



Capacity Building for BAPPEDA Personnel in Kudus Regency through Scientific Article Writing and Publication Mentoring

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Abstract :

The capability of the state apparatus to write and publish scientific articles is an essential element in supporting knowledge management and strengthening data- and evidence-based development policies. However, the experiences and study findings possessed by these personnel are not always documented in the form of scientific articles that adhere to the structure and conventions of journal publication. This community service initiative aimed to strengthen the capacity of the Regional Development Planning Agency (BAPPEDA) personnel in Kudus Regency in writing and preparing scientific articles for publication. The activity was conducted in November 2024 through a participatory, practice-based mentoring approach spanning four sessions. The participants comprised 20 BAPPEDA personnel involved in planning, data processing, research, evaluation, and reporting. The stages of the activity encompassed needs identification, formulation of topics and article outlines, writing practice, review and revision, as well as manuscript finalization and an introduction to the publication process via the Open Journal System (OJS). Activity data were gathered through observation, interviews, documentation, and the evaluation of the resulting articles. The results demonstrated that the mentoring process successfully generated five scientific articles developed collaboratively by the participants. Beyond producing written outputs, the program provided practical experience for the personnel in organizing ideas, structuring articles according to scientific conventions, utilizing citations and references, conducting revisions based on feedback, and preparing manuscripts for the publication process. Step-by-step, practice-based mentoring serves as a highly relevant strategy to reinforce official capacity in documenting and disseminating knowledge derived from regional development planning experiences and activities.

INTRODUCTION

Effective regional development requires a planning process supported by data, information, knowledge, and accountable empirical evidence. In this context, the Regional Development Planning Agency (BAPPEDA) holds a strategic position as an

institution responsible for planning, research, development, evaluation, and providing information that supports the formulation of regional development policies. A shifting and increasingly complex governance environment also demands that state apparatuses not only produce administrative documents but are also capable of processing research findings into knowledge that can be systematically communicated to stakeholders. Utilizing research findings in the policy process requires a mechanism that enables scientific knowledge to be accessed, understood, and applied by decision-makers (Damba et al., 2023; Kelstrup & Jørgensen, 2024; Nelson et al., 2023). Consequently, the capacity to produce and disseminate scientific work becomes an essential part of strengthening the institutional capacity of local governments.

Knowledge generated through research, policy reviews, program evaluations, and regional development practices possesses broader value if it can be documented and distributed through scientific publications. Scientific publications ensure that research findings do not merely end up as internal reports but become a source of knowledge that can be read, critiqued, replicated, and utilized by academics, the government, the public, and other stakeholders. Studies on the utilization of research findings in governance indicate that access to knowledge, the quality of research outcomes, the relationship between researchers and policymakers, and dissemination mechanisms are crucial factors determining the extent to which research can be integrated into policy (Damba et al., 2023; Malama et al., 2021; Mendell & Richardson, 2021; Nelson et al., 2023). Therefore, enhancing the capacity of the state apparatus to communicate study findings through scientific writing is a form of strengthening the knowledge ecosystem within local government. The ability to write scientific articles is a complex competence. A writer is not only required to convey information but must also be able to identify problems, build arguments, demonstrate research gaps, select and utilize relevant literature, explain methods, present findings, and connect results with theory and previous studies. Additionally, writers need to understand academic ethics, paraphrasing techniques, citations, reference management, article structures, and the characteristics of target journals for publication. Gajdács and Behzadi (2021) emphasize that writing scientific articles requires a clear argumentative structure, methodological accuracy, systematic data presentation, and the ability to connect research findings with existing knowledge. This competence does not always develop automatically, even if an individual has substantial experience in their field of work.

