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Training in Writing Popular Scientific Articles to Improve Scientific Writing Abilities of Students of S1 Educational Administration Study Program

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Abstract

The skill of writing scientific papers has become a requirement for students as undergraduate graduates. The aim of this community service is to improve students' skills in writing articles as scientific papers. This research is classified as a case study in the form of training in writing popular scientific articles as a reference for students of the Educational Administration study program in semesters I (one), III (three) and V (five). Held on October 18, 2024, 40 (Forty) students registered as participants in the Popular Article Writing Training to Improve Scientific Writing Skills using lecture, discussion, example and practice methods. The evaluation results showed a significant improvement in students' writing skills, as seen from their ability to compose more structured and logical articles with a score of 87%. The support and guidance from lecturers and facilitators during the training greatly helped students in completing their writing so that they were more confident with a score of 85%. It is recommended that training be held periodically, guidance from lecturers be strengthened, and collaboration with scientific journals be expanded. Continuous evaluation is also necessary to ensure program effectiveness and necessary improvements. It is hoped that this activity can continue to be developed to provide greater benefits for students in improving the quality of their scientific work.

A. Introduction

Writing a popular article is often considered easier by some students. However, in reality, many students still have difficulty in writing or understanding concepts with a good structure. Intensive guidance is needed so that students gain a correct understanding regarding writing popular articles (Rohmah et al., 2024).

The reality on the ground shows that it is still rare for students to have their own will without being forced. able, and accustomed to carrying out the activity of writing articles as scientific works (Shofwan et al., 2021). Of the thousands of students, only dozens have demonstrated the willingness, ability and habit of writing, but not yet in the form of popular articles as scientific works. The results of observations and interviews with students in the FKIP UMPalembang environment, provide an explanation of why students are not yet able, willing, and accustomed to writing articles, namely that it can be seen from two factors out of the many factors that emerged based on observations and interviews, namely motivation and substance. Motivational factors, related to the lack of interest, enthusiasm and strong desire from students to start writing articles, The cause is fear and anxiety in writing related to the procedures and criteria for articles written to be accepted and appreciated as scientific work. Most of them think that the procedure for creating an article as a scientific work is too difficult for them to fulfill. Meanwhile, the substance factor is related to the content or written material as an article. Most students are not yet willing, able or accustomed to writing, this is mainly due to the fact that they do not have material or ideas that are worth writing about.

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not understanding how to start writing, feeling confused about formulating the problem to be written, and finding it difficult to find library sources for study materials. With the various dynamics of the problems above, the idea arose to conduct popular scientific article training which is a strategy to improve scientific writing skills.

According to Jasiyah et al. (2023), an article is a written work whose contents can be in the form of ideas or facts that can persuade, convince, educate, and entertain readers. The article must have a sentence length with a certain number of characters. An article should be created for publication purposes in bulletins, newspapers, social media, digital channels, and so on. According to Ismail (2022) an article is a written work that discusses a particular topic in detail and in depth. Articles must have the aim of providing information, views, or arguments related to something to the reader. Articles can also be found in various media, such as newspapers, magazines, scientific journals, and websites. Based on the nature and purpose of writing, articles can be divided into several types, for example scientific articles, opinion articles, news articles.

According to Juniarti (2019) At the tertiary level, students are required to have writing skills, especially in creating academic writing in the form of articles and others. Writing skills at the student level are very necessary because by writing students can express ideas and can realize a person's imagination sharply, language proficiency increases, and increases self-confidence because of being able to create (Perwithosuci & Rosyadi, 2024). A scientific article is a complete written work and is written based on certain guidelines or procedures so that it has a truth value that can be accounted for (Karomah, 2022). The purpose of creating an article that is published in a journal or other mass media in accordance with the provisions of the guidelines is for the author to produce a scientific work, which is said to be scientific because it has gone through the correct process or procedure. Scientific papers can be grouped into two large parts, namely; first, scientific papers that originate from research reports and the second; is a scientific paper in the form of a review, overview or scientific idea (Juniarti, 2019).

