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# Bridging the Competence of Preparing Reputable Scientific Articles for Lecturers in the Field of Sharia Economics through Mastering Artificial Intelligence at the Ibrahimy Institute of Islamic Religion Genteng, Banyuwangi

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A R T I C L E I N F O

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A B S T R A C T

Along with technological advances, Artificial Intelligence (AI) can be used to improve the quality and efficiency of the scientific article preparation process. Assistance in the preparation of reputable scientific articles for lecturers at the Ibrahimy Islamic Religious Institute, Genteng, Banyuwangi, was attended by 52 people with material covering the structure of scientific articles, the choice of reputable journals, the use of AI, and its ethical aspects. The mentoring methods are discussions and practices using AI platforms, namely Eskritor, Research Rabbit, and Mendeley. The success of the implementation of mentoring was measured through evaluations that showed an increase in participants' understanding, as well as positive feedback on AI skills.

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## INTRODUCTION

Preparing reputable scientific articles is one of the essential aspects in the academic world, especially for lecturers in higher education institutions (Firmansyah, 2022). The essence of the preparation of scientific articles ideally functions as a means of publishing the results of thoughts from the implementation of research, as well as playing an essential role in the development of scientific progress and improving the expertise of lecturers (Susilo et al., 2024). Lecturers are considered to be of high quality if they have been able to publish their research results in reputable national journals and international journals, which in turn also has a broad impact factor by being cited by many subsequent authors (Nandiyanto, 2024). The publication of lecturers' scientific papers in national and international journals, especially reputable journals, is an achievement for a lecturer that reflects the productivity and expertise of lecturers in the field of science (Firmansyah, 2022).

After the issuance of the Regulation of the Minister of Education, Culture, Research and Technology No. 44 of 2024, which requires the publication of reputable international articles as a condition for promotion to academic positions (Ristek, 2024), so this is a severe problem for most lecturers who find it challenging to fulfill (Hasmiati & Priyambada, 2022). The lack of digital literacy and innovation causes many lecturers to face obstacles in writing scientific articles that meet the criteria and standards expected by reputable international journals (Radyuli et al., 2023), so the productivity of reputable international journal articles at many universities in Indonesia is still low (Gunawan et al., 2024; Ginanjar, 2022). This is also due to the need for lecturers to understand the concept of academic writing, time constraints, and difficulties in organizing research ideas and data to realize quality articles worthy of publication in reputable journals (Gunawan et al., 2019).

Along with the development of information technology advances in today's digital era, there are many Artificial Intelligence (AI) that can function as tools that can improve the quality and efficiency of scientific article writing (Poerwanto et al., 2024; Sri Pudjiarti & Ratnawati Dwi P, 2023). Artificial Intelligence is a technology that can imitate human intellectual abilities, such as gathering information, learning from experience, solving problems, and making decisions (Haenlein & Kaplan, 2019). AI analyses data identifies patterns and uses the information to make specific predictions or actions (Erpidawati et al., 2023). AI can offer various tools and applications that can assist lecturers in compiling, analyzing, and perfecting academic texts by presenting, deciphering, paraphrasing, and correcting grammar, resulting in quality articles (Gunawan et al., 2024). However, the inappropriate use of AI will potentially violate academic ethics, including the emergence of biased data, plagiarism, and unclear ownership of works . So, the use of AI can refer to the signs set out in the Guidelines for the Use of Generative Artificial Intelligence from the Minister of Research, Technology, and Higher Education (Kemahasiswaan, 2024) so as not to violate ethics.

