



Coaching Clinic on Scientific Article Writing and Journal Publication for University Students

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Abstract

The ability to write and publish scientific articles is a crucial competency for students to support academic career development and the dissemination of scholarly ideas. However, most students still face challenges in understanding the structure of scientific articles, systematic writing processes, and journal publication procedures. Based on these issues, a community service program was conducted in the form of an article writing and scientific journal publication coaching clinic, aimed at enhancing student capacity in this area. The implementation method consisted of several stages, including socialization, technical training on scientific writing, intensive mentoring, and evaluation of participants outputs. The program was conducted through a participatory approach, allowing students to receive direct guidance from lecturers and publication practitioners. Additionally, students stated that the activity made a positive contribution to preparing them for career development in academia and research. It can be concluded that the coaching clinic is an effective strategy to build students' capacity in writing and publishing scientific articles, thus serving as a strong foundation for their future academic career development.

Keywords

academic career development, article coaching clinic, scientific journal publication, student capacity building, writing.

INTRODUCTION

The quality of competitive human resources in the era of globalization greatly depends on the ability to produce, develop, and disseminate knowledge through scientific writing. Students, as the next generation of national development, play a crucial role in this process; however, many of them face various challenges in writing and publishing scientific articles. Higher education institutions hold a vital role in producing high-quality research and scientific works, where students, as one of the main actors, are expected to implement the Tri Dharma of Higher Education, including research and publication activities (Julianto, 2018). The publication of scientific works not only serves as a documented research output that can be used as a reference but also as a form of self-actualization and recognition of one's ideas and findings (Pardjono et al., 2017).

The Ministry of Education, Culture, Research, and Technology, through its recent policies, emphasizes the importance of improving research literacy and scientific publication competence among students. This aligns with Regulation of the Minister of Education, Culture, Research, and Technology (Permendikbudristek) Number 53 of 2023 on Quality Assurance in Higher Education, which states that graduates' learning outcomes must include the ability to think scientifically, critically, and creatively, as well as to communicate research findings or ideas both in written and oral forms according to academic standards (Kemendikbudristek, 2023). Therefore, the ability to write and publish scientific articles has become an integral part of the learning process in higher education.

Scientific publication is one of the key indicators used to measure academic quality within universities. Through publication, students are not only able to communicate their research findings and scientific ideas but also contribute to the advancement of knowledge (Basri et al., 2025). However, in reality, many students still struggle to write scientific articles that meet academic conventions and journal publication standards. The current situation shows that Indonesia's scientific publication productivity remains



relatively low compared to neighboring countries such as Malaysia, Singapore, and Thailand. According to data from the Scimago Journal and Country Rank (2015), Indonesia was ranked 49th in the world and 11th in Asia (Julianto, 2018). A similar condition can be observed at the university level, such as in the Psychology Study Program at UIN Sunan Kalijaga Yogyakarta, where several challenges hinder publication performance, including limited writing skills, inadequate technological proficiency, insufficient language ability, lack of collaborative networks, and restricted access to reference sources (Julianto, 2018).

Furthermore, among postgraduate students at Yogyakarta State University (UNY), several factors hinder publication in indexed international journals, including work commitments, high publication costs, and limited access to printed and online journals (Pardjono et al., 2017). Previous studies also revealed that the main obstacles faced by students include difficulties in determining research topics, conducting literature reviews, formulating hypotheses, and collecting and analyzing data. In addition, students often struggle with writing key sections of scientific articles, such as the introduction, presentation of research results, and conclusion. Other significant challenges include the proper use of academic language and adherence to journal formatting requirements (Greace Enita Purba et al., 2025).

Several factors influence students' ability to write scientific articles, including the availability of resources, levels of motivation, academic workload, and English language proficiency. Students also expressed the need for additional support in the form of scientific writing training, improved access to academic resources, and intensive supervision from lecturers (Greace Enita Purba et al., 2025). This condition has become increasingly critical, considering that the ability to publish articles in scientific journals is not only a graduation requirement in many study programs but also a foundation for developing students' research capacity and innovation skills.

