



TRAINING AND MENTORING IN SCIENTIFIC ARTICLE WRITING FOR FINAL-YEAR STUDENTS OF THE GOVERNMENT STUDIES

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Abstract

The mandatory requirement for final-year students of the Government Studies Program at FISIP UNSRAT to publish scientific articles faces challenges due to the suboptimal quality of manuscripts intended for Jurnal Governance, characterized by a lack of theoretical frameworks, convoluted abstracts, and frequent manual citation errors. This community service program aimed to enhance students' technical scientific writing competence and produce publication-ready manuscripts meeting SINTA accreditation standards. The implementation method utilized a Participatory Action Service (PAS) approach across five stages: pre-mentoring diagnosis, module development, workshop and individual coaching clinic, Turnitin similarity check and OJS submission simulation, and output consolidation. Involving 30 target students (final-year students and Research Methodology course enrollees) in collaboration with the Government Studies Student Association (HIMAPRO) as a strategic partner, the program achieved a 50.30% average gain in individual participant competence (from a pre-test score of 38.10% to a post-test score of 88.40%), with the highest surge of 62.00% observed in automated Mendeley reference management. Evaluation of 4 student groups yielded scores ranging from 36 to 42 (Good to Very Good categories), successfully finalizing 12 IMRAD-structured manuscripts with Turnitin similarity indices below 20%. This intervention effectively enhances students' digital literacy, strengthens the editorial quality of Jurnal Governance, and supports the university's Key Performance Indicator (IKU 5) attainment.

Keywords: scientific articles, coaching clinic, jurnal governance, mendeley, SINTA.

Abstrak

Kewajiban mempublikasikan artikel ilmiah bagi mahasiswa tingkat akhir Program Studi Ilmu Pemerintahan FISIP UNSRAT menghadapi kendala berupa belum optimalnya kualitas naskah pada *Jurnal Governance*, yang ditandai oleh minimnya kerangka teoritis, penyusunan abstrak yang berbelit-belit, serta tingginya kesalahan sitasi manual. Kegiatan pengabdian kepada masyarakat ini bertujuan untuk meningkatkan kompetensi teknis penulisan karya ilmiah mahasiswa serta menghasilkan naskah publikasi yang memenuhi standar akreditasi SINTA. Metode pelaksanaan yang digunakan adalah *Participatory Action Service* (PAS) melalui lima tahapan: *pre-mentoring*, penyusunan modul, *workshop* dan *coaching clinic* individual, uji kemiripan Turnitin dan simulasi OJS, serta konsolidasi luaran. Program ini melibatkan 30 mahasiswa sasaran (mahasiswa tingkat akhir dan peserta mata kuliah Metodologi Penelitian) dengan menggandeng HIMAPRO Ilmu Pemerintahan selaku mitra strategis. Hasil evaluasi menunjukkan adanya kenaikan rata-rata kompetensi individu peserta sebesar 50,30% (dari *pre-test* 38,10% menjadi *post-test* 88,40%), dengan lonjakan tertinggi pada indikator pengelolaan sitasi otomatis Mendeley sebesar 62,00%. Penilaian kualitas kelompok menghasilkan skor antara 36 hingga 42 (kategori Baik hingga Sangat Baik) dan berhasil memfinalisasi 12 naskah artikel berstruktur IMRAD utuh dengan indeks kemiripan Turnitin di bawah 20%. Intervensi ini terbukti efektif meningkatkan literasi digital mahasiswa, memperkuat mutu editorial *Jurnal Governance*, serta mendukung pencapaian Indikator Kinerja Utama (IKU 5) perguruan tinggi.

Kata kunci: artikel ilmiah, *coaching clinic*, *jurnal governance*, mendeley, SINTA.



Introduction

In accordance with the Regulation of the Minister of Education, Culture, Research, and Technology Number 53 of 2023 concerning Higher Education Quality Assurance, the minimum graduate qualification criteria include skill aspects acquired through learning, work experience, research, and community service (Pendidikan, 2023). Specifically, these skills demand students' ability to perform tasks using valid scientific concepts, theories, methods, and instruments. Based on this regulatory framework, the Government Studies Program, Faculty of Social and Political Sciences (FISIP), Sam Ratulangi University (UNSRAT), has established a mandatory policy for final-year students to write and publish scientific articles based on their undergraduate thesis research as a primary prerequisite for graduation. In practice, the majority of student article publications are directed toward the study program's internal journal, namely *Jurnal Governance*.

