

## **Improving the Quality of Academic Work of Master's Students in Educational Management at Universitas Negeri Jakarta Based on Online Workshops**

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### **Abstract**

This community service activity originates from the ongoing challenges faced by higher education institutions in improving the quality of academic writing, particularly theses, which is highly relevant in the Master's Program in Educational Management at Universitas Negeri Jakarta (UNJ), where students often struggle with critical thinking and the application of appropriate methodologies. The objective of this activity is to enhance students' academic writing skills through an online workshop focused on thesis preparation, covering aspects such as research methodology, data analysis, and structured academic writing. The workshop, held on August 4, 2025, via Zoom Meeting, was attended by 76 active students and featured three experts in the field of educational research who presented material on research frameworks, methodologies, and academic writing techniques. The methods used included synchronous presentations, interactive Q&A sessions, and group discussions facilitated by a moderator. The findings indicate that the workshop significantly improved students' cognitive, affective, and psychomotor competencies in thesis writing, with active participation and direct interaction with the speakers boosting students' confidence and problem-solving skills. However, technical challenges, such as unstable internet connections, presented barriers. Factors influencing the workshop's effectiveness include speaker competence, student engagement, peer collaboration, technological readiness, and institutional support. The implications of this workshop emphasize the importance of ongoing technical training for both students and lecturers, improvements in digital infrastructure, and continuous mentoring to maintain the quality of academic writing. This model can be further developed into a structured support system for thesis writing in similar academic environments.

**Keywords:** Academic Work; Online Workshop; Educational Management.

### **Abstrak**

Latar belakang kegiatan pengabdian masyarakat ini berawal dari tantangan yang terus dihadapi oleh perguruan tinggi dalam meningkatkan kualitas penulisan akademik mahasiswa, khususnya tesis. Hal ini sangat relevan dalam Program Magister Manajemen Pendidikan di Universitas Negeri Jakarta (UNJ), di mana mahasiswa sering mengalami kesulitan dalam berpikir kritis dan metodologi yang tepat. Tujuan dari kegiatan ini adalah untuk meningkatkan keterampilan penulisan akademik mahasiswa melalui workshop online yang berfokus pada persiapan tesis, mencakup aspek-aspek seperti metodologi penelitian, analisis data, dan penulisan akademik yang terstruktur. Workshop ini dilaksanakan secara daring melalui Zoom Meeting pada 4 Agustus 2025 dan diikuti oleh 76 mahasiswa aktif. Tiga ahli dalam bidang penelitian pendidikan menyampaikan materi mengenai kerangka penelitian, metodologi, dan teknik penulisan akademik. Metode yang digunakan mencakup presentasi sinkron, sesi tanya jawab interaktif, dan diskusi kelompok yang difasilitasi

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oleh seorang moderator. Hasil temuan menunjukkan bahwa workshop ini secara signifikan meningkatkan kompetensi kognitif, afektif, dan psikomotor mahasiswa dalam penulisan tesis. Partisipasi aktif dan interaksi langsung dengan narasumber meningkatkan kepercayaan diri dan keterampilan pemecahan masalah mahasiswa. Namun, kendala teknis seperti koneksi internet yang tidak stabil menjadi hambatan. Faktor-faktor yang mempengaruhi efektivitas workshop ini antara lain kompetensi pemateri, keterlibatan mahasiswa, kolaborasi teman sejawat, kesiapan teknologi, dan dukungan institusional. Implikasi dari workshop ini menyoroti pentingnya pelatihan teknis yang berkelanjutan untuk mahasiswa dan dosen, peningkatan infrastruktur digital, serta bimbingan berkelanjutan untuk mempertahankan kualitas penulisan akademik. Model ini dapat dikembangkan lebih lanjut menjadi sistem dukungan terstruktur untuk penulisan tesis di lingkungan akademik serupa.

**Keywords:** Karya Ilmiah, Workshop Online, Manajemen Pendidikan.

## **Introduction**

Improving the quality of academic work, particularly theses, is an inevitable challenge in higher education. The quality of academic work is highly dependent on students' ability to develop critical thinking and appropriate methodologies throughout the research process. The Educational Management program at Universitas Negeri Jakarta (UNJ) plays a pivotal role in producing graduates who are capable of generating high-quality academic work. To achieve this, comprehensive efforts are needed to enhance the research skills of students, particularly through strategies that support the improvement of their scholarly competencies (Putri et al., 2019).