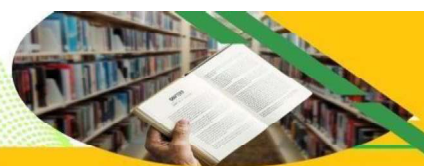
Based on these issues, collaborative efforts between universities and stakeholders are needed to provide a practical and structured learning platform. The Coaching Clinic on Scientific Article Writing and Journal Publication, as a form of community service, aims to equip students with direct knowledge and skills—from planning research topics and drafting manuscripts to submitting and publishing articles in accredited journals. Through this program, students are expected to enhance their capacity to produce high-quality scientific works and actively contribute to strengthening the research and publication ecosystem within higher education institutions.

METHOD

The implementation of this coaching clinic adopts a participatory, collaborative, and learning outcome-based approach. The community service method applied in this program involves delivering materials and conducting scientific writing training for students through a coaching clinic format. This activity is carried out because many students still have limited knowledge and understanding of scientific writing. The main objectives of this program are to assist students in starting to write scientific articles, enhance their academic writing skills, and deepen their understanding of the publication process. During the activity, participants are guided on how to identify ideas and writing topics, develop the background of the study, and compose a motivation letter as preparation for applying for scholarships or pursuing further studies.

Program Design

The Coaching Clinic on Scientific Article Writing and Journal Publication for Students was carried out using a participatory, collaborative, and outcome-based learning approach. This approach was chosen to ensure that students not only receive theoretical material but also actively engage in the process of writing scientific articles up to the final stage of manuscript preparation.



Location and Participants

The scientific article writing training for students was conducted offline in the auditorium on the 3rd floor of Qomarul Huda Badaruddin University, Bagu. The participants of this activity were 32 students from the Medical Record and Health Information Study Program.

Needs Assessment

A needs analysis was conducted to identify the problems and requirements of students related to their ability to write scientific articles and their understanding of the journal publication process. Based on initial observations and interviews with academic supervisors and students, several findings were identified:

1. Most students have little to no experience in writing scientific articles that meet academic standards.
2. Students knowledge of article structure, scientific writing techniques, and publication ethics remains limited.
3. Students do not yet understand the procedures and stages of publication in scientific journals, both national and international.

Based on this analysis, the Coaching Clinic on Scientific Article Writing and Journal Publication for Students was designed to address these needs through a participatory and outcome-based learning approach, focusing on enhancing practical writing skills and understanding of the publication process.

Implementation Stages

The implementation methods include:

1. Lectures and Interactive Discussions
Presentation of fundamental materials on scientific article writing, article structure, publication ethics, and the publication process in national and international journals.
2. Training and Mentoring
Participants receive direct guidance in determining research topics, developing article outlines, writing different sections of the article (introduction, methods, results, and discussion), and editing the manuscript.
3. Simulation and Feedback Sessions
Students present their written articles to receive feedback from facilitators and fellow participants.
4. Evaluation and Reflection
Evaluation is conducted to assess participants improvement in scientific writing skills and their understanding of the publication process.

Data Collection

Data were collected through participant observation, activity documentation, and feedback from participants during discussions. These data were used to evaluate students' understanding of scientific article writing and publication.

Evaluation

Evaluation was conducted to assess the effectiveness of the program implementation and its impact on improving students' skills. The evaluation covered several aspects as follows:

1. Process Evaluation
This was carried out during the activity to assess participant engagement, the effectiveness of the training methods, and the smoothness of program implementation. Participant observation and direct feedback from participants were used as the basis for assessment.
2. Impact Evaluation



This was conducted sometime after the activity to evaluate the extent to which students applied the skills they had acquired, including their ability to refine their articles and submit them to scientific journals.

RESULTS

The implementation of the Coaching Clinic on Scientific Article Writing and Journal Publication for Students ran effectively and received positive responses from participants. A total of 32 students from the Medical Record and Health Information Study Program actively participated in all stages of the activity, which included lectures, workshops, mentoring sessions, and feedback discussions.