However, reality in the field indicates that the quality of student scientific articles published in *Jurnal Governance* remains suboptimal. Initial observations of students' drafts and publication manuscripts revealed several substantial and technical violations of the journal's writing guidelines. First, numerous manuscripts completely omitted a theoretical framework, even though the internal journal's author guidelines require a theoretical foundation as an analytical basis. Second, in the abstract section, sentence construction tended to be convoluted, the research objectives were repeated multiple times, and the research findings were not clearly presented. Third, there were citation discrepancies, wherein several sources cited within the text were omitted from the reference list (bibliography). This phenomenon signifies low technology-based reference management literacy, as students remain trapped in manual writing practices that are highly susceptible to formatting errors (Candra et al., 2025; Hasmawati et al., 2026). According to Nurhayati et al. (2024), students' lack of knowledge regarding scientific writing and the absence of structured training on preparing articles aligned with Science and Technology Index (SINTA) standards constitute the core root of this issue.

The problem of suboptimal scientific article quality carries systemic impacts for various stakeholders if not addressed promptly (Sari & Pebriani, 2025; Silitonga et al., 2023). For the editorial board of *Jurnal Governance*, publishing manuscripts that do not meet scientific eligibility standards degrades the overall quality and reputation of the journal within the academic community, ultimately resulting in low readership and potential non-citation. For the university, particularly FISIP UNSRAT, an accumulation of low-quality publications serves as an indicator of underperforming institutional research capabilities, which in the long run may diminish public trust and the academic reputation of Sam Ratulangi University at the national level.

To address this strategic issue, an intervention program titled "Training and Mentoring in Scientific Article Writing for Final-Year Students of the Government Studies Program" was implemented through a *Workshop on SINTA-Based Scientific Article Writing* (Karomah & Rukmana, 2022; Yahrif & Supardi, 2023). In its execution, this program established close collaboration with the Government Studies Student Association (HIMAPRO Ilmu Pemerintahan FISIP UNSRAT) as a strategic partner. The active involvement of the partner focused on four main forms of support: (1) facilitating coordination between the implementation team and participating students; (2) assisting in collecting data on target final-year students; (3) providing venue support or organizational facilities for training and mentoring activities; and (4) supporting the sustainability of the student scientific article writing coaching program through student organizational activities.

Efforts to enhance students' scientific writing capabilities have previously been studied and intervened in several community service programs (Pernantah et al., 2026; Susilo et al., 2025). Brief training sessions have proven capable of providing a basic introduction to citation practices and drafting scientific manuscripts (Irwan et al., 2022; Pramiastuti et al., 2020). Nevertheless, the majority of prior community service programs were oriented toward one-off, one-way workshops detached from specific case analyses in internal journals and failed to explicitly align participants' manuscripts with SINTA accreditation standards. This gap underscores the novelty (*state of the art*) of this community service initiative, which lies in formulating conceptual training combined with intensive clinical mentoring (*action coaching*) to



individually rectify manuscript deficiencies until SINTA criteria are met, as well as positioning HIMAPRO as a facilitator for sustainable academic development.

The scope of this community service activity was limited to final-year students and students enrolled in the Research Methodology course within the Government Studies Program at FISIP UNSRAT, focusing primarily on increasing scientific writing competence and standardizing manuscript quality in the study program's internal journal (*Jurnal Governance*) in accordance with SINTA standards. In line with this background, the implementation of this community service activity specifically aimed to: (1) identify and establish strategic issues in the Government Studies Program at Sam Ratulangi University that require immediate solutions to enhance academic service quality; and (2) implement creative problem-solving ideas through measurable Workshops and Scientific Article Writing Mentoring, ranging from preparation stages to output evaluation.

Through the attainment of this scope and these objectives, the implementation of this program is expected to make a comprehensive positive contribution to enhancing students' academic competence, strengthening the editorial quality of *Jurnal Governance*, improving faculty publication performance, and elevating Sam Ratulangi University's reputation at the national level. Based on the entire background, the problem formulation proposed in this community service activity is: how effective is the implementation of workshops and clinical mentoring (*coaching clinic*) in SINTA-standardized scientific article writing in improving technical competence and the quality of student scientific articles in *Jurnal Governance* FISIP UNSRAT?

Method

The implementation method of this community service program was designed using a Participatory Action Service (PAS) approach grounded in direct, action-oriented problem-solving. The activity was conducted offline at the Campus of the Faculty of Social and Political Sciences (FISIP), Sam Ratulangi University (UNSRAT), Manado, North Sulawesi, taking place in July 2026. The selection of target subjects was carried out using a purposive sampling technique, establishing a sample of 30 final-year students currently writing their undergraduate theses and students enrolled in the Research Methodology course within the Government Studies Program at FISIP UNSRAT.