The gap between the ability to produce studies and the ability to transform them into scientific articles is a challenge that requires serious attention. The results of community service initiatives conducted across various groups reveal that participants frequently encounter difficulties in determining the focus of their writing, organizing the article structure, developing the introduction, formulating the methodology, presenting results and discussion, and aligning the manuscript with journal guidelines. Kholili and Lubis (2022), for instance, found that writers face issues in expanding topics, drafting introduction and method sections, and utilizing appropriate academic language. Similar problems were identified in scientific writing workshops, indicating that the capacity to understand article structure, methodology, citation, and the publication process still requires reinforcement through targeted practice (Yusuf et al., 2022; Uyun, 2023; Gaber & Ali, 2022). This situation demonstrates that enhancing

competence in scientific writing cannot be achieved solely through theoretical instruction. Training strategies need to be integrated with practical exercises, feedback, revisions, and step-by-step mentoring. Training programs that offer participants the opportunity to directly develop their writing materials have proven effective in helping them comprehend article structures while increasing their readiness to produce manuscripts. Raharjo et al. (2023) demonstrated that writing workshops equipped with assignments and mentoring can assist participants in converting research findings into articles that are more prepared for publication. Similar findings were reported by Uyun (2023), who developed a writing workshop covering article structure, publication policies, paraphrasing techniques, the use of Mendeley, and adapting manuscripts to journal templates.

Mentoring becomes increasingly vital when the participants are government officials whose primary duties lie outside scientific publication activities. Regional Development Planning Agency (BAPPEDA) personnel essentially possess the experience and access to development data that hold potential as raw materials for scientific papers. However, limited time, publication experience, understanding of writing methodologies, and unfamiliarity with journal editorial processes can pose barriers to transforming reports or study outcomes into manuscripts. A study by Aminudin et al. (2026) at BAPPEDA Pringsewu Regency indicated that a portion of research and development results still exist in the form of internal reports and have not yet been developed into journal articles. Mentoring and assistance were subsequently utilized to help officials develop their study findings into draft scientific articles. This condition is highly relevant to the need for capacity building among personnel in regional development planning agencies. The necessity of strengthening scientific writing competence in government agencies is also reflected in capacity development practices within the BAPPEDA environment. In 2026, BAPPEDA DKI Jakarta organized a scientific journal writing training program for development planners, aiming to reinforce human resource capacity in producing research-based studies. The material provided encompassed the formulation of titles, abstracts, introductions, research gaps, literature reviews, methodologies, results and discussion, conclusions, policy implications, citations, and the use of reference management software. This practice demonstrates that scientific writing ability is viewed as an integral part of strengthening official capacity to produce evidence-based policies (SPPB UI, 2026). A similar trend was observed at BAPPEDA Sleman Regency, where the dissemination of research and development findings was directed toward scientific writing as a form of publishing and distributing regional research outcomes (BAPPEDA Sleman Regency, 2025).

Various community service activities also provide evidence that a training approach integrated with mentoring can enhance scientific writing skills. Prahmana and Lisnani (2022) demonstrated that digital platform-based writing and publication training can help participants comprehend the process of article development and publication. In another context, training that integrates the use of the Open Journal System (OJS) showed an increase in participants' understanding of the publication process, alongside the importance of post-submission mentoring (Devega et al., 2023). Costa and Somelok (2024) also indicated that participants require an understanding

not only of article writing but also of the manuscript submission mechanism through OJS. Consequently, mentoring should ideally encompass the entire cycle, ranging from identifying writing materials, drafting the manuscript, managing references, and selecting journals, to the submission process.

The effectiveness of practical approaches and mentoring is further evidenced by various community service programs spanning the 2024–2026 period. For instance, scaffolding-based training for employees at the Ministry of Energy and Mineral Resources was designed to assist participants in transforming performance reports into academic publications through a process of problem identification, structured mentoring, and step-by-step writing development (Nurtanto et al., 2024). Other programs utilizing participatory approaches and mentoring also demonstrated that participants are more capable of producing manuscripts when the training process does not stop at delivering material but continues with practice, peer review, revision, and evaluation (Fadillah et al., 2026; Setiawan et al., 2026). Among professional groups, developing writing capabilities through workshops has also been proven to increase confidence and academic ability in producing writing that aligns with publication requirements (Ibarra et al., 2023). Beyond technical capabilities, a scientific writing culture is also linked to strengthening a knowledge-based organizational culture. Scientific writing provides a space for the state apparatus to reflect on work experiences, document innovations, analyze development issues, and disseminate best practices.

