

Developing Instructor Academic Competence through Scientific Article Writing and English Presentation Training

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Abstract

This community service activity aimed to improve instructors' skills in writing scientific articles and English presentations to strengthen their participation in international seminars. The main problems identified were instructors' poor ability to write articles that adhere to scientific principles and limited academic presentation skills in English. The activity was implemented in three stages: planning, implementation, and evaluation. The training methods used included guided writing, concept presentations, hands-on practice, and intensive mentoring. Evaluation was conducted through pre- and post-tests, practical performance assessments, and participant satisfaction questionnaires. The training results showed significant improvements in knowledge and skills. The average post-test score for participants increased compared to the pre-test, indicating an improved understanding of scientific writing structure and presentation techniques. Eighty-five percent of participants were able to produce complete drafts of scientific articles and demonstrated improved skills in preparing and delivering academic presentations in English, including aspects of delivery, fluency, and slide design. Furthermore, the participant satisfaction rate reached 92%, indicating that the training materials and strategies were considered relevant and beneficial for their professional development. However, this activity still has limitations, particularly related to the training duration and the variation in participants' initial abilities. Overall, this program is effective in improving the academic competency of instructors and has the potential to be replicated on a wider scale to support the continuous increase in scientific publications and international participation.

Keywords: scientific article writing; english presentation; competency development; instructor; academic training

INTRODUCTION

Instructor participation in international seminars is a crucial indicator of improving human resource quality and strengthening academic culture in educational institutions. International seminars serve not only as a platform for knowledge sharing but also as a means for global collaboration, dissemination of best practices, and professional competency development¹. Therefore, the ability of instructors to be actively involved in global-level scientific activities is a strategic need in the era of internationalization of higher education.

However, the ability of instructors in Indonesia to participate in international scientific forums still faces several challenges, particularly in terms of scientific article writing and English presentation skills. Recent studies indicate that the low publication productivity of Indonesian lecturers is due to a lack of scientific writing training, weak mastery of article structure, and minimal academic support such as

¹ Romanova, Olga. 2021. "Competence-based Approach in Vocational Education and Training: Systematic Review of the Russian Literature." *Education & Self Development* no. 16:105-123. doi: 10.26907/esd.16.2.06.

mentoring and collaboration². Furthermore, many instructors struggle to narrate research argumentatively, consistently adhere to academic principles, and utilize technology-based reference management³.

Furthermore, scientific presentation competence in English also poses a challenge. Academic presentations in English require fluency, rhetorical clarity, and the ability to convey information in a structured manner and engage an international audience⁴. Research reveals that foreign language anxiety, low self-confidence, and limited presentation experience are major barriers for educators from non-native English-speaking countries^{5,6}.

In line with the demands of globalization and increasing instructor capacity, community service programs through training in scientific article writing and English presentations are a strategic step to address these challenges. Structured, practice-based training has been shown to improve academic skills, understanding of article structure, argumentative skills, and confidence in scientific presentations⁷. This competency strengthening also supports increased scientific publications and instructor participation in international seminars, ultimately contributing to the quality of global scientific institutions and networks.

Based on these conditions, this community service activity is designed to improve instructors' scientific article writing and English presentation skills in an effort to increase their participation in international seminars. This program is expected to foster professionalism, academic productivity, and instructor contributions to the global scientific community.

METHOD

This community service activity used a participatory training approach, which positions participants as active participants in the learning process. This approach was chosen because it has proven effective in improving professional competence through direct participant involvement in practice, discussion, and reflection^{8,9}. The activity was implemented in three main stages: planning, implementation, and evaluation, as is the Community Service (PkM) model commonly used in educator capacity development¹⁰.

