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From Community Service to Scientific Publication: Implementing an Output-Oriented Publication Mentoring Model

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Abstract

Background: Community Service Programs (KPPM) in higher education generate valuable community-based experiences and practical knowledge, but their outputs often remain limited to administrative reports rather than scientific publications. Publication mentoring can strengthen the academic value and dissemination of these activities.
Aims: This program aimed to implement the Output-Oriented Publication Mentoring Model (OPPM) to transform community service activities into scientific articles and achieve targeted publication outputs.
Methods: The program was implemented by the Institute for Research and Community Service (LPPM) of STIE WIKARA during the July 2026 KPPM program in 12 villages in Bojong District, Purwakarta Regency, Indonesia. Twenty-four undergraduate students were organized into 12 groups. OPPM consisted of five stages: orientation, topic mapping, journal alignment, guided writing, and digital progress monitoring. Each group developed one scientific article based on its community service activities and submitted it to an appropriate SINTA-indexed journal.
Results: The program produced 12 scientific articles from 12 villages. All 12 articles were completed and submitted to SINTA 3 and SINTA 4 journals, achieving the targeted output of one submitted article per village. The web-based monitoring system supported continuous supervision, manuscript tracking, and timely feedback.
Conclusion: OPPM provided a structured approach for integrating scientific article development and journal submission into community service programs. The completion and submission of 12 manuscripts demonstrate the model's practical potential to transform field-based community service activities into measurable scholarly outputs at the manuscript-submission stage. These outcomes represent successful manuscript submission and should not be interpreted as journal acceptance or publication.

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INTRODUCTION

Community service (Rachmiatie et al., 2022; Sondari et al., 2025; Tawafak & Al Hinaai, 2024) is one of the core missions of higher education and provides opportunities to connect academic knowledge (Alsahafi, 2023;Warnby, 2023) with community needs while generating experiential learning and

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community-based knowledge (De la Torre et al., 2021; O'Banion, 2026; Schultes et al., 2025). Through direct engagement with communities (Chen & Vanclay, 2023; Johnson & Hlatshwayo, 2025), students can integrate theoretical knowledge with practical problem-solving while developing professional, social, and civic competencies. Community service activities also generate valuable experiences, local innovations, and practical knowledge that can contribute to academic learning (Bekele et al., 2024) and institutional development (Amarante & Crubellate, 2020; Baro & Nwabueze-Echedom, 2023; Drach, 2021).

The role of community service in higher education has increasingly extended beyond the delivery of community-based activities (Burke et al., 2024; Riviezzo et al., 2025) to include the dissemination of knowledge and practical innovations. Scientific publication provides an important mechanism for communicating community service outcomes to wider academic and professional audiences, facilitating the exchange of evidence-based practices, and strengthening the visibility and societal impact of higher education institutions (De la Torre et al., 2021; Nabaho et al., 2022; Spânu et al., 2024). In this context, community service can function not only as an implementation-oriented activity but also as a source of knowledge that can be documented, communicated, and disseminated through scientific publications.

Nevertheless, community service programs may remain focused primarily on implementation activities and administrative documentation, while the transformation of field-based experiences into scholarly outputs can receive less systematic attention (Adhikariparajuli et al., 2021; Bermejo-Cantarero et al., 2025; Suhartini et al., 2024). Although administrative reports are important for documenting program implementation and accountability, valuable field experiences, community-based innovations, and practical insights are not always transformed into scientific manuscripts suitable for publication (Mensel et al., 2025; Poger et al., 2026; Spânu et al., 2024). As a result, knowledge generated through community engagement may remain within the immediate program context and have limited dissemination to broader academic and professional communities.

This challenge is particularly relevant to student community service programs (Barnes et al., 2024; Jeftic et al., 2023; Tyas et al., 2024), where students are directly involved in identifying community needs, implementing interventions, documenting activities, and observing program outcomes. These field experiences provide authentic materials for scientific writing, but students may require structured guidance to transform practical experiences into academically organized manuscripts and to align their manuscripts with appropriate journal requirements. Therefore, integrating publication mentoring into the community service process may provide a more systematic pathway for converting community-based activities into scientific publications.

Scientific writing and publication training have increasingly been recognized as important components in developing students' and novice researchers' capacities to communicate academic knowledge. Existing approaches include structured writing instruction, small-group workshops, and publication training designed to introduce participants to scientific writing and the publication process (Astaneh et al., 2024; Gumusoglu et al., 2022; Rajendran et al., 2024). These approaches demonstrate the importance of systematic support in helping novice writers understand scientific communication and publication requirements.

Beyond short-term training, mentoring provides opportunities for participants to receive continuous guidance and iterative feedback during the development of scientific manuscripts. Recent literature emphasizes the value of sustained mentoring and professional development in supporting scholarly writing and publication outcomes (Dahlstrom et al., 2022; Doberneck et al., 2025; Hirst et al., 2025; Rajendran et al., 2026). Authenticity is also important in the present mentoring context because the manuscripts were developed from students' actual community service experiences, including identified community needs, field activities, interventions, and program outcomes (Sinha & Annamdevula, 2025).

Publication mentoring also requires participants to understand the relationship between their manuscript topics and the requirements of target journals. Aligning manuscripts with journal scope and author guidelines can help establish a clearer pathway from manuscript development toward publication. In addition, digital monitoring systems can support the systematic tracking of academic activities and participant progress. Previous work has demonstrated the relevance of digital activity monitoring and learning analytics for understanding student engagement and academic performance (Bertheussen & Myrland, 2016; Bessadok et al., 2023).

Based on the reviewed literature, several relevant gaps can be identified. First, existing scientific writing initiatives frequently emphasize workshops, training, or other short-term interventions aimed at developing writing and communication skills (Astaneh et al., 2024; Gumusoglu et al., 2022). Although such approaches can provide foundational knowledge, they do not necessarily establish a continuous mentoring pathway from authentic community service experiences to completed scientific manuscripts.

