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Content Mastery Services to Improve Student Article Publication Capability: An Action Research

Abdurrahman[1], Annisa Arrumaisyah Daulay[2], Muhammad Putra Dinata Saragi[3], Helsa Nasution[4], Adinda Azzahra[5]

Universitas Islam Negeri Sumatera Utara Medan
abdurrahman@uinsu.ac.id[1], annisaarrumaisyahdaulay@uinsu.ac.id[2], utradinatasaragi@uinsu.ac.id[3], helsanasution93@gmail.com[4], adindaamalia372@gmail.com[5]

ABSTRACT

Content services to improve student article publishing ability an action research. Many universities have started to encourage their students to write and publish scientific articles. However, the lack of knowledge and understanding of students in writing and publishing scientific articles makes it difficult for them to fulfill assignments or choose completion of studies through the article route for final students. The purpose of this study was to describe and analyze students' understanding of writing and publishing scientific articles before and after being provided with content mastery services. This type of research is action research (action research). The research approach is quantitative and qualitative. The subjects were students of UINSU with a total of 27 people who were selected using purposive sampling technique. The data collection technique used an understanding instrument for writing scientific articles and methods of interview, observation, and documentation study. Data were analyzed with validity, reliability, normality test, and paired sample t test. Based on the results, it shows that the implementation of the content mastery service 'scientific article writing class' has a significant effect on increasing students' understanding and ability to write and publish scientific articles.

Keywords: Content Service; Publication; Scientific Articles

1. INTRODUCTION

Universities began to proactively commercialize academic findings in the 1980s. The number of published studies has increased from year to year. On an ongoing basis, many researchers and policymakers in the field of education have begun to focus on commercializing their scientific findings, starting from basic research, and products, and generally being published in academic journals.

Several tertiary institutions require students to publish scientific papers including community service activities. This is in line with the Circular Letter (SE) from the Director General of Higher Education of the Ministry of Education and Culture Number 152/E/T/2012 regarding the publication of scientific papers. Undergraduate 1 to 3 undergraduate students are required to publish scientific papers by fulfilling several requirements.

Scientific articles according to Budiyanto (Novitasari, 2019) are written works that are scientifically arranged based on research results and published in scientific magazines or journals. Scientific articles have certain provisions. According to Nailun (Novitasari, 2019) the sources of materials used can be in the form of other research reports, collections of papers, books, and textbooks/teaching materials.

Academics such as lecturers, students, and teachers should write scientific papers as a requirement for promotion, graduation, and/or carrying out the tri dharma. However, it is not uncommon for these academics to have less ability in writing scientific papers. According to Subekti (in Marwa & Dinata, 2020) Indonesia is ranked 61st out of 239 countries. Even the ranking of Indonesian publications is far compared to countries in ASEAN such as Thailand, Malaysia, and Singapore (Shahjahan & Kezar, 2013). This data was released on the scientific publication rating website Scimago (www.scimagojr.com).

On the other hand, the results of a survey by the Faculty of Psychology, University of Tarumanegara in October 2020, showed an increase in the level of student plagiarism due to a lack of understanding in learning and in carrying out assignments (Sahrani, 2020). This is also in line with the results of the author's observations related to the results of Turnitin checks on student assignments. The high level of similarity in student assignments, especially during learning during the Covid-19 pandemic.

Therefore, writing and publishing scientific articles is still a new challenge for students that need to be addressed and improved. Until now, scientific work has only been limited to paper assignments and has not produced good scientific work. Furthermore, some of the reasons for this include (1) lack of knowledge, understanding, and skills in writing scientific papers, (2) limited knowledge in accessing scientific reading facilities in the form of journal articles, (3) limited holding of workshops or scientific writing activities relevant in the campus environment, (4) the low motivation of students to write scientific papers (Arta, 2018; Udil, 2021).

Another fact, the willingness to write and writing ability can be said not all exist for most academics. For students, the activity of writing scientific papers is one of the main tasks that are obtained from lecturers. But in reality, there are still many students who think that writing scientific papers is just fulfilling assignments without considering the quality of the written content. Writing is needed as a scientific publication tool, without writing skills students will become human beings who are stagnant, static, and unable to explore their minds (Septafi, 2021).

