

Training and Assistance in Article Writing for Sinta Accredited Journals for Wonosobo Science MGMP

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Abstract

The rapid development of education demands that teachers continuously enhance their professional competencies, particularly in research and scientific writing skills. However, many teachers face significant challenges in producing quality scientific publications that meet the standards of accredited journals. This urgent need for capacity building in academic writing has become a critical issue in teacher professional development. This service activity aims to enhance teacher competence in writing scientific articles in accordance with Sinta-accredited journal standards. Using the Participatory Action Research (PAR) method, this program involves a partnership with the Wonosobo Science MGMP in intensive training and mentoring. The focus of activities includes improving the understanding of the structure of scientific articles, from writing abstracts to compiling bibliographies using Mendeley. The program results showed a significant transformation in teachers' capabilities and motivation. Before the training, participating teachers had no prior publications and demonstrated low motivation in academic writing. After completing the program, teachers demonstrated remarkable improvement, with increased writing motivation and successfully produced five articles that were submitted to Sinta 3 and 4 accredited journals. This represents a substantial shift from zero publications to active engagement in scholarly writing. Recommendations for future program development include expanding coverage, strengthening institutional collaboration, and developing a digital platform to support program sustainability.

Keywords: *teacher professional; scientific article; Sinta accredited journal; Participatory Action Research (PAR); writing competence*

Introduction

Teachers play an essential role in developing science and improving the quality of education. The development of science and ideas needs to be written in scientific work to provide solutions to problems that arise in the field. (Gunawan, 2013; Komara, 2017). Before 2022, teachers were required to write and publish scientific papers in addition to the teacher's primary task of teaching (Noorjannah, 2014). Teachers' writing culture is currently experiencing a downward trend because writing scientific articles is no longer an obligation for functional position advancement (Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 1 Tahun 2023 Tentang Jabatan Fungsional, 2023). On the other hand, one of the indicators of teacher professionalism is the ability to conduct research and publish their research results in scientific articles (Ula et al., 2023). Writing and publishing scientific articles still reflect teacher professionalism, although it is no longer required. The reality in the field shows that most teachers are constrained in writing and publishing scientific articles (Cahyono et al., 2024). These constraints can arise from within themselves, for example, related to motivation, or from outside, such as a work environment that does not foster a writing culture.

Based on an initial survey conducted on Wonosobo Science MGMP teachers, several main problems were found, namely: 1) low motivation to write, around 75% of teachers feel less confident and unmotivated to write scientific articles; b) lack of understanding of research methodology, 80% of teachers claim to have difficulties in designing and conducting research that is worthy of publication; c) minimal knowledge of scientific writing techniques, 85% of teachers do not understand the structure and style of writing scientific articles according to accredited journal standards; d) limited access to the latest literature, 70% of teachers have difficulty accessing and using the latest scientific references; and e) lack of publication experience, only 10% of teachers have published articles in Sinta-accredited journals. This is based on previous findings, namely that the number of teachers' scientific works known to others is still limited because they have yet to be published in journals that have become online or electronic media (Parmin & Rahayu, 2021). This condition encouraged the community service team from Al-Qur'an University of Science to organize a training and mentoring program for writing scientific articles as a coaching clinic. This training and mentoring program focuses on

theoretical matters related to writing scientific articles. It includes activities that use technology, such as reference managers and procedures for submitting articles on OJS (Open Journal System). All journals generally have an Open Journal System (OJS) so that scientific publications can be accessed as widely as possible via the Internet (Setiawan, 2020). This certainly makes a broader and more impactful contribution, allowing the good practices carried out by teachers to develop not only in the surrounding community but also to expand nationally.