Second, publication mentoring has increasingly emphasized sustained guidance, feedback, and professional development, but these approaches are often implemented as specific scholarly writing or researcher-development activities rather than being embedded directly within student community service programs (Doberneck et al., 2025; Hirst et al., 2025; Rajendran et al., 2026).

Third, there is a practical gap between manuscript development and actual journal submission. The initial implementation of OPPM addressed this issue partially by integrating orientation, topic mapping, journal alignment, guided writing, and digital progress monitoring into KPPM activities. The previous implementation demonstrated that all 12 groups had identify article topics, select target journals, initiate manuscripts, and record progress through the monitoring system. However, the reported outcome remained at the stage of manuscript initiation, leaving the achievement of actual journal submission as a subsequent outcome requiring further implementation.

Therefore, the key gap addressed by the present program is not simply the absence of scientific writing training, but the lack of an integrated, community-service-embedded, output-oriented pathway that guides students from field activities to actual scientific article submission. The present implementation extends the OPPM framework by placing journal submission as a measurable final output rather than limiting the process to manuscript preparation.

The identified gap indicates the need for a community service approach that does not separate scientific publication from field implementation. Conventional scientific writing mentoring commonly focuses on improving participants' writing knowledge and manuscript preparation through workshops, training sessions, or mentoring activities conducted as separate academic exercises. Such approaches are valuable for developing writing skills, but they do not necessarily connect the entire publication process with ongoing community service activities or establish journal submission as a predetermined program output.

In contrast, OPPM is designed as an embedded and output-oriented mentoring model in which scientific writing is integrated directly into the implementation of community service. Community needs, field activities, interventions, and program outcomes serve as the substantive basis for article development, while topic mapping, journal alignment, guided writing, and digital progress monitoring are implemented concurrently with the community service process. This integration distinguishes OPPM from conventional scientific writing mentoring because it connects authentic field experiences with a structured publication pathway from topic identification to manuscript completion and journal submission.

The Output-Oriented Publication Mentoring Model (OPPM) therefore addresses both the writing process and the publication pathway through five interconnected stages: orientation, topic mapping, journal alignment, guided writing, and digital progress monitoring. These stages enable students to identify publication opportunities from their field experiences, align manuscripts with appropriate

journal requirements at an early stage, develop manuscripts through continuous mentoring, and monitor progress toward submission. The initial implementation of OPPM demonstrated the feasibility of applying these stages across 12 KPPM groups, with all groups able to identify article topics, select target journals, initiate manuscripts, and record their progress through the web-based monitoring system.

However, the previous implementation primarily established the process foundation of OPPM, while actual journal submission had not yet been demonstrated as a completed output. The present implementation therefore extends OPPM by positioning manuscript submission as a measurable endpoint of the mentoring process, while maintaining its integration with community service activities. By defining one scientific article per participating village as the expected output, the program establishes a direct and measurable pathway between community service implementation and scientific publication.

This rationale is particularly relevant to the July 2026 KPPM program because the 12 participating villages provided 12 distinct community contexts from which publication topics could be developed. With 24 students organized into 12 groups, the program provided a structured setting for testing whether the OPPM process could consistently guide each group toward the production and submission of one community service-based scientific article.

This community service program aimed to implement the Output-Oriented Publication Mentoring Model (OPPM) to transform village-based community service activities into scientific articles and facilitate their submission to SINTA-indexed journals. Specifically, the program aimed to:

1. implement the five-stage OPPM framework consisting of orientation, topic mapping, journal alignment, guided writing, and digital progress monitoring;
2. guide each KPPM group in identifying and developing a scientific article topic derived from community needs, field activities, interventions, and program outcomes;
3. facilitate manuscript development and alignment with the scope and author guidelines of appropriate SINTA-indexed journals; and
4. achieve the targeted publication output of one submitted scientific article from each of the 12 participating villages.

The program therefore focused on establishing a complete process that connected community service activities with scientific article development and journal submission, with journal submission serving as the principal measurable academic output.

METHOD

Program Design

This community service program employed an output-oriented mentoring design to integrate scientific publication activities into the implementation of the Community Service Program (KPPM). The program was organized by the Institute for Research and Community Service (LPPM) of STIE WIKARA and implemented during the July 2026 KPPM program in Bojong District, Purwakarta Regency, Indonesia. The program adopted the Output-Oriented Publication Mentoring Model (OPPM), which integrates orientation, topic mapping, journal alignment, guided writing, and digital progress monitoring. The model was designed to guide students progressively from identifying publication opportunities within their community service activities to developing and submitting scientific articles to appropriate SINTA-indexed journals.