Therefore, mentoring activities should not merely be aimed at producing one or a few articles, but also at building participants' independence to engage in the writing process sustainably. Scientific writing training programs involving exercises, discussions, and mentoring indicate that such processes can enhance participants' motivation, understanding, and skills in producing scientific work (Huda et al., 2022; Sari et al., 2024; Fratiwi et al., 2025). In the context of Kudus Regency, this capacity building holds strategic value because BAPPEDA has access to various regional development data and information that can be developed into sources of scientific knowledge. Studies on development planning, regional economics, social affairs, education, health, the environment, regional innovation, public services, and governance have the potential to generate articles that carry not only academic value but also practical relevance for regional policy development. Publishing study findings can also expand the reach of knowledge dissemination and strengthen the relationship between local governments, universities, and the public. A stronger connection between knowledge producers and knowledge users is a critical element in establishing evidence-based policy (Kelstrup & Jørgensen, 2024; Mendell & Richardson, 2021; Basofitrah, et al., 2026).

Based on the aforementioned description, there is a distinct need to develop empowerment activities specifically tailored to assist BAPPEDA personnel in Kudus Regency in transforming study findings, data, experiences, and development practices into publishable scientific articles. This community service initiative employs a mentoring approach that positions participants as active subjects within the writing development process. The mentoring is directed toward identifying article potential, formulating titles and writing focuses, developing introductions and research gaps,

structuring methods, processing results and discussion, utilizing citations and references, leveraging reference management software, selecting journals, and simulating the submission process. This approach aligns with the findings of various community service programs, which indicate that hands-on practice and continuous mentoring support the mastery of writing skills more effectively than training sessions oriented solely toward material delivery (Arianda et al., 2025; Nuryati et al., 2026; Syarfina & Anis, 2025).

Accordingly, this activity aims to enhance the capacity of BAPPEDA personnel in Kudus Regency in writing and publishing scientific articles through a systematic and applicable mentoring process. Specifically, the initiative is geared toward improving participants' understanding of scientific article characteristics, their ability to develop study outcomes into manuscripts, their skills in utilizing sources and citations accurately, and their capacity to select and submit articles to appropriate journals. Furthermore, this activity is expected to foster a culture of knowledge documentation and dissemination within BAPPEDA Kudus Regency, ensuring that regional development study results do not merely remain internal documents but evolve into scientific knowledge that contributes to the strengthening of evidence-based regional development and policy.

RESEARCH METHOD

This initiative employs a descriptive qualitative approach with a participatory practice-based mentoring design. This approach was selected because the activity aims not only to provide an understanding of scientific article writing but also to directly mentor participants in producing scientific articles ready for publication. The mentoring process is implemented through the principle of learning by doing, where participants progressively receive materials, practice writing, obtain feedback, conduct revisions, and finalize their articles. The activity was conducted at the Regional Development Planning Agency (BAPPEDA) of Kudus Regency over a one-month period in November 2024, with a frequency of one meeting per week, totaling four sessions. The subjects of the activity were BAPPEDA Kudus Regency personnel involved in planning, research, data processing, evaluation, report drafting, or other activities related to preparing data- and information-based documents. The subjects were selected purposively, considering the relevance of their duties to the need for enhancing competence in scientific writing and publication. In this activity, the researchers/mentors function as facilitators, mentors, and evaluators. As facilitators, the researchers provide an understanding of the basic concepts of scientific article writing, article structure, academic argument formulation, reference usage, and publication mechanisms in scientific journals. As mentors, the researchers directly assist participants in determining topics, outlining articles, developing manuscripts, conducting revisions, and aligning articles with the guidelines of the target journals. As evaluators, the researchers identify the development of the participants' capabilities during the mentoring process and assess the quality of the resulting articles. The implementation of the activity was divided into four meeting stages as follows:

Meeting I: Needs Identification and Reinforcement of Scientific Writing Basics. The first stage involved identifying the initial needs and experiences of the participants

regarding scientific article writing and publication. The activity continued with the delivery of material on scientific article concepts, the characteristics of scientific writing, article structure, topic determination, problem formulation, objective setting, and the relevance of the participants' data or work experiences to the article topic. At this stage, participants were directed to identify the potential of their data, programs, study outcomes, or institutional experiences to be developed into scientific articles. The output of the first meeting was a topic and an initial article outline. Meeting II: Scientific Article Composition Practice. The second meeting focused on the practice of writing articles based on the formulated topics and outlines. Participants were guided in developing the introduction, methods, results and discussion, and conclusion sections. The mentors also provided reinforcement on techniques for searching and selecting relevant references, using citations, compiling bibliographies, and linking the participants' data with scientific arguments. The process was conducted through hands-on practice so that participants did not merely receive theoretical material but actively produced sections of their articles during the session. The output of this stage was an initial draft of the scientific article. Meeting III: Article Review, Feedback, and Revision. The third stage involved reviewing the article drafts compiled by the participants. The review encompassed the appropriateness of the title, problem focus, quality of the introduction, accuracy of the methodology, presentation of results, depth of the discussion, reference usage, systematic structure, and compliance with the guidelines of the target journal. Mentors provided direct feedback, and participants made improvements based on the input. Additionally, participants were directed to determine journals that matched the themes and characteristics of their articles. The output of this stage was a revised article and a target publication journal. Meeting IV: Article Finalization and Publication Preparation. The final meeting was directed toward refining the articles based on the results of the previous reviews and revisions. Mentors conducted a final check on the article structure, academic language, citations and references, completeness of article sections, and manuscript alignment with the author guidelines of the target journal. Participants were also provided with an understanding of the publication stages through the Open Journal System (OJS), ranging from registration, manuscript uploading, and metadata entry, to the submission process. The final output of the activity was a finalized scientific article ready for submission to the target journal. Subjects and Informants the primary subjects in this activity were the BAPPEDA Kudus Regency personnel who participated in the scientific article writing mentoring program. The informants included the mentoring participants and parties related to the implementation of the activity, specifically BAPPEDA representatives who understand the institutional needs for capacity building in scientific writing and publication. The informants were selected purposively based on their involvement and relevance to the objectives of the activity. Data Collection Techniques Data for the activity were collected through several techniques, namely observation, interviews, documentation, and evaluation of the participants' work. Observation was conducted during the mentoring process to identify participant engagement, activities during practice, difficulties encountered, and the development of participants' skills in drafting articles. Interviews were conducted informally and purposively to obtain information regarding participants'

experiences, mentoring needs, writing constraints, and their perceptions of the activity's benefits. Documentation was used to complement the data, comprising records of activity implementation, participants' draft materials or articles, revision results, and other relevant documents. Meanwhile, the evaluation of work was performed on the article products developed by the participants from the initial stage to the finalization stage. Data Analysis Techniques Qualitative data obtained through observation, interviews, and documentation were analyzed descriptive-qualitatively through three stages: data reduction, data display, and conclusion drawing. In the reduction stage, data obtained during the mentoring process were selected and categorized based on aspects of needs, the mentoring process, constraints, competency development, and activity outcomes. Subsequently, the data were presented in a descriptive narrative format to illustrate the participants' process and progress. The final stage involved drawing conclusions based on the patterns and findings that emerged during the activity. In addition to the qualitative analysis, the development of participants' competence can be observed by comparing pre-test and post-test results, provided such instruments were used in the activity implementation. The percentage of competence improvement is calculated using the following formula:

$$\text{Improvement (\%)} = \left[\frac{\text{Post-test score} - \text{Pre-test score}}{\text{Pre-test score}} \right] \times 100\%$$

The evaluation of the article products was conducted using a rubric covering aspects of title and focus appropriateness, structural and systematic consistency, introduction quality, methodological accuracy, results and discussion quality, reference and citation usage, academic language proficiency, and compliance with the target journal's guidelines. Thus, the activity evaluation was based not only on the increase in participants' understanding but also on their ability to produce a viable scientific article ready for publication. The success of the activity was evaluated based on three aspects: (1) the process aspect, indicated by the engagement and active participation of the attendees throughout the four mentoring sessions; (2) the competency aspect, demonstrated by the development of understanding and writing skills; and (3) the product aspect, shown by the compilation of a revised scientific article prepared for the publication process.

