

EMPOWERING YOUNG SCHOLARS: SCIENTIFIC ARTICLE WRITING MENTORSHIP FOR KMI ASSALAM STUDENTS

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ABSTRACT

This program aimed to nurture academic excellence and enhance the scientific literacy of students through a structured mentorship approach. The initiative focused on equipping students with essential skills for crafting well-structured, evidence-based, and impactful scientific articles. Key activities included workshops on research methodologies, effective academic writing techniques, and peer-reviewed article publishing processes. By fostering a supportive learning environment, this program was intended to empower students to articulate their ideas, contribute to academic discourse, and gain confidence in their abilities as budding researchers. Ultimately, the program aspires to create a sustainable culture of scientific inquiry and innovation within the KMI Assalam community.

Keywords: *Scientific Article Writing, Mentorship Program, Academic Literacy, KMI Assalam Students, Student Empowerment*

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I. INTRODUCTION

Scientific article writing is an important academic competency that enables students to transform ideas, observations, and research findings into structured and evidence-based knowledge. Beyond the ability to produce a written text, scientific writing requires students to formulate problems, search and evaluate relevant sources, organize arguments, interpret evidence, apply appropriate citation practices, and communicate conclusions systematically. These competencies are closely related to higher-order thinking and academic literacy, making scientific writing an important component of students' preparation for further education and participation in scholarly activities. Recent studies emphasize that academic writing should be understood as a complex literacy practice involving critical thinking, source evaluation, argumentation, disciplinary conventions, and responsible use of evidence rather than merely grammatical correctness (Wingate, 2018; Lea & Street, 2021). For secondary-level students who are beginning to engage with research and academic writing, early exposure to these practices can provide an important foundation for developing independent scholarly habits.

In practice, however, students often encounter substantial difficulties when they are required to produce scientific or research-based articles. Common challenges include identifying a focused topic, formulating research questions, developing a logical structure, distinguishing evidence from personal opinion, paraphrasing sources, integrating citations, and constructing coherent arguments. Students may also experience difficulties in locating credible academic literature and understanding how sources should be synthesized rather than simply summarized. Research on academic literacy indicates that these challenges are particularly evident when students move from conventional school assignments toward more demanding forms of evidence-based writing that require them to engage critically with multiple sources (Wingate, 2018; Hyland, 2019). Consequently, teaching scientific writing requires more than providing a writing template; students need guided opportunities to understand the stages of academic writing and to receive feedback while developing their own texts.

The challenge is particularly relevant for students in educational institutions that seek to combine general education with religious and character education, such as KMI Assalam. Students are expected not only to acquire subject-specific knowledge but also to develop the ability to communicate ideas

systematically and participate in academic and intellectual activities. Nevertheless, scientific article writing can represent a new and complex task for students who have previously been more familiar with conventional assignments such as summaries, essays, or classroom exercises. Preliminary observations and discussions conducted in the context of this community service program indicated that KMI Assalam students required additional guidance in several aspects of scientific writing, particularly in determining article topics, organizing the structure of an article, searching for appropriate references, using citations, developing evidence-based discussion, and revising written work. These conditions indicate a specific gap between students' existing writing experience and the competencies required to produce a structured scientific article.

One important response to this gap is mentorship-based scientific writing training. Unlike one-directional writing lectures, mentorship provides students with opportunities to learn through explanation, demonstration, guided practice, feedback, revision, and reflection. This approach is particularly relevant to novice writers because scientific writing involves interconnected skills that are difficult to master through theoretical instruction alone. Recent research on writing pedagogy emphasizes the importance of process-oriented instruction, formative feedback, scaffolding, and opportunities for repeated revision in developing students' academic writing competence (Hyland, 2019; Graham, 2019). Writing mentorship can therefore position students not merely as recipients of information but as active participants who progressively develop their own research and writing products.

The mentorship approach is also increasingly relevant in the context of digital academic literacy. Students today have access to a large volume of online information, but access does not automatically guarantee the ability to identify credible academic sources or use them appropriately. Scientific writing instruction should therefore incorporate source-searching and information-literacy skills, including the identification of scholarly publications, evaluation of source credibility, appropriate paraphrasing, citation management, and avoidance of plagiarism. Recent developments in generative artificial intelligence have further expanded the need for academic integrity and responsible information use. While digital and AI-based tools can support brainstorming, language revision, and information processing, students need to understand the importance of verifying information, maintaining authorship, acknowledging sources, and ensuring that academic arguments remain grounded in credible evidence (UNESCO, 2023).