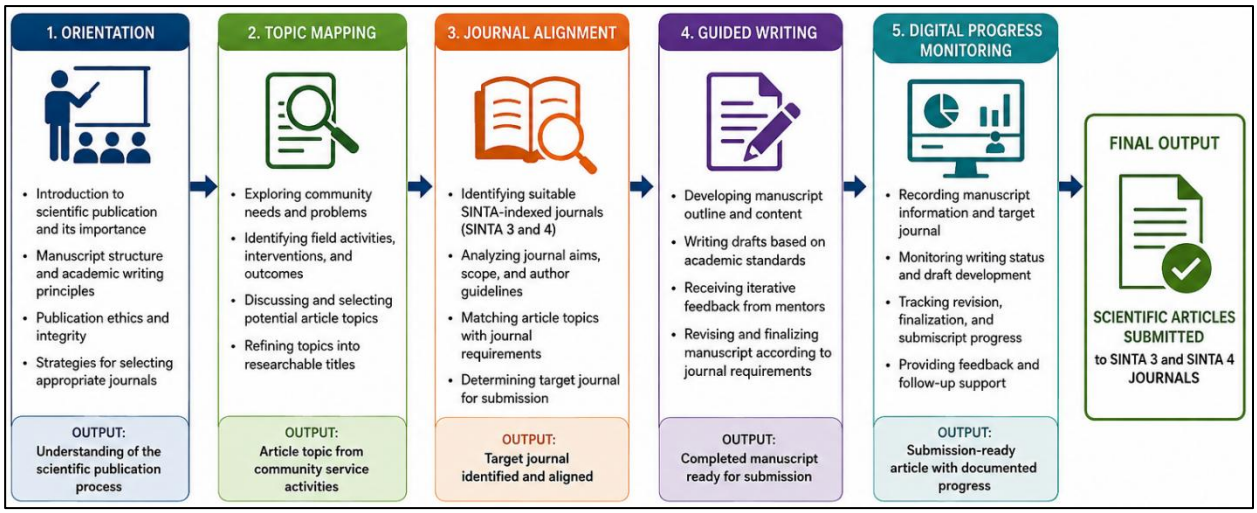


Figure 1. Output-Oriented Publication Mentoring Model (OPPM)

The OPPM integrates five interconnected stages into a continuous publication mentoring process embedded within community service activities. The process begins with orientation, which establishes students' understanding of scientific publication, manuscript structure, academic writing, and publication ethics, followed by topic mapping that connects community needs, field activities, interventions, and outcomes with potential article topics. Journal alignment then guides students in identifying appropriate SINTA-indexed journals and adapting their topics to the journals' aims, scope, and author guidelines. During the guided-writing stage, students develop manuscripts through iterative mentoring and feedback, while digital progress monitoring enables mentors and program coordinators to track manuscript development, revisions, target journals, and submission progress. The integrated process is designed to ensure that each participating village produces one scientific article based on community service activities and progresses toward submission to an appropriate SINTA 3 or SINTA 4 journal.

Participant and Setting

The community service program was organized by the Institute for Research and Community Service (LPPM) of STIE WIKARA and implemented during the July 2026 Community Service Program *(Kegiatan Pemberdayaan dan Pengabdian kepada Masyarakat, KPPM)* in Bojong District, Purwakarta Regency, West Java, Indonesia. The program involved 24 undergraduate students participating in the KPPM program. For program implementation, the students were organized into 12 groups, with two students in each group. Each group was assigned to one of the 12 participating villages, resulting in a one-group-per-village structure.

Within each village, the two students worked as a group to identify relevant community needs, document field activities and interventions, observe program outcomes, and develop one scientific article based on the activities conducted in their respective. Accordingly, the group, rather than the individual student, served as the unit of implementation for the OPPM publication target. Each group was expected to develop one manuscript and progress it toward submission to an appropriate SINTA-indexed journal.

Thus, the program was implemented across 12 participating villages, with each village serving as the primary community setting for the development of one scientific article based on the community needs, field activities, interventions, and outcomes identified during KPPM implementation. The students participated under the supervision of faculty mentors and LPPM coordinators. The mentoring process was integrated with the implementation of community service activities, enabling students to document field experiences and develop publication topics concurrently with their community engagement activities rather than having students prepare manuscripts only after the completion of the program. This arrangement provided a common implementation context across

the 12 groups while allowing each group to develop an article reflecting the specific characteristics and outcomes of its assigned village.

The 12 village groups constituted the unit of implementation for the OPPM output target. Each group was expected to produce one community service-based scientific article and submit the completed manuscript to an appropriate SINTA-indexed journal. Accordingly, the program established a direct correspondence between the participating villages and the targeted scientific publication outputs, with 12 villages representing a target of 12 scientific articles.

Ethical Consideration

The program was implemented as part of the institutional Community Service Program (KPPM) coordinated by the Institute for Research and Community Service (LPPM) of STIE WIKARA. Student participation in the publication mentoring activities formed part of the regular KPPM implementation and academic supervision process. Community-based activities were conducted in coordination with the respective village authorities and within the scope of the approved KPPM activities.

The program data used for the present article were limited to information related to program implementation and publication outputs, including group participation, article development, target journals, manuscript progress, and submission status. The data were used solely for program evaluation and scholarly reporting purposes and were presented at the group or program level without disclosing personally identifiable information. No individual community member was identified in the analysis or reporting of the program outcomes.

Output-Oriented Publication Mentoring Model (OPPM)

The OPPM model consists of five interconnected stages: orientation, topic mapping, journal alignment, guided writing, and digital progress monitoring. These stages were implemented as an integrated mentoring process rather than as separate activities. Students were introduced to scientific publication requirements during orientation, identified potential article topics from community needs and field activities, selected appropriate target journals, developed manuscripts through guided writing, and continuously monitored their progress using the LPPM web-based monitoring system.

Implementation Procedures

The implementation of the Output-Oriented Publication Mentoring Model (OPPM) followed five interconnected stages: orientation, topic mapping, journal alignment, guided writing, and digital progress monitoring. The mentoring process was integrated into the July 2026 KPPM implementation rather than being conducted as a separate post-program writing activity. The overall mentoring period extended throughout the July 2026 KPPM implementation, with mentoring conducted iteratively and as needed according to manuscript development needs and the progress of each KPPM group.

The mentoring procedure followed a progressive workflow. During the orientation stage, students were introduced to scientific publication, manuscript structure, academic writing principles, publication ethics, and journal-selection strategies. In the topic-mapping stage, each group discussed its community needs, field activities, interventions, and program outcomes with the mentor to identify a feasible article topic. During journal alignment, the proposed topic and manuscript direction were matched with the aims, scope, author guidelines, and template of an appropriate SINTA-indexed journal. Guided writing was then conducted through manuscript drafting, mentor review, feedback, revision, and resubmission of revised drafts. Digital progress monitoring was conducted throughout the process to document article titles, target journals, manuscript status, revision progress, and submission status.