One effective approach to improving the quality of academic work is by implementing the concept of a learning organization and knowledge-sharing between students and lecturers. In an academic environment, open and collaborative interaction between students and lecturers can significantly contribute to the development of ideas, research findings, and the application of better methodologies (Casado-Lumbreras & Colomo-Palacios, 2014). Therefore, promoting a knowledge-sharing culture among students and lecturers is a necessary step to improve the quality of research and academic work (Grinshkun et al., 2021).

Furthermore, creating a conducive research climate and providing adequate institutional support are key factors in encouraging students to produce high-quality academic work. Universities that offer proper resources, funding, and infrastructure to support research activities create an atmosphere that motivates students to innovate and produce work that is accepted at an international level (Hamidah et al., 2025). In this context, institutional policies that support research and reward high-quality academic work also play a crucial role in enhancing students' motivation to engage in academic work (Linda, 2018).

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Community service in the form of an online workshop on improving the quality of academic work aims to provide practical training to students on proper thesis writing. This workshop will cover various important aspects of academic writing, such as research methodology, data collection, statistical analysis, and writing research reports that are clear and well-structured (Sudrajat et al., 2023). It is expected that this workshop will help students in the Educational Management program improve their skills in composing theses that meet high academic standards.

In its implementation, the workshop will also include a socialization program and mentoring clinic designed to enhance students' writing skills. By involving lecturers as mentors who provide direct guidance, students can better understand the significance of each stage in the research and academic writing process (Belozerova, 2022). Through this program, students are also expected to develop effective academic communication skills and produce higher-quality academic work.

Another important consideration is the development of human resources, both lecturers and students, through further education, training, and professional development. This aims to ensure that all parties involved in the research and teaching process possess the most current knowledge in the field of academic research (Zamakhsari & Ridzuan, 2015). Additionally, the use of information technology in managing and disseminating research results is crucial to improving the quality of academic work. The use of technology-based management information systems can accelerate the research process and increase the visibility of academic work (Muliantara et al., 2015).

Furthermore, it is essential for students to receive constructive feedback from lecturers and peers throughout the research and writing process. Regular evaluations, along with the use of statistical tools and control charts, can help students identify areas that need improvement and ensure the quality of their research (Ahmad et al., 2024). Thus, students will not only be better prepared to produce high-quality theses but will also gain valuable experience in applying scientific theories in real-world contexts (Musthofa et al., 2023).

Ultimately, it is hoped that this workshop will not only enhance students' research abilities but also prepare them to produce academic work that can contribute to the advancement of knowledge in the field of educational management. Improving the quality of academic work will play a crucial role in producing graduates who are ready to compete at both the national and international levels and contribute to the advancement of education in Indonesia (Stukalina & Pol, 2018).

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## Methods

The Online Workshop on Improving the Quality of Academic Work (Theses) for students of the Educational Management program at Universitas Negeri Jakarta will feature three competent speakers in the fields of education and academic research. The first speaker, Prof. Dr. Supadi, M.Pd., an expert in educational management, will provide insights into the importance of quality research in education and how to build an effective research framework for theses. The second speaker, Prof. Dr. Rugaiyah, M.Pd., will discuss appropriate research methodologies and relevant data analysis techniques for educational research. She will also emphasize the importance of validity and reliability in scientific research (Sutriawan et al., 2023). The third speaker, Prof. Dr. Nurhatatti, M.Pd., will deliver material on proper academic writing techniques and how to compile research reports that are clear, structured, and academically accountable (Dewi et al., 2021).

This workshop will be moderated by Dr. Aldo Redho Syam, M.Pd.I., who will facilitate the event, beginning with an introduction to the importance of improving the quality of academic work and introducing the speakers. Dr. Aldo Redho Syam will also guide the Q&A session, ensuring smooth discussions and providing participants the opportunity to ask questions directly to the speakers (Yusuf & Wulida, 2024).