This program is designed explicitly for Wonosobo Science MGMP teachers, with the aim of: 1) increasing teachers' motivation and confidence in writing scientific articles; 2) strengthening teachers' understanding of research methodology and scientific writing techniques; 3) facilitating teachers' access to the latest research literature and resources; 4) increasing the number of teachers' scientific publications in Sinta-accredited journals; and 5) supporting teachers' continuous professional development through research and publication activities. Training and mentoring activities for teachers in writing articles are essential for several reasons, namely: 1) mentoring can provide structured guidance that helps teachers understand each stage of scientific writing; 2) teachers will receive constructive feedback to increase their confidence in writing; 3) access to the latest literature and article writing guidelines will be provided; 4) collaboration networks between teachers and academics will be facilitated; 5) space will be provided for teachers to find solutions to the challenges they face; and 6) a strong foundation for the sustainable development of writing skills can be built. Improving teachers' skills in writing and publishing scientific articles is expected to enhance the quality of learning, promote the continuous professional development of teachers, and make a significant contribution to the advancement of science, especially in science education. Improving education quality is relevant to achieving the SDGs (Sustainable Development Goals), particularly SDG 4, which focuses on quality education.

Methods

Service activities use the Participatory Action Research (PAR) approach, in which the service team participates directly in problem-solving efforts, from designing solutions to implementing them (Afandi et al., 2022). Participatory Action Research (PAR) applies a cycle-based collaborative

empowerment system that requires partners' active involvement and is oriented towards community empowerment (Erliana et al., 2023; Zuhri et al., 2023). This method is the appropriate method for improving new skills for partners (Saidah et al., 2023). The PAR steps in this service are clarified in Table 1.

Table 1. PAR Steps

No	PAR Steps	Description
1	Building human relationships.	establish a positive relationship with the Wonosobo IPA MGMP management through direct friendship, followed by creating an online community with the Whatsapp Group (WAG) platform.
2	Define an agenda of activities for social change.	Planned a mentoring program with participants through a coaching clinic conducted online. This mentoring program is an intensive facility for participants with 75 JP meetings. participatory mapping MGMP IPA Wonosobo has approximately 90 members. For the effectiveness of the service, a mapping was conducted for teachers who participated in the coaching clinic. This mapping was done with the head of the MGMP with the hope that the teachers mapped to participate in the coaching clinic are potential teachers who need
3	Formulate humanitarian issues.	After mapping, a discussion was held to find problems experienced by teachers in writing scientific articles. The problems found included: a) teachers have difficulty starting to write / motivation is still low; 2) teachers do not have a discussion room, so when difficulties do not get solutions; and 3) teachers lack information and access related to scientific publications.
4	Strategizing the movement	With the agreement of the Wonosobo Science MGMP Team planned a coaching clinic. In this coaching clinic, teachers receive assistance writings scientific articles until publication in Sinta-accredited journals.
5	Community organizing.	form working groups to stimulate teacher performance in completing scientific article writing.

6	Action for change	The existence of working groups is expected to form new institutions in the Wonosobo IPAMGMP so that they can form community organizers and local leaders. This local leader will lead changes related to the writing and research culture in MGMP IPA Wonosobo after the coaching clinic program ends.
7	Reflection	Together with teachers who are members of the Mojotengah sub-district teachers' working group, the Team formulated a theory of social change based on the results of reflections during the coaching clinic program. The theory that emerged was then presented or delivered publicly.
8	Expanding the scale of the movement and support	Existing working groups can stimulate the formation of similar working groups in other MGMPs. This is done with the hope that teachers can learn independently continuously.

(Rahmat & Mirnawati, 2020)

PAR activities in service consist of two main activities in the form of training and mentoring (Jumini et al., 2024). Training and mentoring are carried out through workshops and coaching clinics. Workshop activities are conducted offline, with motivational material written for teachers and reference managers using Mendeley and instructions on submitting articles through OJS. The workshop was held on 29 June 2024 and 7 September 2024.

Meanwhile, the coaching clinic is held online on Tuesdays and Fridays from 1:00 PM to 09:00 PM WIB through the WAG platform. The complete schedule of workshops and coaching clinics is clarified in Table 2 below.