Faculty mentors were responsible for providing academic guidance on topic formulation, manuscript organization, argumentation, academic language, and compliance with the requirements of the

selected journals. Mentors also reviewed manuscript drafts, provided revision feedback, and followed the progress of each group toward manuscript completion. LPPM coordinators supported the overall mentoring process by monitoring progress across groups through the web-based system, identifying groups requiring additional support, and coordinating follow-up activities when progress gaps were identified. Rather than treating scientific writing as a separate activity after the completion of KPPM, the OPPM process therefore enabled students to identify publication topics, document relevant field experiences, develop manuscripts, receive iterative feedback, and prepare their articles for journal submission concurrently with their community service activities. The five stages and their respective activities and expected outputs are summarized in Table 1.

Table 1. Implementation Stages of the OPPM

No	Stage	Main Activities	Expected Output
1	Orientation	Introduction to scientific publication, manuscript structure, academic writing principles, publication ethics, and strategies for selecting journals	Understanding of the scientific publication process
2	Topic Mapping	Identification of community needs, field activities, interventions, and outcomes; discussion and refinement of potential article topics	Community service-based article topic
3	Journal Alignment	Identification of SINTA 3 or SINTA 4 journals; examination of aims, scope, and author guidelines; alignment of the article with journal requirements	Target journal identified and aligned
4	Guided Writing	Manuscript development, mentor feedback, revision, and adjustment to journal requirements	Completed manuscript ready for submission
5	Digital Progress Monitoring	Recording article information, target journal, writing status, draft development, and submission progress through the web-based monitoring system	Documented and submission-ready publication progress

Table 1 illustrates that OPPM was designed as an integrated sequence in which each stage generated an output that supported the subsequent stage. The process began with the development of students' understanding of scientific publication and progressed through topic identification and journal alignment to guided manuscript development and systematic digital monitoring. This structure positioned journal submission as the intended endpoint of the mentoring process while maintaining continuous supervision throughout the development of each community service-based scientific article.

Publication Output Indicators and Monitoring

The implementation of OPPM was monitored using output-oriented indicators designed to document the progression of each KPPM group from publication planning to scientific article submission. The monitoring framework combined process indicators and a final publication output indicator. Process indicators included completion of the OPPM stages, identification of community service-based article topics, selection of appropriate target journals, manuscript development, and documentation of writing progress.

For evaluation purposes, a manuscript was considered completed when it contained the essential components required by the selected target journal, had undergone mentor review and revision, had been adjusted to the journal's template and author guidelines, and was judged ready for submission. Completion therefore referred to submission readiness rather than journal acceptance or publication. The final output indicator was the submission of one completed scientific article from each participating village to an appropriate SINTA-indexed journal.

The publication output target was established according to the number of participating villages. Because the program involved 12 villages and each village was represented by one KPPM group, the target was defined as 12 scientific articles, with one article expected from each village.

The target journals were selected using several criteria: relevance between the manuscript topic and the journal's aims and scope, suitability of the manuscript type for the journal, compatibility with the journal's author guidelines and template, and the journal's active accreditation status in the SINTA 3 or SINTA 4 category. Journal accreditation status was verified through the official SINTA database before manuscript submission to ensure that the selected outlet held a valid SINTA 3 or SINTA 4 accreditation at the time of submission. This output-oriented target provided a clear basis for assessing whether the mentoring process had progressed beyond manuscript preparation toward actual journal submission.

Progress monitoring was conducted through the web-based information system developed by LPPM, which functioned as a centralized platform for documenting and reviewing the publication progress of all 12 KPPM groups. Each group's publication record was maintained throughout the mentoring process and updated as the manuscript progressed from topic identification to journal submission. Mentors and program coordinators used the recorded information to review the current status of each manuscript, identify incomplete stages or delays, and determine whether additional mentoring or follow-up was required.

The indicators monitored through the system included (1) participating village and student group; (2) supervising lecturer or mentor; (3) proposed or confirmed article title; (4) status of article-topic identification; (5) selected target journal; (6) availability and use of the target journal template; (7) manuscript-writing status; (8) manuscript development and revision progress; (9) manuscript completion or submission-readiness status; and (10) journal-submission status. These indicators represented the progression of each group through the major OPPM stages and allowed publication progress to be monitored systematically rather than only at the end of the program.

When a group had incomplete information, delayed manuscript development, unresolved revisions, or had not yet reached the expected stage, mentors and LPPM coordinators could identify the progress gap through the system and provide targeted follow-up guidance. Once a manuscript had met the completion criteria and proceeded to journal submission, its submission status was documented in the monitoring record. The system therefore served both as a documentation mechanism and as an operational tool for maintaining continuity of supervision across the 12 groups working simultaneously in different villages.

For evaluation purposes, the achievement of each output indicator was determined descriptively by comparing the predetermined target with the number of outputs completed. The principal measure of program achievement was the number of scientific articles successfully submitted to the selected SINTA-indexed journals. The achievement rate for each indicator was calculated as the number of outputs achieved divided by the corresponding target and expressed as a percentage. No inferential statistical analysis was applied because the purpose of the evaluation was to document the implementation and achievement of predetermined community service outputs rather than to test statistical hypotheses. The monitoring framework therefore provided both a process record and an outcome-oriented basis for evaluating OPPM implementation. It allowed the program team to document the development of each manuscript while also determining whether the intended publication output of one submitted article per participating village had been achieved.

Scope and Limitations of the Methodology

The scope of this program was limited to the implementation of the Output-Oriented Publication Mentoring Model (OPPM) within the July 2026 KPPM program involving 12 villages and 24 undergraduate students organized into 12 groups. The evaluation focused on the implementation of the mentoring stages and the achievement of predetermined scientific publication outputs, particularly the completion and submission of one community service-based scientific article from

each participating village. The methodology was designed to document program implementation and measurable publication outputs rather than to establish causal effects or statistically test the effectiveness of OPPM. Accordingly, the evaluation did not employ a control group, pre-test and post-test design, or psychometric instruments to measure changes in students' scientific writing competencies. The analysis was therefore limited to descriptive assessment of implementation progress and output achievement.