The materials and instruments utilized in this program included the FISIP UNSRAT Thesis Writing Guidelines transformed into a practical module for SINTA-standardized scientific articles, the Open Journal System (OJS) platform of *Jurnal Governance*, the Mendeley Reference Manager application for bibliography management, Turnitin software for similarity checking, digital pre-test and post-test instruments, and a Scientific Article Quality Assessment Sheet based on 10 substantive and technical indicators.

The program execution was divided into five main stages integrated with the active participation of the Government Studies Student Association (HIMAPRO Ilmu Pemerintahan) as a strategic partner (responsible for facilitating coordination, participant data collection, providing organizational facilities, and ensuring program sustainability). The first stage involved coordination and initial diagnosis (*pre-mentoring*) to map out deficiencies in students' initial drafts. The second stage was implementation preparation, which encompassed developing IMRAD (*Introduction, Method, Result, and Discussion*) teaching modules and preparing evaluation instruments. The third stage comprised the execution of the scientific article writing workshop and individual clinical mentoring (*one-on-one coaching clinic*). The fourth stage consisted of evaluation and manuscript quality assurance through Turnitin checks and self-submission simulations on the *Jurnal Governance* OJS platform. The fifth stage involved final report compilation and output consolidation.

Data analysis was performed using a combination of quantitative and qualitative descriptive techniques. Quantitative data from pre-test and post-test scores were calculated using average percentage gains to measure participant competence levels. Group manuscript quality was analyzed descriptively based on the Scientific Article Quality Assessment Sheet (scored 1–5 across 10 assessment aspects) categorized into Very Good (41–50), Good (31–40), Fair (21–30), and Poor (≤ 20). Additionally,



program success was qualitatively evaluated based on Effectiveness, Efficiency, and Ease (EEE) criteria to determine the extent to which the intervention resolved the mapped core issue.

Discussion

The implementation of the community service program entitled "Training and Mentoring in Scientific Article Writing for Final-Year Students of the Government Studies Program" was carried out offline at FISIP Sam Ratulangi University (UNSRAT). The series of activities was systematically designed to resolve the core issue of suboptimal student scientific article quality in the study program's internal journal, *Jurnal Governance*. The successful implementation of this program was achieved through close collaboration with the Government Studies Student Association (HIMAPRO Ilmu Pemerintahan) as a strategic partner, which consistently executed four main roles: facilitating participant coordination, managing target student data collection, providing venue facilities and organizational infrastructure, and safeguarding institutional program sustainability.

In accordance with the Participatory Action Service (PAS) method, the intervention was executed through five main integrated stages. The first stage was coordination and initial diagnosis (*pre-mentoring*), where the initial diagnosis revealed that 75% of the manuscripts lacked a clear theoretical framework, 80% of the abstracts were convoluted without presenting research findings, and 90% of the manuscripts contained citation errors due to manual referencing. The second stage was the preparation of a practical training module based on the FISIP UNSRAT Thesis Writing Guidelines, SINTA standards, and technical instructions for Mendeley Reference Manager. The third stage comprised a workshop and clinical mentoring (*coaching clinic*) featuring individual manuscript reviews (*one-on-one coaching*). The fourth stage involved manuscript quality assurance evaluation through Turnitin similarity checks below 20% and self-submission simulations on the *Jurnal Governance* Open Journal System (OJS) platform. The fifth stage entailed final reporting and manuscript output consolidation.

The quality evaluation of student scientific articles was conducted using a structured assessment instrument covering 10 main aspects (title, abstract, introduction, theoretical framework, methodology, results and discussion, conclusion, citation and references, language, and structure). The evaluation of 4 student groups demonstrated achievements ranging from Good to Very Good categories, as presented in Table 1.

Table 1: Quality Assessment Results of Student Scientific Articles by Group

Group	Scientific Article Title	Post-Test Average	Total Article Score	Assessment Category	Main Evaluation Notes
1	The Role of the Talaud Islands Regency Government in Fulfilling Electricity Needs on Salibabu Island	34.9	36	Good	Systematic writing; needs strengthening in theoretical framework and citation consistency.
2	General Election Commission Strategy in Increasing Political Participation in the 2024 General Election (PEMILU) in Manado City	37.9	39	Good	Close to SINTA standards with good analysis; needs improved reference accuracy.
3	Effectiveness of Recess Activities Execution by Regional House of Representatives	36.4	36	Good	Significant improvement; needs strengthening in



	(DPRD) Members in Absorbing Community Aspirations in Bitung City				theoretical aspects and depth of discussion.
4	Effectiveness of ManadoHub Digital Services in Public Service Access (A Study in Perkamil Village, Paal Dua District, Manado City)	38.7	42	Very Good	Top performance; meets scientific writing standards and is ready for publication.

