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Online Training on Writing Scientific Articles in Early Childhood Education for Accredited Sinta Journals

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Abstract

Background: The ability to write scientific articles is an essential competency for Early Childhood Education students, particularly in supporting academic publication in accredited national journals. However, many students still face difficulties in understanding the structure, writing techniques, and publication processes required for scientific articles. This condition indicates the need for structured training programs that can improve students' scientific writing skills.

Aims: This community service program aims to enhance students' competence in writing scientific articles and preparing manuscripts for accredited national journals.

Methods: This program employed a training-based community service approach integrated with mentoring, mediation, and evaluation activities. The implementation was conducted online via Zoom and involved 150 participants from various regions in Indonesia. The program consisted of preparation, implementation, and evaluation stages. The implementation stage included material delivery, hands-on practice, group discussions, and mentoring sessions. Data were collected through observation, documentation, and participant feedback using questionnaires, and analyzed descriptively.

Results: The results indicate that the program successfully improved participants' understanding and skills in scientific article writing. Participants demonstrated increased ability in structuring manuscripts, applying appropriate writing techniques, and revising articles based on reviewer feedback. Evaluation results showed high participant satisfaction, with average scores ranging from 4.5 to 4.8 across various aspects, including material relevance, clarity, and usefulness of practical sessions.

Conclusion: The training-based community service program is effective in enhancing students' scientific writing competence and readiness for publication in accredited journals. The integration of training, practice, mentoring, and evaluation provides meaningful learning experiences and can be applied as a sustainable model for academic capacity development.

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INTRODUCTION

Scientific journals are widely recognized as one of the primary media for disseminating research findings across various disciplines. Articles published in scientific journals must adhere to specific academic standards, including structure, methodology, and citation formats (Pereira et al., 2025; Sánchez-Pita et al., 2025). In the field of Early Childhood Education, scientific publication plays an important role in advancing knowledge and improving educational practices (Deszcz-Tryhubczak & Marecki, 2021; Ravanis, 2022). However, the ability to produce publishable scientific articles remains a challenge for many students. This issue is not only related to writing skills but also to understanding publication requirements. Strengthening students' competencies in this area is essential.

The demand for scientific publication has increased significantly in higher education, particularly with the growing emphasis on academic productivity and research dissemination. Students are expected to contribute to scientific knowledge through publications, especially in accredited journals (Adeyemi et al., 2025; Jacobsson et al., 2021; Yu & Liu, 2021). Open access platforms have further expanded opportunities for publication, making it easier for students to share their work globally (Adil et al., 2024; Robinson-Garcia et al., 2020). Despite these opportunities, many students still struggle to meet publication standards. This indicates a gap between expectations and actual competencies. Addressing this gap requires targeted interventions.

Writing scientific articles requires not only technical skills but also critical thinking, academic literacy, and familiarity with research methodologies. Students often face difficulties in organizing ideas, structuring manuscripts, and applying appropriate academic language (Garritty et al., 2020; Harris, 2022; Thompson, 2024). In addition, understanding journal guidelines and reviewer expectations presents another challenge. These difficulties often lead to rejection during the submission process. The complexity of scientific writing highlights the need for structured learning support. Training programs can serve as an effective solution.

Previous studies have emphasized the importance of training and mentoring in improving students' scientific writing skills (Dahlstrom et al., 2022; Kleinbort et al., 2020; Rajendran et al., 2026). Continuous and structured training has been shown to enhance writing competence and confidence among students (Song & Song, 2023). Mentoring programs also play a significant role in guiding students through the writing and revision process (Kleinbort et al., 2020). These approaches help students overcome challenges and improve the quality of their manuscripts. The combination of training and mentoring creates a supportive learning environment. Such strategies are increasingly recommended in higher education contexts.

Recent studies further highlight the effectiveness of interactive and practice-based training models in enhancing academic writing skills. Participatory learning approaches allow students to engage actively in the learning process, leading to better retention and application of knowledge (French, 2020). Experiential learning

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models also emphasize the importance of practice and reflection in skill development (Mitchell et al., 2021). These approaches are particularly relevant for scientific writing training, as they combine theoretical understanding with practical application. Integrating such models can improve program effectiveness. This approach aligns with current educational trends.

