

STRENGTHENING ACADEMIC LITERACY THROUGH GUIDANCE IN WRITING ACCREDITED JOURNAL ARTICLES FOR UNPARI BIDIKMISI STUDENTS

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Abstract

Low academic literacy among students, particularly in writing scientific articles for publication in accredited journals, is a persistent problem among Bidikmisi students in the Indonesian Language and Literature Education Study Program at PGRI Silampari University (UNPARI). This condition results in low scientific publication skills and delays in the completion of final assignments. This community service activity aims to improve students' academic literacy through mentoring in writing scientific articles based on accredited journals. The method used is a collaborative, participatory approach with workshops, writing clinics, and ongoing mentoring. Evaluation was conducted through pre- and post-tests, observations, and analysis of student writing. The results of the activity showed a significant increase in academic literacy, from an average score of 61.4 to 87.2. Eighty-eight percent of students were able to draft scientific articles, and 70% reached the journal submission stage. Furthermore, there was an increase in student motivation and confidence in scientific writing. The conclusion of this activity is that mentoring in writing scientific articles based on strengthening academic literacy is effective in improving Bidikmisi students' publication skills, both in terms of knowledge, skills, and academic attitudes.

Keywords: *academic literacy, community service, scientific articles.*

INTRODUCTION

Students, as academics, are required to possess strong academic literacy skills, particularly in writing scientific papers that meet publication standards in accredited journals. Academic literacy encompasses not only the ability to read and understand scientific references, but also the ability

to process ideas, construct arguments, and write systematically and in accordance with scientific principles. Conceptually, academic literacy is understood as a set of social practices involving the ability to read, write, think critically, and understand discourse conventions within the academic community (Lea & Street,

1998). Furthermore, Hyland (2004) emphasizes that academic writing is not only a linguistic process, but also rhetorical and social, as writers must be able to adapt their writing to the norms and expectations of the scientific community. Meanwhile, according to Kern (2000), academic literacy encompasses the skills of interpretation, collaboration, conventions, cultural knowledge, problem-solving, reflection, and the effective use of language in academic contexts. In the context of higher education, these skills are important indicators in improving the quality of graduates and students' academic competitiveness, particularly in producing high-quality scientific publications and contributing to the development of science.

The target audience for this community service activity were students receiving the Bidikmisi (KIP Kuliah) scholarship program in the Indonesian Language and Literature Education (PBSI) Study Program at PGRI Silampari University (UNPARI). In general, Bidikmisi students have good academic potential, especially

since the program's selection process takes into account both achievement and financial constraints. However, based on initial observations and interviews with lecturers and students, several significant issues were identified. First, students' lack of understanding of the systematics of writing scientific articles based on accredited journals. Second, limited experience in conducting scientific publications. Third, limited access to and intensive mentoring related to writing techniques, journal selection, and the article submission process. Furthermore, some students still experience difficulties developing research ideas into publishable articles.

These issues can be explained through the perspective of academic literacy theory and learning in higher education. According to Wingate (2012), students' poor academic writing skills are often caused by a lack of understanding of genre conventions and rhetorical structures in scientific writing. Meanwhile, Swales and Feak (2012) emphasized that writing journal articles requires mastery of specific

academic genres, including the IMRAD (Introduction, Methods, Results, and Discussion) structure and the ability to construct evidence-based arguments. Furthermore, the theory of academic writing development proposed by Murray (2013) states that scientific writing skills do not develop automatically but require continuous practice, feedback, and intensive mentoring.

In terms of access and experience, students' limited access to scientific publication is also related to a lack of academic support systems. According to Aitchison and Lee (2006), success in scientific publication is greatly influenced by the existence of a community of practice that provides space for collaboration, discussion, and mentoring. Furthermore, Vygotsky's scaffolding theory in learning, further developed by Hammond & Gibbons, 2005, explains that students need gradual support in developing complex skills such as writing scientific articles, from the modeling stage to independence. In the context of Bidikmisi students, limited access to

academic resources and a strong literacy environment is also a limiting factor, as explained in recent studies showing that socioeconomic background can influence students' academic readiness to produce scientific work (Marginson, 2016; UNESCO, 2021).

