

Scientific Article Writing Training for Publication in Reputable International Journals for Students

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ABSTRACT

This Community Service Program was carried out in collaboration with the Indonesian Students Association in Thailand (PERMITHA) to enhance the scientific writing skills of Indonesian postgraduate students studying abroad. The program was motivated by several challenges faced by students, including limited ability to write articles according to international standards, restricted access to reputable literature, and a lack of intensive mentoring. The training combined conceptual materials, hands-on writing practice, and continuous mentoring, with an emphasis on practice-based learning. The results showed an improvement in participants' understanding of article structure, writing techniques, and academic ethics. The program successfully produced ten article drafts on diverse and relevant topics, serving as a strong foundation for future international publications. In addition, the Community Service Program team developed a training module that has been registered as Intellectual Property Rights (IPR), ensuring its sustainable use by both students and lecturers. Beyond improving students' academic capacity, this initiative also represents a strategic step in strengthening the international reputation of the university.

INTRODUCTION

The Indonesian government is actively working to enhance human resources through initiatives like the overseas scholarship program, which enables students to study at top global universities (Sasongko, 2020). Students abroad benefit from high-quality education, advanced facilities, and internationally recognized curricula. They are also challenged to be more independent and critical, as international learning methods often differ from those in Indonesia (Cai, Fang, Sun, & Jiang, 2022).

Similar to Indonesian institutions, foreign universities require graduates to publish scholarly works in reputable publications, supporting their vision of international research dissemination (Mujahidin, 2018). In this context, the Indonesian Students Association in Thailand (PERMITHA) collaborates with over a hundred Indonesian students across 13 universities as a platform for unity and collaboration, reflecting a shared identity rooted in Pancasila.

One of the graduation requirements for international students is publishing an article in a reputable international journal (Azizah & Budiman, 2017). However, this requirement often poses a significant challenge, particularly for students from universities outside of Java, due to limited academic access. Differences in the quality of prior education and academic background further complicate the process of adaptation. Students are expected to enhance their writing skills in order to meet academic standards, scholarship requirements, and personal goals (Tise, Hernandez, & Schultz, 2023). Initial observations through virtual discussions revealed serious challenges in preparing articles that meet the demands of international journals, especially due to differences in educational models encountered in their host countries.

Global universities expect graduates to produce internationally recognized publications, crucial for academic careers (Waaijer et al., 2019). However, many students view writing as an administrative task, neglecting academic conventions (Journal et al., 2023). Writing is a crucial skill for idea exploration and communication, and effective mentoring can significantly improve writing abilities (Tanjung & Arifudin, 2023).

Scientific publication is vital for enhancing education relevance, bridging knowledge gaps, and developing academic skills (Ariyanto, Cahyadi, & Otomotif, 2023). Main challenges include limited journal access and lack of writing guidance, necessitating hands-on training for scientific writing. This Community Service Program offers such training, aiming to increase acceptance in Scopus-indexed journals.

This program contributes in three key ways: it provides insights into advanced academic challenges for doctoral students, enriches academic pedagogy through practice-based writing strategies and mentoring, and introduces an integrated training model combining technical skills, reference management, and motivation. This model can be replicated to produce globally competitive graduates and enhance Indonesia's international academic contributions.

IMPLEMENTATION AND METHODS

The Community Partnership Program was carried out through several systematically designed stages to address the needs of the partner institution. Each stage included key activities with measurable indicators of success. These stages consisted of: (1) coordination with the partner to identify problems and develop an activity plan, (2) preparation of relevant training modules in collaboration with experts, and (3) implementation of the training, which included the opening session, an introduction to indexed scientific journals, and hands-on practice in scientific article writing techniques.

RESULTS AND DISCUSSION

Achievement of the Target Number of Training Participants

The Community Service Program activity in Thailand, conducted in collaboration with the Indonesian Students Association in Thailand (PERMITHA), was held on May 2, 2025, in accordance with the agreement between the PKM implementation team and the partner institution at Kasetsart University. This program provided training materials to 28 Indonesian postgraduate students across universities in Thailand. The participants came from diverse academic backgrounds, including German Language Education, Tourism Management, Microbiology, Food Science, Fisheries, and Agriculture.