In addition to training, the integration of digital platforms in learning has been shown to support scientific writing development. Online learning environments provide flexibility and accessibility, allowing students to participate regardless of geographical constraints (Afonso et al., 2025; Ferri et al., 2020; Valtonen et al., 2021). Virtual platforms such as Zoom enable interactive learning through discussions, breakout sessions, and real-time feedback. These features enhance engagement and collaboration among participants. Digital tools also facilitate continuous communication between participants and facilitators. This makes online training a viable and effective approach.

The challenges faced by Early Childhood Education students in Indonesia reflect broader issues in academic writing competency. Many students lack sufficient exposure to scientific writing practices and publication processes (Adebisi, 2022; Cutri et al., 2021; Njeri Mugwe & Runo, 2026). While some institutions provide general training, there is still a lack of specialized programs tailored to the needs of PAUD students. This limitation affects students' readiness to publish their research. The absence of targeted training creates inconsistencies in skill development. Addressing this issue requires focused interventions.

Field conditions indicate that students often experience difficulties in revising manuscripts based on reviewer feedback, which is a critical stage in the publication process . Many students are unfamiliar with how to respond to reviewer comments and improve their manuscripts accordingly. This results in repeated revisions or rejection. Effective training should include guidance on revision strategies. Providing practical examples can help students understand the process more clearly. This aspect is essential for successful publication. The integration of training, mentoring, and evaluation within a community service framework provides a comprehensive approach to addressing these challenges. Community service programs allow academic institutions to contribute directly to capacity building among students. These programs emphasize practical learning, collaboration, and real-world application. By combining theoretical knowledge with hands-on practice, participants can develop meaningful skills. This approach also strengthens the link between academic institutions and the community. Such integration enhances program relevance.

Recent research also highlights the importance of feedback-driven learning in improving writing quality. Constructive feedback from peers and experts helps students identify weaknesses and improve their work (Han & Xu, 2020; Li & Zhu, 2026; Song et al., 2024). Feedback mechanisms embedded in training programs

enhance learning effectiveness. Participants benefit from iterative revision processes that improve their writing quality (Darvishi et al., 2022; Latifi et al., 2021; Mercader et al., 2020). This approach is widely recommended in academic writing instruction. It supports continuous improvement.

Despite various efforts to improve scientific writing skills, there remains a need for programs that integrate structured training, practical application, and continuous support in a single framework. Many existing programs focus on one aspect without providing a holistic approach. Integrating multiple strategies can enhance learning outcomes and sustainability. Programs that combine training, mentoring, and evaluation are more likely to produce lasting impact. This highlights the importance of comprehensive program design. Such approaches are increasingly needed.

This community service program aims to enhance the scientific writing skills of Early Childhood Education students through a structured training program integrated with mentoring and evaluation. The program is important as it addresses real challenges faced by students in preparing manuscripts for accredited journals. It provides participants with practical knowledge, hands-on experience, and opportunities for feedback and reflection. Strengthening students' competencies in scientific writing contributes to improving academic quality and publication output. The program also supports the development of a more productive academic culture. Such initiatives are essential for advancing education and research in the field of Early Childhood Education.

METHODS

Community Service Research Design

This community service program adopted a training-based design integrated with mentoring, mediation, and evaluation to enhance students' competencies in scientific article writing. The approach emphasizes experiential and participatory learning, where participants actively engage in both theoretical understanding and practical application. This design is aligned with capacity-building frameworks in higher education, particularly in strengthening academic writing skills for publication. Participants were not only positioned as trainees but also as active contributors who engaged in discussions, practice sessions, and reflective activities. The integration of training and mentoring ensures that learning is not limited to knowledge acquisition but extends to skill development and problem-solving abilities.

Problem Identification and Needs Analysis

The initial stage involved identifying problems through preliminary observation and discussion with participants and organizers. The findings revealed that many Early Childhood Education students experienced difficulties in structuring scientific articles, understanding journal standards, and revising manuscripts based on reviewer feedback. In addition, participants had limited experience in preparing

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manuscripts suitable for accredited national journals. A needs analysis was conducted to identify specific challenges and expectations of participants. This stage ensured that the training materials were aligned with participants' actual needs and academic contexts.

