ability to write scientific articles is a fundamental skill for students, as it fosters critical thinking, analytical reasoning, and effective communication (Oktavia et al, 2025). Scientific writing not only enables students to convey their

research findings but also helps them contribute to the larger body of knowledge in various disciplines. According to Hyland (2015), scientific writing is a pivotal means of participating in academic discourse communities, where individuals exchange ideas and build upon one another's work. For students in educational institutions like KMI Assalam, mastering this skill can open opportunities for academic achievements, professional growth, and meaningful societal contributions. Based on the short interview, it was found that students were in lack of writing skills in scientific writing.

However, many students face challenges in developing their scientific writing skills (Graham, 2019). Studies reveal that students often struggle with structuring their ideas, adhering to academic conventions, and understanding the intricacies of citation and referencing (Swales & Feakl, 2012). Additionally, students in non-native English-speaking countries face the added hurdle of language proficiency, which can hinder their ability to produce high-quality academic articles (Bitchener & Ferris, 2012). In this context, tailored mentorship programs can play a crucial role in bridging these gaps and equipping students with the tools and confidence needed to excel in academic writing (Murphy, 2021).

KMI Assalam, as an institution committed to holistic education, recognizes the need to prepare its students for the demands of the academic world. By providing mentorship in scientific article writing, the institution seeks to empower its students to engage with scholarly practices and contribute to the global exchange of knowledge. Furthermore, the development of scientific writing skills aligns with the goals of 21st-century education, which emphasizes critical thinking, creativity, collaboration, and communication (Chao et al, 2025). Through workshops, hands-on practice, and one-on-one mentoring, students not only learn the technicalities of writing but also develop a deeper understanding of research ethics, the importance of evidence-based arguments, and the value of contributing to scholarly conversations (Shadiqi, 2019). Programs like this have been shown to enhance students' academic confidence, improve their writing quality, and inspire a lifelong interest in research (Ertmer et al, 2013).

Various scientific writing assistance programs have been implemented. Tanjung & Arifudin (2023), Rizqa (2024), focus their activities on training students in writing scientific articles that are worthy of publication in academic journals. Meanwhile, Arono et al (2022), conducted community service in Bengkulu using a literacy approach that focused on reading and writing habits at the community level. Different from the two approaches, this service presents novelty through the integration of the workshop–mentoring–peer review model that is systematically applied to students at the secondary education level. The program is not only oriented towards improving technical skills in writing scientific papers, but also building a collaborative and reflective academic culture from an early age. This approach allows students to become active actors in the

process of increasing their academic capacity, with guidance tailored to individual needs and through a continuous evaluation process.

With this background, this service program aims to improve students' scientific literacy and equip them with the skills to write scientific papers that are systematic, evidence-based, and relevant for publication, so as to be able to foster confidence as prospective researchers and contributors in academic discourse.

METHOD

The method used in this mentorship program focused on participatory and experiential learning to support the development of scientific writing skills among KMI Assalam students. The subjects of this assistance are Grade 3 students of Madrasah Aliyah KMI Assalam, which totals 60 students. The process was grounded in the principles of collaborative learning Cindy (2013), and experiential education Kolb (2014), ensuring that students engage actively with the material and receive tailored guidance throughout the program. The program was structured into three interconnected phases: preparation, implementation, and evaluation. In the preparation phase, a needs analysis was conducted through interviews to assess students' existing skills and identify gaps. This process ensured the relevance and personalization of the program, as recommended by (Richards and Schmidt, 2013). Personalized learning plans were then developed based on the assessment results, setting the foundation for targeted instruction.

The implementation phase served as the core of the program, combining workshops, mentoring sessions, and peer collaboration. The workshops covered essential topics such as research methodologies, the structure of scientific articles, citation practices, and the use of academic language. These sessions utilized scaffolding techniques, gradually increasing the complexity of tasks to build student competence (Nelson, 2025). Mentoring sessions offered one-on-one support, where experienced mentors provide feedback, suggest improvements, and encourage reflective practices. This aligned with Vygotsky's Zone of Proximal Development (ZPD), which emphasized the value of expert guidance in advancing learners' skills (Vygotsky, 2012). Peer collaboration, facilitated through structured review activities, allowed students to engage in constructive critique and mutual learning. According to Topping (2009), such peer assessment fosters deeper learning and enhances critical thinking abilities.

The final phase focused on evaluating the program's effectiveness and its impact on students' writing skills. This was achieved through the analysis of students' final article submissions, reflective journals, and mentor evaluations. The program's outcomes were measured using the Kirkpatrick Model, which assessed reactions, learning, behavior, and results to provide a comprehensive evaluation. Observations, student artifacts, feedback surveys, and focus group discussions were employed as data collection methods, ensuring a robust understanding of the

program's impact (Kirkpatrick, 2016). Thematic analysis, as outlined by Braun and Clarke (2006), was used to identify recurring themes and insights from the collected data.