Achievement of Training Objectives

The achievement of the training objectives can be observed through several tangible indicators. First, in terms of participants' skills, they demonstrated an improved understanding of the structure of international scientific articles, covering the abstract, introduction, methodology, results, discussion, and conclusion. This was evident in the more systematic outlines of articles produced during the training compared to before. Second, in terms of output, most participants successfully drafted initial versions of their scientific articles based on their existing research. Although these drafts still require refinement, this marks an essential step toward international publication. Third, participants showed increased motivation and commitment to writing and publishing in reputable journals. Some had even identified specific international journals suitable for their fields of study, reflecting a more strategic approach to selecting publication outlets. Fourth, the achievement of objectives was also visible in the quality of interaction during discussions and Q&A sessions. Participants actively asked questions, shared their challenges in writing, and exchanged experiences, signaling the growth of a healthy academic climate. Collectively, these indicators suggest that the program not only met its intended objectives but also paved the way for future publications by students and faculty in reputable international journals.

Achievement of Planned Material Comprehension

During the implementation of the program, the Community Service Program team distributed questionnaires to assess the level of understanding

and skills acquired by the students in writing scientific articles. The following results were obtained from the participants' responses:

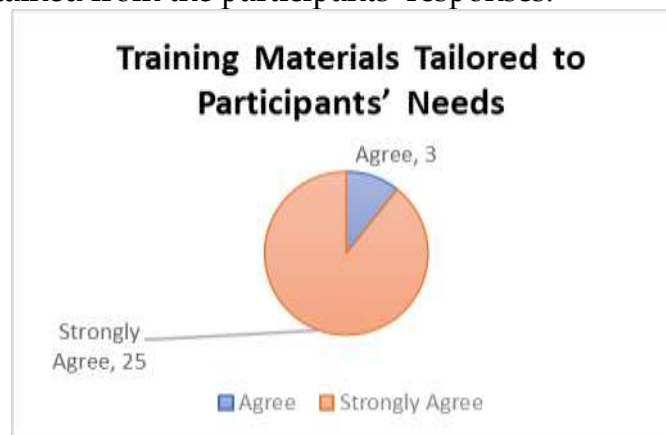


Figure 1. Training Materials Aligned with Participants' Needs

The chart above illustrates participants' responses regarding the relevance of the training materials to their needs. The results show that the majority 25 of participants, strongly agreed that the training materials provided were aligned with their expectations and needs. Meanwhile, 3 of participants agreed with the relevance of the materials. This data indicates that, overall, the training content was well-designed and successfully addressed the participants' needs. The high percentage of respondents who expressed agreement reflects a general satisfaction with the training materials. However, the relatively smaller proportion of participants who reported being "very satisfied" suggests that there is still room for improvement.

Enhancing the depth of the content, particularly in practical and technical aspects that can be directly applied in participants' professional or academic contexts, would likely increase the proportion of participants who feel highly satisfied.

Enhancing participants' satisfaction with training requires a focus on content relevance, systematic feedback, and contextual application. Strengthening practical and technical components increases utility, while continuous feedback collection identifies areas for improvement. The incorporation of real-world case studies further promotes comprehension and engagement. Collectively, these strategies render training programs more meaningful, effective, and impactful.



Figure 2. Training Materials Provide Benefits for Article Writing

The chart illustrates participants' responses regarding the benefits of the training materials in supporting article writing. Among the 28 respondents, 18 (64.3%) reported strong agreement and 10 (35.7%) indicated agreement that the training materials contributed positively to their article-writing development. To optimize the program's effectiveness, the content should be enriched with applied examples, guided writing simulations, and continued mentoring support. Furthermore, employing pre-post assessments and monitoring subsequent publication outcomes would provide more robust evidence of the training's overall impact.

In addition, the uniformity of positive responses suggests that the training successfully addressed participants' academic needs, particularly in clarifying the process of scientific writing and publication. However, reliance solely on self-reported perceptions restricts the generalizability of the findings. Incorporating objective measures such as rubric-based evaluations of draft manuscripts, longitudinal tracking of article submissions, and qualitative peer feedback would strengthen the evidence base. By integrating subjective satisfaction with measurable outcomes, future evaluations can more accurately capture the program's effectiveness and its long-term contribution to participants' scholarly productivity.



Figure 3. Training Improved My Understanding of the Structure of International Scientific Articles

The chart illustrates participants' showed that all 28 participants perceived the training as beneficial for improving their understanding of scientific article structure, with 75% strongly agreeing and 25% agreeing. These results confirm that the materials were clear, relevant, and effective in reinforcing knowledge of article organization, from introduction to conclusion. To further strengthen outcomes, future programs should incorporate practical workshops, peer feedback, and follow-up mentoring, ensuring that participants can translate theoretical understanding into concrete writing achievements.