Furthermore, students' difficulties in developing research ideas into scientific articles can be understood through the knowledge transformation theory proposed by Bereiter and Scardamalia (1987), where novice writers tend to focus solely on knowledge telling (conveying information) rather than knowledge transforming (critically processing and developing ideas). This suggests that students require guidance to improve their critical and analytical thinking skills in writing. Recent research also confirms that the integration of information literacy, critical thinking, and writing skills is key to successfully producing quality scientific articles (Casanave, 2019). Therefore, the various challenges faced by UNPARI Bidikmisi students are not only technical in nature but also relate to

aspects of academic literacy, experience, and learning system support. Therefore, a community service approach is needed that provides not only training but also intensive and ongoing mentoring based on academic literacy theory and scaffolding to improve students' ability to produce publishable scientific articles.

This situation indicates a gap between academic demands and students' competencies. Therefore, a systematic and sustainable solution is needed in the form of community service activities focused on strengthening academic literacy through mentoring in scientific article writing. This activity is designed not only as a training (workshop), but also as intensive mentoring, involving guidance from the planning, writing, and revision stages, to submission of articles to accredited journals.

The method used in this community service activity is a participatory method with a mentoring approach. The activity stages include: (1) identifying needs and mapping students' initial abilities, (2) training in

writing scientific articles based on accredited journals, (3) intensive mentoring in article preparation, (4) article clinics for the revision and refinement process, and (5) facilitating article submission to accredited journals. This method was chosen based on the results of previous community service activities, which demonstrated that a continuous mentoring approach is more effective than one-way training in improving students' scientific writing skills.

Several previous literature reviews have shown that mentoring in writing scientific articles has a significant impact on improving the quality of student publications. Some studies emphasize the importance of scientific writing workshops as an initial step, but still have limitations in terms of the sustainability of mentoring. Other studies have shown that an intensive mentoring model can increase the success of publications in indexed journals. This aligns with various community service findings, which demonstrate that training and mentoring in scientific article writing can improve

students' understanding of article structure, citation techniques, and the publication process. For example, community service conducted by Mufidah et al. (2024) demonstrated a significant improvement in students' ability to write scientific articles after participating in a mentoring program based on hands-on practice and feedback. Furthermore, Ekaviana et al. (2024) reported that scientific article writing training accompanied by intensive mentoring can increase students' motivation and publication productivity in higher education.

Other community service studies also revealed that a workshop approach followed by a writing clinic and ongoing mentoring proved effective in helping students complete articles through to the submission stage (Agustin & Fithriyah, 2024). Meanwhile, Fardela et al. (2024) demonstrated that outreach and mentoring in scientific publications not only increased students' knowledge but also built their confidence in writing and submitting articles to scientific journals. However, most of these

community service activities still focused on technical writing training and did not optimally integrate strengthening academic literacy as a key foundation in the scientific writing process. In addition, the target objects in these activities are generally still general (students as a whole), and have not specifically targeted students receiving educational assistance such as Bidikmisi who have special characteristics and needs, both in terms of academic aspects and socio-economic background.

Based on this study, the scientific novelty of this article lies in the integration of academic literacy strengthening and a continuous mentoring model in scientific article writing, with a specific focus on Bidikmisi students in the Indonesian Language and Literature Education Study Program at UNPARI. This approach emphasizes not only the technical aspects of writing but also the development of critical thinking skills, information literacy, and students' academic independence in producing publishable scientific work. The main

problems faced by partners in this community service activity include: (1) low academic literacy skills among students, (2) lack of understanding of the standards for writing accredited journal articles, (3) minimal scientific publication experience, and (4) the absence of a structured and sustainable mentoring program within the study program.

Based on this description, the purpose of this article is to describe the implementation and results of community service activities in the form of academic literacy strengthening through mentoring in writing accredited journal articles for Bidikmisi students at UNPARI, as well as to analyze the effectiveness of the mentoring methods used in improving students' scientific publication skills.