Stages of Program Implementation

The implementation of the program followed a structured sequence consisting of preparation, implementation, and evaluation stages. In the preparation stage, coordination was conducted with the organizing team, speakers, and technical support to ensure readiness of the online platform and training materials. In the implementation stage, activities included material delivery, interactive discussions, hands-on practice, mentoring sessions, and problem-solving facilitation. Participants were actively involved in writing exercises and collaborative discussions using breakout room features. In the evaluation stage, participant engagement and learning outcomes were assessed through observation, questionnaires, and reflection activities. This structured process ensured that the program was implemented systematically and effectively.

Table 1. Stages of Training-Based Community Service Program

Stage	**Activities Description**
Preparation	Coordination, needs analysis, material development, technical preparation
Implementation	Material delivery, discussion, practice, mentoring, problem-solving
Evaluation	Observation, questionnaire, reflection, feedback analysis

Target Participants and Setting

This program was conducted online via Zoom and involved approximately 150 participants consisting of final-year students in Early Childhood Education programs from various regions in Indonesia . The online setting allowed broad participation and facilitated interactive learning through digital tools such as live presentations, breakout rooms, and real-time feedback. The selection of participants was based on their academic needs related to scientific writing and publication readiness. This setting provided a flexible and accessible learning environment for participants from diverse backgrounds.

Data Collection Techniques

Data were collected using multiple techniques to ensure comprehensive and reliable findings. Observation was conducted throughout the training to monitor participant engagement, interaction, and participation. Questionnaires were used to collect participants' feedback regarding the relevance of the material, clarity of presentation, and usefulness of practical sessions. Documentation in the form of activity records and screenshots was used to support the validation of data. These

techniques enabled the collection of both process-oriented and outcome-oriented data.

Types of Data and Data Analysis Techniques

The data obtained consisted of descriptive quantitative and qualitative data. Quantitative data were derived from questionnaire results, including participant ratings on various aspects of the training. Qualitative data were obtained from observations and participant reflections. Data analysis was conducted using a descriptive approach by summarizing, interpreting, and presenting findings in a systematic manner. The analysis focused on identifying improvements in participants' understanding, skills, and readiness to write scientific articles. This approach provided a comprehensive overview of program effectiveness.

Ethical Considerations

Ethical considerations were maintained throughout the implementation of the program. Participation was voluntary, and all participants were informed about the purpose and procedures of the training. Data collected from participants were used solely for academic and evaluation purposes. Confidentiality and privacy of participants were ensured, particularly in the documentation process. These measures were taken to maintain ethical standards in community service implementation and academic reporting.

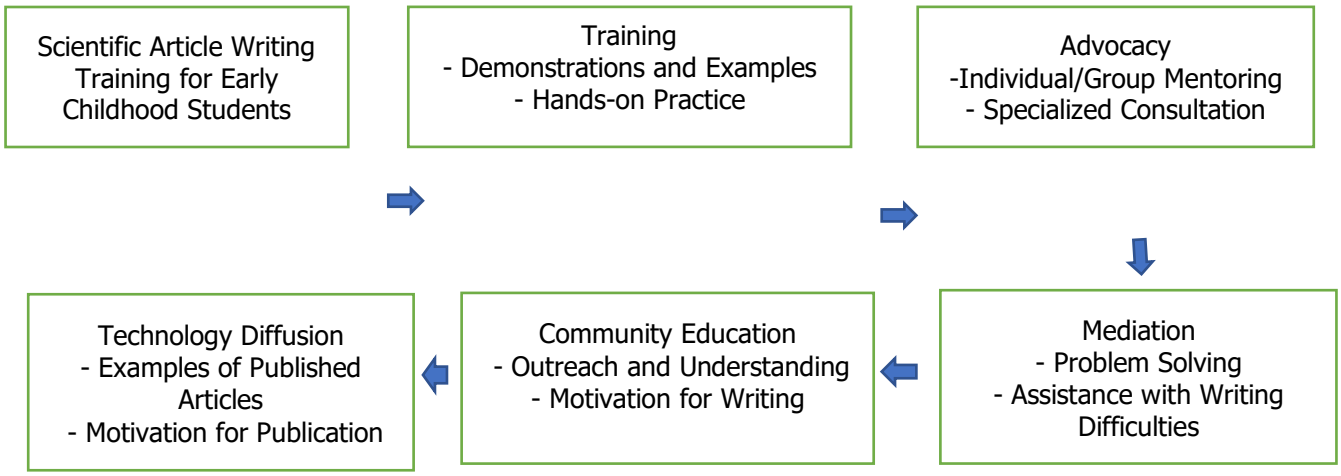

Figure 1. Training-Based Community Service Method Design

RESULTS AND DISCUSSION

The results of this community service program are presented in alignment with the structured stages of implementation, namely preparation, implementation, and evaluation, to ensure consistency with the training-based design integrated with mentoring and evaluation.