Another limitation concerns the interpretation of the submission outcome. Submission to a SINTA 3 or SINTA 4 journal indicates that a manuscript has progressed through the mentoring process to the journal submission stage; it does not indicate journal acceptance or publication. The present implementation therefore does not evaluate subsequent peer-review decisions, acceptance rates, publication status, citation impact, or the quality of the published articles. The program was also implemented within a specific institutional and geographical context involving STIE WIKARA, 12 villages in Bojong District, and the July 2026 KPPM implementation period. Differences in institutional resources, student characteristics, mentoring capacity, journal requirements, and community contexts may influence the implementation of OPPM in other settings. Further implementation across different institutions and community service contexts would therefore be required to examine the broader applicability and sustainability of the model.

RESULTS AND DISCUSSION

Achievement of Publication Outputs

The implementation of the Output-Oriented Publication Mentoring Model (OPPM) resulted in the achievement of the targeted scientific publication outputs across all 12 participating villages. The program involved 24 undergraduate students organized into 12 KPPM groups, with each group assigned to one village. Consistent with the output-oriented design, each group was responsible for developing one scientific article based on the community needs, field activities, interventions, and outcomes identified during the KPPM implementation.

The implementation produced 12 scientific articles from the 12 participating villages. All 12 manuscripts were completed and submitted to SINTA-indexed journals in the SINTA 3 and SINTA 4 categories. Thus, the program achieved its predetermined publication output of one submitted scientific article from each participating village. The reported 100% achievement was determined by comparing the predetermined target for each publication indicator with the verified outputs recorded for all 12 KPPM groups. Each group had an identified article topic, a selected target journal, a completed manuscript, and documented evidence of journal submission. The submission status was cross-checked using the available submission records or confirmation evidence from the respective journal submission systems and was subsequently recorded in the LPPM web-based monitoring system.

Therefore, the 100% achievement rate reflects the completion of all predetermined output indicators across the 12 participating groups, rather than an estimate based on partial participation. The achievement of the publication outputs is summarized in Table 2.

Table 2. Achievement of OPPM Publication Outputs

Publication Output Indicator	Target	Achievement	Achievement Rate
Participating villages	12	12	100%
Article topics identified	12	12	100%
Target journals selected	12	12	100%
Scientific manuscripts completed	12	12	100%
Scientific articles submitted	12	12	100%
Articles submitted to SINTA 3/4 journals	12	12	100%

Table 2 shows that all predetermined publication output indicators were achieved by all 12 KPPM groups. Specifically, 12 article topics were identified, 12 target journals were selected, 12

manuscripts met the completion criteria, and all 12 manuscripts had documented submission status to SINTA 3 or SINTA 4 journals. Because the target for each indicator was 12 and the verified achievement was also 12, the achievement rate for each indicator was 100%. The submission evidence was documented through the LPPM monitoring system, providing a traceable basis for confirming that each participating group had progressed to the journal-submission stage. This result should be interpreted specifically as achievement of the manuscript-completion and journal-submission targets. It does not indicate journal acceptance, publication, or subsequent peer-review outcomes.

The correspondence between the number of participating villages and the number of submitted articles also indicates consistency in the implementation of the output target. Each village generated one scientific article, resulting in a direct relationship between program participation and the targeted scholarly output. This consistency provides practical evidence that publication mentoring can be incorporated into a village-based community service program without separating manuscript development from the field implementation process.

Implementation of the OPPM Stages

The achievement of the publication outputs was supported by the implementation of five interconnected OPPM stages: orientation, topic mapping, journal alignment, guided writing, and digital progress monitoring. These stages functioned as an integrated mentoring process in which each stage provided a foundation for the subsequent stage. The implementation connected students' community service experiences with scientific manuscript development and provided a structured pathway toward journal submission. The orientation stage established the foundation for publication-oriented community service. Students were introduced to the purpose of scientific publication, manuscript structure, academic writing principles, publication ethics, and strategies for identifying appropriate target journals. This stage helped students recognize that their community service activities could serve as sources of scientific knowledge and potential publication outputs rather than being documented solely through administrative reports.

The topic mapping stage connected community service activities with potential scientific article topics. Each group identified topics based on community needs, field observations, interventions, and program outcomes in its respective village. The process enabled students to select publication topics that reflected the actual activities and experiences generated during KPPM. By conducting topic identification alongside field implementation, students could document relevant information while the community service activities were still taking place. The journal alignment stage connected the selected topics with appropriate target journals. With guidance from faculty mentors, students considered the aims, scope, manuscript structure, and author guidelines of prospective journals. The target publication outlets were SINTA-indexed journals in the SINTA 3 and SINTA 4 categories. This stage established the intended publication destination before manuscript completion and helped students develop their manuscripts according to specific journal requirements. The initial OPPM implementation similarly positioned journal alignment as an important component of the publication mentoring workflow.

The guided writing stage supported students in transforming their community service experiences into scientific manuscripts. Faculty mentors provided feedback on manuscript content, organization, academic language, argumentation, and compliance with the requirements of the selected journals. Students revised their manuscripts iteratively based on the feedback received. This process enabled manuscript development to occur progressively rather than treating scientific writing as a separate activity after completion of the community service program.

The digital progress monitoring stage provided a mechanism for coordinating and documenting the mentoring process across the 12 KPPM groups. The LPPM web-based monitoring system recorded article titles, target journals, journal templates, writing status, and manuscript progress. Mentors and program coordinators could use the system to identify groups requiring additional guidance and

provide timely feedback. The system therefore supported continuous supervision and coordination throughout manuscript development.

Taken together, the five stages established a continuous mentoring process that connected field-based community service activities with scientific manuscript development and journal submission. The implementation also extended the initial OPPM framework, which had previously demonstrated achievement in topic identification, journal selection, manuscript initiation, and progress monitoring across the 12 KPPM groups. In the present implementation, these processes were continued through manuscript completion and submission to the selected SINTA-indexed journals.