Planning Stage

In this stage, a needs assessment was conducted with instructors through informal interviews and questionnaires to identify competency gaps in writing scientific articles and presentations in English. The needs analysis is necessary to ensure that the training materials align with the needs of participants and the

² Arsyad, Safnil, Kuswanti Purwo, Katharina Sukamto, Zifirdaus Adnan, Jl Wr, Supratman Kandang, Limun Bengkulu, Indonesia Bambang, and Bambang Kaswanti Purwo. 2019. "Factors hindering Indonesian lecturers from publishing articles in reputable international journals Factors hindering Indonesian lecturers from publishing articles in reputable international journals." *Journal on English as a Foreign Language* no. 9. doi: 10.23971/jeft.v9i1.982.

³ Standing, Guy, and Petar Jandrić. 2015. "Precariat, education and technologies: Towards a global class identity." *Policy Futures in Education* no. 13 (8):990-994. doi: 10.1177/1478210315580206.

⁴ Barrett, Neil E., and Gi-Zen Liu. 2016. "Global Trends and Research Aims for English Academic Oral Presentations: Changes, Challenges, and Opportunities for Learning Technology." *Review of Educational Research* no. 86 (4):1227-1271. doi: 10.3102/0034654316628296.

⁵ Tridinanti, Gaya. 2018. "The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang." *International Journal of Education and Literacy Studies* no. 6:35. doi: 10.7575/aiac.ijels.v.6n.4p.35.

⁶ Macintyre, Peter, and Sarah Mercer. 2014. "Studies in Second Language Learning and Teaching." *Studies in Second Language Learning and Teaching* no. 4:153-172. doi: 10.14746/ssllt.2014.4.2.2.

⁷ Yulianti, Fadma, Fakhry Zamzam, Havis Aravik, Luis Marnisah, Tien Yustini, Chandra Satria, and Ahmad Sanmorino. 2020. "Improving Lecturers' Scientific Publication through Capacity Building Moderation." *Universal Journal of Educational Research* no. 8:6014-6021. doi: 10.13189/ujer.2020.082237

⁸ Sugiyono. 2008. *Metode penelitian pendidikan: (pendekatan kuantitatif, kualitatif dan R & D)*: Alfabeta

⁹ Tok, Şükran, Sevda Dolapçioğlu, and Sabire Acar. 2024. "Participatory Action Research for Professional Development." *e-International Journal of Educational Research*. doi: 10.19160/e-ijer.1590067.

¹⁰ Supriyadi, Supriyadi, Roudloh Lia, Ani Rusilowati, Wiwi Isaeni, Endang Susilaningsih, Suraji Suraji, Robi Barus, Ulin Sun'an, Muhamad Rapi, Rina Fardiana, and Supyan Husain. 2023. "Program Pengabdian Masyarakat Unnes: Pelatihan Pembelajaran Berdiferensiasi dan Asesmennya Bagi Guru SD." *Prosiding Seminar Nasional Pengabdian Masyarakat* no. 1. doi: 10.61142/psnnp.v1.98.

program objectives¹¹. The results were then used to design a training module that covers:

- a. Structure and writing of scientific articles according to academic journal standards.
- b. Scientific presentation techniques in English, including delivery, slide design, and academic vocabulary.

This stage also included developing a schedule, evaluation instruments, and selecting practice-based learning methods.

Implementation Stage

The training activities were carried out through a combination of workshops, hands-on practice, and mentoring. Implementation was carried out in two main sessions:

- a. Scientific Article Writing Training

Participants received explanations on the structure of scientific articles, how to structure arguments, academic writing, the use of reference applications (Mendeley/Zotero), and scientific publication ethics. A learning-by-doing method was used, where participants were asked to write draft articles step by step under the guidance of a facilitator. The hands-on practice method has been proven effective in improving educators' academic writing skills¹².

- b. English Presentation Training

Participants were trained in preparing scientific presentations in English, including formulating presentation objectives, developing slide decks, selecting academic vocabulary, and practicing public speaking techniques. Presentation practice was carried out repeatedly with direct feedback (peer and instructor feedback). Practice-based feedback strategies have been shown to improve presenter fluency and confidence^{13,14}.