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Preparation Stage Results

The preparation stage resulted in the successful identification of participants' needs related to scientific article writing. Initial findings indicated that participants experienced difficulties in structuring manuscripts, understanding journal standards, and revising articles based on reviewer feedback . In addition, participants showed limited familiarity with the requirements of accredited national journals. Based on these findings, training materials were developed focusing on manuscript structure, writing techniques, and revision strategies.

Technical preparation was also successfully conducted, including ensuring participants' access to the Zoom platform, readiness of speakers and moderators, and availability of supporting materials. This stage ensured that the training could be implemented effectively and without technical disruptions. The alignment between identified needs and developed materials contributed significantly to the relevance and effectiveness of the program.

Implementation Stage Results

The implementation stage was carried out through a series of structured activities, including opening sessions, material delivery, interactive discussions, hands-on practice, mentoring, and reflection. Participants demonstrated a high level of engagement throughout the program, particularly during discussion and practical sessions. The material delivery sessions provided participants with comprehensive understanding of scientific writing techniques, including manuscript preparation for accredited journals and strategies for revising articles based on reviewer feedback. During the practical sessions, participants were actively involved in writing exercises and collaborative problem-solving through breakout room discussions. Mentoring activities allowed participants to receive direct guidance in addressing their specific difficulties.

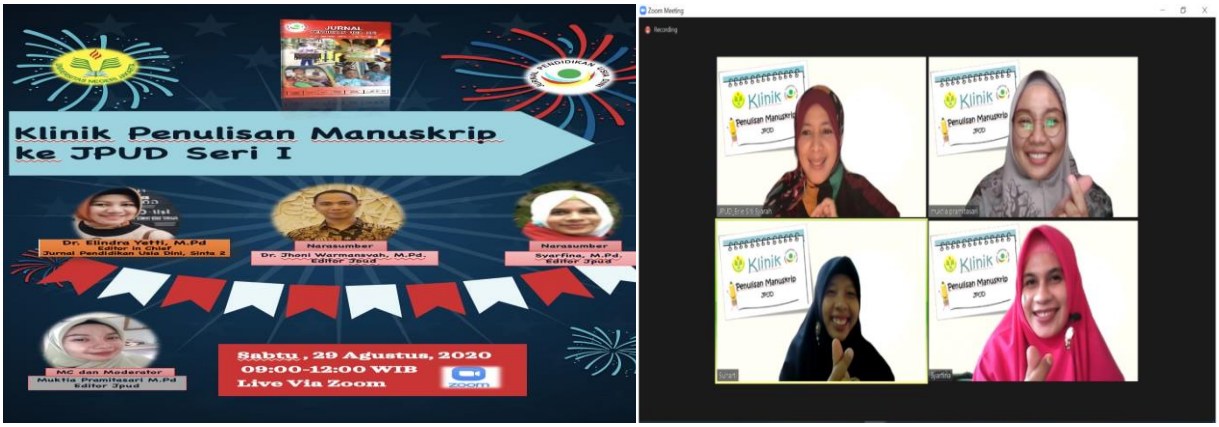

Figure 2. Training Implementation Activities

Participants were able to identify key components of scientific articles, apply appropriate academic writing techniques, and understand the revision process. The interactive nature of the training facilitated deeper understanding and active participation. The integration of mentoring and mediation further supported participants in overcoming writing challenges.

Table 2. Implementation Outcomes

Aspect	**Indicator**	**Result**
Participation	Attendance and engagement	High (150 participants active)
Understanding of Writing Structure	Ability to identify article components	Improved
Writing Skills	Application of academic writing techniques	Improved
Revision Skills	Ability to respond to reviewer feedback	Improved
Interaction	Participation in discussion and mentoring	Active

Evaluation Stage Results

The evaluation stage demonstrated measurable improvements in participants' understanding and satisfaction with the program. Data collected through questionnaires indicated high levels of participant satisfaction across multiple aspects. The relevance of the material received an average score of 4.6, clarity of presentation 4.8, usefulness of practical sessions 4.5, quality of feedback 4.7, moderation effectiveness 4.6, and overall satisfaction 4.7.