Many efforts have been made to improve the ability and support scientific publications for students (Yuni Listiana, Prastiwi, & Amrullah, 2021) and training provided to teachers in the form of community service (Dea Mustika & Siti Quratul Ain, 2021; Marwa & Dinata, 2020; Novitasari, 2019). However, no efforts have been found to increase the publication of scientific papers using an action research approach combined with a guidance and counseling approach, one of which is content mastery services (PKO). Prayitno (Marda, Sunawan, & Kurniawan,

2019) mentions content mastery (PKO) is service assistance to individuals both individually and in groups to master certain competencies or abilities through learning activities. Therefore, it is necessary to increase understanding and ability to publish scientific papers among students. This action aims to describe students' abilities and understanding in writing and publishing scientific articles before being given and after being given the action. In addition, students gain experience not only in writing but continue in the stage of publication of scientific papers, as well as increasing the quality of student scientific work.

2. LITERATUR REVIEW

2.1. Scientific Articles

Scientific articles according to Budiyanto (dalam Novitasari, 2019) are scientifically arranged papers based on research results published in scientific journals or magazines. Meanwhile, according to Marwa & Dinata, 2020 scientific writing is a work that contains and examines a problem of course by applying scientific principles. The scientific principle is that scientific work uses the scientific method in which it presents studies using standard language and scientific writing procedures, reviews problems, and uses scientific principles that are straightforward, objective, clear, logical, empirical, consistent, and systematic (Prayitno dalam Marwa & Dinata, 2020) In line with the opinion above, Alfiansyah, Subayani, & Nugroho (2020) stated that scientific writing is writing that is systematically arranged using certain rules based on the results of scientific thinking. So it can be concluded that scientific articles are written works that are compiled based on scientific and systematic writing rules, and are written with a specific purpose.

2.2. Purpose of Writing Scientific Articles

There are many motives for writing scientific papers, one of which is for functional promotion for teachers and lecturers, this is following Permenpan-RB Number 16 of 2009 concerning functional positions (JabFung) teachers and their credit numbers (Marwa & Dinata, 2020). For students, currently published scientific papers can be a substitute for a thesis to complete the stages of undergraduate studies. So now published scientific articles are the obligation of students. Even one of the state higher education institutions has implemented rules for publishing scientific papers as a graduation requirement (Y Listiana, Prastiwi, & Amrullah, 2021).

The publication of scientific works carried out by various higher education institutions in Indonesia aims to ensure that the research results of both students and lecturers are not only located on university library shelves but furthermore are disseminated scientifically(Aransyah, Bharata, Aulia, Maulidia, & R, 2021).

2.3. Content Mastery Services

According to Prayitno (in Marda et al., 2019; Sudarsana & dkk, 2020) content mastery services are assistance services to individuals, both individually and in groups, to master certain abilities or competencies through learning activities. The ability or competence is learned which is a unit of content that contains data and facts, concepts, processes, laws and rules, perceptions, values, actions, and attitudes that are linked therein. By mastering content, individuals are expected to be able to have something useful for meeting needs and overcoming problems experienced by individuals (Prayitno dalam Fitriani, 2019).

Based on the details of the content that can be provided in content mastery services, it can be interpreted that this service is very meaningful for students and this is one of several counseling purposes. There are two purposes for this service. First, the general goal is mastery of certain material/content. Content that is the subject matter of the discussion is developed by the counselor and lived by the students. The use of this content is necessary for students to

increase understanding and insight, attitudes and direct assessments, assign habits or ways to solve problems, and meet needs. Second, the specific objectives of content mastery services relate to the counseling functions themselves, namely: prevention function, alleviation function, understanding function, and prevention function. In content mastery services, there are components in its implementation, namely: counselor, individual, and content. Counselors as professionals in counseling services and are responsible for the entire process of implementing content services. Individuals are subjects who receive service benefits from counselors. Individuals who benefit from this service are students who specifically benefit from counselors to help improve their abilities and competencies. And finally content, namely material brought by the counselor and received by the service subject contains information and competencies following the field of development of guidance and counseling including personal life, study, social, career, family life, and religious life.

3. RESEARCH METHODS

The research used is action research. There are four stages in the action model, namely 1) planning, 2) action, 3) observation, and 4) reflection (Kemmis, McTaggart, & Nixon, 2014). The research approach uses quantitative and qualitative. The sampling technique used purposive sampling. The research subjects were 27 students of UIN North Sumatra semesters V and VII.

Quantitative data collection techniques use instruments in the form of questionnaires to write scientific articles prepared by researchers with validity and reliability tests using the RSACH model. Questionnaire items were arranged using Bloom's taxonomy in the realm of cognitive abilities. Based on the results of the validity test, there were 20 invalid items, so the valid questionnaire items were 100 items. Furthermore, the reliability results with Cronbach Alpha (KR-20) values are 0.98. Based on these results the instrument was declared reliable.

