

# MENTORING PROGRAMME FOR FINAL-YEAR STUDENTS IN RESEARCH ARTICLE WRITING AT THE FACULTY OF MATHEMATICS AND NATURAL SCIENCES, UNIVERSITAS SULAWESI BARAT

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## Abstrak

Berdasarkan observasi empiris, diketahui bahwa mahasiswa tingkat akhir di Unsulbar, khususnya yang terdaftar di Fakultas Matematika dan Ilmu Pengetahuan Alam, kurang memahami praktik penulisan publikasi ilmiah. Oleh karena itu, Program Statistika di Unsulbar telah melaksanakan inisiatif pelatihan yang bertujuan untuk membekali mahasiswa Unsulbar dengan keterampilan yang diperlukan untuk menyusun publikasi akademik. Program pelatihan meliputi tiga tahap yang berbeda, yaitu persiapan, promosi, dan kegiatan utama. Tindakan primer dilaksanakan pada tanggal 2 September 2023. Individu yang mengikuti program pelatihan ini terdaftar sebagai mahasiswa di FMIPA Unsulbar. Program ini menggabungkan berbagai teknik pembelajaran, seperti ceramah, diskusi, dan latihan langsung, yang secara khusus difokuskan untuk meningkatkan kemahiran peserta dalam menulis artikel ilmiah. Perkuliahan mencakup berbagai mata pelajaran, termasuk penjelasan jurnal akademik, kategorisasi jurnal akademik, dan beberapa tahapan dalam penyusunan jurnal akademik. Para peserta berpartisipasi aktif dalam diskusi interaktif yang bertujuan untuk meningkatkan koherensi dan mengatasi setiap ketidaksesuaian yang ditemukan pada cuplikan contoh artikel yang diberikan. Latihan praktik meliputi pengembangan publikasi akademik yang bersumber dari penelitian atau tesis mahasiswa. Individu yang ditunjuk sebagai perwakilan peserta diminta untuk menyampaikan presentasi mengenai hasil dari upaya praktis mereka. Berdasarkan data yang diperoleh dari kuesioner, diketahui bahwa 30% peserta menyatakan tingkat kepuasan tinggi terhadap materi yang disampaikan, sedangkan 70% peserta menyatakan tingkat kepuasan sedang terhadap konten yang disampaikan.

**Kata Kunci** : Pelatihan, Artikel Penelitian, Mahasiswa

## Abstract

Based on empirical observations, it has been ascertained that final-year students at Unsulbar, particularly those enrolled in the Faculty of Mathematics and Natural Science, lack familiarity with the practice of composing scholarly publications. Hence, Statistics program at Unsulbar has implemented a training initiative aimed at equipping Unsulbar students with the necessary skills for composing academic publications. The training program encompasses three distinct stages, namely preparation, promotion, and the main activities. The primary actions were conducted on September 2, 2023. The individuals that took part in this training program were enrolled as students in the FMIPA Unsulbar. This program incorporated various instructional techniques, such as lectures, discussions, and hands-on exercises, specifically focused on enhancing the participants' proficiency in composing scholarly articles. The lectures encompassed a range of subjects, including the elucidation of academic journals, the categorization of academic journals, and the several phases involved in the composition of academic journals. The participants actively participated in interactive discussions aimed at enhancing the coherence and addressing any discrepancies found in the sample snippets of articles that were given. The practical exercises encompassed the development of academic publications that were derived from the research or theses of the students. The individuals designated as representatives of the participants were requested to deliver presentations on the outcomes of their practical endeavors. Based on the data obtained from the questionnaire, it was determined that 30% of the participants expressed a high level of satisfaction with the materials offered, while 70% of the participants indicated a moderate level of satisfaction with the contents presented.

**Keywords**: Training, Research Article, Students

## INTRODUCTION

Writing has become one of the crucial aspects of literacy that students must master to face the challenges of the 21st century (Ridzal & Hatuala, 2023). By the time they reach the seventh semester, students have entered the final stage of their academic journey, preparing themselves for scholarly

writing such as theses and journals. The process of academic writing commences when they take the practicum course and are required to compose practicum reports. In the eighth semester, students follow the guidelines of the Faculty of Mathematics and Natural Sciences (MIPA) at Unsulbar University to complete their theses. After finishing their theses, they are expected to compile academic journal (*Panduan-Tugas-Akhir-FMIPA-Unsulbar-2020.Pdf*, n.d.). Despite having acquired scientific knowledge through their research endeavors, students often encounter challenges in effectively communicating their scholarly information. Specifically, when it comes to writing theses and journals, many find it daunting or tend to approach it haphazardly (Nababan, 2022). Therefore, efforts are needed to ensure that the ideas presented in academic articles are conveyed clearly and logically, facilitating a smooth flow of ideas between sections. A well-developed set of ideas will engage readers until the end of the article. Authors should comprehensively report on their writing motivation, thoughts, research planning, and considerations, influencing readers to accept or reject the research findings presented in the paper (Rohimah et al., 2023). Based on observations, it is evident that final-year students in the Faculty of Mathematics and Natural Sciences at Unsulbar University are not accustomed to writing academic journals and face difficulties both in initiating writing and understanding the correct format. To address this issue, the Statistics program has initiated a beginner's training program for writing academic journals. This program is open not only to final-semester MIPA students but also to students from other faculties. Through this training, it is expected that participants will enhance their understanding of producing high-quality scholarly work. Consequently, they are anticipated to make a more significant contribution to the academic sphere (Rusmayadi et al., 2023). The primary goal of the beginner's training program for writing academic journals is to fulfill one of the pillars of higher education's Tri Dharma, which is community service. The objective of the academic journal writing support program is to provide participants, both students and the general public, with a new experience in academic journal writing.