The culture of writing as a scientific paper among students can be said to be still low, which is indicated by the small number of scientific paper publications (Hafizd, 2022). Therefore, motivation is needed to start it. This motivation can be in the form of used to writing a scientific paper (Saharuddin et al., 2022). In general, writing an urge to take action, the purpose of which is to be formed either consciously or unconsciously based on the motives that a person has, and through motivation can foster high self-confidence (Winingsih et al., 2024). With the growth of high self-confidence, this can be the basic capital for success and ultimately can make students able to actualize all the potential that exists within themselves, including getting scientific papers is an important skill that must be mastered and even tends to be mastered by academics, researchers, and students. Scientific papers have a vital role in disseminating new knowledge, sharing research findings, and contributing to the development of science and technology (Rohmah et al., 2024). By mastering scientific writing skills, writers can produce quality writing and contribute significantly to the academic world. Consistent practice and openness to feedback are essential to continuously improve one's ability to write scientific papers (Inggriyani & Pebrianti, 2021). Meanwhile, students are individuals who are enrolled in higher education programs such as universities, institutes, or academies. They pursue further education after completing secondary education to obtain an academic degree, either a bachelor's, master's, or doctoral degree (Juniarti, 2019). Students are generally expected to develop critical thinking, analytical, and professional skills in their field of study (Maulidah, 2020).

The skill of writing a scientific work is a skill that must be mastered by academics such as students, especially students of educational administration study programs in the current information era, because it is not just a matter of writing, but this ability reflects how students convey ideas effectively to a wider audience, not limited to academic environments alone. These writing skills can open up greater opportunities in the professional world. Students who actively write popular articles, such as in the mass media or digital platforms, will be better known and appreciated for their ability to implement knowledge and practice. Students are not only consumers of knowledge, but can also become disseminators of knowledge who are able to have a real impact in society, train sensitivity to current issues and can shape the character of students to be critical, solution-oriented, and have concern for the surrounding environment. This writing ability makes students not only intellectually intelligent, but also communicative, relevant, and ready to face global challenges.

An article can be a scientific work if it contains new scientific knowledge, from findings, and has contributed to the development of science and technology (Inggriyani & Pebrianti, 2021). To get quality written work requires skills. Meanwhile, students are individuals who are enrolled in higher education programs such as universities, institutes, or academies. The importance of scientific writing skills is not

only limited to the academic scope, but also has a significant impact on students' future professional careers. Students who are able to produce quality scientific work will have a greater chance of success in academia, research, and industry (Dewi et al., 2024). To overcome this challenge, adequate support is needed in writing scientific papers for students. This program is implemented in the form of scientific writing skills training aimed at students as an effort to improve critical and systematic thinking skills. Through this activity, participants are guided in understanding the structure of scientific work, good writing techniques, and academic writing ethics. This training not only equips students with technical skills, but also foster a spirit of research and writing as part of intellectual development and contribution to the world of education. It is hoped that after participating in this activity, participants will be able to produce quality scientific papers that can be published. Therefore, a mentoring program was carried out which aims to improve scientific writing skills for students, so that they can become meaningful contributors to the development of science and research in the future. The level of success in writing scientific papers is also crucial in the academic evaluation process, such as completing final assignments, journal publications, and submitting research proposals (Triadi et al., 2022).

B. Methods

This participatory research was carried out through several steps, including: (1) creating groups by utilizing the WhatsApp social media platform. In order to support the smooth running and effectiveness of the writing skills training program, the WhatsApp group is utilized as one of the main communication media between facilitators and participants. This platform was chosen because it is easily accessible, fast, and familiar to most participants. The WhatsApp group functions as a space for discussion, coordination, and sharing of materials and information related to training. Since the beginning of the program (Mulyanti & Darmalaksana, 2021), this group has been an important means of communicating announcements, activity schedules, and Zoom or Google Meet links for online sessions. Outside of formal training hours, the group is also used for Q&A and short consultations, which encourages more dynamic interaction and learning.