RESULTS AND DISCUSSION

The mentorship process for the scientific article writing program at KMI Assalam was designed as a comprehensive, multi-phase approach to ensure the effective development of students' skills in academic writing. By combining theoretical knowledge, practical application, and personalized guidance, the program aimed to provide a holistic learning experience. The process was implemented through three main phases: preparation, implementation, and evaluation, with each phase carefully structured to maximize student engagement and learning outcomes.

By presenting competent speakers, this activity is a strategic step in building a scientific culture among students. The Scientific Writing Training activity was held on Sunday, June 9, 2024, at the KMI Assalam Bangilan Hall, Putri Campus Gedung Hijau, 3rd Floor. This activity is part of a series of KMI Assalam 2024 Santri Aspiration Day events and aims to improve the ability of students to write scientific papers systematically and with quality. Before the activity was carried out, the service team made a flyer as a notification to the participants who will take part in this mentoring activity as explained in Figure 1.

In the preparation phase, the program began with a detailed needs analysis to assess the students' initial abilities and familiarity with scientific writing. This was conducted through diagnostic tests, surveys, and one-on-one interviews. The goal was to identify students' strengths, areas for improvement, and previous exposure to academic writing conventions. This analysis informed the development of personalized learning plans tailored to address the unique needs of each participant. During this phase, students were also introduced to the program's objectives, schedule, and expectations through an orientation session. The orientation provided clarity about the skills they would develop, the resources they would access, and the outcomes they could anticipate by the end of the program. This initial step was instrumental in building motivation and aligning the students' goals with the program's framework.

Figure 1. Scientific Writing Training Activity Flyer

The implementation phase was the core of the mentorship process, where the majority of the learning activities took place. This phase integrated three key components: workshops, mentoring sessions, and peer collaboration. Workshops were designed to provide students with a solid foundation in the principles of scientific writing. Topics covered included the structure and components of scientific articles (abstracts, introductions, methodologies, results, and discussions), the basics of research methodologies, effective use of citations and references, and strategies for academic writing. Each workshop was interactive, incorporating lectures, group discussions, and practical exercises.

In the presentation session, the speakers explained several research focuses such as retail business, labor, and artificial intelligence, which were adjusted to the needs and potential of students. The presentation of the material is carried out visually through an attractive and easy-to-understand projector screen, and accompanied by a direct explanation using the interactive lecture method as depicted in Figure 2. Participants seemed enthusiastic about participating in the session, as evidenced by the number of questions asked and active involvement in the discussions. This activity is an important moment in building academic awareness and motivating students to start compiling relevant and data-based scientific papers.

Workshop sessions are designed interactively by combining lectures, group discussions, and practical exercises that are relevant to the needs of the participants. Students are actively involved in activities such as formulating research questions, analyzing the structure of scientific articles, and starting to compile the initial parts of their papers. The activity is arranged in stages, starting from simple tasks to more complex ones, along with increasing confidence and ability of the participants. The facilitator provides direct assistance during the

process, so that participants not only understand the theory, but are also able to apply it in real life in scientific writing.
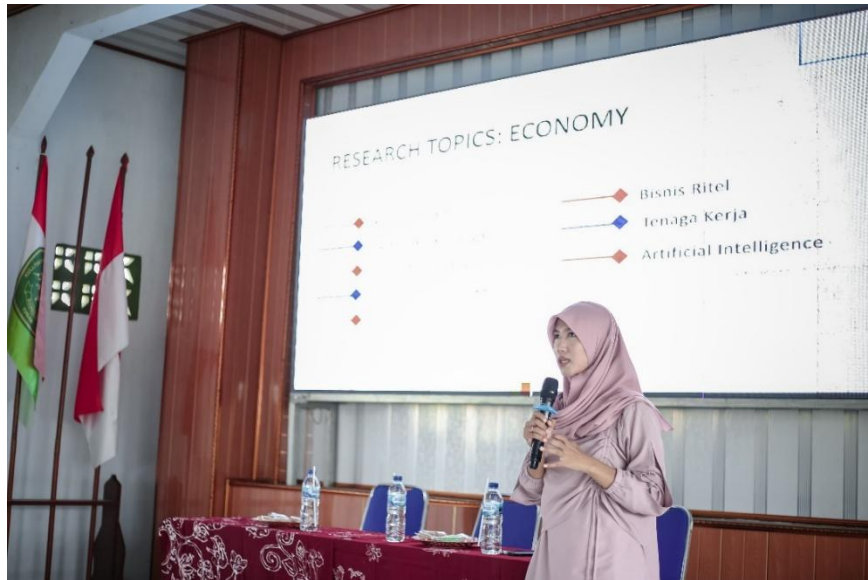