## METHODS

In the provision of journal writing instruction, a range of techniques are utilised to enhance participants' comprehension. The methodologies employed encompass several instructional techniques, such as group discussions, formal lectures, interactive question-and-answer sessions, and individual mentorship. According to the description contained in the Big Indonesian Dictionary (KBBI), a discussion is an academic conference aimed at exchanging thoughts on a certain problem. In the context of academic discourse, a lecture can be defined as an oral presentation given by a speaker to a sizable gathering, typically encompassing the dissemination of information or expertise pertaining to a certain subject matter (Rosadi et al., 2022).

The implementation of this activity incorporates a range of pedagogical approaches, such as lectures, discussions, and hands-on exercises focused on scientific journal writing. The training session is slated to occur on Saturday, September 2, 2023, and will be conducted within the Examination Room of the Faculty of Mathematics and Natural Sciences at Universitas Sulawesi Barat. In order to facilitate the training process, a variety of tools and resources have been produced. PowerPoint presentations will serve as supplementary tools during instructional sessions, whereas laptops will be employed for the purpose of engaging in practical journal writing activities.

The activity consists of multiple stages, which are outlined as follows:

**Activity Preparation:** The process of preparation is conducted through the organisation of committee meetings that involve the active participation of students. The objective of these meetings is to engage in discussions regarding the establishment of the committee, allocate job responsibilities to the committee members, establish a calendar for activities, and develop a comprehensive outline of the planned activities. The promotion of this activity is facilitated by various online communication channels, including WhatsApp groups and the official Instagram account of the Statistics study programme at Universitas Sulawesi Barat.

The core training activity encompasses a diverse group of participants, consisting of both students and professionals from various industries. The instructional techniques utilised encompass lectures, interactive discussions, and hands-on exercises focused on the composition of scientific publications. The initial session centres on the foundational aspects of scientific journals, several classifications of scientific journals, and the distinct phases involved in the process of scientific journal writing. The subsequent session entails a discourse platform centred around the examination of grammatical

constructs and linguistic conventions employed in the composition of scientific journal articles. The final session entails engaging in practical exercises focused on the composition of scientific publications.

The training programme is designed to enhance participants' comprehension and proficiency in crafting scientifically rigorous papers and making valuable contributions to the academic landscape (Rusmayadi et al., 2023). The primary aim of the scientific journal writing instruction for novice individuals is to complete one of the components of higher education tridharma, specifically community service. The principal objective of mentoring in the context of journal writing is to offer novel opportunities for all individuals involved, including students and the wider public, to engage in the practice of journal writing.

## RESULT AND DISCUSSION

The training session titled "Scientific Journal Writing Training for Novice Participants" was attended by a total of 20 individuals. These participants were exclusively students hailing from the departments of Mathematics and Statistics. The activity was partitioned into three distinct sessions.

During the initial session, participants were provided with a comprehensive lecture that covered fundamental concepts related to scientific journals, including an overview of their purpose, various varieties, and the sequential process involved in composing scientific journal articles. A scientific journal can be defined as a publication that presents research findings accompanied by robust data, thereby providing evidence to support the reliability and validity of the study outcomes (Marusic & Marusic, 2009). Moreover, the discourse encompassed the overarching categorization of scholarly publications, encompassing literature review journals, research journals, and community service journals. According to Snyder (Nurislaminingsih et al., 2020), a literature review is a research methodology that involves the collection and synthesis of prior research findings as well as the examination of expert perspectives presented in the text.

The core emphasis of this training session revolved around research journals, which pertain to the composition of written journals that are founded upon the outcomes of students' research endeavours or theses. Moreover, the participants were provided with an overview of the fundamental criteria for journal writing, which encompassed the condition that the article has not been previously published or is now under consideration for publication in any journals or other forms of media. This requirement necessitates the inclusion of a statement from the author to substantiate compliance. Furthermore, much importance was given to the proper utilisation of the Indonesian language and adherence to the prescribed principles of Indonesian orthography.

During the second session, there was a discourse on the appropriate utilisation of grammar in scientific journals. The interactive conversation involved participants who were requested to identify and rectify passages containing grammatical errors based on the Guidelines for Improved Spelling. The necessary revisions encompassed punctuation, redundancies, conjunctions, and capitalization. Furthermore, the participants engaged in discussions regarding strategies to enhance these disparities.

The last session, denoted as the third session, afforded participants the chance to engage in the practical application of scientific journal writing. The participants were instructed to begin the process of composing a draft for a scientific publication by condensing a paragraph from a research article into a concise statement suitable for inclusion in the journal. The allocated duration for this session was roughly 20 minutes. Upon the conclusion of the workshop, some participants proceeded to share the draft journals they had produced. There was variety in the participants' abilities, with some not yet skilled at composing scientific articles and others who had done so efficiently.

Prior to concluding the training session, the participants were requested to complete a questionnaire utilising the Google Forms platform. The present survey instrument was employed to get feedback from participants regarding the activity. According to the findings of the questionnaire, it was observed that 30% of the participants expressed a high level of satisfaction with the information delivered, and the remaining 70% of participants reported a satisfactory level of satisfaction.

## CONCLUSION

Based on the findings of this scientific journal writing training activity, it can be inferred that certain participants possess preliminary proficiency in commencing the process of writing scientific

journals with efficacy, whereas others continue to have uncertainty regarding the appropriate approach to initiate their writing endeavours.

One potential enhancement for this activity would be to establish it as an annual, recurring event. In addition, it is recommended that the duration of the training be prolonged, with the expectation that a mentor will be present to provide guidance and support to participants throughout the training programme.

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