WhatsApp groups are also a medium for providing direct feedback on participants' writing assignments, (2) Delivery of Popular Article Writing Training material to improve scientific writing skills for students delivered by Dr. Samsilayurni, S.Pd., M.si and Members in the form of direct guidance for writing popular scientific articles and the guidance process is carried out via WhatsApp groups (Vera, 2024). There are several main materials presented, including the concept of writing scientific papers, characteristics of scientific papers, types of scientific papers, general structure of writing scientific papers, and writing techniques, differences between academic and popular scientific articles. (3) Direct practice in writing article drafts, (4) Revision and Editing at this stage ensures that the writing is easy to understand and interesting, (5) Publication at this step provides information to participants to know how and where the writing can be sent.

This research is classified as a case study in the form of training in writing popular scientific articles as a reference for students of the Educational Administration study program in semesters I (one), III (three) and V (five) at Muhammadiyah University of Palembang on October 18, 2024. As many as 40 (Forty) students registered as participants in the Popular Article Writing Training to Improve Scientific Writing Skills There are several reasons why case studies are chosen as an approach in scientific writing training, namely; Provides Real and Relevant Context, Trains Analytical and Critical Thinking Skills, Encourages Interdisciplinary Approaches, More Engaging and Motivating, Facilitates Writing Practice, Enhances Collaboration and Discussion (Sahudra et al., 2022).

C. Results and Discussion

Implementation of Activities

Strengthening activities for Popular Article Writing Training to Improve Scientific Writing Skills for students of the Educational Administration study program are carried out in several stages as follows:

1. Preparation of Activities

Preparation for the activity includes creating a WhatsApp group so that information can be conveyed properly, preparing a work plan, collecting teaching materials, and coordinating with related parties, including team lecturers in PKM activities and students who will take part in the training. At the preparation stage, ensure that all participants can bring laptops during training activities and also ensure that training participants also have good internet access so that the learning process can be delivered properly.

2. Implementation of Training

The training was conducted in several sessions which included:

a) Session I: Introduction to Writing Popular Scientific Articles

This session aims to provide a basic understanding of Popular Article Writing Training to Improve Scientific Writing Skills for students. Here, participants are given an explanation of how to compile quality scientific work, what the criteria are for quality scientific work. Participants are also introduced to the importance of scientific publications in academic careers.

b) Session II: Determining the appropriate research topic.

This session aims to provide training participants with an understanding of how to determine the right research topic before we start writing a scientific paper, namely, participants choose a research area that they are interested in and have mastered, conduct previous research on the topic they wish to research in order to find gaps in previous research. Choose a topic that is able to provoke and encourage writing, in this second session participants are asked to provide suggestions and input from mentors or colleagues to find relevant and interesting topics.

c) Session III: Writing

Session III is the final session, this is a direct practice where participants are asked to write a Scientific Paper article on a topic that they have determined themselves in session II. During this session, participants receive guidance and input from the facilitator to be able to complete writing their scientific articles. In this activity, all participants showed high enthusiasm and support. This can be proven in the form of places and facilities supporting the smooth running of activities. Can be seen in figure 1 below:

Figure 1. Participants Receive Guidance and Input from the Facilitator to Complete Writing A Scientific Article.

The enthusiasm of all participants when following the presentation of material from the PKM team and their deep acceptance of the material provided was evident from their curiosity and understanding of the material with several very basic questions arising regarding writing scientific papers. The end of community service activities can produce several points, including: 1) increase insight and knowledge about writing scientific papers; 2) can improve the ability to find ideas or topics in writing scientific papers; 3) students are able to try writing scientific papers; 4) students become motivated to write scientific papers; 5) can improve the quality of educators and institutions.