Figure 2. Scientific Paper Writing Assistance Activities

The guidance session in this training activity is designed to provide personalized and targeted assistance to each participant. Each student is paired with a mentor who has experience in writing scientific papers, to ensure that the learning process runs intensively and according to individual needs. During the session, the mentors provided direct feedback on the participants' draft writing, from the structure of the writing, the clarity of the argument, to the use of appropriate academic language. This mentoring not only helps participants understand scientific writing conventions, but also encourages them to think critically about the content and quality of their writing. The feedback process is formative, meaning that the mentor actively shows the progress that has been achieved by the participants and provides specific feedback that can be immediately applied for improvement. With this approach, participants feel more confident and motivated to continue to improve their writing until it reaches the expected standard.

Peer collaboration fostered an environment of mutual learning. Structured peer review activities encouraged students to exchange their drafts and offer constructive feedback to their peers. Peer assessment promotes critical thinking and helps students view their work from different perspectives. These activities not only improved the quality of students' writing but also enhanced their ability to critique and evaluate academic work. Throughout the implementation phase, reflective practices were encouraged to deepen students' engagement with the learning process. Students maintained reflective journals where they documented their challenges, insights, and progress. This self-assessment tool helped them internalize their learning experiences and track their development over time.

The activity was closed with a reflection and documentation session with all participants, which took place in a warm and enthusiastic atmosphere as depicted in Figure 3. This moment is an affirmation of the success of the service activity, which not only provides practical knowledge about scientific writing, but also builds the confidence of participants to continue to work. The activity was closed with the hope that the students would be able to continue the writing process independently and make scientific literacy an important part of their self-development.

Figure 3. Closing Activity Documentation

This closing activity session was also a place to reflect on the success of the program and appreciate the students' enthusiasm for learning. The faces of the participants reflected their pride and satisfaction after successfully going through all stages of training, from the preparation of initial ideas to assistance in writing draft scientific papers. The presence of resource persons, supervisors, and Boarding school leaders in all sessions of this event also strengthened the family atmosphere and institutional support for the development of students' academic potential. This momentum is expected to be a sustainable motivation for participants to continue to write, think critically, and be active in the world of scientific literacy, both in the Boarding school environment and at the next level of education. Group photo with the speaker, and all female student participants after the completion of the Scientific Writing Workshop as part of the community service program at the Girls' Campus Hall of KMI Assalam Bangilan discribe in Figure 4.

Figure 4. Group Photo with Participants and Speaker After the Scientific Writing Workshop

The evaluation phase marked the conclusion of the program, focusing on assessing its effectiveness and the students' achievements. This phase employed a multifaceted approach to ensure a comprehensive understanding of the program's impact. Final article submissions were thoroughly reviewed using a rubric that assessed key criteria, including coherence, adherence to scientific conventions, originality, and academic integrity, providing a clear measure of the students' academic progress. Feedback surveys were distributed to capture students' perceptions of the program, allowing them to express their satisfaction with the workshops, mentoring sessions, and overall learning experience. Additionally, focus group discussions (FGDs) were conducted to gather qualitative insights into the students' experiences, challenges faced during the program, and the perceived benefits of participation. Mentor evaluations complemented these efforts by offering detailed accounts of each student's growth and the effectiveness of personalized guidance in refining their writing skills. Collectively, these evaluation methods provided a robust framework for measuring the program's success and identifying areas for future improvement.

The results of the mentorship program reflect significant improvements in the scientific writing skills of KMI Assalam students. These outcomes were observed across multiple dimensions, including students' ability to structure scientific articles, apply academic conventions, and express their ideas with clarity and coherence. The data collected through final article submissions, reflective journals, and mentor evaluations demonstrate that the majority of participants achieved notable progress in meeting the program's objectives.

A key finding was the enhancement in students' understanding of scientific article structures, such as writing clear abstracts, formulating research questions, and organizing their findings into cohesive sections. This improvement was evident in their final articles, which displayed more logical flow and adherence to academic norms compared to their initial drafts. Mentors reported that students showed significant growth in their ability to incorporate evidence-based arguments and cite sources accurately, aligning with standards emphasized during the workshops.

Another important result was the positive impact of individualized mentoring and peer collaboration on students' learning experiences. The one-on-one mentoring sessions provided tailored feedback that allowed students to address their unique challenges effectively, while peer review activities encouraged critical thinking and collaborative problem-solving. As noted in the reflective journals, many students expressed increased confidence in their writing abilities and reported feeling more prepared to engage in academic discourse.