The consistently positive responses also suggest that the training addressed a critical need among participants, many of whom may have previously encountered challenges in structuring academic manuscripts. While the high proportion of strong agreement highlights immediate satisfaction and perceived learning gains, the absence of dissenting views could also reflect social desirability bias or a lack of response diversity. Therefore, future evaluations

would benefit from incorporating objective measures such as pre and post training assessments of writing skills or the review of participants' draft manuscripts to validate self-reported perceptions. By combining subjective feedback with tangible performance indicators, program organizers can obtain a more comprehensive understanding of the training's effectiveness and long term impact.

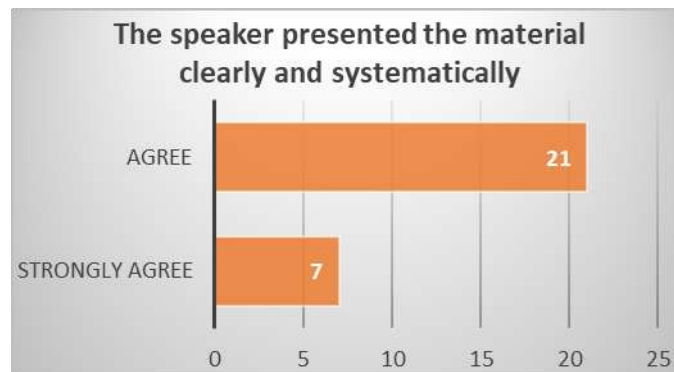


Figure 4. The speaker presented the material clearly and systematically

The chart above presents participants' responses regarding the quality of the resource person in terms of communication skills and the ability to answer questions effectively. The results show that 21 participants agreed, while 7 participants strongly agreed.

Although the resource person was generally perceived as effective in communication and responsiveness, the predominance of "agree" rather than "strongly agree" responses reveals a gap between satisfactory delivery and exemplary performance. This suggests that while core expectations were met, opportunities remain to elevate trainer-participant interaction through more dynamic pedagogical strategies and personalized engagement. From an academic training perspective, this distinction is significant, as nuanced improvements in communication quality can directly influence participants' depth of comprehension, confidence, and ability to apply knowledge. Therefore, systematic investment in the professional development of trainers – particularly in advanced facilitation techniques and interactive learning methods – would be critical to transforming participant satisfaction into consistently high-impact learning outcomes that extend beyond immediate perceptions to measurable academic productivity.



Figure 5. This Training Motivated Me to Write and Publish Scientific Articles

The chart above illustrates participants' responses regarding the extent to which the training motivated them to write and publish scientific articles. The results show that 14 participants agreed and 14 participants strongly agreed.

While the training clearly succeeded in enhancing both technical competence and intrinsic motivation for scientific writing, the equal distribution between "agree" and "strongly agree" responses suggests that further refinement is needed to maximize its impact. Future programs could incorporate structured follow-up activities, such as peer-review groups, personalized mentoring, and publication-oriented milestones, to ensure that motivation translates into sustained scholarly output. Such enhancements would not only consolidate the immediate gains observed but also provide more robust evidence of long-term effectiveness, ultimately strengthening the capacity of participants to contribute to academic discourse through consistent publication.



Figure 6. My Satisfaction with the Implementation of This Training

The chart above shows participants' level of satisfaction with the training implementation. The results indicate that the majority of participants, 18 participants, agreed that they were satisfied with the training, while 10 participants strongly agreed.

While participants reported a high level of satisfaction, the predominance of "agree" responses suggests that expectations were largely met but not consistently surpassed. This highlights the importance of enhancing training design through more interactive, practice-oriented activities and personalized support. Furthermore, without longitudinal assessment of writing productivity or publication outcomes, the evidence of impact remains confined to immediate perceptions. Future programs should therefore integrate follow-up evaluations to ensure both sustained satisfaction and measurable academic benefits.

Achievement of PKM Outputs

The Community Service Program team from FEB UNESA has developed teaching materials, including PowerPoint presentations and a training module for writing scientific articles aimed at publication in international journals. This module is designed as a practical guide for students to acquire writing skills that meet international standards. Its creation demonstrates the academic commitment to supporting students in improving the quality of their scholarly work while also increasing opportunities for publication in reputable journals. The module was developed with the involvement of lecturers and experts in the

fields of economic education and scientific research, ensuring that the content is highly relevant to the academic needs of students.

Beyond serving as a technical guide, the module is also intended to motivate students to engage more actively in writing and to develop their publication skills at the global level. It contains key steps ranging from structuring an article, selecting the appropriate journal, to strategies for navigating the review process. The module aligns with the university's vision of producing graduates who are globally competitive, innovative, and productive in their academic contributions. Thus, students not only gain foundational knowledge but also tangible encouragement to participate actively in international publication.