These results indicate that the training was effective in delivering relevant and understandable material while providing practical benefits to participants. Observational findings also showed that participants were actively engaged and responsive throughout the program. Reflection activities revealed that participants gained new insights and felt more confident in writing scientific articles.

Table 3. Evaluation Results

Evaluation Aspect	Score (1–5)	Category
Relevance of Material	4.6	Very Good
Clarity of Presentation	4.8	Very Good
Practical Session Usefulness	4.5	Very Good
Feedback Quality	4.7	Very Good
Moderation Effectiveness	4.6	Very Good
Overall Satisfaction	4.7	Very Good

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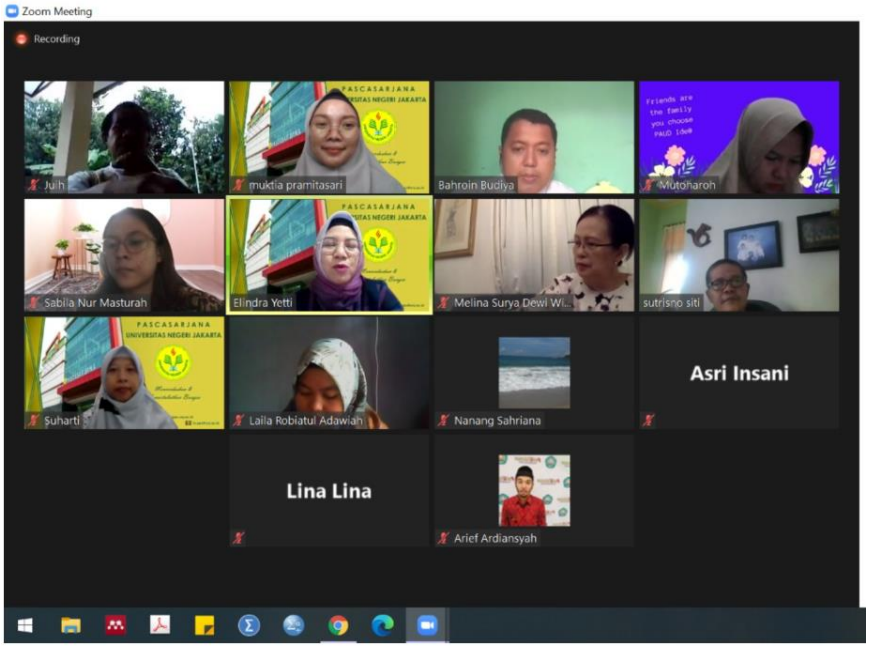

Figure 3. Evaluation and Reflection Activities

The results indicate that the integration of training, mentoring, and evaluation effectively enhanced participants' competencies in scientific article writing. The program not only improved participants' knowledge and skills but also increased their confidence and readiness to publish in accredited national journals.

Discussion

The findings of this community service program indicate that training-based interventions integrated with mentoring and evaluation provide an effective approach to improving students' scientific writing competencies. The high level of participant engagement observed during the implementation reflects the effectiveness of participatory and practice-oriented learning models. Participants actively engaged in discussions, hands-on activities, and mentoring sessions, which enabled them to connect theoretical concepts with practical writing experiences. Similar findings have been reported in recent community-based educational programs, where interactive training significantly enhances learning outcomes and participant engagement (Karasik, 2020; Natarajarathinam et al., 2021). The integration of mentoring further strengthens the learning process by providing individualized guidance. This approach allows participants to address specific challenges in scientific writing more effectively.

The improvement in participants' ability to structure scientific articles and apply appropriate writing techniques demonstrates the effectiveness of combining theoretical instruction with practical exercises. Participants were able to identify key components of scientific articles and apply academic writing conventions more accurately. These findings align with previous studies highlighting that practice-

based training enhances skill acquisition and retention in academic writing (Beroukhim-Kay et al., 2022; Chowdhury & Alzarrad, 2025; Fergusson, 2022). The inclusion of real examples and guided practice sessions contributes to deeper understanding. This indicates that experiential learning approaches are particularly effective in developing complex academic skills such as scientific writing.