Role of Digital Progress Monitoring

Digital progress monitoring played an important role in coordinating and documenting the publication mentoring process across the 12 KPPM groups. The web-based monitoring system developed by LPPM provided a centralized platform for recording article titles, target journals, journal templates, writing status, and manuscript progress. Through the system, mentors and program coordinators were able to review the development of each group's manuscript, identify progress gaps, and provide follow-up guidance during the mentoring process. This monitoring mechanism helped maintain continuity of supervision across the participating groups and provided a documented record of publication progress.

The use of digital monitoring also supported the integration of publication mentoring into the ongoing KPPM activities. Rather than relying solely on face-to-face mentoring sessions, the monitoring system enabled publication-related information to remain accessible to mentors and program coordinators throughout the implementation period. This function was particularly relevant because the 12 groups worked simultaneously in different village settings, requiring a mechanism that could facilitate consistent supervision and coordination across geographically distributed activities. The role of the system as a centralized monitoring mechanism was also identified in the initial OPPM implementation, where it was used to monitor manuscript information and provide timely feedback to participating groups.

The use of digital activity monitoring is consistent with previous studies highlighting the value of digital systems for tracking student engagement and academic activities. Bertheussen and Myrland, in Relation Between Academic Performance and Students' Engagement in Digital Learning Activities, examined the relationship between students' engagement in digital learning activities and their academic performance, indicating the relevance of digital activity data for understanding academic participation. Similarly, Bessadok et al., in Exploring Students' Digital Activities and Performances Through Their Activities Logged in a Learning Management System Using an Educational Data Mining Approach, demonstrated the potential of logged digital activities to provide information about student activities and performance. These studies provide a conceptual basis for viewing digital monitoring not merely as a technical documentation mechanism but also as a means of systematically tracking academic activity and engagement.

In the present implementation, the monitoring system primarily functioned as a coordination and supervision mechanism rather than as an instrument for measuring students' academic performance. Its practical contribution was reflected in the ability to maintain a structured record of publication progress across all participating groups and to support timely mentoring interventions. The consistent achievement of the publication target across the 12 villages suggests that digital progress monitoring complemented the other OPPM stages by helping maintain continuity between manuscript development and the final submission stage.

The findings therefore indicate that digital monitoring can strengthen the operational implementation of an output-oriented publication mentoring model, particularly when community service activities are conducted simultaneously across multiple locations. However, the present program did not quantitatively assess whether the use of the monitoring system independently improved writing performance or publication outcomes. Its contribution should therefore be

interpreted as a supporting mechanism within the integrated OPPM framework, rather than as an independently tested causal factor.

DISCUSSION

From Manuscript Preparation to Actual Journal Submission

The main significance of the present implementation lies not merely in the number of manuscripts submitted, but in the structured pathway through which OPPM supported groups in progressing from field-based community service activities to submission-ready manuscripts. The model reduced fragmentation in the publication process by linking topic identification, journal selection, manuscript development, revision, and progress monitoring within a single mentoring sequence.

OPPM contributed to manuscript completion through several interconnected mechanisms. First, topic mapping enabled each group to develop an article from actual community needs, field observations, interventions, and program outcomes, thereby providing a clear substantive basis for writing. Second, journal alignment established the intended publication destination at an early stage, allowing manuscript structure and content to be developed according to specific journal requirements rather than being adjusted only after the manuscript had been completed. Third, guided writing provided iterative feedback and revision, which helped groups progressively address weaknesses in manuscript organization, argumentation, academic language, and compliance with journal guidelines.

The digital progress monitoring component further supported completion and submission by making manuscript status visible to mentors and program coordinators. Groups that showed slower progress or incomplete stages could be identified and followed up, reducing the likelihood that manuscripts would remain unfinished after the community service activities had ended. In this way, monitoring functioned as a coordination mechanism that maintained continuity between manuscript development and the final submission stage.

Taken together, these mechanisms suggest that OPPM supported manuscript completion not through a single mentoring activity, but through the cumulative effect of early topic clarification, journal-oriented planning, iterative academic feedback, and continuous progress monitoring. The transition to journal submission therefore resulted from the integration of these stages within the ongoing community service process, rather than from manuscript writing being treated as an isolated post-program task.

This progression is important because a manuscript that has been drafted but not submitted remains an internal academic product, whereas submission represents the transition of the community service output into the formal scholarly communication process. Previous scientific writing approaches have commonly emphasized structured instruction, workshops, and training designed to strengthen participants' understanding of manuscript preparation and scientific communication. Such approaches are valuable for developing foundational writing knowledge and skills, particularly among novice writers (Astaneh et al., 2024; Gumusoglu et al., 2022; Rajendran et al., 2024). However, these approaches are often organized primarily around writing instruction and do not necessarily connect manuscript development with an ongoing community-based program or establish journal submission as an integrated program output.

Publication mentoring approaches have extended beyond short-term training by emphasizing sustained guidance, iterative feedback, coaching, and professional development throughout the writing process (Dahlstrom et al., 2022; Doberneck et al., 2025; Hirst et al., 2025). OPPM shares this emphasis on continuous mentoring but differs in the context and organization of the mentoring process. Rather than functioning as a separate scholarly writing activity, OPPM embeds mentoring within ongoing community service implementation, allowing community needs, field observations, interventions, and program outcomes to become the substantive basis of manuscript development. A further distinction concerns journal alignment. In many writing-oriented approaches, manuscript

development may precede the selection of a publication outlet. In OPPM, the target journal is considered at an earlier stage, enabling the manuscript topic, structure, and presentation to be progressively aligned with the journal's aims, scope, template, and author guidelines. Journal alignment therefore functions as an integral component of manuscript development rather than as a final administrative step after writing has been completed.