Consequently, contemporary scientific writing mentorship should integrate writing competence with research literacy, information literacy, and academic ethics.

For KMI Assalam students, these competencies are particularly valuable because scientific article writing can function as a bridge between classroom learning and broader scholarly participation. Through the production of articles, students can learn to identify issues in their surroundings, formulate questions, investigate relevant information, construct evidence-based arguments, and communicate their findings to others. The process can also encourage students to recognize that academic writing is not simply an assessment requirement but a means of contributing ideas and documenting knowledge. In this sense, mentorship can help transform students from passive consumers of information into emerging young scholars who are capable of questioning, investigating, writing, and communicating knowledge responsibly.

Based on these conditions, the community service program “Empowering Young Scholars: Scientific Article Writing Mentorship for KMI Assalam Students” was designed to address the specific writing and research-literacy needs identified among the students. The program focused on guiding participants through the essential stages of scientific article production, including selecting and narrowing a topic, formulating a research problem, searching for relevant literature, organizing an article structure, developing arguments, applying citation and referencing techniques, practicing academic paraphrasing, and revising the manuscript based on feedback. Rather than emphasizing the completion of an article as the sole outcome, the mentorship was designed to strengthen students’ understanding of the scientific writing process and increase their confidence in undertaking academic writing independently.

Therefore, this community service initiative aims to provide KMI Assalam students with practical and structured mentorship in scientific article writing while strengthening their research literacy, academic writing practices, critical engagement with sources, and awareness of academic integrity. By combining short instructional sessions, hands-on writing practice, guided mentoring, and feedback, the program seeks to create an accessible pathway for students to move from having ideas to developing them into structured scientific manuscripts. The initiative is expected to contribute to the development of a stronger academic writing culture at KMI Assalam and provide a practical model for similar

community-based programs aimed at introducing scientific writing and research practices to secondary-level students.

II. METHODOLOGY

This mentorship program focused on participatory and experiential learning to support the development of scientific writing skills among KMI Assalam students. The methodology was grounded in the principles of collaborative learning (Dillenbourg, 1999) and experiential education (Kolb, 1984), ensuring that students engage actively with the material and receive tailored guidance throughout the program. The program was structured into three interconnected phases: preparation, implementation, and evaluation. In the preparation phase, a needs analysis was conducted through diagnostic tests, interviews, and surveys to assess students' existing skills and identify gaps. This process ensured the relevance and personalization of the program, as recommended by Richards and Schmidt (2013). Personalized learning plans were then developed based on the assessment results, setting the foundation for targeted instruction.

The implementation phase served as the core of the program, combining workshops, mentoring sessions, and peer collaboration. The workshops covered essential topics such as research methodologies, the structure of scientific articles, citation practices, and the use of academic language. These sessions utilized scaffolding techniques, gradually increasing the complexity of tasks to build student competence (Wood, Bruner, & Ross, 1976). Mentoring sessions offered one-on-one support, where experienced mentors provide feedback, suggest improvements, and encourage reflective practices. This aligned with Vygotsky's Zone of Proximal Development (ZPD), which emphasized the value of expert guidance in advancing learners' skills (Vygotsky, 1978). Peer collaboration, facilitated through structured review activities, allowed students to engage in constructive critique and mutual learning. According to Topping (1998), such peer assessment fostered deeper learning and enhances critical thinking abilities.

The final phase focused on evaluating the program's effectiveness and its impact on students' writing skills. This was achieved through the analysis of students' final article submissions, reflective journals, and mentor evaluations. The program's outcomes were measured using the Kirkpatrick Model (1996), which assessed reactions, learning, behavior, and results to provide a comprehensive evaluation. Observations, student artifacts, feedback surveys, and focus group

discussions were employed as data collection methods, ensuring a robust understanding of the program's impact. Thematic analysis, as outlined by Braun and Clarke (2006), was used to identify recurring themes and insights from the collected data.

III. RESULTS

The scientific article writing mentorship program at KMI Assalam was conducted through a series of structured activities involving students, mentors, and teachers. The program focused on introducing scientific writing, practicing the preparation of article components, providing individualized guidance, conducting peer review, and revising students' manuscripts. The activities were organized in an interactive format so that students were not only exposed to theoretical explanations but also directly practiced developing their own scientific articles. The main activities and documentation of the program are presented in Figure 1.