The results also highlighted the importance of experiential and participatory learning methods in fostering engagement and skill development. Students who actively participated in workshops and discussions were more likely to demonstrate improvements in their writing quality. The thematic analysis of focus group discussions revealed that students found the program's interactive approach engaging and appreciated the real-world applicability of the skills they acquired. The program succeeded in achieving its goals of empowering students with the skills and confidence needed to produce high-quality scientific articles. While most students met or exceeded expectations, the evaluation also identified areas for further enhancement, such as providing additional support for students with limited English proficiency and extending the duration of mentoring sessions for deeper skill reinforcement. These findings underscore the program's effectiveness and provide valuable insights for refining future iterations.

The mentorship program for scientific article writing at KMI Assalam demonstrated significant progress in students' academic writing skills, aligning with research that emphasizes the effectiveness of personalized mentorship and participatory learning in educational settings. The positive outcomes observed in the students' final articles, peer collaborations, and reflective practices underscore the value of individualized guidance and experiential learning in fostering academic development.

One of the most significant findings was the improvement in the students' ability to structure scientific articles and apply academic writing conventions. Research by Davidson (2021) highlights the importance of developing writing strategies that include planning, drafting, and revising, which were central to the mentorship process in this program. The scaffolding approach, where mentors provided progressively less assistance as students gained more competence

McGuire (2024), proved to be highly effective. Students gradually became more independent in their writing, which aligns with Vygotsky, (2012) concept of the Zone of Proximal Development, where learners achieve higher levels of competence through expert guidance.

The program's emphasis on peer collaboration also contributed to the students' success, as evidenced by their active participation in peer review activities (Busby, 2023). Peer assessment has been shown to enhance critical thinking and foster collaborative learning (Dewra, 2025), This was reflected in the students' ability to provide constructive feedback to their peers. Students reported that the peer review process helped them see their work from different perspectives and motivated them to refine their writing further (Abrar, 2022). This peer-to-peer learning was instrumental in developing a sense of academic community, which is essential for nurturing long-term scholarly engagement (Boud, Cohen, & Sampson, 2001).

Reflective journaling, a key component of the mentorship process also played an important role in the students' development (Acesta, 2024). According to Schön (2017), reflective practice encourages learners to critically analyze their experiences and improve their skills through self-assessment. In this program, students' reflective journals revealed a deeper understanding of their progress and challenges, allowing them to track their development and identify areas where they needed more support (Nisa, 2022). This self-awareness is crucial for lifelong learning and academic growth (Ferianti, 2024).

Despite the program's success, several challenges were identified during the evaluation phase . While most students made significant strides in their writing skills, some faced difficulties with English proficiency, which affected their ability to fully engage with the academic writing process. This finding echoes research by Dana (2014), noted that language barriers can be a significant challenge for non-native English speakers in academic contexts. Future iterations of the program could benefit from incorporating additional language support, such as focused language workshops or English for academic purposes sessions, to better assist students with lower proficiency levels.

Another area for improvement was the need for more time in the mentoring sessions. Some students expressed that the limited time for individualized guidance hindered their ability to fully refine their articles. Research by Zhao and Kuh (2004), suggests that extended interaction with mentors leads to more profound learning outcomes, especially for students who require more focused support. Increasing the duration and frequency of mentoring sessions could enhance the depth of the learning experience for future participants (Patak, 2024).

The mentorship program at KMI Assalam was successful in achieving its goals of improving scientific writing skills, fostering critical thinking, and encouraging collaborative learning. The findings are consistent with educational

theories that emphasize the importance of active engagement, reflective practice, and personalized mentorship in academic development. By addressing the identified challenges and refining the program's structure, future iterations can provide even greater support for students' academic growth and scholarly aspirations.

CONCLUSIONS AND SUGGESTIONS

The mentorship program for scientific article writing at KMI Assalam proved to be highly effective in enhancing students' academic writing skills, fostering critical thinking, and encouraging collaborative learning. Through a combination of workshops, individualized mentoring, and peer collaboration, students demonstrated significant improvements in structuring their articles, applying academic conventions, and refining their writing abilities. Reflective practices and peer feedback further contributed to their development, promoting a deeper understanding of the writing process and encouraging self-assessment.

However, challenges such as limited mentoring time was identified, which hindered some students from fully reaching their potential. To further strengthen the program, it is recommended to extend the duration and frequency of mentoring sessions to provide more in-depth guidance. These adjustments would ensure that all students, regardless of language background, receive the support necessary to excel in academic writing. Additionally, future programs could explore incorporating more interactive and technology-driven resources, such as online collaborative platforms or writing tools, to enhance the learning experience. By addressing these challenges and continuously refining the mentorship process, the program can continue to empower students and prepare them for success in academic and professional writing.

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