This document was prepared to support academic activities focused on improving the quality of scientific publications, particularly for students and faculty in the field of economic education. Publication in reputable international journals is a critical indicator of academic competitiveness, a means to expand research networks, and a way to strengthen the contribution of Indonesian scholars on the global stage.

The scientific writing training program was formally communicated by the Community Service Program team at FEB UNESA, including an official email contact for inquiries. The inclusion of the 2025 program year emphasizes that this initiative is a current, actionable program aligned with the roadmap for international publication development within the S3 Economic Education program at FEB UNESA. This reflects the university's commitment to fostering a culture of writing and scholarly publication as part of its contribution to achieving global recognition.

Meanwhile, coverage by *Jatim.TribunNews* highlights that publication in reputable international journals has become an important benchmark for evaluating research quality and academic reputation. However, many Indonesian students in Thailand still face challenges adapting to international standards, both in terms of article structure and writing techniques. Through this training, the FEB UNESA Community Service Program team acted as facilitators, providing practical guidance on article preparation, academic writing skills, and publication strategies. Consequently, the program not only helps students improve their writing capabilities but also broadens opportunities for their work to reach reputable journals.

The video content highlights an international Community Service Program organized by a team of academics in the form of a Scientific Writing Workshop for Publication in Reputable International Journals. This activity involved Indonesian students in Thailand with the aim of equipping them with the skills to write scientific articles that meet international standards. The video shows the classroom atmosphere during the training, where participants appeared highly engaged as they followed the speakers' guidance, took part in discussions, and studied the materials presented. [YouTube](#)

The content highlights an international Community Service Program organized by a team of academics, in the form of a Scientific Writing Training for Publication in Reputable International Journals. This program involved

Indonesian students in Thailand and aimed to equip them with the skills necessary to write scientific articles in accordance with international standards. The video footage shows the training sessions in the classroom, where participants are attentively following the instructors, engaging in discussions, and studying the presented materials.

The presence of this video serves as concrete evidence that Community Service Program activities are not limited to domestic initiatives but have also expanded internationally, directly benefiting Indonesian students pursuing their studies abroad. Sharing the activities through social media and digital platforms such as YouTube further extends the reach of the program while enhancing the positive image of the university as an institution actively supporting the global academic development of its students.

The Intellectual Property (IP) rights associated with the *Training Module on Scientific Writing for Publication in Reputable International Journals for Students* not only carry academic value but also contribute significantly to Community Service activities. This module was developed as an original work born from academic experience, research, and the needs of students and lecturers to improve the quality of scientific publications. With IP protection, the module gains legal recognition and is acknowledged as an innovative work that can be widely utilized in training sessions, workshops, and publication guidance activities.

The link to Community Service Program is clear when the module serves as the primary tool in training programs for scientific writing, both within universities and in the wider academic community. Modules protected by IP rights ensure quality and authenticity, Allowing Community Service Program participants to access credible learning materials aligned with global academic standards. Furthermore, the module supports the objectives of the Community Service Program, namely enhancing the capacity and competence of students, lecturers, and educational practitioners in producing publications of international repute.

Some quotes from the training participants include Participant 1) "This training helped me understand the steps of writing a scientific article. Previously, I was confused about where to start, but now I have a draft ready for further refinement." Participant 2) "The material presented was practical and immediately applicable. I now know how to choose an international journal that fits my field." Participant 3) "The intensive guidance from the service team made me more confident in writing and submitting articles to reputable journals."

In the implementation of this Community Service Program, the targeted outcome for the training participants was a draft article. Several students have successfully completed their draft articles, as shown in the table below:

Table 1. Students' Draft Articles

No	Student's	Study Program	Articles
1	Student's 1	German Language Education	The Effectiveness of Using Digital Media in German Language

			Learning for High School Students in Thailand
2	Student's 2	Fisheries	Empowerment Strategies for Traditional Thai Fishermen in Facing Global Market Competition
3	Student's 3	Food Science	Effectiveness of Seaweed-Based Edible Coating from Thailand in Extending the Shelf Life of Fruits
4	Student's 4	Fisheries	Analysis of the Export Competitiveness of Thai Fisheries Products in the ASEAN Market
5	Student's 5	Microbiology	Potential of Thai Microalgae as a Source of Food and Bioenergy
6	Student's 6	Microbiology	Development of Thai Rice-Based Processed Products for the Global Market
7	Student's 7	Agriculture	Utilization of Smart Farming Technology to Enhance the Productivity of Young Farmers in Thailand
8	Student's 8	Food Science	Potential of Thai Insects as an Alternative Protein Source in Food Science
9	Student's 9	Tourism Management	Green Tourism Management: Implementation of Eco-Friendly Tourism Concepts in Thailand
10	Student's 10	Microbiology	Characterization of Endophytic Fungi in Thai Herbal Plants as a Source of Bioactive Compounds