Table 2. Complete Schedule of Workshops and Coaching Clinics

No	Date	Activities	Implementation	Presenter
1.	29 June 2024	Workshop on 21st Century Teacher Competencies: Improving Writing Motivation for Wonosobo Science Teachers in Writing Articles.	Offline	Prof. Dr. Parmin, M. Pd. Dr. Sri Jumini, S.Pd, M. Pd.
2.	2 July 2024	Clinical coaching assistance and training in a scientific article in a WhatsApp Group. Concepts and material exposure regarding 1. The importance of teachers writing scientific articles and The difference between manuscripts and articles 2. Title reinforcement on each author 3. presentation of material on title writing techniques.	Online	Dr. Sri Jumini, S.Pd, M. Pd. Desty Putri Hanifah, M.Pd.
3.	5 July 2024	Clinical coaching assistance and training on: 1. Authors and affiliations 2. Introduction writing technique.	Online	Dr. Sri Jumini, S.Pd, M. Pd.
4.	9 July 2024	Mentoring and clinical coaching training on: Introduction in an article.	Online	Dr. Sri Jumini, S.Pd, M. Pd. Desty Putri Hanifah, M.Pd.
5.	12 July 2024	Clinical coaching assistance and training on: Research methodology, based on a poll of participants choosing PTK (class action research).	Online	Desty Putri Hanifah, M.Pd.

6.	16 July 2024	Clinical coaching assistance and training on: 1. Writing research methods in scientific articles 2. Writing methods in scientific articles.	Online	Dr. Sri Jumini, S.Pd, M. Pd.
7.	19 July 2024	Clinical coaching assistance and training on: Techniques for writing results and discussion.	Online	Dr. Sri Jumini, S.Pd, M. Pd.
8.	23 July 2024	Clinical coaching assistance and training on: Conclusion and referencing techniques in an article.	Online	Dr. Sri Jumini, S.Pd, M. Pd.
9.	7 Sept20 24	Workshop on training reference managers and submitting journals in OJS	Offline	Desty Putri Hanifah, M.Pd. Dr. Sri Jumini, S.Pd, M. Pd.

Result

Increased Teacher Motivation in Writing Scientific Articles

Teachers' motivation to write scientific articles and changes related to Penilaian Angka Kredit (PAK) have decreased. Teachers are no longer obliged to write and publish scientific articles to increase Angka Kredit (AK) in research. Nevertheless, teachers must be motivated to keep writing as a form of professional competence. This training was attended by 90 junior high school teachers who are members of the Wonosobo Science MGMP. During the training, they were motivated to write and produce scientific articles as a group. Ninety-five percent of the teachers had no scientific publications. In order to stimulate teacher motivation, the service team invited Prof. Dr. Parmin, S Pd., M. Pd., as the main speaker at the first workshop. The speaker conveyed important values in writing activities, articles and books, so teachers must maintain a positive writing culture even though it is no longer an obligation. After attending the workshop, there was an increase in teacher motivation to write scientific articles. Initially, teachers did not have an idea for an article title; by the end of the workshop, as 25 article titles had been compiled by teachers as a manifestation of the results from the first workshop.

The article titles that have been submitted will then be processed in the coaching clinic activities.

Improved Teachers' Understanding of Research Methodology and Scientific Writing Techniques

Materials related to research methodology are provided intensively in coaching clinic activities that are actively conducted every week. Article writing assistance activities are conducted online according to a predetermined schedule. Research methodology materials include writing article titles, preparing introductions, methods, results and discussions, and conclusions. Participants can engage in interactive discussions with facilitators who assist them in writing a scientific article. Some descriptions of coaching clinic activities are clarified in the following figure.