The workshop will take place on Monday, August 4, 2025, from 10:00 AM to 1:00 PM (WIB). The event will be held online via the Zoom Meeting platform, enabling direct interaction between the speakers and participants, even though the session is conducted virtually. A total of 76 registered students from the Master's program in Educational Management at Universitas Negeri Jakarta will attend the event. These students are currently working on their theses and are expected to gain direct benefits from the topics discussed.

The event will begin with an opening by the moderator, who will explain the objectives and agenda of the workshop. The moderator will provide an introduction on the importance of academic work quality and how this workshop is expected to assist students in improving their skills in writing quality theses. Afterward, each speaker will present material according to their designated topics. The first session will cover the importance of quality research and how to structure an effective research framework. The second session will focus on research methodology and appropriate data analysis techniques. The third session will provide participants with knowledge on proper academic writing techniques and how to compose academically accountable theses.

After all three speakers have delivered their material, there will be a 30-minute Q&A session, where participants can ask questions related to the topics discussed. This session aims to deepen the participants' understanding of the subjects and offer an opportunity to share experiences and

challenges faced in writing theses (Yusuf & Wulida, 2024). The workshop will conclude with the moderator thanking the speakers and participants, and providing information on follow-up actions, such as access to materials or additional resources that participants can review. As a form of evaluation, participants will also be asked to complete a feedback form regarding the quality of the event, the material presented, and suggestions for future improvements.

Through this workshop, it is hoped that students in the Educational Management Master's program at Universitas Negeri Jakarta will enhance their thesis writing skills and produce high-quality academic work. This workshop is also expected to contribute to improving the quality of education at Universitas Negeri Jakarta, particularly in enhancing students' abilities to conduct sound and proper scientific research (Sutriawan et al., 2023)

## Result And Discussion

### The Impact of the Online Workshop on Improving the Skills of Students in the Educational Management Program at Universitas Negeri Jakarta in Writing High-Quality Theses

The online workshop held on August 4, 2025, attended by 76 students from the Educational Management program at Universitas Negeri Jakarta and led by competent speakers, had a positive impact on enhancing students' thesis writing skills. Based on observations and evaluations conducted during the event, several significant outcomes were identified regarding the impact of this workshop on students' thesis writing abilities (Sutriawan et al., 2023).



**Figure 1. Workshop on Enhancing Thesis Writing for Master's Students in Educational Management at Universitas Negeri Jakarta**

One of the main observed impacts was the improvement of students' professional competencies, including cognitive, affective, and psychomotor aspects. Competent speakers such as Prof. Dr. Supadi, M.Pd., Prof. Dr. Rugaiyah, M.Pd., and Prof. Dr. Nurhatatti, M.Pd., delivered materials that not only increased students' knowledge of thesis writing techniques but also enriched their skills in formulating scientific arguments and research methodologies (Yusuf & Wulida, 2024). Students who previously lacked confidence in writing theses now feel more prepared and capable of conducting in-depth research with the appropriate approach.

The online workshop also successfully increased student participation levels. Active interaction during the Q&A sessions, as well as the use of the interactive Zoom Meeting platform, provided students with opportunities to interact directly with the speakers. This active participation is closely related to the quality of learning that students received, as they could ask questions directly about the obstacles they faced in writing their theses (Dewi et al., 2021).



**Figure 2. Discussion Process of the Workshop on Enhancing Thesis Writing for Master's Students in Educational Management at Universitas Negeri Jakarta**

Case-based learning and online discussions facilitated during this workshop proved effective in enhancing students' problem-solving skills. In thesis writing, students often encounter complex issues that require systematic research approaches. Group discussions held during the workshop sessions allowed students to share experiences and solutions, which in turn enriched their approaches to addressing research problems.

Based on participant evaluations, a significant positive relationship was found between students' participation levels in the workshop and their satisfaction with the learning process. Students who were more actively involved in discussions and Q&A sessions reported higher satisfaction with the outcomes of the workshop. This satisfaction was reflected in the increased

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motivation to continue the thesis writing process with more confidence and enthusiasm. Moreover, students who were satisfied with their learning experience showed improvements in the quality of their thesis writing after the workshop.

Although the workshop provided many benefits, challenges related to online participation remained. Some students experienced technical difficulties, such as unstable internet connections, which hindered their ability to fully engage in the sessions. This shows that while online workshops offer easy access, technical factors remain barriers that need to be addressed. Therefore, planning to ensure students' technical readiness before the workshop is crucial to avoid disruptions during the session.