OPPM also incorporates digital progress monitoring as part of the mentoring pathway. Previous studies have demonstrated the usefulness of digital systems for tracking academic activities and student engagement (Bertheussen & Myrland, 2016; Bessadok et al., 2023). In OPPM, however, digital monitoring is used specifically to support publication coordination by documenting manuscript development, target journals, revision progress, and submission status across multiple community service groups. This enables mentors and program coordinators to identify progress gaps and provide follow-up support during the manuscript-development process.

Accordingly, the contribution of OPPM is not that it replaces existing scientific writing or publication mentoring approaches, but that it combines several established mentoring principles within a community-service-embedded and output-oriented workflow. Its distinguishing features are the use of authentic field-based experiences as manuscript content, early journal alignment, iterative guided writing, continuous digital monitoring, and manuscript submission as a predefined endpoint of the mentoring process (Missingham, 2024; Verma et al., 2023).

The findings also reinforce the importance of treating community service activities as sources of scholarly knowledge. Students did not develop their articles from hypothetical exercises or unrelated academic topics; rather, the manuscripts were based on community needs, field observations, interventions, and outcomes generated through their respective KPPM activities. This approach connects authentic community engagement with scientific communication and is consistent with the broader conception of higher education's third mission, in which engagement with society can generate knowledge and contribute to wider academic and social impact (De la Torre et al., 2021; Spânu et al., 2024).

Therefore, the principal contribution of the present implementation is not simply the number of articles submitted. Rather, the findings demonstrate the feasibility of establishing a continuous publication pathway within a community service program, in which community engagement, topic identification, journal alignment, manuscript development, mentoring, monitoring, and submission are treated as interconnected components. The achievement of one submitted article from each of the 12 participating villages provides practical evidence that publication can be positioned as an integral academic output of community service rather than as an additional activity conducted after the program has ended.

Several interacting factors may have contributed to the achievement of the 100% manuscript-submission rate. First, the role of faculty mentors was important in maintaining manuscript development through repeated review, feedback, and revision. Mentors provided guidance on topic formulation, manuscript organization, academic language, argumentation, and compliance with journal requirements, thereby helping students address manuscript weaknesses before submission.

Second, student engagement was essential because each KPPM group was responsible for transforming its own field activities, community observations, interventions, and program outcomes into a scientific manuscript. The direct connection between students' community service experiences and their article topics may have facilitated manuscript development by providing an authentic and clearly defined substantive basis for writing.

Third, the digital progress monitoring system contributed to process continuity by allowing mentors and program coordinators to review manuscript status, identify progress gaps, and provide follow-up support when groups had not reached the expected stage. This mechanism was particularly relevant because the 12 groups were working simultaneously across different village settings. The

monitoring system therefore did not independently produce the submission outcome, but it provided a coordination mechanism that helped reduce the risk of incomplete or delayed manuscript development.

Finally, institutional support may also have contributed to the achievement of the submission target. The involvement of LPPM, KPPM coordinators, faculty mentors, publication coordinators, and village authorities created an organizational structure that supported coordination, mentoring, documentation, and access to facilities during implementation. The 100% submission rate should therefore be interpreted as the outcome of the combined contribution of student engagement, sustained mentoring, progress monitoring, and institutional coordination rather than as the effect of a single component of OPPM.

Implementation Challenges

Despite the achievement of the predetermined submission target, the implementation of OPPM involved several operational challenges. One challenge was coordinating manuscript development across 12 KPPM groups working simultaneously in different village settings. Because each group progressed at a different pace, mentors and program coordinators needed to continuously review manuscript status and identify groups requiring additional follow-up. The web-based monitoring system was therefore important for identifying progress gaps and maintaining continuity of supervision across geographically distributed groups.

A second challenge concerned the iterative nature of manuscript development. Manuscripts required repeated review and revision to improve content organization, academic language, argumentation, and conformity with the requirements of the selected journals. Consequently, manuscript completion depended not only on producing an initial draft but also on responding to mentor feedback and progressively improving the manuscript until it was considered ready for submission.

Journal alignment also presented an operational challenge because manuscripts had to be matched with appropriate journal aims, scope, templates, and author guidelines. Differences among target journals required groups to adjust manuscript structure and presentation accordingly. This added another layer of coordination to the mentoring process, particularly when manuscript development and journal selection were conducted concurrently with ongoing community service activities.

These challenges provide an important context for interpreting the 100% submission rate. The achievement does not imply that manuscript development occurred without difficulty or that all groups progressed uniformly. Rather, the final submission outcome was reached through continued mentoring, iterative revision, monitoring of progress gaps, and follow-up support throughout the implementation process.

Implications

The findings have practical implications for the implementation and management of community service programs in higher education. The achievement of 12 submitted scientific articles from 12 participating villages indicates that scientific publication can be integrated into community service activities as a planned and measurable output rather than being treated as an additional activity after program completion. This implies that community service programs can be designed from the outset to identify publication opportunities from community needs, field activities, interventions, and program outcomes.

For higher education institutions, the findings suggest that publication mentoring can be incorporated into the management of community service programs through a structured and continuous process. The five OPPM stages orientation, topic mapping, journal alignment, guided writing, and digital progress monitoring provide an operational pathway for connecting field activities with manuscript development and journal submission. This approach may help institutions strengthen the academic outputs of community service while maintaining the connection between community engagement and scientific communication.

For LPPM and program coordinators, the findings highlight the importance of establishing clear publication targets and monitoring mechanisms. In the present implementation, the target of one scientific article from each participating village created a direct correspondence between program participation and publication output. The web-based monitoring system further supported coordination by recording article information, target journals, writing status, manuscript progress, and submission status across the 12 KPPM groups. Thus, publication progress could be monitored as part of the community service management process rather than being handled separately from field activities.