PKM ACTIVITY METHOD

This community service activity uses a collaborative, participatory approach with a mentoring model to strengthen the academic literacy of

Bidikmisi students in the Indonesian Language and Literature Education Study Program (PBSI) at PGRI Silampari University (UNPARI). This participatory approach was chosen because it positions students as active participants in the learning process, fostering two-way interaction between the community service team and partners. According to Aitchison and Lee (2006), a collaborative approach to academic writing can improve writing skills through social practice and ongoing discussion. Furthermore, the mentoring model is considered effective because it provides a space for intensive guidance and ongoing feedback (Murray, 2013).

The activity implementation method involves several stages: (1) needs assessment, (2) program planning, (3) training and mentoring, and (4) evaluation and reflection. During the needs analysis stage, observations and interviews were conducted to identify students' academic literacy levels and challenges in writing scientific articles. This stage is crucial for designing a targeted

program, as Creswell (2014) emphasized that identifying needs is the first step in designing effective educational interventions.

The implementation phase of the activity is carried out through a combination of workshop methods, writing clinics, and intensive mentoring. The workshops are used to provide a conceptual understanding of academic literacy, scientific article structure, citation techniques, and publication strategies. Next, the writing clinic focuses on hands-on practice in writing scientific articles. At this stage, students receive direct feedback on their drafts. Intensive mentoring is provided continuously until students are able to complete the article and submit it to an accredited journal. This model aligns with the concept of the process writing approach, which emphasizes the importance of planning, writing, revising, and publishing (Hyland, 2004).

In problem-solving, this activity employs a scaffolding approach, providing assistance in stages according to the student's abilities. In the initial

stage, mentors provide modeling and guidance, then gradually reduce assistance as the student's independence increases. This approach is based on Vygotsky's theory developed by Hammond and Gibbons (2005), which emphasizes the importance of support within the zone of proximal development to enhance learning abilities. Furthermore, a learning-by-doing approach is employed, enabling students to learn through hands-on practice, thus optimally developing their writing skills.

The analytical methods used in this activity were simple descriptive qualitative and quantitative analysis. Qualitative analysis was conducted to assess the development of students' academic literacy skills based on observations, mentoring notes, and participant reflections. Meanwhile, quantitative analysis was used to measure improvements in student understanding by comparing pre-test and post-test results, as well as the number of articles successfully written and submitted. According to Miles, Huberman, and Saldaña (2014),

qualitative analysis is conducted through the stages of data reduction, data presentation, and conclusion drawing. Therefore, this combination of analytical methods is expected to provide a comprehensive picture of the effectiveness of the community service activity.

The success of the activity is measured through several indicators: (1) increased understanding of academic literacy, (2) improved skills in writing scientific articles according to accredited journal standards, (3) the number of articles produced and submitted, and (4) the level of active student participation. With a theory-based approach and ongoing mentoring, this activity is expected to be an effective solution in overcoming the academic literacy problems of UNPARI Bidikmisi students.

RESULTS AND DISCUSSION

1. Activity Results

This community service activity yielded several scientific findings related to strengthening the academic literacy of Bidikmisi students through

mentoring in writing scientific articles based on accredited journals. These findings were obtained through observation, pre- and post-test evaluation, document analysis of student articles, and reflection during the mentoring activity.

Improvement in Student Academic Literacy

The analysis results showed a significant improvement in students' academic literacy skills. This was evident from a comparison of pre- and post-test results, which showed an increase in the average student understanding score from 61.4 to 87.2. This improvement indicates that the mentoring method implemented was effective in improving students' understanding of scientific article structure, citation techniques, and academic argument development.



Figure 1: PKM activities

Scientifically, these findings demonstrate that academic literacy is not merely an individual skill, but rather the result of a social learning process involving interaction, feedback, and continuous practice. This aligns with academic literacy theory, which states that writing skills develop through participation in academic communities and discursive practices (Lea & Street, 1998). Low academic literacy previously presented a significant risk because it directly impacted students' ability to complete final assignments and publish scientific papers, which are key indicators of the quality of university graduates.