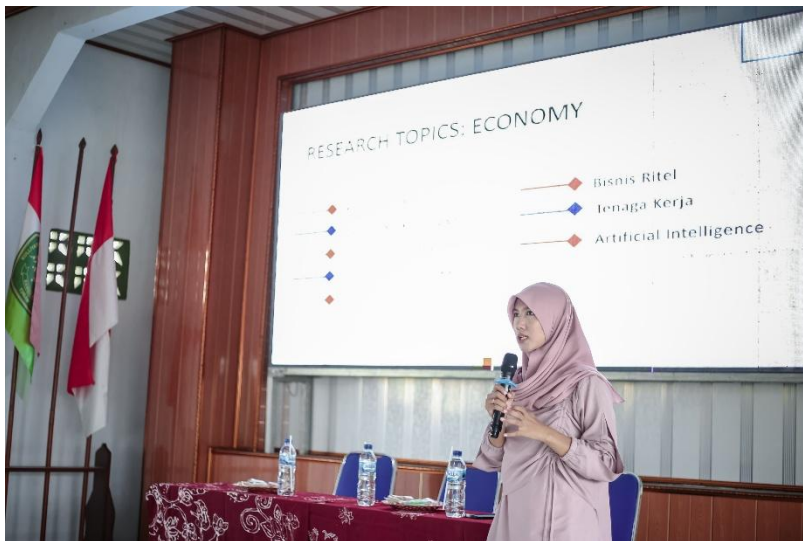


Figure 1. Scientific Article Writing Workshop at KMI Assalam

Figure 1 shows the implementation of the scientific writing workshop, in which students participated in explanations, discussions, and practical writing activities. During the session, students were introduced to the basic structure of a scientific article, including the title, abstract, introduction, method, results, discussion, conclusion, and references. Students were also guided to identify potential topics, formulate research problems, search for relevant references, and

organize their ideas into an academic structure. The interactive format encouraged students to ask questions and discuss difficulties encountered during the writing process.

The next stage involved hands-on writing and individual mentoring. Students developed their own article drafts based on topics relevant to their learning experiences and interests. Mentors provided direct feedback on the organization of ideas, paragraph coherence, academic language, citation practices, and the use of supporting references. This activity enabled students to revise their manuscripts progressively rather than completing the article in a single writing session. Documentation of the mentoring and manuscript-development activities is presented in Figure 2.



Figure 2. Individual and Small-Group Scientific Writing Mentoring

The mentoring activities showed active student participation. Students consulted with mentors regarding topic selection, article organization, literature sources, citation techniques, and difficulties in developing arguments. Peer discussion was also used to encourage students to read and respond to the work of their classmates. The combination of individual mentoring and peer interaction provided students with opportunities to receive different forms of feedback and to reconsider their writing from the perspective of both mentors and peers.

A further activity focused on citation, referencing, and academic integrity. Students were introduced to the importance of using credible academic sources, paraphrasing information appropriately, and acknowledging sources through proper citation. Students practiced integrating references into their arguments rather than merely listing sources at the end of an article. The activity also emphasized the importance of avoiding plagiarism and maintaining academic integrity when using information from books, journal articles, websites, and digital tools

The program produced several observable outputs. The primary output was a collection of student scientific article drafts that had undergone mentoring and revision. The manuscripts demonstrated students' initial experience in applying scientific article conventions, organizing arguments, incorporating references, and presenting ideas in a more systematic manner. In addition to the written products, students demonstrated active participation during discussions, writing exercises, peer review, and mentoring sessions. Table 1 summarizes the main activities and outputs of the program.

Table 1. Activities and Outputs of the Scientific Article Writing Mentorship Program

Activity	Main Content	Student Output
Introduction to scientific writing	Purpose, characteristics, and structure of scientific articles	Understanding of basic article components
Topic and problem formulation	Selecting topics and formulating research problems	Preliminary article topic and research problem
Literature searching	Identifying relevant and credible references	Initial reference collection
Article drafting	Writing introduction, method, results, discussion, and conclusion	Initial article draft
Citation and referencing	Paraphrasing, in-text citation, and reference list	Revised citations and references

Individual mentoring	Feedback on content, structure, and academic language	Improved manuscript draft
Peer review	Reading and commenting on classmates' work	Peer feedback notes
Revision	Responding to mentor and peer feedback	Revised scientific article

The development of students’ writing was further observed through comparisons between their initial drafts and revised manuscripts. In the initial stage, several manuscripts showed problems related to paragraph organization, unclear research focus, limited supporting references, inconsistent citation practices, and weak connections between ideas. Following the mentoring and revision activities, the manuscripts generally showed more organized structures, clearer topic development, improved use of references, and greater attention to academic writing conventions. However, the degree of improvement varied among students, indicating differences in their initial writing experience and individual learning needs.