Evaluation Phase

Evaluation was conducted to assess the effectiveness of the program using:

- a. Pre-tests and post-tests to measure improvements in participants' knowledge of article writing and English presentations.
- b. Practical performance assessments, including the quality of the resulting article drafts and scientific presentation performance.
- c. Participant satisfaction questionnaires to assess perceptions of the training's usefulness.

The evaluation model was guided by the Kirkpatrick Level 1 and Level 2 approaches, namely evaluation of reactions and learning¹⁵. The data was analyzed descriptively qualitatively and quantitatively to see changes in participant competency and the effectiveness of the training.

RESULT & DISCUSSION

This section presents the main findings from the implementation of article writing and English presentation training activities aimed at improving instructors' competency in participating in international seminars. The results of the program implementation, given in Table 1, were evaluated through three main components, namely: (1) pre-test and post-test to measure the increase in participants' knowledge, (2) assessment of practical performance through the quality of article drafts and scientific presentation

¹¹ Mat, Hamidah, Toto Nusantara, Adi Atmoko, Yusuf Hanafi, and Siti Mustakim. 2025. "Need analysis: development of a teaching module for enhancing higher-order thinking skills of primary school students." *International Journal of Evaluation and Research in Education (IJERE)* no. 14:1643-1650. doi: 10.11591/ijere.v14i3.30335.

¹² Wendimu, Selamawit Getachew, and Hailay Tesfay Gebremariam. 2024. "Teacher-Students Collaboration: Using Guided-Writing Instruction to Assist Learners with Writing Difficulties and Low Motivation to Write." *Sage Open* no. 14 (2):21582440241258020. doi: 10.1177/21582440241258020.

¹³ Yulianti, Fadma, Fakhry Zamzam, Havis Aravik, Luis Marnisah, Tien Yustini, Chandra Satria, and Ahmad Sanmorino. 2020. "Improving Lecturers' Scientific Publication through Capacity Building Moderation." *Universal Journal of Educational Research* no. 8:6014-6021. doi: 10.13189/ujer.2020.082237

¹⁴ Barrett, Neil E., and Gi-Zen Liu. 2016. "Global Trends and Research Aims for English Academic Oral Presentations: Changes, Challenges, and Opportunities for Learning Technology." *Review of Educational Research* no. 86 (4):1227-1271. doi: 10.3102/0034654316628296.

¹⁵ Kirkpatrick, J.D., and W.K. Kirkpatrick. 2016. *Kirkpatrick's Four Levels of Training Evaluation: Association for Talent Development*.

performance, and (3) a questionnaire on participant satisfaction with the overall training. Each result was analyzed descriptively and linked to previous research findings to provide a theoretical basis for the effectiveness of the implemented training program. This discussion described the training's quantitative and qualitative achievements. It also assessed the extent to which this activity has improved participants' professional competencies, meeting the needs of academic development in the global era.

Table 1. Evaluation Results of Article Writing and English Presentation Training

Evaluation Components	Indicators	Findings	Interpretation
A. Pre-test and Post-test	Average score for understanding article writing and presentations	Pre-test: 56.4 → Post-test: 82.7	There was a significant improvement in understanding the concepts of scientific writing and English presentations. This demonstrates the effectiveness of practice-based training and mentoring ¹⁶ .
	Mastery of article structure	40% (pre) → 85% (post) of participants were able to correctly identify the IMRaD structure	Participants understood article structure after explanations and guided writing exercises ¹⁷ .
	Mastery of presentation components	35% (pre) → 80% (post) of participants were able to correctly outline their presentation	The training improved their skills in developing a logical and structured presentation flow ¹⁸ .
B. Practical Performance Assessment	Quality of article drafts	17 of 20 participants (85%) completed a complete article draft	Participants were able to apply scientific writing techniques after participating in the practice session, in line with the results of Arsyad et al. ¹⁹ .
	Quality of writing structure	70% of participants demonstrated improvements in coherence, argumentation, and use of academic language	Learning-by-doing exercises significantly improve writing skills ²⁰ .
	Scientific presentation performance	85% of participants demonstrated improvements in delivery, fluency, and slide design	Repeated presentation practice and feedback have been shown to reduce language anxiety and improve performance ²¹ .
C. Participant Satisfaction Questionnaire	Perceived benefits of training	92% of participants stated that the training was very useful and relevant to their needs	Participants found the participatory method and hands-on practice very helpful, supporting the findings of Ma ²² .
	Suitability of materials	90% of participants assessed	The material was deemed targeted and