This workshop also highlighted the importance of effective supervision in online thesis mentoring. Many students expressed that while they received new materials and knowledge, guidance from thesis supervisors was still needed to address doubts and uncertainties that arose during thesis writing. Supervisors need to be more proactive in providing support, both directly and indirectly, to help students overcome challenges in writing their theses.

The success of this online workshop also heavily depended on technological readiness, both from students and lecturers. Before the workshop, students and lecturers were trained in using Zoom Meeting and other platforms that support the learning process. This technological readiness affected the smooth running of the workshop and ensured that the material could be delivered effectively without technical obstacles. Therefore, it is important for universities to continually strengthen their technological infrastructure to support more effective online learning.



**Figure 3. Activity of the Committee and Speakers in the Workshop on Enhancing Thesis Writing for Master's Students in Educational Management at Universitas Negeri Jakarta**

The workshop demonstrated that technical and academic support are essential in ensuring the smooth flow of online learning. Several students reported that they felt more comfortable participating in the workshop due to the technical support readily available to resolve any issues

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promptly. Additionally, the academic guidance provided by the speakers and moderator had a positive impact on students in deepening their understanding of the topics discussed.

Based on the experiences from this workshop, there is a need for implementing a more comprehensive follow-up training program for both students and lecturers regarding the use of online learning tools. Students need to be better prepared in utilizing existing technologies to support their thesis writing process. Therefore, the development of more in-depth training materials and further mentoring will be highly beneficial in ensuring the success of future training programs.

Increasing interactivity within the workshop content is also an important recommendation. Students showed greater interest in materials presented interactively, such as the use of case studies, group discussions, and hands-on practice sessions. Developing materials based more on real case studies and the relevance of topics to the challenges students face in thesis writing will further enhance their engagement.

Overall, the implementation of this online workshop had a positive impact on improving students' thesis writing skills. However, to maximize the results, more attention needs to be given to technical issues and students' preparedness for online learning. In the future, further development of training programs, as well as the utilization of more advanced technologies, will be key to continuously improving the quality of research and thesis writing among students of the Educational Management program at Universitas Negeri Jakarta.

### **Factors Influencing the Effectiveness of the Online Workshop in Improving the Quality of Academic Work of Students in the Educational Management Program at Universitas Negeri Jakarta**

The online workshop held on August 4, 2025, attended by 76 students of the Educational Management program at Universitas Negeri Jakarta, demonstrated various factors influencing the effectiveness of the activity in improving students' scholarly work. Based on observations and evaluations conducted during the event, several key factors were identified that contributed to the success of the workshop in enhancing students' research skills (Sutriawan et al., 2023).

One of the most influential factors was the participation and engagement of the facilitators in the learning process. The facilitators, comprising Prof. Dr. Supadi, M.Pd., Prof. Dr. Rugaiyah, M.Pd., and Prof. Dr. Nurhatatti, M.Pd., demonstrated high levels of engagement in the online discussions. They actively initiated discussions with open-ended questions, provided constructive feedback, and maintained a balance between guiding students and allowing them to develop ideas independently. This active engagement significantly supported students' comprehension of the material presented and enhanced their thesis writing skills (Yusuf & Wulida, 2024).

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Facilitators' competencies also played a critical role in the effectiveness of the workshop. Their extensive expertise in education and scientific research was reflected in the quality of the materials delivered. Proficiency in course design, facilitation, and the use of educational technology enabled them to teach effectively and engagingly, ensuring students' active involvement in the learning process (Dewi et al., 2021). Collaboration between facilitators and instructional designers further enhanced their competencies and the overall quality of the workshop.

Student engagement was equally important in achieving optimal outcomes. Strategies employed to foster student involvement, such as group discussions, collaborative projects, and interactive instructional methods, proved effective. Students demonstrated high participation during Q&A sessions and group discussions, deepening their understanding of the material presented. Therefore, the level of student engagement directly influenced the workshop's effectiveness in improving research skills (Sudrajat et al., 2023).

Peer support and collaboration among students also played a significant role in enhancing the quality of the workshop. Cooperation during group discussions allowed students to share experiences and knowledge, fostering an active learning environment, improving understanding of complex concepts, and reinforcing motivation to produce high-quality theses. Moreover, interactions within discussion groups built a sense of community that supported students' academic development.