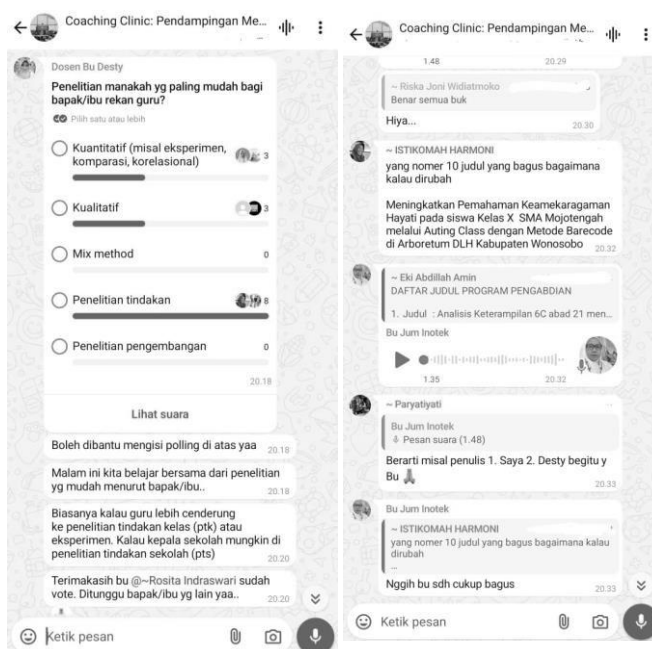


Figure 1. Clinical Coaching Activity WhatsApp group (Online Training)

After the coaching program was completed, a competency test (post-test) was conducted and compared with the pre-test that had been conducted previously. Below are the results of the pre-test and post-test of the coaching clinic program participants.

Table 3. The Results of the Pre-test and Post-test

Resp.	Pre-test	Post-test	Gain (%)	Resp.	Pre-test	Post-test	Gain (%)
R-0001	30	40	14,29	R-0016	40	50	16,67
R-0002	35	50	23,08	R-0017	30	50	28,57
R-0003	35	55	30,77	R-0018	45	55	18,18
R-0004	50	55	10,00	R-0019	35	55	30,77
R-0005	30	55	35,71	R-0020	45	55	18,18
R-0006	40	55	25,00	R-0021	55	60	11,11
R-0007	50	60	20,00	R-0022	40	60	33,33
R-0008	35	60	38,46	R-0023	45	65	36,36
R-0009	55	65	22,22	R-0024	50	65	30,00
R-0010	50	70	40,00	R-0025	65	70	14,29
R-0011	45	70	45,45	R-0026	65	70	14,29
R-0012	50	70	40,00	R-0027	70	80	33,33
R-0013	60	70	25,00	R-0028	60	85	62,50
R-0014	65	80	42,86	R-0029	75	85	40,00
R-0015	65	80	42,86	R-0030	70	90	66,67
pre-test Average: 49,5							
post-test Average: 64,33							
n-gain: 0,303 (medium category)							

The n-gain result of 0.303 shows that teachers experienced a moderate increase in understanding after participating in the coaching program. This improvement falls in the moderate category, meaning that 15 teachers experienced a significant increase in writing motivation. Teachers experienced an enhanced understanding of scientific writing theory. This improvement was reflected in their published scientific articles. The increased understanding is related to the material for writing abstracts, introductions, methodology, results, discussions, and bibliographies. Teachers need intensive assistance because the research climate among practitioners is optional, similar to implementing the Tri Dharma Perguruan Tinggi.

Providing Facilities Related to the Latest Research Resources

After the coaching clinic was completed, the service team held a workshop on reference managers and submitting scientific articles on OJS. This training activity was specifically designed as a facility for teachers who succeeded in writing complete articles. The completed articles received special assistance to process references using Mendeley and were allowed to publish articles for free in Sinta-accredited journals. Teachers' articles have been

adjusted to the MIPA journal template, including the MIPA Education Journal of Lampung University, Surya Edukasi, Education Journal, and SPEKTRA Journal. Nevertheless, all teachers who are members of the Wonosobo Science MGMP can attend this workshop. The workshop activities were performed alongside MGMP routine activities, namely Quizizz training, to improve time effectiveness and efficiency. Articles that teachers have written are clarified in the following table.