Improved Scientific Article Writing Skills

Further findings showed a significant improvement in students' skills in writing scientific articles. Of the 40 participants, 38 students (88%) successfully drafted complete articles according to the structure of an accredited journal, and 25 articles (70%) reached the submission stage to a national journal (Silampari Bisa). Prior to the activity, most students had never written a scientific article in journal format.



Figure 2: Material Delivery

This issue is crucial because scientific writing skills are a core competency in higher education. Theoretically, students' difficulties in writing scientific articles are related to their low knowledge transformation

skills, namely the ability to critically process and develop ideas (Bereiter & Scardamalia, 1987). Through scaffolding-based mentoring activities, students receive gradual support that enables them to shift from simply conveying information (knowledge telling) to developing scientific arguments (knowledge transforming). Therefore, this activity is necessary to bridge the gap between students' conceptual knowledge and practical writing skills.

Effectiveness of the Continuous Mentoring Model

The results of the activities indicate that the continuous mentoring model, which integrates workshops, writing clinics, and intensive mentoring, has proven effective in improving the quality of student articles. Students who actively participated in mentoring demonstrated improved writing quality in terms of coherence, completeness of structure, and appropriate use of scientific references.

Scientifically, the effectiveness of this model can be explained through scaffolding theory (Hammond &

Gibbons, 2005), which emphasizes the importance of gradual support in the learning process. Continuous mentoring allows students to receive constructive feedback and systematically correct errors. The lack of mentoring previously posed a risk, leaving students without clear direction in the scientific writing and publication process.

Increased Student Motivation and Confidence

In addition to improving technical skills, this activity also resulted in increased student motivation and confidence in writing and publishing scientific articles. Based on the results of the questionnaire, 95% of students reported feeling more confident in writing and submitting articles to journals after participating in the mentoring activity.



Gambar 3: Evaluasi Kegiatan PKM

This phenomenon can be explained through a social learning approach, where interactions with mentors and fellow students create a supportive learning environment. A lack of prior motivation is a significant issue because it can hinder students' academic productivity. Therefore, mentoring activities serve not only as knowledge transfer but also as an effort to empower students psychologically and academically.

Comparison with Previous Community Service Activities

The results of this activity align with various previous community service activities, which have shown that training and mentoring in scientific

article writing can improve students' skills. However, there are significant differences in the approach used. Previous community service activities generally focused only on workshops or short-term training, resulting in less sustainable results. Meanwhile, this activity integrates strengthening academic literacy with intensive and ongoing mentoring, resulting in more concrete outcomes in the form of articles that are ready and submitted to journals.

Furthermore, the novelty of this activity lies in its target focus, namely Bidikmisi students with unique characteristics. This approach has proven more effective because it considers the specific needs of partners, both academically and from socioeconomic backgrounds. Thus, this activity provides not only technical solutions but also contextual solutions relevant to the partners' circumstances. Overall, the findings of this community service activity indicate that strengthening academic literacy through mentoring in scientific article writing is an effective solution for improving

students' publication skills. This activity is important because it addresses fundamental structural and cognitive issues and has a tangible impact on improving students' academic quality..

2. Discussion

This community service activity yielded several scientific findings demonstrating that strengthening academic literacy through mentoring in writing scientific articles based on accredited journals significantly improved the competency of Bidikmisi students. These findings were obtained through observation, pre- and post-test evaluations, document analysis, and reflection during the mentoring process. These results align with the community service activity conducted by Mufidah et al. (2024), which demonstrated that intensive, practice-based mentoring can systematically improve students' understanding of scientific writing.

The improvement in students' academic literacy, demonstrated by a score increase from 61.4 to 87.2, indicates that the mentoring approach was effective in developing students' conceptual and practical understanding.

Scientifically, this reinforces the view that academic literacy develops through social interaction and repeated practice within the academic community (Lea & Street, 1998). These findings are also supported by the community service results of Ekaviana et al. (2024), who stated that training integrated with ongoing mentoring significantly improved students' understanding of article structure and citation techniques. Low academic literacy is a risky issue because it directly impacts delays in completing studies and lowers the productivity of students' scientific publications.