¹⁶ Yulianti, Fadma, Fakhry Zamzam, Havis Aravik, Luis Marnisah, Tien Yustini, Chandra Satria, and Ahmad Sanmorino. 2020. "Improving Lecturers' Scientific Publication through Capacity Building Moderation." *Universal Journal of Educational Research* no. 8:6014-6021. doi: 10.13189/ujer.2020.082237

¹⁷ Wendimu, Selamawit Getachew, and Hailay Tesfay Gebremariam. 2024. "Teacher-Students Collaboration: Using Guided-Writing Instruction to Assist Learners with Writing Difficulties and Low Motivation to Write." *Sage Open* no. 14 (2):21582440241258020. doi: 10.1177/21582440241258020.

¹⁸ Barrett, Neil E., and Gi-Zen Liu. 2016. "Global Trends and Research Aims for English Academic Oral Presentations: Changes, Challenges, and Opportunities for Learning Technology." *Review of Educational Research* no. 86 (4):1227-1271. doi: 10.3102/0034654316628296.

¹⁹ Arsyad, Safnil, Kuswanti Purwo, Katharina Sukanto, Zifirdaus Adnan, Jl Wt, Supratman Kandang, Limun Bengkulu, Indonesia Bambang, and Bambang Kaswanti Purwo. 2019. "Factors hindering Indonesian lecturers from publishing articles in reputable international journals Factors hindering Indonesian lecturers from publishing articles in reputable international journals." *Journal on English as a Foreign Language* no. 9. doi: 10.23971/jefl.v9i1.982.

²⁰ Ariyanti, Ariyanti. 2016. "The Teaching of EFL Writing in Indonesia The Teaching of EFL Writing in Indonesia." *Dinamika Ilmu* no. 16. doi: 10.21093/di.v16i2.274.

²¹ Tridinanti, Gaya. 2018. "The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang." *International Journal of Education and Literacy Studies* no. 6:35. doi: 10.7575/aiac.ijels.v.6n.4p.35.

²² Ma, Yung-Chuan. 2023. "Using Participatory Teaching in Hands-On Courses: Exploring the Influence of Teaching Cases on Learning Motivation." *Education Sciences* no. 13 (6):547.

Evaluation Components	Indicators	Findings	Interpretation
		the material as meeting their academic competency development needs	applicable.
	Facilitator performance	95% gave a rating of "good" to "very good"	Participants found the mentoring, feedback, and clear presentation methods helpful.

Pre-test and Post-test

The increase in the average score from 56.4 to 82.7 on the post-test indicates that the training was effective in improving participants' knowledge regarding writing scientific articles and academic presentations in English. This increase of nearly 26 points is considered high compared to similar research.

Previous research has shown that academic writing training that combines conceptual delivery, guided practice, and intensive mentoring can significantly improve participants' ability to understand writing structures and produce better scientific manuscripts^{23,24}. The results of this community service activity align with these findings, indicated by increased participant knowledge after the training. This indicates that the applied training model—which combines guided writing, step-by-step material explanations, and hands-on practice—is more effective than training approaches that focus solely on theoretical delivery without mentoring. A practice-based approach has been shown to provide participants with the opportunity to simultaneously build conceptual understanding and application skills, as also emphasized by Graham and Harris²⁵ in the context of writing skills learning.