Table 2. Observed Development of Students’ Scientific Writing

Writing Aspect	Initial Observation	After Mentoring
Article structure	Sections were not always clearly organized	Article components were more systematically arranged
Topic formulation	Topics were sometimes broad	Topics became more focused
Argumentation	Ideas tended to be descriptive	Greater use of supporting evidence
Literature use	Limited or inconsistent references	More relevant references were incorporated
Citation	Inconsistent citation practices	Improved awareness of citation requirements

Paragraph coherence	Connections between ideas were sometimes weak	Ideas were generally more logically connected
Academic language	Informal or inconsistent expressions	Greater awareness of academic style
Revision	Limited independent revision	Students revised manuscripts based on feedback

Students’ responses during the program also indicated increased awareness of scientific writing as a process rather than a single writing task. Through mentoring and peer review, students became more familiar with the need to plan, draft, receive feedback, revise, and evaluate their own writing. The reflective activities also showed that students considered topic selection, literature searching, citation, and organizing ideas among the most challenging aspects of preparing a scientific article. At the same time, students reported that direct mentoring and examples of scientific articles helped them understand the writing process more clearly.

The final stage of the program involved presentation, feedback, and evaluation of students’ manuscripts. Selected students presented their article ideas or completed drafts, while mentors provided final comments regarding content, organization, references, and academic conventions. Figure 4 presents the final mentoring and article-presentation activities.

IV. DISCUSSION

The scientific article writing mentorship at KMI Assalam provided students with direct and contextual experience in developing academic manuscripts, particularly in formulating research topics, organizing article structure, searching for relevant references, applying citations, developing evidence-based arguments, and revising manuscripts. The observed changes were most apparent in students’ ability to transform initially broad ideas into more focused topics and to organize their writing into recognizable academic components. These findings indicate that the main value of the program was not simply producing a completed manuscript, but providing students with a structured process for understanding how a scientific article is developed from an

initial idea into a more coherent academic text. This approach is consistent with recent research emphasizing that writing development is more effective when students are actively involved in planning, drafting, receiving feedback, and revising their own texts rather than merely receiving explanations about writing conventions (Graham, 2019; Hyland, 2019).

A particularly important finding concerned students' difficulties in translating their interests into focused academic topics and research problems. Before mentoring, several students tended to formulate topics in broad terms, making it difficult to determine the central issue, supporting evidence, and appropriate literature. During the mentoring sessions, students were guided to narrow their topics, identify the main problem, determine relevant keywords, and connect their arguments with available scholarly sources. This process is important for KMI Assalam students because scientific writing requires more than the ability to express ideas; students must also establish a logical relationship between a problem, evidence, interpretation, and conclusion. Recent studies on academic writing and student writing development emphasize the importance of explicit instructional support in developing higher-order writing processes, particularly planning, argument development, source integration, and revision (Graham, 2019; Wingate, 2018). Thus, the mentoring activity addressed a specific gap between students' ability to generate ideas and their ability to develop those ideas into an academically structured manuscript.

The students' development in literature searching and citation practices was another important outcome. During the mentoring process, students were introduced to the use of relevant academic sources and were encouraged to distinguish scholarly references from general internet information. This was particularly relevant because beginning writers may experience difficulties in evaluating source relevance, integrating evidence into paragraphs, and maintaining consistency between in-text citations and reference lists. Rather than treating references as supplementary components of an article, the mentorship positioned scholarly literature as part of the students' reasoning process. Recent discussions of academic literacy emphasize that students need to learn how disciplinary knowledge is constructed through the use, evaluation, and integration of sources (Wingate, 2018; Hyland, 2019). For the KMI Assalam students, this practice helped shift article writing from simply presenting personal opinions toward developing arguments supported by identifiable academic evidence.

The article revision process also demonstrated the importance of individualized feedback. Students did not receive identical writing problems; some required support in organizing paragraphs, whereas others needed assistance with topic focus, argumentation, citation, or academic language. Individual and small-group mentoring allowed these differences to be addressed more directly. The observed revision of students' manuscripts after receiving feedback suggests that iterative feedback can function as an important mechanism for developing academic writing awareness. Recent research on writing instruction highlights the value of feedback that is specific, actionable, and connected to revision, particularly when students are given opportunities to apply the feedback to their own texts (Hattie & Timperley, 2007; Nicol, Thomson, & Breslin, 2014). In the KMI Assalam context, this means that mentoring was most useful when feedback was followed by an opportunity for students to revise rather than simply receiving corrections from the mentor.