Furthermore, the improvement in scientific article writing skills, demonstrated by 88% of students successfully drafting and 70% of articles reaching the submission stage, demonstrates the program's effectiveness in developing students' practical competencies. This finding aligns with the community service program conducted by Agustin and Fithriyah (2024), which demonstrated that a hands-on mentoring model can improve students' ability to develop

scientific papers through to the publication stage. Theoretically, this success is related to improved knowledge transformation skills (Bereiter & Scardamalia, 1987), where students not only convey information but also critically process and develop ideas. Without such intervention, students tend to stagnate at the theoretical understanding stage, unable to implement it in scientific writing.

The effectiveness of the ongoing mentoring model, which integrates workshops, writing clinics, and intensive mentoring, was also a key finding in this program. This model was proven to significantly improve the quality of students' articles, both in terms of structure, coherence, and use of references. These results are consistent with the community service program conducted by Fardela et al. (2024), which showed that the combination of ongoing training and mentoring was more effective than a one-time training. Scientifically, this success can be explained through scaffolding theory (Hammond & Gibbons, 2005), which emphasizes the importance of gradual

support in learning. A lack of prior mentoring is a crucial issue because students lack adequate guidance and feedback during the scientific writing process.

In addition to cognitive and skill aspects, increased student motivation and self-confidence were also key findings from this activity, with 95% of students feeling more confident in writing and publishing scientific articles. This finding aligns with the results of a community service study by Ningsih et al. (2025), which showed that academic literacy training can increase students' motivation and positive attitudes toward scientific writing. Theoretically, this phenomenon can be explained through a social learning approach, where a supportive and collaborative learning environment plays a role in building individual self-confidence. Low prior motivation is a major inhibiting factor in students' academic productivity, making intervention through mentoring crucial.

Compared to previous community service activities, this program excels in integrating academic literacy

strengthening with ongoing mentoring, oriented toward tangible outcomes in the form of publication-ready articles. Most previous activities focused solely on workshops without systematic follow-up. This is evident in various community service reports, which emphasize that program sustainability is a key success factor (Mufidah et al., 2024; Ekaviana et al., 2024). Furthermore, the novelty of this activity lies in its targeted focus, specifically Bidikmisi students with unique characteristics. This needs-based approach has proven to be more effective because it considers both academic and socioeconomic aspects of students. Overall, this discussion demonstrates that strengthening academic literacy through mentoring in scientific article writing is a solution that is not only practically effective but also theoretically supported. This activity is important because it can address fundamental cognitive, structural, and psychological problems, and has a tangible impact on improving academic quality and student publication productivity.

CONCLUSION

Based on the results of the community service activities, it can be concluded that strengthening academic literacy through mentoring in writing scientific articles based on accredited journals has had a significant impact on improving the competency of Bidikmisi students. This improvement was evident in the results of pre- and post-test evaluations, as well as the observation and reflection process during the activities. Overall, the mentoring approach proved effective in improving students' conceptual understanding of scientific writing, while also strengthening their practical skills in producing articles that meet publication standards.

Furthermore, this activity also demonstrated that improvements in academic literacy occurred not only in knowledge but also in students' practical skills in writing scientific articles. This was evidenced by the increasing number of students who were able to draft articles and submit them to accredited journals. The scaffolding-

based approach and ongoing mentoring provided space for students to develop critical thinking skills and gradually transform their knowledge, enabling them not only to understand theory but also to implement it in a comprehensive scientific paper.

Furthermore, this activity successfully increased students' motivation and confidence in writing and publishing scientific papers. The collaborative and intensive learning environment, through workshops, writing clinics, and mentoring, provided a more meaningful learning experience for students. Compared to previous community service activities, the model implemented in this activity has advantages because it integrates academic literacy strengthening with ongoing mentoring and targets Bidikmisi students with special needs. Therefore, this activity can be concluded as an effective, applicable community service model with the potential for replication in the context of academic literacy development in higher education.

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