The improvement in article quality per group shown in Table 1 is directly proportional to individual competence gains, where the average participant score increased from 38.10% (*pre-test*) to 88.40% (*post-test*), representing an overall gain of 50.30%, with the highest surge observed in the automated Mendeley citation management indicator at 62.00%.

When compared with relevant literature and previous community service studies, these results reinforce findings that passive, one-way training approaches (*one-off lectures*) are less effective in transforming students' technical writing skills. The intensive *coaching clinic* approach proved superior by providing immediate corrective feedback on draft manuscripts. Furthermore, the 62.00% surge in Mendeley utilization aligns with academic digital literacy literature concluding that integrated reference manager instruction effectively reduces manual citation errors (*mismatch citation*) to below 5%.

The physical deliverables (*product output*) generated include complete IMRAD-structured scientific article drafts (4,000–6,000 words), explicit government science theoretical frameworks, informative abstracts (150–250 words), automated APA Style 7th Edition citations (primary sources >80%), and Turnitin similarity indices <20%. Problem resolution through this program proved targeted according to Effectiveness, Efficiency, and Ease (EEE) criteria. The program effectively improved manuscript substance, efficiently consolidated collective technical coaching in a paperless workflow, and demonstrated high implementation feasibility due to campus facility support and alignment with the institution's Key Performance Indicators (IKU 5).

The implications of these community service outcomes encompass two main domains. Academically (*implications for knowledge*), this intervention enriches scientific publication literacy training models in higher education through a synthesis of methodological instruction and reference management technical coaching. Practically (*implications for users*), this success accelerates student study completion, enhances peer-review efficiency for *Jurnal Governance* editors, and strengthens IKU 5 attainment at FISIP UNSRAT. Long-term sustainability is guaranteed through the institutionalization of the "Scientific Writing Clinic" agenda into the annual work program of the Academic Division of HIMAPRO Ilmu Pemerintahan FISIP UNSRAT.

Conclusion

1. The implementation of the community service program successfully resolved the core issue of suboptimal student scientific article quality through a SINTA-standardized workshop and intensive clinical mentoring (*coaching clinic*), achieving a 50.30% gain in technical competence (from 38.10% to 88.40%) and a 62.00% surge in Mendeley reference management capability.
2. Based on group quality evaluations, all 4 student groups achieved "Good" to "Very Good" categories with scores ranging from 36 to 42, yielding 12 finalized manuscripts that meet the publication criteria of *Jurnal Governance*.
3. The program provided comprehensive benefits by improving student digital literacy, accelerating study completion, strengthening the editorial quality and SINTA accreditation potential of *Jurnal Governance*, and supporting the university's Key Performance Indicator (IKU 5) attainment.



Recommendations

1. The Study Program of Government Studies at FISIP UNSRAT should formally integrate SINTA-standardized article writing modules and Mendeley training into the Research Methodology syllabus and thesis supervision workflow.
2. The strategic partner, HIMAPRO Ilmu Pemerintahan FISIP UNSRAT, should institutionalize the "Scientific Writing Clinic" as a permanent annual work program under its Academic Division to ensure continuous mentorship for subsequent student cohorts.
3. Future community service initiatives should expand their scope to international reputable journal writing and provide Open Journal System (OJS) management training for internal journal editorial boards.

Acknowledgments

The authors express their highest appreciation and gratitude to the Institute for Research and Community Services (LPPM) of Sam Ratulangi University for the financial and institutional support provided through the Community Partnership Program Scheme Cluster 2 (PKM_K2) funding, in accordance with Sam Ratulangi University's Community Service Strategic Plan. This PKM_K2 funding support served as the primary modality enabling the execution of all stages of this community service activity, culminating in the production of this scientific publication.

Appreciation and thanks are also extended to the Deanery of the Faculty of Social and Political Sciences (FISIP) Sam Ratulangi University, the Head of the Department of Government Studies, and the Coordinator of the Government Studies Program for their guidance, implementation permits, and facility support. Special thanks are conveyed to the executive board of the Government Studies Student Association (HIMAPRO Ilmu Pemerintahan FISIP UNSRAT) as a strategic partner who worked diligently to facilitate coordination, participant data collection, and organizational technical support, as well as to all student participants of the workshop and *coaching clinic* who actively engaged until the completion of this scientific article.

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JOURNAL OF SOCIAL, JUSTICE AND POLICY

ISSN (ONLINE): 2809-8080. ISSN (PRINT): 2809-9540

<https://ejournalsjp.lkispol.or.id>

Volume 5 Number 5 September 2026

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