4. RESULTS AND DISCUSSIONS

4.1. Description of Pre-Test and Post-Test Data

The data obtained was the result of filling out the pretest questionnaire which was filled out by the subject before being given the content mastery service 'scientific article writing class' and filling out the posttest questionnaire after the subject received 5 treatments. A graphic description of the pretest and posttest results can be seen in Figure 1.

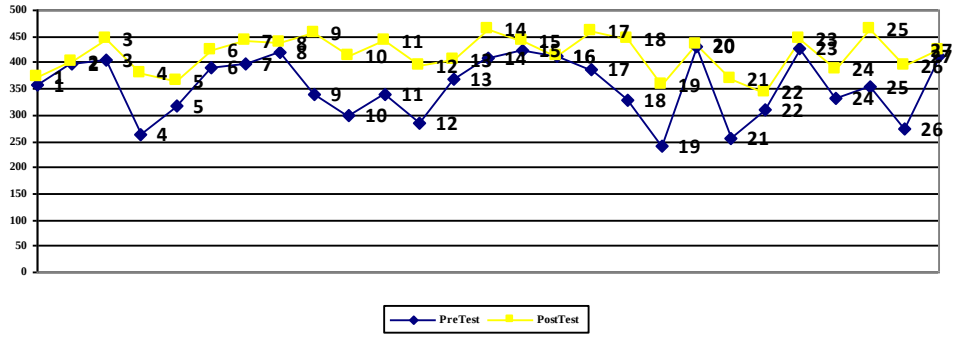

Figure 1. Graph of Pretest and Posttest Results

Based on the graphs of the pretest and post-test results in Figure 1, shows that there was an increase in the pre-test and post-test scores of each respondent. The difference or difference in the increase in the score obtained by each subject is possible because of the condition of the subject at the time of filling out the pretest, when participating in the service, and filling out the

post-test. While the statistical results of the pre-test and post-test descriptions can be seen in Table 1.

Table 1. Statistical Results Of The Pre-Test And Post-Test

Paired Samples					
		Mean	N	Std.	Std. Error
Pair 1	PreTest PMAI Students	354,4	27	57,984	11,159
	PostTest PMAI	407,7	27	31,025	5,971

* Understanding of Writing Scientific Articles

Based on Table 1, the number of subjects (N) at the pre-test and post-test was both 27. Furthermore, the mean PMAI pretest was 354.41 and 407.78 post-test. Descriptively, there is a difference in scores on the higher student PMAI post-test. This means that there is an increase in students' understanding of writing articles after receiving the 'scientific article writing class' content mastery service. But this is not yet a conclusion. Therefore, it is necessary to carry out normality tests and significance tests for t-test analysis. Correlation test results can be seen in Table 2.

Table 2. Correlation Test Results

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	PreTest PMAI Students & PostTest PMAI Students	27	,569	,002

Table 2 shows the correlation between measurements during the pretest and posttest. Based on the calculation results, it can be seen that $r = 0.569$ with p (0.002) <0.05. Thus there is a significant positive correlation between the measurements during the pretest and the posttest. This number shows the fluctuation of the pretest score, followed by the rise and fall of the posttest. It can be concluded that there is harmony between the pretest and posttest data. The results of the Normality Test Results can be described in the Table 3.

Table 3. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		27
Normal Parametersa,b	Mean	0E-7
	Std. Deviation	25,51194893
Most Extreme Differences	Absolute	,096
	Positive	,083
	Negative	-,096
Kolmogorov-Smirnov Z		,500
Asymp. Sig. (2-tailed)		,964

a. Test distribution is Normal.

Table 3 above shows the normality of the data distribution. The basic conclusions of the normality test are (1) if sig: $p > 0.05$ then the data is normally distributed, (2) if sig: $p < 0.05$ then the data is not normally distributed. Based on the table, the Kolmogorov-Smirnov Z value is 0.500, and the Asymp value is Sig 0.966 (p>0.05). Thus it can be concluded that the research data is normally distributed. So that it can be continued as a prerequisite for data analysis,

paired sample *t*-test (different test). The results of the Paired Sample t-Test can be described in the Table 4.