The evaluation of this activity resulted in several findings as information obtained, including: 1) lack of understanding in carrying out and finding ideas or topics in writing works; 2) students have difficulty in

collecting and managing data in research; 3) the implementation of scientific writing is still low because students are still confused about how to start writing; 4) students become motivated to write scientific papers; 5) can improve the quality of educators and institutions.

The evaluation of this activity resulted in several findings as information obtained, including: 1) lack of understanding in carrying out and finding ideas or topics in writing works; whereas according to Rohman et al. (2024) putting forward ideas or topics is a fundamental step in the process of writing works, both scientific and non-scientific. Without a clear idea, writing will lose its direction, meaning, and communicative power. 2) students have difficulty in collecting data and managing data in research; in line with Hs et al. (2024) that in the process of compiling scientific papers, students are often faced with challenges in collecting and managing data. These difficulties can arise from various factors, such as a lack of understanding of appropriate data collection techniques, as well as minimal ability to process data statistically or qualitatively. As a result, this quality has an impact on student self-confidence, triggering academic stress, Therefore, adequate guidance and strengthening of competencies in research methods and data analysis are very important to help students overcome these challenges (Kurniawati et al., 2023). 3) the implementation of scientific writing is still low because students are still confused about how to start writing. As a result of this confusion, students tend to experience decreased motivation, feel anxious, and even frustrated. They can get caught up in doubts about their own abilities, which then hinders productivity and focus in completing academic tasks (Hs et al., 2024).

After the PKM activity was carried out, the quality of scientific writing skills for students showed a significant increase. Before taking the training, many students did not understand the structure of writing popular scientific articles and good editing techniques. After the training, most participants were able to compose articles that were more structured, logical, and in accordance with scientific standards. Then, Students' skills in writing scientific papers related to the originality or authenticity of the work can also be seen from the low percentage of plagiarism in written works through Turnitin, which indicates that students have been able to express ideas related to the topics or problems discussed in the article. The implementation of this activity also shows that support and guidance for students is very important in the process of writing scientific papers. With guidance from lecturers and facilitators, students feel more confident and helped in completing their writing.

This training activity also has several limitations, including: Training time is limited so that the material is delivered in a dense manner, and participants have not had the opportunity to apply writing skills in depth. The training focuses more on writing popular scientific articles, without touching on aspects of research methodology or the structure of complete scientific works such as research reports. There is no follow-up mechanism to evaluate the extent to which participants apply writing skills after the training is completed. With limited time and a large number of participants, in-depth feedback from the facilitator for each participant's work is limited. As a recommendation for improvement and sustainability, the training should be divided into several stages, for example: theoretical basis, writing practice, revision, and presentation of results. This allows participants to experience the complete writing process. Add sessions on simple research methodology, how to find academic references, and practice creating a complete scientific paper framework. Open opportunities for advanced training for participants who want to deepen their scientific writing skills, especially for writing journals or written works that are ready for publication.

D. Conclusion

The conclusion of the community service activities carried out include; PKM activities with the theme "Popular Article Writing Training to Improve Scientific Writing Skills for FKIP UM Palembang Students". This training has successfully achieved the expected objectives. Improving writing skills, especially in the context of writing scientific papers, has broad implications for strengthening the intellectual capacity, academic culture, and competitiveness of participants in various fields.Writing is not only a means of scientific communication, but also a tool for thinking, reflection, and innovation. When individuals are able to construct arguments logically, present data accurately, and convey ideas systematically, they are strengthening their critical reasoning skills and contributing to the knowledge ecosystem.

In the context of training, this skill enhancement has a cascading effect. Participants not only gain confidence in writing, but are also encouraged to be more active in research, publication, and even scientific-based community service. Institutionally, this strengthens the culture of scientific literacy and creates a dynamic and productive academic climate. However, the success of the training does not only depend on the material provided, but is largely determined by the supporting role of the facilitator. The

facilitator acts as an intellectual guide and catalyst for reflective learning. It not only transfers technical knowledge, but also shapes the participants' perspective on the writing process itself, that writing is a process of thinking, exploring, and communicating in depth.

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