Table 4. *Scientific Article Titles of WhatsApp Group Coaching Clinic*

No	Title
1.	Application of Search, Solve, Create, and Share (SSCS) Learning Model to Improve Critical Thinking Skills. 2.. 3.. 4. 5.
2.	Innovation of Instant Rice Tum on Chemical Reaction Rate Material to Improve Learning Outcomes and Studenpreneur
3.	Strategies for Strengthening Student Literacy through Poetry Anthology
4.	Improving Understanding of Atomic Structure and Thinking Skills through CT-STEM Integration
5.	Computational Logic Analysis in Robotics Extracurricular Program

Teacher Professional Development Support

Five articles that teachers have prepared are provided with facilities to submit to Sinta-accredited national journals (Sinta 3 and 4) in September – December 2024. This is an improvement because since the latest regulation on PAK came into effect, teachers no longer write scientific articles. Teachers often write best practices, which are easier and more applicable than articles. These articles have been submitted to the intended journals and are awaiting publication.

The Coaching Clinic activities were followed up with the formation of a "Writing Culture" working group for Science MGMP teachers. This follow-up was carried out because the participants felt the benefits of the WAG Coaching Clinic and provided positive feedback regarding the program. The results of the participants' satisfaction assessment of the service program are clarified in the following figure

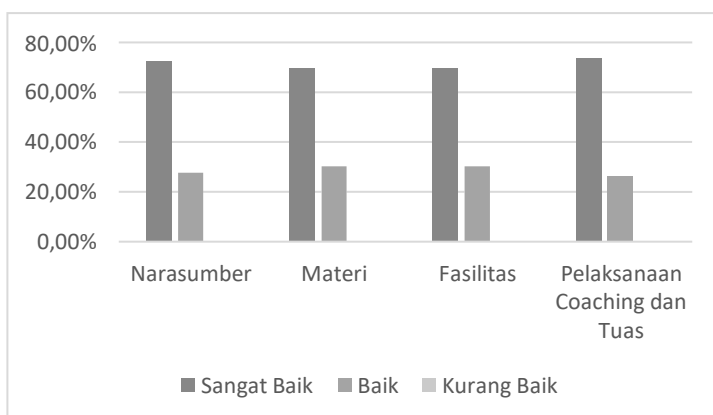


Figure 2. Participants Satisfaction Assessment

The data show that most coaching clinic participants gave positive feedback, specifically in the excellent and good categories. No participants provided negative feedback regarding the resource person's ability, clarity of material, mentoring service facilities, and overall coaching and assignment implementation. More than 70% of participants stated that the resource persons were very competent, which resulted in positive feedback on the overall coaching implementation. Similarly, regarding materials and facilities, 70% of participants stated they were very good, and the remaining 30% stated they were good. These findings indicate a high level of participant satisfaction with all aspects of the coaching clinic program, from the quality of instruction to supporting facilities. Negative feedback was almost non-existent, indicating that the program successfully met or even exceeded teachers' expectations in improving their competence in writing scientific articles.

Discussion

The successful implementation of the workshop, which resulted in approximately 25 article titles from 90 teachers, shows the effectiveness of the workshop materials in motivating MGMP staff to write scientific articles. Intrinsic motivation becomes a strong driver for teacher professional development because extrinsic motivation (such as publication obligations to increase credit scores) is no longer available. A total of 25 article titles received special mentoring facilities through coaching clinics. This coaching program provides more in-depth material on research methodology and scientific writing techniques. Implementing an intensive and sustainable coaching clinic

improved teachers' understanding and skills in writing scientific articles. The structured guidance process, from writing the title to preparing the conclusion, allows teachers to comprehensively understand each stage of writing scientific articles.

This activity was followed up with a workshop on using the reference manager Mendeley and how to submit articles in OJS. Integrating the coaching clinic and training on using modern tools like Mendeley and introducing OJS demonstrates an efficient approach to developing teachers' writing skills. This combination optimizes time and ensures that the new skills acquired can be directly applied in the context of teachers' daily professional activities. This series of programs resulted in 5 articles ready for publication in Sinta-accredited journals. This is a significant achievement because, since the change in PAK regulations, teachers tend to prefer writing best practices rather than scientific articles. This achievement shows that teachers can become active again in writing and publishing high-quality scientific articles with the proper support and guidance.