RESULT AND DISCUSSION

Result

The scientific article writing and publication mentoring program was conducted at the Regional Development Planning Agency (BAPPEDA) of Kudus Regency over a one-month period in November 2024. The program consisted of four sessions, with a frequency of one meeting per week. The participants comprised 20 BAPPEDA Kudus Regency personnel. Throughout the mentoring process, participants were guided to transform their experiences, data, and activities relevant to their institutional mandates into scientific articles. The results of the program indicated that out of the 20 participants who attended the mentoring sessions, 5 scientific articles were successfully developed. Consequently, the mentoring program yielded an average of 1 article for every 4 participants, representing approximately a 25% ratio of article products to the total number of participants. This figure demonstrates that the

mentoring process successfully generated concrete outputs in the form of scientific article manuscripts, even though not all participants produced articles individually. In the context of group mentoring, the article development process was carried out through collaborative efforts and step-by-step assistance, allowing participants to contribute to the compilation, development, review, and revision of the articles.

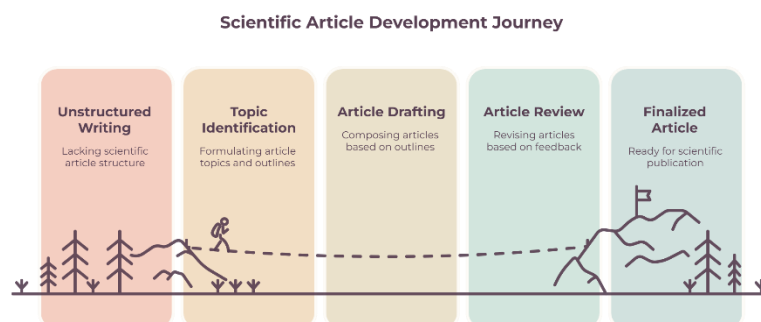


Figure 1: Scientific Article Development Journey, 2026.

1. Results of Needs Identification

During the first meeting, an identification of the participants' initial experiences and needs regarding scientific article writing was conducted. The assessment revealed that participants required reinforcement not only in understanding the conceptual aspects of scientific writing but also in the practical skills needed to develop ideas into systematic articles. The primary needs identified during the initial phase of the mentoring program included determining article topics, drafting outlines, developing introductions, structuring methodologies, processing and presenting results, expanding discussions, utilizing references, citation techniques, and understanding publication mechanisms in scientific journals. Based on these findings, the mentoring program was designed using a hands-on practice approach. Rather than merely receiving theoretical material, participants were directed to utilize data, experiences, and activities relevant to their work at BAPPEDA as the raw materials for developing scientific articles.

2. Results of the First Meeting: Formulating Topics and Article Outlines

The first meeting focused on strengthening the foundational understanding of scientific articles and structuring writing outlines. Participants received materials on the characteristics of scientific articles, article structure, topic determination, problem formulation, writing objectives, and the utilization of relevant references. During the practical session, participants were guided to identify issues, programs, study findings, or work experiences that held the potential to be developed into scientific articles. This process helped participants realize that the activities and data generated in their daily work could be transformed into more systematic knowledge when structured according to scientific writing conventions. The output of the first meeting consisted of topics and initial article outlines, which were subsequently expanded during the second session. This stage served as a crucial foundation, as the quality of an article is heavily influenced by the clarity of its focus and the systematic organization of ideas from the very beginning of its drafting.

3. Results of the Second Meeting: Drafting the Articles

The second meeting focused on the practice of composing articles based on the topics and outlines developed in the previous session. Participants began drafting various sections of the articles, including the introduction,

methodology, results and discussion, and conclusion. Mentors provided direct guidance throughout the writing process. Participants were directed to transform administrative information and work experiences into more academic expositions, construct data-driven arguments, and utilize relevant references to strengthen their discussions. At this stage, several writing groups begin to form, developing articles based on themes or data relevant to the participants' specific fields of work. Throughout the mentoring process, a total of 5 scientific articles were successfully developed up to the draft stage, which then served as materials for the subsequent review and revision process.