Despite its success, technological challenges remained a major concern. Some participants faced technical difficulties, such as unstable internet connections and limited device access, which affected their participation. These issues underscore the importance of students' technical readiness for smooth online learning. Hence, universities must provide technical training to better prepare students for using online learning platforms and to prevent disruptions during workshop sessions.

Technical preparedness depended not only on students but also on facilitators. Facilitators' mastery of technology was a crucial factor in workshop effectiveness. Skilled facilitators who efficiently use platforms like Zoom and other interactive tools can manage sessions smoothly and ensure an optimal learning experience for students. Training facilitators in the use of technology and online instructional tools is key to ensuring workshop success.

Course design and structure significantly influenced workshop effectiveness. The workshop was designed with clear objectives, well-organized content, and a manageable workload, facilitating active learning and interaction between facilitators and participants. A well-structured course provides students with clear guidance on expectations and how to effectively develop their thesis writing skills.

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Content delivery was another determinant factor. Facilitators employed a flexible learning approach, delivering materials both synchronously (live) and asynchronously (recorded) to accommodate students' diverse needs. This flexibility allowed students to learn at their own pace, thereby improving comprehension and application of the knowledge presented.

Beyond technical and academic factors, emotional support played a vital role in the workshop's success. Several students reported feeling more motivated and less anxious about writing their theses after receiving emotional encouragement from facilitators and peers. Creating a positive and supportive learning environment helps reduce anxiety, which is often experienced when facing challenges in thesis writing.

Furthermore, students' cognitive engagement in learning activities was critical. The workshop encouraged higher-order thinking, connecting theory with practice, and challenging students to apply knowledge in real-world contexts. Activities that stimulated critical and analytical thinking were proven to enhance the quality of students' research, as they could perceive the relevance and applicability of the knowledge gained.

Institutional support from Universitas Negeri Jakarta also contributed significantly to the workshop's success. The university demonstrated its commitment to supporting online learning by providing adequate resources for both facilitators and students, including training and technical assistance. Institutions that foster innovative, quality-focused online learning environments enhance the effectiveness of workshops such as this.

Overall, the workshop positively impacted students' thesis writing skills. However, further improvements in effectiveness require attention to technical issues that may disrupt sessions, as well as additional training for both students and facilitators regarding online learning technologies. The factors identified in this study can serve as guidelines for enhancing the quality of future workshops, ensuring that more students benefit from online learning in producing high-quality scholarly work.

## **Conclusion**

The online workshop aimed at improving the quality of academic work for students in the Educational Management program at Universitas Negeri Jakarta has had a significant positive impact on enhancing the thesis writing skills of students in the Master's program. This workshop, attended by 76 students, successfully improved their competencies in cognitive, affective, and psychomotor aspects. Students demonstrated increased understanding in formulating research frameworks, methodologies, data analysis, and academic writing techniques. Direct interaction with

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competent speakers via the Zoom Meeting platform facilitated in-depth discussions and the resolution of specific problems encountered during thesis writing. Furthermore, active participation in Q&A sessions and group discussions boosted students' confidence and motivation to complete their theses to a higher standard.

On the other hand, the effectiveness of the workshop was influenced by several key factors. First, the competence and active involvement of the speakers, Prof. Dr. Supadi, M.Pd., Prof. Dr. Rugaiyah, M.Pd., and Prof. Dr. Nurhatatti, M.Pd. were crucial in delivering relevant and easily understandable material. Second, student participation through group discussions and collaboration among participants enriched the learning experience. Third, adequate technological support and infrastructure, despite some technical issues such as internet connectivity, played a role in the smooth flow of the learning process. Fourth, the well-structured workshop design and flexibility in content delivery (synchronous and asynchronous) allowed students to adjust their learning pace. Fifth, emotional and institutional support from the university contributed to creating a positive learning environment and reducing student anxiety. Overall, this online workshop proved effective in improving the quality of students' academic work, particularly in thesis writing. However, for future optimization, more attention should be given to technical readiness, training on using digital platforms, and ongoing mentoring from thesis advisors. Thus, similar activities can be further developed to support the enhancement of students' research and academic quality

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