For students, the implementation provided an authentic context for developing scientific writing and publication practices. Students developed manuscripts from their actual community service experiences and received iterative guidance on manuscript content, organization, academic language, argumentation, and journal requirements. The integration of topic mapping and journal alignment at an early stage also helped establish a publication destination before manuscript completion, allowing manuscript development to be oriented toward specific journal requirements. The findings imply that an output-oriented publication mentoring approach can strengthen the continuity between community service implementation and scientific publication. The practical implication is not limited to increasing the number of submitted manuscripts, but also concerns the establishment of a structured pathway in which community engagement, publication planning, manuscript development, mentoring, monitoring, and journal submission are treated as interconnected components of the same program.

Program Contribution

The primary contribution of this program lies in extending the implementation of the Output-Oriented Publication Mentoring Model (OPPM) from manuscript initiation toward actual journal submission. The previous implementation of OPPM demonstrated the feasibility of orientation, topic mapping, journal alignment, guided writing, and digital progress monitoring, but its reported outcomes remained primarily at the stages of topic identification, target journal selection, manuscript initiation, and progress monitoring. The present implementation advances this framework by establishing journal submission as a measurable final output and demonstrating that the mentoring process can be continued until completed manuscripts are submitted to SINTA-indexed journals.

The program also contributes a practical approach for integrating scientific publication into community service implementation. Rather than positioning scientific writing as a separate activity conducted after community service, OPPM connects community needs, field activities, interventions, and program outcomes with topic identification, journal alignment, guided manuscript development, and submission. The implementation across 12 villages demonstrates a direct correspondence between community service participation and publication output, with each village producing one scientific article and all 12 articles being submitted to SINTA 3 or SINTA 4 journals. This provides a practical example of how publication can be positioned as an integral academic output of community service programs.

Furthermore, the contribution of the program lies in providing an operational pathway that combines mentoring and digital progress monitoring within a single publication-oriented process. The five interconnected OPPM stages provide a structured sequence from publication orientation to manuscript submission, while the web-based monitoring system enables mentors and program coordinators to document article information, target journals, writing status, manuscript progress, and submission status. Thus, the contribution of OPPM is not limited to increasing the number of submitted articles, but also to providing a structured and potentially replicable mechanism for connecting community engagement with scientific communication and measurable publication outputs.

Limitations

This program has several limitations that should be considered when interpreting its outcomes. First, the implementation was conducted within a specific institutional and geographical context, involving 24 undergraduate students organized into 12 groups across 12 villages in Bojong District during the July 2026 KPPM program; therefore, the findings may not be directly generalizable to other institutions or community service contexts. Second, the evaluation was descriptive and focused on implementation progress and achievement of predetermined publication outputs, without a control group, inferential statistical analysis, or a quantitative assessment of students' scientific writing competencies. Third, the outcome measure was limited to journal submission and did not assess subsequent peer-review decisions, acceptance, publication, manuscript quality, or citation impact. Finally, the implementation period did not allow assessment of the long-term sustainability of the OPPM model or whether the publication practices developed through the program would be maintained in subsequent community service activities.

Suggestions

Future implementations of the Output-Oriented Publication Mentoring Model (OPPM) should extend the monitoring period beyond journal submission to include peer review, revision, acceptance, and publication outcomes. Further implementation should also assess manuscript quality and changes in students' scientific writing competencies to provide a more comprehensive evaluation of the model. In addition, OPPM should be implemented across different higher education institutions, community service settings, and student groups to examine its applicability in varied contexts. Longer-term follow-up is also recommended to determine whether the publication practices developed through the mentoring process are sustained in subsequent community service programs and can consistently contribute to measurable scholarly outputs.

CONCLUSION

The implementation of the Output-Oriented Publication Mentoring Model (OPPM) within the July 2026 KPPM program showed that a structured publication mentoring process could be integrated into community service activities in the context examined. Through orientation, topic mapping, journal alignment, guided writing, and digital progress monitoring, the model provided a systematic pathway for participating groups to develop community service-based manuscripts and progress toward journal submission.

In this implementation, 12 KPPM groups from 12 participating villages produced 12 manuscripts, and all manuscripts were submitted to SINTA 3 or SINTA 4 journals. These outcomes indicate that the predetermined manuscript-completion and submission targets were achieved within this specific institutional and program setting. The findings should therefore be interpreted as evidence of successful implementation and output achievement in the present context, rather than as proof of the general effectiveness of OPPM across other institutions or community service programs.

The present implementation also extends the earlier OPPM process from manuscript initiation to the journal-submission stage. However, the study did not assess subsequent peer-review decisions, journal acceptance, publication, manuscript quality, or long-term sustainability. In addition, the absence of a comparison group and the context-specific nature of the program limit broader conclusions about the effectiveness or replicability of the model.

Future implementations should examine OPPM across different institutions, student groups, and community service settings, and should extend evaluation beyond submission to include manuscript quality, peer-review outcomes, acceptance, publication, and the development of students' scientific writing competencies. Such further evaluation is necessary before stronger conclusions can be drawn regarding the broader applicability and sustainability of OPPM.

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AUTHOR CONTRIBUTION STATEMENT

TS contributed to the conceptualization of the Output-Oriented Publication Mentoring Model (OPPM) and the design of the community service program. IU coordinated the KPPM implementation and supervised program activities. DR and WL contributed to publication mentoring. WL was responsible for data and documentation of the 12 scientific articles, while DR and WL contributed to the analysis of publication outputs. YZ was responsible for manuscript drafting, while YZ and FF contributed to critical review and revision. TS, IU, DR, WL, YZ, and FF reviewed and approved the final version of the manuscript.

AI DISCLOSURE STATEMENT

The authors used Grammarly and Gemini during the preparation of this manuscript to assist with English language editing, writing refinement, readability, and clarity. ChatGPT was also used to assist in generating images included in this article. After using these tools, the authors thoroughly reviewed, evaluated, and edited the generated content and materials as appropriate and take full responsibility for the accuracy, integrity, and final content of the publication.

CONFLICTS OF INTEREST

The authors declare that there are no conflicts of interest, whether financial, institutional, or personal, that could have influenced the implementation of the community service program, preparation of the manuscript, or its publication.

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