4. Results of the Third Meeting: Article Review and Revision

The third meeting centered on the process of reviewing and revising the developed articles draft. The review covered several major components of the articles, including the alignment between titles and content, clarity of the background and problem formulation, systematic organization, methodological accuracy, presentation of results, depth of discussion, reference usage, citations, and academic language proficiency. The review process was conducted interactively between the mentors and participants. Each article received constructive feedback to identify sections that still required improvement. Participants then made revisions based on the input provided. The outcomes of the review process indicated that direct mentoring effectively helped participants understand the distinction between administrative texts or activity reports and formal scientific articles. Participants began to align their writing with a more systematic academic flow, specifically revolving around the problem statement, conceptual framework, methodology, results, discussion, and conclusion. In addition to substantive improvements, participants were also guided to adapt their articles to the specific characteristics of their target journals. Thus, the revision process not only enhanced the article content but also prepared the manuscripts to meet scientific publication standards.

5. Results of the Fourth Meeting: Article Finalization and Publication Preparation

The fourth meeting constituted the finalization and publication preparation stage. At this step, the five articles developed through the mentoring process were re-examined based on their structure, completeness of substance, use of academic language, citations and bibliographies, and alignment with the target journals' guidelines.

Participants also gained an understanding of publication mechanisms through the Open Journal System (OJS), including journal homepage navigation, account registration, metadata input, manuscript uploading, and the steps involved in the submission process. Consequently, the final results of the activity demonstrated that 20 BAPPEDA Kudus Regency personnel participated in the mentoring series and successfully developed 5 scientific articles. These five articles represent concrete products of a step-by-step mentoring process that progressed systematically from topic identification, outlining, draft development, review, and revision, to finalization.

6. Activity Achievements

The primary achievements of the mentoring program are summarized in Table 1.

Table 1. Achievements of the Scientific Article Writing and Publication Mentoring Program

No.	Achievement Indicators	Results
1	Number of mentoring participants	20 people

2	Duration of implementation	1 month
3	Total number of sessions	4 times
4	Meeting frequency	1 time/week
5	Number of successfully developed articles	5 articles
6	Average number of participants per article	4 people
7	Ratio of article products to participants	25%

Based on Table 1, the mentoring program produced five scientific articles from 20 participants. This output indicates that the initiative has delivered a tangible result in the form of scientific manuscripts developed collaboratively through a structured mentoring process. This achievement also demonstrates that mentoring programs can serve as an effective means to bridge the practical experiences of government officials with scientific writing and publication activities.

Overall, the results of the program highlighted three main achievements. First, participants gained a more focused understanding of the scientific article writing process. Second, participants acquired hands-on experience in converting ideas, data, and work experiences into academic manuscripts through writing and revision. Third, the program successfully yielded 5 scientific articles as the concrete outputs of the mentoring initiative.

Discussion

The scientific article writing and publication mentoring program at BAPPEDA Kudus Regency successfully produced five articles from 20 participants over four sessions within a single month. This achievement demonstrates that a step-by-step, practice-based mentoring approach is capable of generating concrete outputs in the form of scientific articles. This finding reinforces the view that scientific writing training is far more effective when participants do not merely receive theoretical material but are also given the opportunity to practice writing, receive feedback, perform revisions, and complete their manuscripts progressively.

These results align with the community service initiatives conducted by Yusuf et al. (2022), which indicated that training in foundational writing and publication skills can be utilized to enhance participants' competence in producing scientific work. That training positioned writing and publication skills as an integral part of strengthening research competence. In the context of the program at BAPPEDA Kudus Regency, this reinforcement becomes increasingly vital because the personnel are not only required to compile administrative documents but also possess the potential to transform data, studies, and work experiences into knowledge that can be disseminated through scientific publications.

Transforming Work Experience into Scientific Knowledge

One of the key findings from this mentoring initiative is the necessity of assisting participants in converting their professional experiences and data into scientific articles. BAPPEDA personnel fundamentally have access to a wealth of data, study outcomes, development programs, and regional planning experiences. However, possessing this data and experience does not automatically translate into scientific articles. It requires the ability to select relevant information, formulate research problems, build arguments, determine appropriate methodologies, present results,

and connect findings with relevant literature. From a knowledge translation perspective, this process is an essential element in bridging knowledge with practice and policy. Mendell and Richardson (2021) demonstrated that stakeholder engagement and knowledge translation processes can strengthen the relationship between research and policy needs. Consequently, scientific article mentoring for BAPPEDA personnel does not merely concern the enhancement of writing skills, but also carries the potential to reinforce institutional capacity in documenting and communicating the knowledge generated from development planning activities. This context is also consistent with research by Kelstrup and Jørgensen (2024) regarding research utilization in governance. Their study indicates that the use of evidence in governance is closely related to analytical capacity, standards of evidence, and mechanisms that allow knowledge to be integrated into the policy process. Therefore, the capacity of the state apparatus to produce scientific writing can be viewed as a form of analytical capacity that supports the documentation and dissemination of evidence-based knowledge.