The observation results showed that students became more active in discussions, asking questions, and presenting their written work. Feedback from participants also indicated that this activity helped them understand the steps of scientific publication and increased their confidence in writing. Based on the evaluation results, there was a significant improvement in students' understanding and skills in writing scientific articles.

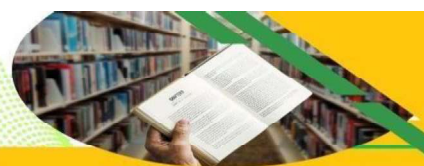
In addition, participants demonstrated increased confidence in presenting their research ideas and a better understanding of the publication process in scientific journals. Feedback from participants indicated that the coaching clinic provided practical benefits, particularly in helping them prepare manuscripts suitable for submission to academic journals (Lestari et al., n.d.).



Picture 1 Material Presentation



Picture 2 Discussion



Picture 3 Evaluation

The coaching clinic program serves as an intensive mentoring activity that plays a crucial role in enhancing students' understanding of scientific article writing and the journal publication process. This program not only focuses on theoretical knowledge but also emphasizes hands-on practice and a gradual revision process to help students produce manuscripts ready for publication (Adiningsih et al., 2025).

The initial stage of the activity began with material delivery as a conceptual foundation for students. This stage is essential to strengthen their basic understanding of scientific writing theory and publication ethics before entering the mentoring phase. Students need to be empowered through a solid understanding of research theory and practice so that their academic outcomes align with scientific writing standards (Rahman, 2020). The improper use of academic language can hinder students from effectively expressing their ideas, making mastery of basic writing skills essential (Simanjuntak, 2021). This stage also helped identify students' weaknesses that needed improvement in the subsequent mentoring sessions (Ramadhani et al., 2025).

The mentoring and writing clinic phase became a crucial part of the program. Through this stage, students received direct feedback on the quality of their arguments, the accuracy of reference usage, consistency in writing style, and alignment with the targeted journal's standards (Suhadi & Wadison, 2025). In addition, the coaching clinic also discussed systematic reference management to help students prepare credible scientific articles that meet academic standards. Proper and structured referencing was found to strengthen arguments and increase the likelihood of article acceptance in national and international journals (Hutabarat et al., 2024).

After participating in the coaching clinic, students showed significant improvement in their ability to write scientific articles. They were able to compose articles with proper structure—from a relevant title, clear introduction, appropriate methodology, to coherent results and discussion sections. Students also mastered the correct techniques for compiling reference lists and effectively used supporting applications for writing. Furthermore, they gained a better understanding of the publication process, from selecting suitable journals to submitting their articles (Ummah et al., 2022).

This improvement demonstrates that the coaching clinic method is effective in developing practice-based academic writing skills (Rini Adriani). The participatory and collaborative approach allowed students to learn directly through intensive guidance, aligning with the concept of experiential learning, which emphasizes learning through real experiences (Sabariman et al., 2025).



Moreover, this activity strengthened students' scientific literacy, which is one of the key competencies in higher education. The results also support previous findings that intensive mentoring in scientific writing can improve the quality of students' work and their motivation to publish academic articles (Rahmah, 2023).

Overall, this activity had a positive impact on improving students' competence in writing and publishing scientific articles. The success of this program highlights the importance of continuing similar initiatives so that students can further develop their academic abilities and contribute to the advancement of scientific knowledge.

CONCLUSIONS

The Coaching Clinic on Scientific Article Writing and Journal Publication for Students proved effective in enhancing students' academic abilities and scientific literacy. Through a participatory approach and intensive mentoring, students gained a deeper understanding of scientific article structure, academic writing techniques, and the stages of journal publication.

This program not only provided theoretical knowledge but also facilitated hands-on practice and continuous revision, enabling students to produce manuscripts suitable for publication. In addition, the activity fostered confidence, motivation, and a productive academic culture among students.

Overall, the success of this coaching clinic highlights the importance of sustaining similar programs as a strategic effort to improve the quality of scientific writing and encourage student participation in academic publication, ultimately contributing to the advancement of knowledge and the reputation of higher education institutions.

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