Furthermore, participants' ability to recognize the IMRaD structure increased from 40% to 85%. This indicates a deeper internalization of the concept. According to Ariyanti²⁶, understanding the structure of scientific articles is an important foundation for academic writing, and this improvement is usually influenced by repeated scaffolded learning activities. Activities such as analyzing sample articles, discussing structure, and practicing outlining provided in this activity played a significant role in this improvement.

Overall, the findings in this component reinforce the research findings of Wendimu and Gebremariam²⁷, while simultaneously demonstrating the effectiveness of a more comprehensive training model. The greater improvement compared to previous research indicates that training with a blended method—theory, practice, and intensive mentoring—has a more significant impact on mastery of scientific writing concepts and English presentations.

Practical Performance Assessment

a. Article Draft Quality

A total of 85% of participants successfully completed complete article drafts, a relatively higher figure than the findings of Arsyad et al.²⁸, who reported that only 55–60% of lecturers were able to produce quality article drafts after scientific writing training. This higher success rate can be attributed to several factors:

- 1) Intensive mentoring (real-time feedback)

²³ Wendimu, Selamawit Getachew, and Hailay Tesfay Gebremariam. 2024. "Teacher-Students Collaboration: Using Guided-Writing Instruction to Assist Learners with Writing Difficulties and Low Motivation to Write." *Sage Open* no. 14 (2):21582440241258020. doi: 10.1177/21582440241258020.

²⁴ Ariyanti, Ariyanti. 2016. "The Teaching of EFL Writing in Indonesia The Teaching of EFL Writing in Indonesia." *Dinamika Ilmu* no. 16. doi: 10.21093/di.v16i2.274.

²⁵ Graham, Steve, Alyson A. Collins, and Stephen Ciullo. 2024. "Evidence-based recommendations for teaching writing." *Education 3-13* no. 52 (7):979-992. doi: 10.1080/03004279.2024.2357893.

²⁶ Ariyanti, Ariyanti. 2016. "The Teaching of EFL Writing in Indonesia The Teaching of EFL Writing in Indonesia." *Dinamika Ilmu* no. 16. doi: 10.21093/di.v16i2.274.

²⁷ Wendimu, Selamawit Getachew, and Hailay Tesfay Gebremariam. 2024. "Teacher-Students Collaboration: Using Guided-Writing Instruction to Assist Learners with Writing Difficulties and Low Motivation to Write." *Sage Open* no. 14 (2):21582440241258020. doi: 10.1177/21582440241258020.

²⁸ Arsyad, Safnil, Kuswanti Purwo, Katharina Sukanto, Zifirdaus Adnan, Jl Wr, Supratman Kandang, Limun Bengkulu, Indonesia Bambang, and Bambang Kaswanti Purwo. 2019. "Factors hindering Indonesian lecturers from publishing articles in reputable international journals Factors hindering Indonesian lecturers from publishing articles in reputable international journals." *Journal on English as a Foreign Language* no. 9. doi: 10.23971/jeft.v9i1.982.

According to Collier and Domínguez²⁹, training with direct mentoring significantly improved draft quality compared to training solely based on lectures.

2) Guided writing and modeling methods

Using sample articles as models reduced cognitive load and helped participants understand writing patterns³⁰.

3) Gradual practice (outline → paragraph → draft)

This gradual method has been shown to be more effective in developing academic writing skills³¹.

b. Quality of Scientific Presentations in English

Presentation performance consistently improved, including aspects of delivery, fluency, use of academic vocabulary, and slide design. This aligns with research by Heideman and Laury³², which stated that repeated presentation practice with immediate feedback resulted in significant improvements in academic presentation skills.

However, the results of this activity showed a stronger reduction in language anxiety than the findings of Özdemir and Seçkin³³, who noted that foreign language anxiety often remained high despite training. In this activity, the increase in self-confidence appeared more significant, likely due to the use of:

- 1) peer feedback,
- 2) supportive practice situations,
- 3) role-plays, and
- 4) simulated conference presentations.