The Ibrahimy Genteng Banyuwangi Islamic Religious Institute (IAI) is one of the oldest private Islamic religious universities in Banyuwangi, established on June 16, 1984, under the auspices of the Ibrahimy Islamic Religious Education Foundation (YASMY). IAI Ibrahimy has educators with great potential in producing quality scientific papers but still need to improve their publications in internationally reputable journals. This educational institution is experiencing challenges related to academic reputation and the competitiveness of lecturers in the global arena, so it is essential and is a strategic effort to assist in the preparation of internationally reputable scientific articles with the use of AI to improve the understanding, skills, and competence of lecturers regarding the process of writing good and quality articles. The mentoring was carried out by several lecturers from the Postgraduate School of UIN Maulana Malik Ibrahim Malang with the following objectives: (1) Providing a holistic understanding of the structure of scientific articles; (2) Providing comprehensive insight into the benefits of applying AI in the research process and preparation of scientific papers; (3) Training the skills of searching for reputable international journals in the field of sharia economics that can be targeted; and (4) Training skills and competencies in the use of AI software, namely Eskritor, Research Rabbits and Mendelley to accelerate and improve the quality of article writing. The targeted outputs through this assistance include (1) Increasing academic understanding of the structure and concept of preparing scientific articles; (2) Increasing the skills of academics in the use of AI to accelerate and improve the quality of scientific paper writing; (3) Increasing the use of AI for journal search for article publications, and (4) The preparation of article manuscripts that will be submitted to reputable international journals by academics after mentoring.

## IMPLEMENTATION AND METHODS

These community service activities were carried out using several methods. The method applied to the assistance of Artificial Intelligence (AI)-assisted scientific article writing training at IAI Ibrahimy is carried out in three main stages: (1) Pre-activities stage: conducting initial observations. This observation process can be easily carried out in the form of communication between institutional leaders, considering that UIN Maulana Malik Ibrahim Malang and IAI Ibrahimy are previously established cooperation partners, which are then continued with problem identification, potential data collection, and discussion of problem-solving solutions by designing a program. (2) The implementation stage is the implementation of a work program that is held jointly in the form of assistance in training in writing scientific articles assisted by Artificial Intelligence for one full day at a mutually agreed time. (3) The evaluation stage is carried out after training in the form of a satisfaction survey for implementing activities.

For the implementation of mentoring to achieve the set goals, the program is designed interactively so that mentoring participants can understand and be proficient in utilizing AI for research and scientific publications. According to Chevalier & Buckles (2019) and Mustanir et al. (2019), Effective training methods must be participatory, applicative, and sustainable to optimize knowledge transfer. Some of the methods of delivering the material applied include:

a. Interactive lectures, namely the delivery of material through slide presentations about the structure of scientific articles, are also applied by providing tutorials and direct demonstrations of AI software features by resource persons. This method allows participants to follow and ask interactive questions concerning the draft of their research articles prepared in advance.
b. Hands-on practice, participants had the opportunity to try first-hand the features of AI software by following the directions given by the resource person as a mentor to help the process of preparing scientific articles.
c. Assistance was carried out by resource persons in the form of tutorials on the use of AI for participants using a trial account, which were processed step by step for further implementation in the preparation of draft scientific articles.
d. The evaluation was carried out as a survey related to the participant's level of understanding and feedback on implementing the training for future improvement.

## RESULTS AND DISCUSSION

The initial observation and problem identification results show that IAI Ibrahimy lecturers need help preparing scientific articles in reputable international journals. So far, the productivity of lecturers' articles, including those collaborating with students, has been in the national reputable journal SINTA (Sinta 6 to Sinta 2) and international journals indexed by Copernicus, so no one has succeeded in penetrating publication in the reputable international journal Scopus. The difficulties felt are mainly in understanding the structure of scientific articles in reputable international journals, how to compile quality articles, skills in finding reputable international journals that are affordable to be targeted in the field of Sharia economics, as well as improving the skills of using AI that can support the process of compiling quality scientific articles, so that the subsequent implementation needed is mentoring activities in the form of training and tutorials the use of AI for article drafting.

Training assistance in the preparation of scientific articles assisted by Artificial Intelligence (AI) for lecturers and students of the Ibrahimy Genteng Banyuwangi Islamic Institute (IAI) by lecturers of the Doctoral and Master Program in Sharia Economics Postgraduate UIN Maulana Malik Ibrahim Malang was carried out intensively for one day on August 8, 2024, at the 3rd floor of the Central Building of IAI Ibrahimy, attended by as many as 52 participants consisting of lecturers and students from 6 study programs that exist. The process of implementing mentoring is presented in the following table:

**Table 1. Assistance Implementation Process**

| No | Activities | Explanation |
|---|---|---|
| 1 | Preparation of participants, materials, and supporting facilities | Participants who participated in the training brought a draft article manuscript. Preparation for creating an AI software trial account for each participant. |
| 2 | Implementation of mentoring | The training activity began with an opening, then the presentation of material, which was carried out in 3 sessions, namely: Lesson 1: Presentation of the structure of scientific articles Lesson 2: Demonstration of the use of AI software, namely Eskritor, Research Rabbit and Mendeley. Topic 3: Assistance in using AI to find reputable international journals. |
| 3 | Evaluation and follow-up | At the end of the session, evaluate filling out a feedback questionnaire. |

The implementation of the mentoring activity began with remarks from the Vice Chancellor for Student Affairs of IAI Ibrahim, who highly appreciated the initiation of this activity and hoped that the impact of this activity could strengthen the academic network and improve the quality of scientific writing at his institution.


**Figure 1. Welcome Speech from the Host**

Then, the next session was the delivery of the first material, namely, the structure of scientific articles in internationally reputable scientific journals, using the IMRAD (Introduction, Methods, Result, and Discussion) method. The resource person explained essential things about the background related to the context of the reason for choosing the topic, the urgency of the phenomenon presented, the research problems to be expressed, and the significance and originality of the research that can attract readers' attention. In the Methods section, the subject or object of the research, data collection techniques, and data analysis are described in detail. Then, in discussing the result, objective findings

are presented in tables, graphs, or diagrams to visualize the data excitingly. The Discussion section describes the interpretation of the research results to answer the research questions, explain the implications of the findings, and compare them with previous studies. This is an opportunity to demonstrate that the results of research findings contribute to the development of relevant fields of science.

The next session is a tutorial and demonstration session of AI software and a search for reputable journals in a specific field. Three software applications, namely Eskritor, Research Rabbit, and Mendeley were introduced, along with their features and examples of use. Extractors can help speed up the initial article's drafting process, providing new ideas that go beyond creative impasse by offering suggestions on new topics or approaches. Research Rabbit can function to help in the process of reviewing literature, searching, organising, and analysing scientific literature networks. Then Mendeley functions to help organise references and synchronise citations and bibliographies automatically. Search for international journals with a Scopus reputation in Sharia economics by using journal databases and Scimago and paying attention to impact factors.


**Figure 2. Mentoring Atmosphere**

This session was very interactive, as shown by the participants' enthusiasm in providing many questions and discussions about AI applications and cases they experienced in research, article preparation, and publication. Some questions are related to the optimization of AI software with specific scientific fields, English language constraints, plagiarism problems, and the validity of results. All questions were answered comprehensively by the resource persons who guided this training assistance. The training becomes more lively and interactive as participants try to practice various software features and menus independently. Participants were enthusiastic about practising and

finding many direct benefits in preparing the articles. According to Zulfikar (2022), a crucial stage in adopting new technology is learning, which allows users to understand the features, functions, and benefits of tools to maximise their implementation. Therefore, this training mentoring session is designed to be practical and applicable.

The training evaluation was conducted through a participant response questionnaire regarding participant satisfaction with various aspects of training, which was then processed using descriptive statistics. In their research, Sitzmann et al. (2008) discussed the importance of evaluating trainees' reactions as part of the nomological network of trainees' reactions. The satisfaction questionnaire compiled includes the following aspects: (1) The theme of the activity is valuable and motivating; (2) The delivery of material is easy to understand; (3) Suitability of the material with the theme; (4) The assistance carried out is easy to follow; (5) Increasing the mastery of skills using artificial intelligence; (6) The use of artificial intelligence is beneficial; (7) Participant satisfaction with the overall assistance implementation activities; and (8) The performance of the activity organisers. The results of the survey on the training evaluation are shown in the following figure:

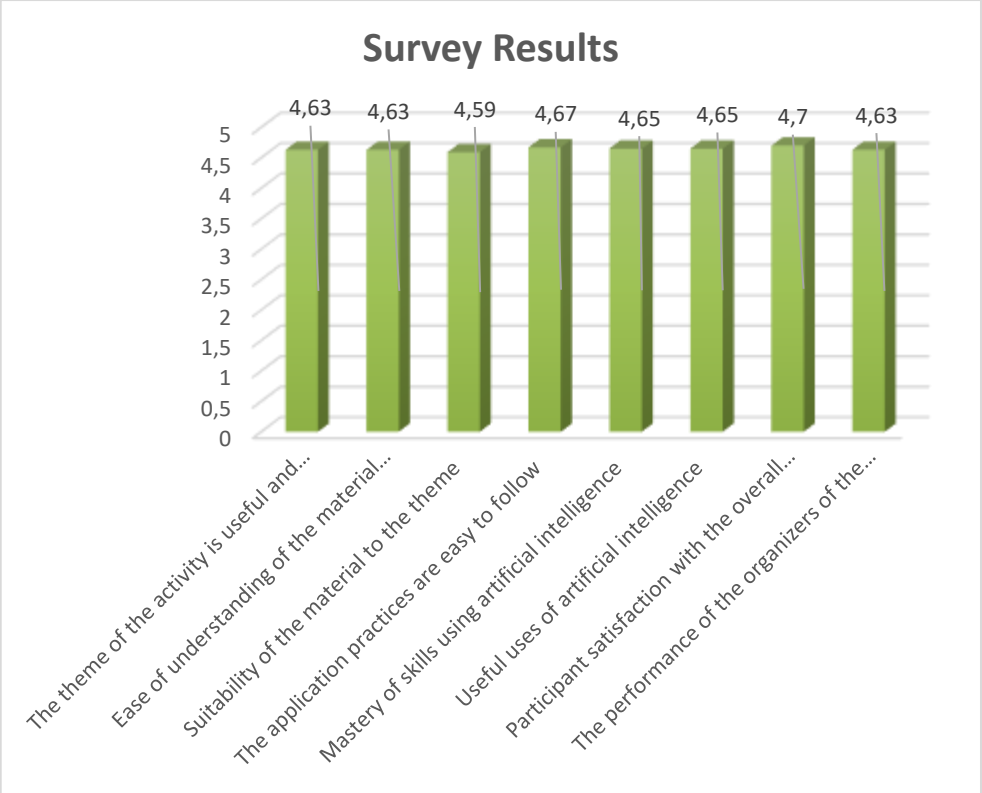


**Figure 3. Survey Results**

All aspects of training, ranging from theme suitability, quality and relevance of the material, delivery of resource persons, the effectiveness of AI use, technical support, to facilities, received an Excellent rating with an average of above 4.5 (from scale 5). Overall, this training has improved participants' scientific article writing skills and provided a positive learning experience. The high reaction rate showed that the training created a positive and satisfying participant learning experience. This supports previous empirical studies showing that using AI in education can improve student motivation, engagement, and learning outcomes. Chen et al. (2020) and  discuss how AI can improve the overall quality of education. The benefits felt by participants, such as improved writing skills, time efficiency, and ease in drafting scientific articles, show that AI has great potential to become an effective tool in the scientific writing process. The use of AI in this training is in line with the trend of AI use in various fields, including education and research.

## CONCLUSIONS AND RECOMMENDATIONS

In the increasingly developing digital era, using artificial intelligence (AI) technology to prepare scientific articles has become very useful, including for lecturers at the Ibrahimy Genteng Islamic Religious Institute Banyuwangi. The process of assisting in the preparation of reputable scientific articles by utilising AI not only improves the quality of writing but also accelerates the research process, which previously took quite a long time. The mentoring shows that AI can be a handy assistant in the pre-production stage, such as creating outlines, collecting data, and analysing literature. With AI-based tools, lecturers can focus more on innovation and developing new ideas. The quality of articles produced by lecturers who participated in this mentoring significantly improved. The evaluation showed an increased fundamental understanding of scientific articles regarding research methods, data presentation, and writing structure.

The application of AI technology in compiling scientific articles is a trend and a strategic step to increase academic competitiveness. It is essential to recognise that this mentoring is not only about technical mastery in using AI but also related to how lecturers can adjust to the paradigm shift in the research world. The spirit of collaboration between lecturers and the accompanying team plays a significant role in the success of this program. The opportunity to discuss and share thoughts has become a valuable space to learn from each other and develop insights. This reflection shows that despite the challenges and resistance, this AI-based mentoring has created awareness and awakened lecturers' interest in writing scientific articles. This is expected to continue to improve the quality and quantity of scientific publications in the academic environment more broadly to develop science and lecturers' expertise.

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