Table 4. Paired Sample t-Test Result

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PreTest PMAI* Pair 1 Students PostTest PMAI* Studens	-53,370	47,720	9,184	-72,248	-34,493	-5,811	26	,000
* Understanding of Writing Scientific Articles								

Source: Processed from Primary Research Data, 2022

Table 4 is the main output for testing the hypothesis. The basis for the conclusion of assessing the t-test is (1) if sig: $p > 0.05$ then there is no difference, (2) if sig: $p < 0.05$ then there is a difference. Based on the results obtained Sig. 0.000 which means smaller than 0.05 ($p < 0.05$). Thus it can be concluded that there are differences in students' understanding of writing scientific articles before and after being given the content mastery service treatment "scientific article writing class".

If it is correlated with the results of the descriptive statistics in table 2, it can be concluded that the provision of content mastery services 'scientific article writing class' has a significant effect on increasing students' understanding of writing scientific articles.

4.2. Implementation of Content Mastery Service Actions

The implementation of content mastery service actions starts from the planning stage by forming a 'scientific article writing class'. Next, prepare the content to be studied according to the needs and objectives in collaboration with collaborators/experts. Representative meeting (week) descriptions with content can be seen in Table 5.

Tabel 5. Week and Content

Week	Content
I	a. Get to know journal articles and publications b. Building a research paradigm c. Get to know the tools for writing scientific articles
II	a. Preparation for writing scientific articles b. Write an introduction c. Determine research novelty
III	a. Writing Research Methods

	b. Determine the results of research and discussion c. Make an article conclusion d. Write effective titles and keywords
IV	a. Find the target journal b. Preparation of journal submissions c. The journey of the journal from submission to publication
V	a. Use of reference management software b. The use of other tools supports the improvement of articles

Establish instructions and technical implementation, as well as the media used. After all, preparations were completed, the participants held a face-to-face technical meeting before the implementation of the action. Then proceed to the action stage 5 times in cycle I. Each meeting with the process of (a) The counselor conducting apperception via WhatsApp group so that service participants are ready to enter the content mastery service material 'scientific article writing class' online zoom, (b) the Counselor explaining the purpose of carrying out the activities and what implementation procedures are carried out, as well as the experts who will collaborate with the counselor during the service activities, (c) The counselor invites the collaborators to explain the material prepared in the previous stages. Implementing high touch and high tech in the content mastery learning process, (d) After the collaborator has finished explaining, the service participants discuss and exchange information regarding the material presented by the collaborator, (e) The counselor makes observations during the service activity process, (f) At the end of the counselor meeting provide an evaluation sheet of the entire activity.

Based on the results of the pre-test and post-test, there was an increase, so the action was only up to cycle I. This was also validated through the results of interviews with several respondents who stated that after participating in the service, they provided new understanding and knowledge related to writing and publishing scientific articles.

In the context of the ability to write scientific articles, there is a lot of data and information which states that students' ability to write scientific articles is still very low, does not follow guidelines, lacks systematics, coupled with a high level of plagiarism (Ismail Ismail & Elihami Elihami, 2019; Widodo, Jailani, Novitasari, Sutisna, & Erfan, 2020). Knowledge and ability to write and publish scientific articles are also influenced by several factors. Based on the results of research on student inhibiting factors in scientific publications including internal factors, namely competence, and motivation, while external factors are family, activities outside of college, academic environment, regulations, and campus facilities (Pardjono, Nuchron, Surono, & Ramdani, 2017). This phenomenon is following the statements of several respondents, before participating in the 'scientific article writing class' content mastery service, they did not know in depth about writing scientific articles, even from the most basic things such as determining the title and matching the title with the contents of the scientific article (Responden1, n.d.). Knowledge about this is not very deep even though they have attended lessons on writing scientific articles, the knowledge gained only knows the types of research methods but does not know that there are differences in sampling methods for the research approach used (Responden 2, n.d.). Furthermore, previous knowledge was only limited to this which needed to be examined but did not know what steps

and preparations had to be made beforehand in compiling a scientific article (7 Responden, n.d.), although some respondents already knew about the stages of making an article, but did not know how to publication of scientific articles made (4 Responden, n.d.). Based on these statements, before participating in the content mastery service 'scientific article writing class' the respondents had little knowledge and understanding of writing and publishing scientific articles, so this became an obstacle, to limited knowledge and became the reason for feeling difficulty when given college assignments or later as an option to complete the final studies. Therefore, writing and publication skills need to be further improved. Ability is defined as skill, strength, and ability. A person's ability to write is determined by his accuracy in applying each element of language, organizing ideas into a narrative form, and choosing the diction to be taken (Septafi, 2021). Students' understanding and ability to write scientific articles should refer to scientific principles, be based on certain scientific studies, and be methodologically accountable.