This collaborative approach aligns with the ideas of Djalolov³⁴, who emphasized that language anxiety can be reduced through supportive social interactions and low-stakes practice. Thus, these findings not only confirm previous research but also extend it, demonstrating that a program design rich in interaction and real-life practice can have a greater impact on scientific presentation performance.

Participant Satisfaction Questionnaire

Participant satisfaction reached 92%, indicating that the training activities were considered highly useful and relevant. This figure is higher than the research results of Anchunda and Kaewurai³⁵, which recorded participant satisfaction levels for teacher competency improvement training ranging from 80–85%.

Several factors contributing to the high level of participant satisfaction with this program include:

a. Relevance of Material to Participants' Needs

Participants felt that the training directly addressed their primary needs: writing articles and preparing presentations for scientific forums. This relevance is important because, according to Knowles' Adult Learning Theory, adult learning is only effective when the material is perceived as relevant to their professional duties³⁶.

²⁹ Collier, Peter, and Nora Domínguez. 2023. *Developing Effective Student Peer Mentoring Programs: A Practitioner's Guide to Program Design, Delivery, Evaluation, and Training*.

³⁰ Graham, Steve, Alyson A. Collins, and Stephen Ciullo. 2024. "Evidence-based recommendations for teaching writing." *Education 3-13* no. 52 (7):979-992. doi: 10.1080/03004279.2024.2357893.

³¹ Hyland, Ken. 2003. *Second Language Writing, Cambridge Language Education*. Cambridge: Cambridge University Press.

³² Heideman, Paul D., and Jessica E. Laury. 2022. "Ultra-Short Presentations with Immediate in-Class Public Feedback to Enhance Skill Development with Low Class Time and Instructor Time." *College Teaching* no. 70 (2):196-205. doi: 10.1080/87567555.2021.1913395.

³³ Özdemir, Osman, and Hümset Seçkin. 2025. "Exploring foreign language anxiety in higher education: Multifaceted insights into causes, impacts, and coping strategies." *Social Sciences & Humanities Open* no. 11:101364. doi: <https://doi.org/10.1016/j.ssaho.2025.101364>.

³⁴ Djalolov, Furqat. 2025. "Language Anxiety in Young Learners: How to Create a Supportive Learning Environment." *Journal of Higher Education and Academic Advancement* no. 2:231-235. doi: 10.61796/ejheaa.v2i5.1315.

³⁵ Anchunda, Henry Yuh, and Wareerat Kaewurai. 2025. "An instructional model development based on inquiry-based and problem-based approaches to enhance prospective teachers' teamwork and collaborative problem-solving competence." *Social Sciences & Humanities Open* no. 11:101480. doi: <https://doi.org/10.1016/j.ssaho.2025.101480>.

³⁶ Curran, Vernon, Diana L Gustafson, Karla Simmons, Heather Lannon, Chenfang Wang, Mahyar Garmsiri, Lisa Fleet, and Lyle Wetsch. 2019. "Adult learners' perceptions of self-directed learning and digital technology

b. Participatory Approach

Training methods involving discussions, group exercises, hands-on practice, and reflection sessions created a positive learning climate. This supports the findings of Wood and Cajkler³⁷, who concluded that participatory training increases participant motivation and satisfaction.

c. Facilitator Performance

As many as 95% of participants gave the facilitator a "good" to "very good" rating. Active support from the facilitator directly impacted the perceived usefulness of the training, as demonstrated by de Wit and Deca³⁸ who found that the quality of the mentor significantly influenced the success of the academic competency improvement program.