Peer review activities further expanded the learning process by allowing students to examine academic writing from the perspective of a reader. During peer review, students were encouraged to identify unclear arguments, incomplete explanations, inappropriate citations, and weaknesses in paragraph organization. This activity provided an additional opportunity for students to develop evaluative awareness because they had to consider whether an argument was understandable and sufficiently supported. Recent research continues to identify peer feedback as a useful component of writing instruction when students receive clear criteria and guidance on how to provide and respond to feedback. The process can encourage active engagement with writing quality and promote students' responsibility for revision rather than positioning the teacher or mentor as the sole evaluator (Double, McGrane, & Hopfenbeck, 2020). In this program, peer review therefore complemented individual mentoring by creating a collaborative environment in which students could learn from both their own manuscripts and the writing difficulties encountered by their peers.

Another relevant finding was the students' increased awareness of academic writing conventions and academic integrity. The mentoring activities emphasized paraphrasing, citation, reference management, and the importance of acknowledging the sources used in developing an argument. These aspects are particularly important for novice writers because difficulties in academic writing are not limited to grammar or sentence construction but also involve understanding how knowledge should be represented and attributed. The

increasing availability of generative artificial intelligence further strengthens the need for explicit instruction concerning responsible academic writing, source verification, authorship, and ethical use of digital tools. UNESCO (2023) emphasizes the need for human agency, critical evaluation, and responsible use of generative AI in education and research. Accordingly, future scientific-writing mentorship at KMI Assalam can integrate digital academic literacy and responsible AI use while maintaining students' responsibility for the originality, accuracy, and integrity of their manuscripts.

The program also revealed several challenges that should be considered when interpreting the results. Some students required additional support in academic language, particularly when reading scholarly references or expressing arguments in formal academic English. This challenge suggests that scientific writing mentorship should not focus exclusively on article structure and research content but should also provide appropriate language support according to students' needs. Academic literacy is multidimensional and includes the ability to participate in the language and communication practices of academic communities (Wingate, 2018). Therefore, future programs for KMI Assalam students could provide short modules on academic vocabulary, paragraph development, paraphrasing, cohesion, and the language of academic argumentation.

Time constraints were another practical limitation. Scientific article writing requires repeated cycles of topic formulation, literature searching, drafting, feedback, and revision, whereas a short-term community-service program can only provide limited opportunities for these processes. The mentoring experience at KMI Assalam indicates that students who were still developing basic writing and research skills needed more intensive guidance than students who had already developed familiarity with academic writing. Future programs could therefore be organized into several stages, beginning with topic and problem formulation, followed by literature searching, article drafting, structured feedback, revision, and final manuscript presentation. Such a staged model would provide students with sufficient time to demonstrate the complete writing process rather than focusing primarily on the completion of a final manuscript.

The findings suggest that scientific article writing mentorship at KMI Assalam functioned as a practical academic-literacy intervention by connecting writing instruction with research practices, source evaluation, citation, peer feedback, and manuscript revision. The most relevant contribution of the program

was the creation of a guided environment in which students could move from broad ideas toward more structured and evidence-supported academic writing. However, because the evaluation was primarily based on observation, manuscript review, student participation, and feedback during the program, the findings should be interpreted as evidence of observed learning development rather than statistically verified improvement. Future community-service programs should incorporate standardized pre-test and post-test writing assessments, analytic writing rubrics, documentation of completed and revised manuscripts, and longer-term follow-up to determine whether the skills developed during mentorship are sustained and applied independently by KMI Assalam students.

V. CONCLUSION AND RECOMMENDATION

The mentorship program for scientific article writing at KMI Assalam proved to be highly effective in enhancing students' academic writing skills, fostering critical thinking, and encouraging collaborative learning. Through a combination of workshops, individualized mentoring, and peer collaboration, students demonstrated significant improvements in structuring their articles, applying academic conventions, and refining their writing abilities. Reflective practices and peer feedback further contributed to their development, promoting a deeper understanding of the writing process and encouraging self-assessment. However, challenges such as limited mentoring time was identified, which hindered some students from fully reaching their potential. To further strengthen the program, it is recommended to extend the duration and frequency of mentoring sessions to provide more in-depth guidance. These adjustments would ensure that all students, regardless of language background, receive the support necessary to excel in academic writing. Additionally, future programs could explore incorporating more interactive and technology-driven resources, such as online collaborative platforms or writing tools, to enhance the learning experience. By addressing these challenges and continuously refining the mentorship process, the program can continue to empower students and prepare them for success in academic and professional writing.

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