Based on the research findings showing the effectiveness and positive reception of the coaching clinic program, some important implications can be identified as follows.

1. Teacher Professional Development Model. The coaching clinic program can be used as an effective model for teacher professional development, especially in improving scientific writing skills. The intensive and structured approach is practical and can be adapted for other professional skills.
2. Improving Education Quality. Improving teachers' writing competencies can enhance the quality of educational research and evidence-based practice.
3. Training Program Design. The positively rated elements (quality of resource persons, clarity of materials, supporting facilities) should be a focus in designing future teacher training programs. An approach that combines theory and hands-on practice has proven effective and should be considered in other professional development programs.
4. Allocation of Educational Resources. Intensive coaching programs have been shown to yield positive results, demonstrating the importance of allocating adequate resources for teacher professional development.
5. Research Culture Among Teachers. Improving scientific writing skills can promote a research culture among teachers, increasing their contributions to educational literature. This can bridge the gap between academic research

and practice in the field.

6. Institutional Collaboration. This program's success demonstrates the potential for closer collaboration between higher education institutions and schools in teacher professional development. A partnership model could be developed in which universities provide the expertise and schools provide the practical context.

These implications emphasize the importance of coaching clinic programs in improving individual teachers' skills and shaping the broader landscape of educational practice, research, and policy. A more comprehensive implementation of this model has the potential to significantly impact the overall quality of education.

Training and mentoring in writing scientific articles for SINTA-accredited journals are related to aspects of teacher professional development. Reality shows that there is still a gap in scientific writing competency among teachers. Many teachers struggle with research methodology, data analysis, and systematic academic writing according to accredited journal standards. This gap is further exacerbated by a lack of understanding of scientific writing rules and the journal review process, which are often the main obstacles in the publication process.

The urgency of this training and mentoring is also related to the potential contributions teachers can make to improving the quality of education. Through research and publication, teachers can provide valuable insights for developing learning methods and become an effective means of sharing good practices that can encourage educational innovation. Publication in SINTA-accredited journals also plays an important role in increasing the visibility and credibility of teachers while building a wider academic network with other researchers and education practitioners.

The challenges teachers face in writing scientific articles are quite complex, ranging from limited time to conduct research and writing to a lack of understanding of the journal submission and review process. Therefore, a systematic and ongoing training program is needed, including technical workshops on writing scientific articles and intensive mentoring from the topic selection stage to publication.

Sustainability aspects of the training program include forming a community of writers to support each other, a sustainable mentoring system after training, and monitoring and evaluating publication success. This will provide long-term benefits in improving the quality of educational research

in Indonesia and strengthening the ecosystem of scientific publications in education.

Conclusion

Community service activities in the form of training and assistance in writing articles for Sinta-accredited journals for teachers have shown significant success. This program has increased teachers' motivation to write and competence in various aspects of scientific writing, from preparing abstracts to writing bibliographies. Using the Participatory Action Research (PAR) method in collaboration with the Wonosobo Science MGMP proved effective in ensuring participants' active involvement and the program's suitability to the needs of teachers. The success of this program is evident in the form of concrete achievements, namely five articles that were successfully submitted to Sinta 2 and 3 accredited journals. This achievement illustrates the improvement in the quality of the teachers' scientific output, which can contribute to their professional development and improve the overall quality of education. The high level of participant satisfaction, reflected in the ratings in the excellent and good categories, indicates that the program has met or even exceeded the teachers' expectations

Suggestion

Sustainability and further development need to be considered. A follow-up program should be designed to ensure consistency and continuous improvement in teachers' scientific article writing quality. One approach that could be considered is developing a long-term mentoring system, which could provide ongoing support for teachers in the research and publication process. Expanding the program's scope to other MGMP groups or more expansive geographical areas should also be considered. This can be achieved by adapting the program to other subjects or areas of expertise so that a wider community of educators can benefit. Collaboration with higher education institutions and accredited journals is essential to provide greater access to academic resources and facilitate publication.

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