The numbers that emerged as a result of the research stated that there were differences in students' understanding of writing scientific articles before and after being given the content mastery service "scientific article writing class". Counseling guidance services are one of the services that can accommodate these needs. Content mastery services help individuals master and provide insight into certain aspects according to their needs (Erman, 2008; Zahro, Awalya, & Hartati, 2018). Content mastery services are provided so that individuals master certain abilities or competencies that are learned through learning activities from a single content unit that contains concepts, processes, data, rules, values, perceptions, affections, attitudes, and actions (Prayitno, 2004). Scientific writing is writing that is systematically arranged using certain rules based on the results of scientific thinking (Alfiansyah et al., 2020). Writing scientific papers is the activity of compiling a written report that describes the results of research, thoughts, or opinions in the form of ideas or ideas that are original or original (Napitupulu et al., 2020).

There was an increase in respondents' understanding regarding the writing and publication of scientific articles, their understanding of determining titles, finding references, and using supporting applications in making scientific manuscripts (Responden 12, n.d.). This new knowledge is applied so that scientific articles are more focused and systematic, and make it easier to solve them (Responden 1, Responden 14, & Responden 12, n.d.). The application introduced by the presenters in this service can minimize the obstacles that the sample encounters when creating and publishing scientific articles (6 Responden, Responden, & Repsonden, n.d.) for example, the use of applications related to plagiarism. In addition to understanding the limitations of research topics, it helps to focus on the main topics in making research articles (Responden 2, n.d.). Another important point is regarding the understanding of novelty in scientific articles to avoid plagiarism and limiting the topic of discussion in research (Responden 3, n.d.).

Not only limited to writing, as students with academic status, students are also encouraged to publish their scientific work. The statement of one of the Whitesides scientists is that if research has not produced a paper then the research is considered incomplete. Interestingly, scientific writing that is not published (unpublished) is tantamount to "non-existent" because scientific writing is made so that it can be read and utilized by audiences, especially scientists and other researchers. Publishing scientific research articles in scientific journals is a form of professionalism and an effort to improve the quality of learning (Arta, 2018; Syahmani., et al, 2020; Udil, 2021).

Publication of scientific works carried out by various higher education institutions in Indonesia aims to ensure that the research results of both students and lecturers are not only located on university library shelves but can also be disseminated scientifically (Aransyah et al., 2021). For students, currently published scientific papers can be a substitute for a thesis to

complete the stages of undergraduate studies. Even several state higher education institutions have implemented rules for publishing scientific papers as a graduation ceremony (Y Listiana et al., 2021).

Therefore, content mastery services are provided so that students have a better understanding of the systematic steps in preparing scientific articles. They are then able to select accredited target journals and follow the process and review stage until the scientific articles are published in the selected journals. In the case of publishing scientific articles, new knowledge is applied when going to publish, for example by choosing a journal that is following the scientific field, the fact is that ignorance is one of the obstacles in publishing journals which has prevented the acceptance of scientific articles by journals, after receiving knowledge service material and a new understanding of the steps and scope adjustments so that the scientific articles made can be published in the places that have been chosen (Responden 1 & Responden, n.d.). Regarding the preparation and publication of scientific papers, the samples said that one of the most difficult things was determining the research method to be used in making scientific papers (1 Responden et al., n.d.). Therefore, some respondents hoped that this activity would continue to increase their understanding of writing and publishing scientific articles because the content provided was very applicable to practice directly (Responden 1 & Responden, n.d.). The efforts made are the answer to the inhibiting factors as previously explained. With the provision of action, understanding, and ability to write and publish scientific articles students are expected to be more systematic following scientific principles and quality and value in content, avoid plagiarism and be able to provide benefits for the development of certain scientific fields. Furthermore, the benefits of the content obtained are that students can complete scientific article assignments and/or as a final assignment to complete their studies.

5. CONCLUSION

Based on the results of the action in the form of content mastery services, shows that there is a significant increase in students' understanding of writing and publication of scientific articles. This means that class content mastery services for writing scientific articles are effective in increasing students' understanding of writing and publishing scientific articles. This increase is also supported by the selection of relevant materials according to research objectives and professional collaborators. In addition, the seriousness of the participants in participating in class content mastery services in writing scientific articles as a whole, providing motivation and reflection can motivate students to produce valuable and quality scientific work. Students are expected to continue learning by participating in activities, workshops, or meetings/activities regarding writing and other scientific publications to explore skills on an ongoing basis with facilities that are of course provided by the tertiary institution. Furthermore, this research needs to be carried out with a broader scope in terms of research subjects, variables, research areas, study focus, and instrument development in the affective/psychomotor domain.

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