Practice-Based Mentoring as a Capacity-Building Strategy

Mentoring in this initiative was conducted using the principle of learning by doing. Participants were not merely given explanations regarding article structures but were immediately directed to determine topics, draft outlines, compose manuscripts, obtain feedback, conduct revisions, and prepare their articles for publication. This pattern allowed participants to learn from real-world problems that emerged during the writing process.

This strategy is critical because difficulties in writing scientific articles often become apparent only when participants begin drafting the manuscript. Participants may comprehend the structure of an article conceptually, yet still encounter difficulties when required to determine a problem focus, link data with theory, structure the discussion, or select relevant references. Therefore, the direct mentoring process provides participants with the opportunity to receive assistance precisely when these difficulties arise.

These results align with the findings of Kholili and Lubis (2022), who discovered that writing groups can support reflective practices through discussions on research topics, introduction drafting, methodologies, and the use of academic language. In the BAPPEDA program, the review process and discussions among participants and mentors also functioned as a space for reflection on the quality of the articles being developed.

A practice-based approach was also evident in the initiative by Ferdinal et al. (2025). In that program, participants were not only given writing materials but also received guidance, briefings, mentoring, and monitoring to transform activity data into written work. Out of 19 participants, 17 successfully published their articles in online media. This finding reinforces the argument that product-oriented mentoring can yield more concrete results compared to initiatives oriented solely toward material delivery.

The Importance of Scaffolding Stages in Article Writing

The four mentoring stages in this activity fundamentally formed a scaffolding process. In the first stage, participants received assistance in determining topics and structuring outlines. In the second stage, support was provided as participants

expanded their outlines into drafts. In the third stage, participants obtained feedback to improve the substance and systematic structure of their articles. Subsequently, in the fourth stage, participants were guided to finalize their work and prepare for publication.

This pattern demonstrates that participants were not immediately burdened with generating articles independently but received support tailored to their needs at each stage. Such a strategy is vital in developing writing skills, as the ability to write scientific articles is a complex competence that requires the simultaneous mastery of various components.

The results of the activity also indicate that the review and revision processes are highly critical components. Composed articles were not immediately deemed complete; rather, they needed to be re-examined in terms of substance, systematic structure, language, references, and alignment with the target journal. Consequently, participants learned that scientific writing is an iterative process involving writing, obtaining feedback, improving, and rewriting.

Strengthening Writing and Publication Competencies

The mentoring initiative did not stop at article composition; it also introduced participants to the publication process through the Open Journal System (OJS). This constitutes a crucial aspect because writing ability and publication proficiency are two interrelated yet distinct competencies.

Uyun (2023), for instance, demonstrated that scientific writing training can assist participants in understanding the basics of writing, article components, publication policies, journal requirements, paraphrasing techniques, the use of Mendeley, and manuscript preparation based on journal templates. These findings are highly relevant to the program at BAPPEDA because participants were also directed to perceive articles as manuscripts that must satisfy journal standards, rather than as mere activity reports.

Suryani et al. (2025) also indicated that scientific writing activities can be developed not only to enhance writing skills but also to foster critical thinking, creativity, collaboration, and communication. In their initiative, pre-test and post-test results showed an increase in participants' knowledge following the workshop. Although the program at BAPPEDA Kudus Regency did not utilize pre-test and post-test data as a baseline to measure improvement statistically, the mentoring process clearly demonstrated product progression—advancing from the topic and outline stage toward drafting, revision, and article finalization.

The Significance of Five Articles as Activity Outputs

The production of five articles from 20 participants represents a significant achievement because it demonstrates that the activity generated tangible, documentable products. However, this quantity needs to be understood within the context of group mentoring. The ratio of five articles to 20 participants does not imply that only five participants benefited; rather, each article was developed through a collaborative process that engaged participants in information gathering, idea development, writing, discussion, and revision.