The evaluation results, which show high levels of participant satisfaction across all aspects, further support the effectiveness of the program design. Scores ranging from 4.5 to 4.8 indicate that participants perceived the training as relevant, clear, and useful. Feedback mechanisms embedded within the program allowed participants to reflect on their learning and identify areas for improvement. Previous research emphasizes that feedback-driven learning plays a critical role in enhancing writing quality and academic performance (Lee et al., 2025; Li & Zhu, 2026; Song et al., 2024). The presence of mentoring and feedback sessions in this program contributed to participants' increased confidence and readiness to write scientific articles. These findings highlight the importance of integrating evaluation and feedback into training programs.

The implementation of this program also demonstrates the potential of online platforms in delivering effective community service activities. The use of Zoom enabled wide participation from different regions, increased accessibility, and facilitated interactive learning through digital features. Participants were able to collaborate, discuss, and receive feedback in real time despite geographical limitations. This finding is consistent with recent studies showing that online learning environments can effectively support skill development when designed with interactive and participatory elements (Beneroso & Robinson, 2022; El-Sabagh, 2021; Zamiri & Esmaeili, 2024). The integration of digital technology in community service programs provides opportunities for scalability and sustainability. This approach is increasingly relevant in modern educational contexts.

Community Service Contribution

This community service program contributes significantly to strengthening academic capacity among Early Childhood Education students, particularly in developing competencies in scientific article writing for accredited national journals. At the participant level, the program enhances students' abilities in structuring manuscripts, applying appropriate academic writing techniques, and revising articles based on reviewer feedback. The integration of training, mentoring, and evaluation provides a comprehensive learning experience that supports both knowledge acquisition and practical skill development. At the institutional level, the program supports the development of a more productive academic culture by encouraging students to engage in scientific publication activities. Furthermore, the implementation of an online training model demonstrates an effective and scalable approach that can be adapted in similar contexts. This program also offers practical

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implications for educators in designing training-based community service activities that are responsive to students' academic needs while promoting sustainable academic development.

Limitations and Suggestions

Despite the positive outcomes, several limitations were identified in the implementation of this program. The training was conducted within a limited timeframe, which restricted the depth of practice and follow-up mentoring for participants. In addition, variations in participants' initial competencies influenced the level of learning outcomes achieved during the program. The online implementation also posed challenges related to internet stability and participant interaction in certain sessions. Based on these limitations, future programs are recommended to include extended mentoring sessions and follow-up activities to support continuous improvement in writing skills. Expanding the program to involve a broader range of participants and institutions may also enhance its impact and generalizability. Furthermore, the integration of structured evaluation instruments and digital learning support systems is suggested to improve program effectiveness and sustainability.

CONCLUSION

This community service program demonstrates that a training-based approach integrated with mentoring and evaluation is effective in enhancing students' competencies in scientific article writing. The program successfully improves participants' understanding of manuscript structure, academic writing techniques, and revision strategies for accredited journals. The implementation of interactive training activities, practical exercises, and mentoring sessions contributes to meaningful and applicable learning experiences. In addition, the use of online platforms enables wider participation and supports flexible learning environments. The findings indicate that such programs can serve as an effective model for strengthening academic writing capacity and promoting scientific publication among students. Future initiatives are encouraged to adopt more comprehensive and sustained approaches to maximize long-term impact.

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AUTHOR CONTRIBUTION STATEMENT

S contributed to the conceptualization of the study, coordination of the community service program, and overall manuscript writing. NA were responsible for the design and development of the training materials during the planning stage. All authors collaboratively contributed to data analysis, interpretation of findings, reflection, and revision of the manuscript, and have approved the final version for publication.

AI DISCLOSURE STATEMENT

The authors used ChatGPT during the preparation of this manuscript to support the organization and refinement of academic writing. All generated content has been carefully reviewed, revised, and validated to ensure accuracy, originality, and academic integrity. The authors take full responsibility for the final content of this publication.

CONFLICTS OF INTEREST

The authors declare that there are no financial, institutional, or personal conflicts of interest that could have influenced the implementation of this program, the analysis of the data, or the preparation of this manuscript.

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