The findings of this community service activity provided significant theoretical and practical implications for developing instructor competencies in writing scientific articles and delivering academic presentations in English. From a theoretical perspective, the training results supported the framework that practice-based learning and intensive mentoring are effective approaches to improving educators' academic literacy. This aligns with the view of Wischgoll³⁹, who assert that learning strategies involving guided practice, model writing examples, and ongoing feedback contribute to improving the quality of academic writing processes and products. This program also reinforced the concept of situated learning, where participants learn in contexts relevant to their professional needs, thus optimizing the transfer of knowledge into practice. In a practical context, the training demonstrated its effectiveness in enhancing instructors' readiness to participate in international seminars. Improved skills in writing scientific articles, designing presentations, using academic vocabulary, and systematically conveying ideas indicate that this training model can be replicated and adapted by other educational institutions as a strategy to strengthen academic culture, publication productivity, and global scientific networks, as recommended by de Wit and Deca⁴⁰.

However, the implementation of this program has several limitations that require consideration in further implementation. The limited duration of the training was a major obstacle, resulting in some participants being unable to complete final revisions of their article drafts. Based on a theoretical perspective in academic writing, Hyland⁴¹ emphasized that developing writing skills requires a continuous process with longer feedback and revision cycles. Furthermore, the heterogeneity of participants' initial abilities, both in writing and English, influenced individual achievement levels. Participants with lower baseline abilities required more intensive mentoring to achieve the same standards as other participants. Technically, some participants still experienced difficulties using reference management applications and digital presentation tools, indicating the need for additional training related to academic technology literacy. Furthermore, performance assessments were limited to internal evaluators, so the validity of the evaluation could be improved through the involvement of external assessors or independent reviewers. Furthermore, the program did not include long-term impact evaluations, such as actual publication rates or participants' participation in international scientific forums after the training. Therefore, follow-up activities in the form of long-term mentoring and longitudinal evaluation are recommended to ensure the sustainability of the benefits and effectiveness of this training model.

CONCLUSION

This community service activity, which focused on improving instructors' scientific article writing and English presentation skills, proved effective in strengthening participants' academic competencies. Evaluation results showed significant improvements in conceptual understanding of scientific writing structure, argumentation techniques, and the use of reference management applications, as evidenced by differences in pre- and post-test scores. In addition to increased knowledge, participants were also able to

usage in continuing professional education: An update for the digital age." *Journal of Adult and Continuing Education* no. 25 (1):74-93. doi: 10.1177/1477971419827318.

³⁷ Wood, Phil, and Wasyl Cajkler. 2016. "A participatory approach to Lesson Study in higher education." *International Journal for Lesson and Learning Studies* no. 5:4-18. doi: 10.1108/ijlls-08-2015-0027.

³⁸ de Wit, Hans, and Ligia Deca. 2020. "Internationalization of Higher Education, Challenges and Opportunities for the Next Decade." In, 3-11.

³⁹ Wischgoll, Anke. 2017. "Improving Undergraduates' and Postgraduates' Academic Writing Skills with Strategy Training and Feedback." *Frontiers in Education* no. 2.

⁴⁰ de Wit, Hans, and Ligia Deca. 2020. "Internationalization of Higher Education, Challenges and Opportunities for the Next Decade." In, 3-11.

⁴¹ Hyland, Ken. 2003. *Second Language Writing, Cambridge Language Education*. Cambridge: Cambridge University Press.

produce drafts of scientific articles and demonstrate improved presentation performance, characterized by improvements in delivery, fluency, visual clarity, and the use of appropriate academic language. The high level of participant satisfaction with the relevance of the training material and methods indicates that the practice-based approach, guided writing, and intensive mentoring are appropriate strategies for meeting instructors' professional development needs.

Overall, this training made a significant contribution to improving instructors' readiness to participate in international seminars and strengthening the academic culture at their respective institutions. However, the implementation of the program faced several limitations, such as the limited training duration, the variation in participants' initial abilities, and the lack of long-term evaluation of the program's impact. Therefore, follow-up, including ongoing mentoring and longitudinal evaluation, is needed to ensure the sustainability of the training's benefits and encourage consistent improvement in publication quality and international participation. Thus, this training model can be replicated and further developed as a sustainable academic capacity building strategy for educators and instructors.

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The authors states that there is no conflict of interest in the publication of this article.

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