Consequently, the indicator of the activity's success is reflected not only in the number of articles produced but also in the participants' active engagement

throughout the entire knowledge production process. This aligns with the empowerment approach, which positions participants as active subjects within the capacity-building process.

This achievement also demonstrates that mentoring programs must be distinguished from one-way training sessions. One-way training tends to produce a short-term increase in knowledge, whereas mentoring allows participants to receive support while applying that knowledge. In the BAPPEDA program, this process was evident in the continuity maintained from the first to the fourth meeting, where each session generated an output that served as the foundation for the subsequent stage.

Implications for BAPPEDA's Capacity Building

From an institutional perspective, the ability to write and publish scientific articles can provide broader benefits for BAPPEDA. Scientific articles can serve as a medium to disseminate study findings, planning innovations, program implementation experiences, and regional development issues to the academic community and other stakeholders.

The utilization of knowledge in governance does not always occur automatically. Kelstrup and Jørgensen (2024) demonstrated that analytical capacity and evidence-utilization mechanisms play a role in determining the extent to which research is integrated into the policy process. Therefore, strengthening the state apparatus's ability to document and communicate knowledge scientifically can be part of organizational capacity building that supports evidence-based planning.

In this context, the scientific articles generated through mentoring are viewed not merely as publication outputs, but also as a form of documenting institutional knowledge. When regional development experiences and data are developed into scientific articles, that knowledge becomes more accessible, refutable, comparable, and open to further development by other parties.

Program Sustainability

The results of the program also carry implications for project sustainability. While the one-month mentoring initiative successfully yielded five articles, the process of reinforcing publication capacity should ideally be extended through more sustainable activities. Subsequent phases could encompass post-submission mentoring, guidance in addressing reviewers' comments, article revisions based on peer-review results, the development of articles from BAPPEDA's ongoing studies, and the establishment of dedicated writing groups within the BAPPEDA environment.

Such a sustainability model is critical to ensure that writing capabilities do not cease upon the completion of a single community service activity. The experience gained from this program can be developed into an internal mechanism that regularly encourages personnel to document regional development study results and activities in the form of scientific articles.

In conclusion, the scientific article writing and publication mentoring program at BAPPEDA Kudus Regency demonstrates that a participatory, practice-based mentoring approach can serve as a highly relevant strategy for official capacity building. The integration of material delivery, hands-on practice, discussions, reviews, revisions, and publication preparation successfully generated five articles from 20 participants. Although the available data do not yet allow for a statistical measurement

of competency improvement, this product achievement demonstrates descriptive success in facilitating the transformation of the state apparatus's practical experiences and knowledge into scientific writing.

Overall, this activity reveals that enhancing the scientific writing capacity of government personnel is relevant not only to individual competency development but also to fostering a knowledge culture at the institutional level. The capability to convert development data, studies, and experiences into scientific articles can support knowledge dissemination and strengthen the interconnectedness among research, practice, and regional development policy.

CONCLUSION

The scientific article writing and publication mentoring program at BAPPEDA Kudus Regency was successfully conducted over a one-month period in November 2024 through four sessions utilizing a participatory practice-based mentoring approach. The initiative engaged 20 BAPPEDA personnel who underwent stages of needs identification, reinforcement of scientific writing concepts, article composition practice, review and revision, as well as finalization and publication preparation. The outcomes of the program demonstrated that the mentoring process successfully generated 5 scientific articles developed collaboratively by the participants. This achievement indicates that practice-based mentoring can effectively facilitate the state apparatus in transforming work-related data, experiences, and information into more systematic scientific papers. Furthermore, the mentoring process provided participants with hands-on experience in structuring articles, utilizing references and citations, navigating the review and revision process, and preparing manuscripts for publication in scientific journals. In conclusion, mentoring in scientific article writing and publication can serve as a viable strategy to strengthen official capacity in documenting and disseminating the knowledge generated from regional development planning activities. Looking forward, program sustainability is required—particularly in the form of post-submission mentoring, revising articles based on reviewers' feedback, and developing new articles from BAPPEDA's ongoing studies—to ensure that a scientific writing and publication culture can grow sustainably within the institutional environment.

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