Great expectations are placed on the ten research article titles produced by students during the scientific writing training. Each title is expected not merely to serve as a research topic but to genuinely emerge from academic curiosity that is relevant to the advancement of global knowledge. By addressing current issues such as digital transformation, sustainability, community empowerment, and innovations in food, health, and education, students are encouraged to generate ideas that are both valuable and competitive.

These ten titles are also expected to contain originality –not simply repeating previous studies, but offering new perspectives, models, or solutions that benefit both the development of knowledge and practical applications. The presence of valid data, appropriate methodology, and sharp analysis will form an essential foundation for these articles to compete in internationally indexed journals such as Scopus or Web of Science. Moreover, the titles are expected to reflect local distinctiveness, for example in the context of Indonesia or the ASEAN region, which will enhance their appeal to a global readership.

Ultimately, the goal is simple yet meaningful: these ten student articles should not remain merely academic exercises but should evolve into scientific works ready for publication in reputable journals. In this way, students not only learn to write but also contribute to strengthening the international reputation of their study program and university.

Discussion

The implementation of this Community Service Program demonstrates that scientific writing training can serve as an effective means of enhancing academic literacy among graduate students. Pre-test and post-test results showed a significant improvement in understanding the structure and techniques of writing according to international standards. This finding aligns with Caffarella & Barnett (2018), who emphasize the importance of practice-based training in strengthening academic writing skills. Consistent with Knowles' (1984) andragogy theory, adult learners internalize knowledge more effectively when the learning process connects to practical needs and real-world experiences. This explains why practice-based approaches are more effective than lecture-only methods.

The program's effectiveness is also reflected in achieving its target: the preparation of draft scientific articles through a combination of training and mentoring. This model allows students not only to grasp theoretical concepts but also to hone their skills through intensive guidance. This strategy aligns with Kolb's (1984) experiential learning theory, which emphasizes that learning is more meaningful when participants actively engage in hands-on practice. Empirically, Hyland (2016) also highlights that students' involvement in writing practice, supported by mentor guidance, improves the quality of their articles and increases publication opportunities. Furthermore, the development of training modules as Intellectual Property outputs ensures the program's sustainability, providing reusable references for students and faculty in fostering a culture of academic publication.

In terms of impact, participants reported increased motivation, confidence, and understanding of publication ethics, although challenges remain in producing concise articles that adhere to journal style guidelines. This underscores the importance of continued mentoring, in line with Vygotsky's (1978) Zone of Proximal Development theory, which posits that individuals' abilities develop optimally through expert guidance. Empirical evidence from Lee & Tajino (2008) also confirms that sustained mentoring in academic writing enhances students' consistency and productivity in publication. Therefore, the continuity of the program—through follow-up workshops or writing clinics integrated with students' research roadmaps—is strongly recommended to strengthen a global publication culture within higher education institutions.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The implementation of the international Community Service Program in Thailand, in collaboration with PERMITHA, successfully achieved its target participants, objectives, and material comprehension, while producing outputs

such as draft scientific articles and training modules registered as intellectual property (IP). Evaluation results showed significant improvements in international scientific writing skills, publication motivation, and participants' satisfaction with the quality of the materials and speakers. Thus, this program not only provides direct benefits to Indonesian students in Thailand but also supports the study program's vision of fostering a productive academic culture with a strong global reputation.

Recommendations

The sustainability of the Community Service Program should be supported through advanced training or writing clinics to help students' article drafts develop into publications in reputable international journals. Future training materials should place greater emphasis on practical approaches, including writing simulations, revision techniques, and intensive mentoring tailored to journal-specific style guidelines. Additionally, academic collaboration networks with universities in Thailand and other countries should be expanded to strengthen the international impact of this program. It is also recommended to provide long-term mentoring, enabling participants to maintain consistent writing habits, boost confidence, and understand global publication ethics. Furthermore, Community Service Program of this nature should be integrated with graduate students' research roadmaps to align more closely with academic achievements, intellectual property outputs, and the enhancement of the university's international reputation.

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